

NHAHPERD NEWS

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

SPRING EDITION

MAY 2021



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

President’s Message: Jarrod Brooks
brooksjarrodnh@gmail.com

Hello NHAHPERD Family! I hope this spring is bringing you warmth and good cheer! It has been an especially long year, which is even more prevalent when working in the schools! This past winter, I challenged you to take a long look at your program and your teaching. I went on to further challenge you to strive to be your best and give your student’s the best opportunity for them to grow and develop. Well, I am back to continue to challenge you.

I have several new challenges for you this time, and I feel they go hand-in-hand! As we near the end of this school year, we will begin to look and plan towards next school year. My challenge is for you to bring new stuff to the table. What new units/activities/lessons can you bring to your classroom. Look outside the box and your bag of tricks to bring something new. Not only will it provide something new for your students, but it will provide you with a new opportunity to explore and learn with them! Often times we need to bring new stuff in to keep our programs relevant and fun, and the summer is a great time to plan for these new educational opportunities.

My second challenge is to continue with your learning. Each year there are numerous opportunities for professional growth through conferences, workshops, lectures, presentations, and other experiences. This is even more accessible than ever, as many of these opportunities can be done from the comfort of your home! I recently attended an online workshop on basketball drills for elementary students. It was fantastic, and was completed entirely from my kitchen table! Take some time this spring to look for professional growth opportunities that pique your interest and are easily available. Look for things that are available during the summer when you have some extra time to complete the trainings and don’t feel stressed with everything else going on. Often times there is minimal cost to continue our learning, there are lots of resources that are even free! However, as a NHAHPERD member you are eligible to apply for the Dianne L. Rappa Scholarship. This scholarship information is for professional development use. More information on this great opportunity can be found in this newsletter.

My third challenge for you is to get involved. Getting involved is one of the most rewarding and important ways to give back. This can be done at so many different levels

with varying levels of commitment. You can get involved at your school. If you see something that isn’t working for your school/students, join the committee that is related to that issue. Be part of the process to change and improve the situation. This can also be done at the community level by volunteering to coach youth sports, work in a food pantry, or join other town-based committees. Achieving this can also be done by getting involved with NHAHPERD. We have tons of ways for you to get involved at all different commitment levels. These opportunities range from presenting at our annual conference, all the way up to being an officer on the board. Each of these opportunities provide for numerous ways to give back, share your knowledge, learn what’s happening, all while being a part of something we are passionate about.

To wrap up, I want to stress the importance of taking care of you! In order to be healthy, happy, productive, and maintain an ability to inspire others, you need to take care of yourself first. This can often start by spending a little effort and time by improving the situations we are involved with in our communities and work places. Spend time on yourself, you have earned it!

Have a great rest of the school year & enjoy the summer!

NHAHPERD Virtual Conference 11/19—11/20 **Participation still available for the 2020 event!**

Missed the 12 Days of NHAHPERD 2020?
No problem!

Up to 36 hours of Professional Development to add to your portfolio.

Contact Executive Director, Dianne L. Rappa:
drappa@roadrunner.com or register online at the
NHAHPERD website Home Page under the
Conference tab—www.nhahperd.org and download
the mail in registration form.

\$105 which includes the \$30 NHAHPERD
membership fee will allow you access to view at least
14 days on your own time.

NHAHPERD’s annual membership also gives you
added opportunities to sign up for other state virtual
conferences & workshops at their membership fees -
some are free! Join NHAHPERD now—
\$30 Professional; \$15 Student.

Past President: Amber McLane - amclane@sau73.org

Spring is upon us, and the warm weather is feeling good! As March 2021 approached marking the one year anniversary of the Covid Pandemic/school shut-down, I couldn't help but reminisce about the roller coaster ride we all faced teaching PE and Health during this unpredictable time. I learned over this past year that flexibility was key when developing, planning, and implementing lessons. I found myself nervous whenever my phone rang because I wasn't sure who in my district was going to be affected by the illness or quarantined as a close contact. During this year, I reflected on my teaching strategies while teaching in-person, remote and zooming into my classroom. I have personally had some ups and downs this year, however, I have learned so much about myself as a teacher. This year has pushed me to be more creative providing authentic, innovative instruction in-person and virtually. Throughout this difficult year my students continued to impress me with their resilience and determination to succeed. My students were very excited to be in-school and moving and being active while adhering to New Hampshire state safety guidelines.

After speaking to several colleagues over this past year, I understood that many of us struggled with our motivation and internal drive. As we became stressed, negative thoughts entered our minds, and our energy levels decreased. Frustration became an all-time high while we faced daily challenges. This led me to self-reflect, and remind myself about my purpose as a teacher and the passion and excitement it gives me. I think self-reflection is so key during our lives, and this is when I came up with the 2021 NHAHPERD Conference theme, "Ignite Your Passion and Purpose." Sometimes throughout our career we get into a funk especially during this year, but we need to regain our spark and recharge our passion, and understand our real purpose as a Physical Education and Health Teacher. We want to... 1) inspire and provide each student with the opportunity to participate in a comprehensive program to become physically literate. 2) Develop the essential value and awareness of the lifelong benefits of physical activity. 3) Most importantly have fun while teaching!!!

As a NHAHPERD member, I encourage you to come and participate in our 2021 November 17—19 Annual Conference in Waterville Valley and 'Ignite your Purpose and Passion!

Lastly, If you would like to be a presenter please contact Melody Gray, Conference Program Coordinator- graymelody2@gmail.com. (Presenter form online www.nhahperd.org & Page 23 in this newsletter.

Good Luck with the end of the year and stay safe and healthy! (***)Be sure to sign up for our email newsletters sharing workshops, resources, +)

NHAHPERD Conference 11/19—20, 2021

'Ignite Your Passion & Purpose!'

Melody Gray, Program Coordinator – graymelody2@gmail.com

Our theme this year is 'Ignite Your Passion & Purpose'. I feel this year's theme will resonate with all of us as an opportunity to recharge our batteries and connect with other educators to provide quality education following this challenging time. Your executive board is currently 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.

Keynote Speaker:

Mike Kuczala, Kinesthetic Classroom. Mike Kuczala is a thought leader on using physical activity in teaching, training, and learning. He has delivered keynotes, given presentations and taught graduate courses on 4 continents. His presentations, courses, books and videos have reached more than 100,000 teachers, trainers, corporate executives, parents and students. He is also the coauthor of the Corwin Bestseller and Association of Educational Publishers' Distinguished Achievement Award nominated, *The Kinesthetic Classroom: Teaching and Learning through Movement*, a book and philosophy that has changed the view of teaching and learning around the world. Mike's 2nd book, *Training in Motion: How to Use Movement to Create an Engaging and Effective Learning Environment*, was released in 2015 (AMACOM) and *Ready, Set, Go! The Kinesthetic Classroom 2.0* (Corwin) was released in the summer of 2017. President of Kuczala Consulting and Academic Director for the Regional Training Center, an educational consulting firm based in Randolph, New Jersey, Mike's SRO presentations have been experienced in such diverse settings from The East Asia Regional Council of Schools to The Association for Supervision and Curriculum Development and SHAPE America.



Professional development opportunity & CEU's!!!

Be a 2021 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 from which others could learn? Want to spend two days with your colleagues in beautiful Waterville Valley? We welcome all that are interested in presenting, so start brainstorming! Complete the Presenter Form Page 23 or go to our website, www.nhahperd.org and submit the form to Melody from there. Thank you!!

the
GRANITE
walk of ages

MARK YOUR CALENDARS!!

Friday May 29, 2021 – 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.

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”

SHAPE America Eastern District Award Recipients Presented Virtually April 18, 2021

Congratulations to our Eastern District 2020—2021 Fellows:

Caitlyn Zimmerlin—Plymouth State University; Major: Physical Education

‘One thing I learned from this program is how many ways there are to either teach or engage children in Physical Activity’

Lauren Diggan—University of New Hampshire; Major: Health & Physical Education

‘I learned how to utilize leadership skills in our field of Health and Physical Education’



Congratulations to the Eastern District Outstanding Professional Leadership Award Recipient:

Dianne L. Rappa - NHAHPERD Executive Director

Following was read during the April 18 Awards Ceremony Presentation by President John Battista

Dianne L. Rappa is currently in her 35th year serving as the NHAHPERD Executive Director. She is retired CEO/ Executive Director of the North Country YMCA, Inc. continuing to volunteer teach Active Older Adult Strength, Fitness and Water Aerobic classes. Her Eastern District service has been continuous since 1978 serving on multiple committees – both Councils, VP Recreation, Exhibits Manager, Board of Governors Rep, Eastern District and National Credentials Chair, Society of Association Management founding member & EDA Local Chair, Nominations, Awards, CAAD, International COPEC conference site coordinator and currently one of the NH State Advisory Commission representatives.

Statewide she is a founding member and 30 year member of the NH Governor’s Council on Physical Activity and Health; Plymouth State University Alumni Association Past Chair and member of the Board of Directors; Women’s Leadership Summit Steering Committee and 42 years as a NH Field Hockey Umpire. Locally Dianne is is the Town of Bath Planning Board Chair and member since 1979.

Her past professional experience includes Secondary Physical Education Teacher and field hockey, basketball and softball coach; Mountain Lakes Recreation District Manager & Monteau Ski Area General Manager; Ski Patrol; Waterville Estates General Manager of Real Estate and Property Management; Village at Winnepesaukee Activity Director.

Proud mother of her two boys, 16 month old grandson and husband Tom.

It is my honor to present to you our 2021 Outstanding Professional Leadership Award to Dianne Rappa.



Outstanding Professional Leadership Award

Dianne Rappa

New Hampshire

SHAPE AMERICA EASTERN DISTRICT
AWARDS CEREMONY



STUDENT CORNER

Cameron Nielsen—NHAHPERD Student Representative; cjn1025@plymouth.edu

COVID University: 2021

It would be an understatement to call the last year a significant setback for Health and Physical Educators everywhere. Overwhelming transitions to foreign teaching formats and different classroom environments required these people to adapt to seemingly uncontrollable conditions. But what about the younger generations who are entrusted with being the educators of the future? What about the college students who are having to adjust their routines and learning habits during a pandemic? As a junior at Plymouth State University in our Health and Physical Education program, I can wholeheartedly confirm that the last year has been a whirlwind to overcome for aspiring college educators. By this time during a “normal” year, we would have logged many hours of in-person observation and teaching experiences. We would have the ability to work on a weekly basis in a teaching setting with our peers, to improve our understanding of important concepts like time management and addressing behaviors. As athletes and frequent movers, many of our students require the use of hands-on learning opportunities and in-person interaction to drive instruction. Additionally, virtual learning has limited our students’ abilities to further develop personal connections with their peers in and out of the classroom.

Amidst all of these challenges that college Physical Educators have faced, we cannot let our attention stray away from the qualities of perseverance and hope that our students continue to show. I truly believe that I speak for all of my peers and colleagues when I say that we are optimistic and eager about teaching in the near future. We possess an overwhelming amount of talent and resources that are waiting to be expressed to the world, and more importantly, our students. It may be difficult to see the true, honest passion that these individuals have through a screen, but I can assure you that is burning stronger than ever before. The adaptations we have integrated in our lives to stay strong over the last year will allow us to impact students like never before. We acknowledge that the success of children in Health and Physical Education will soon be determined by our actions. Our generation is made up of the difference makers, the people who will change our field for years to come. We are ready, we will overcome the obstacles.

Brandon Castor *Keene State College, NH*



- Movement Sciences Student Ambassador
- PE Club President
- NHAHPERD Conference Presenter and Presider
- YMCA Youth Soccer and Gymnastics Volunteer

*As a teacher, I want to be remembered as ...
A spark to all students who stepped foot into my unforgettable activity spaces by creating an ambiance of inspiring and gratifying moments that enriched their minds, bodies, and lives and helped them develop character and the initiative to lead.*



Brandon Castor, NHAHPERD ‘21 OFP
brandon.castor@ksc.keene.edu

The opportunity to represent the state of New Hampshire and NHAHPERD at the SHAPE America 2021 convention has instilled my passion to further my education as inspiring future physical educator. I am appreciative and honored to have received the outstanding future professional award from NHAHPERD and I am thankful for the Keene State College professors whom have been an influential part of my academic successes. The SHAPE America conference bestows the opportunity to connect with influential role models and listening to their professional experiences is incredibly impactful and motivating to an inspiring leader in the field of health and fitness. I feel it is important to understand every day is a new opportunity to learn, motivate and teach future generations to enjoy physical activity. Connecting with teachers from other states continues our next steps TOGETHER in the modern world of technology teaching.

Congratulations to Brandon & James as our Eastern District NH OFP’s!!

James Emery *Keene State College, NH*



- Secretary of Owl Nation
- University academic tutor
- Phi Epsilon Kappa VP and Information Officer
- Dean’s List

*As a teacher, I want to be remembered as ...
Dedicated, caring, and productive. A teacher who was clearly passionate about their class, who was there to answer any questions, and who educated their students successfully. Each class I want my students to walk away knowing they learned something and had fun doing so.*



How Mindfulness Can Improve Your Family's Health

When you hear the word “healthy,” what do you think of? Maybe you imagine broccoli or push-ups, running or spinach. But do you think about your mind? The truth is, overall health includes both body and mind, and we can't be truly healthy unless we're taking care of our thought patterns and mental wellness.

What is Mindfulness?

Mindfulness is the practice of focusing on what you're sensing and feeling in the present moment, without passing any judgment or allowing interruptions. Its practice has rapidly gained popularity after a barrage of studies show that mindfulness can reduce anxiety, stress, and symptoms of depression. But does it work for *everyone*?

The answer is, YES! From children to elders, mindfulness has been proven to change the way the brain functions. It impacts the areas of the brain that control learning and memory, regulation of emotions, and the ability to understand different perspectives. Children who have been exposed to trauma or significant life challenges stand to benefit from this practice even more, as mindfulness can have a particularly positive impact on developing brains.

Perhaps the best news is that this practice does not require a significant time investment. Just a few minutes a day is all it takes to start to feel the positive impacts of mindfulness. As an added bonus, this is something that can be done independently or in a group – families may find that making mindfulness a daily routine can help to bring a few minutes of calm to everyone's life.

Examples of Mindfulness Activities So, what exactly does mindfulness look like? While you might think of traditional meditation – sitting still with your eyes closed – that's just one of many options you could choose to practice mindfulness. This practice can also be done while walking, laying down, inside or outside, and at any time of the day. Fortunately, BOKS, a free physical activity program for kids and families, has just launched a new Mindfulness & Movement Flows resource designed to take the planning out of mindfulness activities. Created by fitness instructors, this resource contains 25 short activities, ranging from 5 – 10 minutes in length, that all include a follow-along video. These activities are grouped into 5 categories:

Breathing – Focus on controlling and adjusting your breath.

Mindfulness Meditation – Tune into your surroundings and be aware of all that's around you.

Movement Flows – Practice different movements, focusing on your balance.

Stretching – Be aware of your body and how different stretches impact different muscles.

Gratitude – Let go of your emotions and stressors by focusing on what you're grateful for.

To get the most out of your mindfulness activities, try taking them outside into your local park, backyard, or neighborhood. Research indicates that mindfulness has a far superior impact when practiced in a natural environment, away from artificial noises and distractions. The great outdoors provides natural mental stimulation, which decreases the likelihood of a wandering mind. This contributes to the goal of focusing on the present without letting intrusive thoughts interrupt and provides support to those who may be new to mindfulness.

Time to Jump into Mindfulness

Now that you understand the benefits of mindfulness and how simple it is to practice, why not give it a try? Head outside and allow yourself to focus on your breathing, your surroundings, or your body. If you want additional guidance, sign up for BOKS [HERE](#) for free to download Mindfulness & Movement Flows and simply follow along with the your first mindfulness exercise, come back and let us know how it made you feel! And remember, mindfulness is not a competition – practice at your own pace, and soon enough, your mental and physical health will thank you.

Shea Pease (shea.pease@bokskids.org) is the BOKS Northeast Regional Specialist, located in Boston, MA. Follow BOKS (@BOKSKids) on Facebook, Instagram, Twitter, and YouTube for more family-friendly resources.



NHAHPERD Awards- Amber McLane, NHAHPERD Awards Chair. amclane@sau73.org

As the new NHAHPERD Award Chair, I want to take this opportunity to thank Curt Martin for all his work and dedication over the years. I am excited to learn and grow in this new role on the NHAHPERD Board.



Attention NHAHPERD members! Do you know of a colleague who is deserving of recognition for all they have done for their students, school, community, or colleagues? Please consider nominating them for a NHAHPERD Award for 2022. A listing and description of awards can be found on the NHAHPERD website, www.nhahperd.org. You can send your nominations to me: amclane@sau73.org. We have amazing individuals doing wonderful work in our beautiful state of New Hampshire who need to be recognized.

Don't wait...Nominate!!!

Connection through COVID-19

Tracy Gray, VP Elect – tgray513@gmail.com

Think back to your favorite teacher, coach, friend- What made them so special? They knew who you were, what you liked, what you hated, what pressed your buttons and what put that happy smile on your face. Now more than ever, we as educators need to connect with our students by knowing and doing the little things. Just like Blink 182 said, “All the Small Things”; they are what matter. One of my biggest challenges going into a Hybrid, model was how to convey that human connection with my students and get them to have some genuine pride in their performance.

Anyone who’s taught a zoom class is all too familiar with talking to a laptop full of blank screens and that forever of silence when you ask a question. More than teaching students to appreciate movement, we need to connect first. We need to create that initial buy in and trust. But how do we do that? Despite what we may think, we have countless tools in our toolkit that might just need a little re-working! All of those NHAHPERD workshops paid off! Here are a few of my favorite tools:

Google Docs- Teaching at the high school level AND teaching “zoomers” and “roomers” at the same time is well...very different. Forget being able to watch for movement patterns in all of your students on one platform. Now, we must have a way for students to prove their understanding in different ways. This is where we really get to hone in on some of those “cross-curricular skills” and self-directed responsibility. Challenge students to develop their own ways to test for fitness markers with what they have! This has been one of my favorites- ask students to find ways to test their flexibility at home, design interactive games, minute to win it challenges that anyone can do in or out of the classroom!

The best part of Google Docs is that you can hop on to anyone’s Doc and see their progress. You can include videos and links and have your students do the same. You can provide real time comments and motivation or....see that a student with the document open hasn’t completed any of the assignment with the class (in which case you can send them a private zoom message to see where they may have drifted off too!). This allows students to take responsibility in their work. They can be active and record their progress through goals and fitness test or even SEL check-ins.

Bitmoji Classroom- Another fun way to make it fun! Use your own bitmoji to create interactive Google Slideshow or Doc! You can sprinkle in your own videos from YouTube of KAMI as well. Students enjoy seeing your attempt at creating an avatar that represents you! Include them in the fun with maybe a weekly theme or search through the options, pick one and bring it to life! Yoga, fitness, eating healthy and more are all included.

My last bit of advice for this hybrid craziness is finding your own style. It’s okay to share ideas of what worked well for co-workers but at the end of the day, think back to what YOU are good at. Don’t try to emulate someone else’s style. Keep those tid-bits in the back of your brain but let your true self shine through and develop your own teacher flow. Know your strengths! We are all good at many skills like connection, knowledgeable, funny, approachable, and creative. I challenge you to really think about 3-4 traits that you do well and see if you can use those to connect. Connection creates trust and we all have these capabilities to continue to learn and grow into our best professional and personal selves. It all starts with the small things.



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.

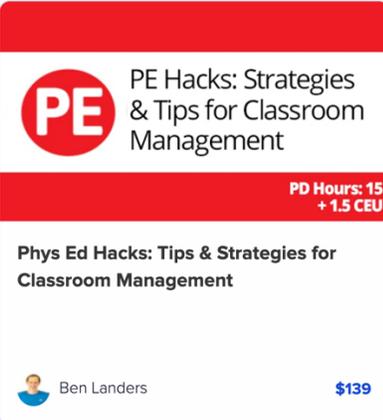
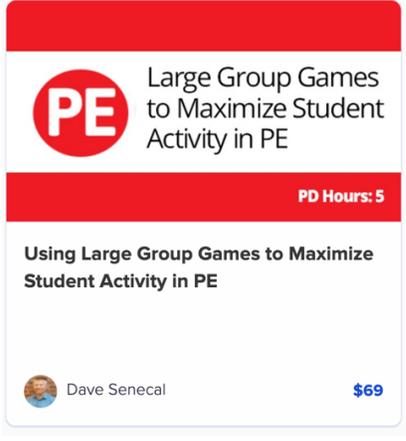
<https://ssww.teachable.com/p/homework>

Free Registration to Access Materials

Need Online Professional Development at a Discount?

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<p>My Favorite Apps for Teaching PE</p> <p>(15 PD hours)</p>  <p>My Favorite Apps for Teaching Physical Education</p> <p>PD Hours: 15 +CEU</p> <p>My Favorite Apps for Teaching Physical Education</p> <p>Learning to use technology tools to enhance your PE Classes</p> <p>Ben Landers \$119</p>	<p>Strategies & Tips for Classroom Management</p> <p>(15 PD hours)</p>  <p>PE Hacks: Strategies & Tips for Classroom Management</p> <p>PD Hours: 15 + 1.5 CEU</p> <p>Phys Ed Hacks: Tips & Strategies for Classroom Management</p> <p>Ben Landers \$139</p>	<p>Large Group Games to Maximize Student Activity</p> <p>(5 PD Hours)</p>  <p>Large Group Games to Maximize Student Activity in PE</p> <p>PD Hours: 5</p> <p>Using Large Group Games to Maximize Student Activity in PE</p> <p>Dave Senecal \$69</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.

Social Skills When Returning to In Person Physical Education

Garison Rogacki – VP Physical Education; g.rogacki@dover.k12.nh.us

As students begin to transition from virtual or hybrid models back to in person school we, as physical educators, may want to view the coming days as the first days of school. Many students have not had many social interactions with peers or large groups of peers since March of 2020. For some students this is their first year in a new school with peers that they haven't met in person yet. Physical education can offer many ways for these students to interact while developing and growing their communication and teamwork skills in a socially distanced environment.

I'm planning to use name games and ice breaker activities to have fun while lowering the anxiousness some students may have with being back at school. Such games may include the name game "You, Me, Left, Right" to get students interacting with each other in a fun way while learning each other's names. Positive and supportive interaction should be emphasized while students are dusting off their social skills.

I also think teambuilding games will be important to utilize to have students develop and build lifelong social and teamwork skills. Problem solving as a group will have students using communication and collaborative skills to support each other and work toward a common goal. These activities can also set and reinforce expectations for interactions in the physical education classroom. Many students may not have used these skills while at home and physical education can incorporate many activities where students can have fun while developing lifelong communication and teamwork skills.

During this time of transition be mindful that the students will need to warm up to being back at school. Activities such as name games, icebreakers and teambuilding activities can be helpful in lowering students' anxiousness and creating positive social interaction in the class.

"Independence in P.E."

Kevin Parsons, Elect VP H, Elementary P.E. - kparsons@sau8.org

How do you provide students with opportunities to be independent during P.E? Seeing as Physical Education is a time during a student's day where they can break away from their normal classroom routines, stand up and move their bodies, it is important to offer opportunities to foster their independence and allow them to grow as individuals. There are many ways to provide opportunities for independence. Some examples are as follows:

Establish routines early on to allow time for them to practice them individually: Having blocks of time under an hour for each class makes it difficult to provide independent learning. However, by taking the time early on in the year with students to establish clear, concise objectives and routines makes it easier to hop right into the tasks for each day. For example, I take an ample amount of time to practice coming right in, sitting in a circle, and begin their warmup when the music plays. Because of this I do not need to constantly instruct them on the expectations that I have, and they can be independent in their tasks right when they enter the gym. By stating these objectives clearly early on and keeping them consistent, the students know to do their jobs without prompting which is a huge prerequisite to having complete independence.

Allow opportunities for choice: Although during most classes I have a set lesson plan that I follow, being flexible and open to change gives your students more time to be independent. Open gym is a great example of how I provide incentive for students to choose their behaviors and understand the outcomes of their choice. The students know that if they are cooperative, making smooth transitions, and following expectations, they will be able to earn "open gym." Open gym is a time where I open the closet doors and allow students to choose what they want to participate in for the day. This is a time that shows students that if they choose to work hard and follow expectations, they will earn time to participate in anything that they choose. This allows them to be independent, make the choice to use equipment appropriately, and have fun in any way that they choose.

Finding opportunities for students to work in the absence of their paraprofessional: This idea is circumstantial of course. However, for a lot of students with behavioral issues, or students that are in need of extra academic support, P.E. is a great time for them to have a sense of normalcy with their peers since they do not need to be accompanied by their para throughout the whole class. Students pick up on everything, and if they have an extra teacher working with them through the day, they know it is not entirely normal. I have built very strong relationships with these students, especially the ones with behavioral issues. I feel as though P.E is a safe space for them to practice their independence, and channel their energy into positive movement. Having their para stand off to the side, or even leave the gym for a little while is a great opportunity to allow some students to really be independent and interact with their peers with ease.

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 NEW YORK ROAD RUNNERS

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.

RECREATION NEWS

Jeff Hastings, VP Recreations – jhastings@derryfield.org

Happy Spring NHAHPERD Nation! I hope this article finds you all well. Like you, I have been itching to get outside with my classes and family. While winter provided us with some good outdoor activities, I am looking forward to spring and the outdoor pursuits it provides. When covid first hit last spring, hiking became incredibly popular, and I believe that it's going to be just as popular again this spring. While spring hiking can be amazing, it can also be very dangerous if you don't take the proper precautions. Here are my five basic rules to follow, as well as, some easy hikes for your classes and family to enjoy this spring.

Rule number one! Let's start at your feet. You'll need proper footing on the wet, slippery trails. Wearing footwear that is waterproof, with aggressive treads, and will protect you from slips on the trail. If there's snow or ice, then microspikes or snowshoes are excellent options. Socks are also incredibly important. You'll need socks that keep your feet warm, provide cushioning, and dry quickly. Check out this site for the top ten day hiking socks, <https://www.cleverhiker.com/best-hiking-socks>

Rule number two. Use a walking stick or trekking poles. They will not only help you with balance but help you determine the depth of snow or water if you have to venture off the trail.

Rule number three. Stick to the trails! Walking down the center of the trail will not only keep you safe but the trails as well. Venturing too far off the beaten path could lead to post-holing in deep snow or slipping on ice, which could lead to injury. While walking on the sides of the trail may seem like the best option when trails are wet, what happens is that you often loosen the soil which will be washed away by melting snow or rain, leading to further erosion of the trail.

Rule number four. Stay away from the ice and moving water. Crossing thawing streams and rivers can also be dangerous at this time of year. Wet feet or clothes with a mix of chilly daytime temps can cause frostbitten feet or hypothermia, leaving you with a miserable outdoor experience.

Rule Number five. Overpack! Yes, that's right. You may be tempted to carry less, due to warmer weather, however, we all know that in New Hampshire, winter is only a cloud away. So, pack those extra socks, microspikes, rain jackets, first aid kits, and plenty of food and water. You'll be happy you did if bad weather were to strike.

So, you're now ready to hike! Where are the best places to take your classes or family this spring? Here are the top five places in New Hampshire.

1. Mount Kearsarge in Wilmont, NH

We take our students here every year! Located in Wilmont, NH in Winslow state park, it's just a one-mile hike to the top of the mountain. At the top, there are places to picnic, an observation tower, and a beautiful 360' view of New Hampshire.

2. Pack Monadnock- Peterborough, NH

The hikes begin at Miller state park and are roughly three miles in length. At the top, there is a Lean-to and picnic tables for eating. There are also 360' views of the area, as well as a great view of Mount Monadnock.

3. West Rattlesnake Mountain- Holderness, NH

This short 1.8 miles hike offers unobstructed views of Squam Lake. Though the hike rates on the easy side, be careful, as there are some steep portions.

4. Arethusa Falls-Crawford Notch, NH

This hike brings one of the best views in New Hampshire. The 160' Arethusa Falls is simply breathtaking.

5. Piper Mountain-Gilford, NH

Piper mountain is a 1.8-mile moderate climb. I would highly recommend taking the red trail as it provides the best hiking. Once at the top, there is a fire tower that provides 360' views of the surrounding area, and you are surrounded by beautiful wildflowers.

Enjoy the trails, everyone!

Back To Full—JJ Tinney, VP Elect Rec – jjtinney80@gmail.com

The time seems to have come for schools to go back in full, this will likely be a nerve racking time for many. As a current teacher who has been in person since October at the current district I teach at, I have some perspective on what it is like to be in both a gymnasium and a classroom five days a week. By no means will I claim to be perfect but I do have some things I have learned from this experience.

Using the gymnasium and equipment can be possible but you need a plan. Everything from how equipment is cleaned in between classes to where students are allowed to enter needed to be planned out in order for me to use the gym but it was well worth it. That being said, Physical Education may look very different and working with your administration, school nurse, and community is super important. Plan for more students in the classrooms & in the gym & therefore reinforcing mask wearing procedures may be necessary. Many students may be used to maintaining enough distance from one another from lax mask wearing policies to be more acceptable. Just like any behavioral expectations if you set them early and stick to it, students will follow.

Lastly, I have learned that students need more breaks than normal and really appreciate any opportunity to have their masks off. I generally plan on getting students outside as much as possible if it makes sense with the unit you are teaching. As we move towards nicer weather I try to create lesson plans that can be done both inside or out. To my fellow teachers, I wish you the best of luck as we all move towards going back to full. Remember you have a support system through your admin and through your peers here at NHAHPERD.

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

Hello Spring! In a few short weeks we are going back to 100% in person learning. As a department we were trying to picture how this was going to work in the health setting. Taking two very different classes and creating a safe and positive transition to one class seemed daunting. Our HPE department decided to complete a few ice breaker activities and get to know you games so that students could learn who everyone was. Below I am going to list two and encourage you to try it in your classroom!

Partner Introductions: For this activity we completed it out on our track, but you can complete it anywhere there is a larger space. -Students will walk one lap around the track.

- Every 100yds they will talk to one new person and ask them the following questions; what is their favorite color, favorite ice cream flavor, and something they like to do for fun.
- Once the lap is completed students will introduce someone they met in the class.
- “This is Kristen, her favorite color is purple, her favorite ice cream is mint and she likes to hike.”
- Once the student is finished introducing the student the class yells the students name and claps.

Categories: This activity can be done in the classroom or in a large space.

- The goal is to communicate with classmates and find common interests.
- The teacher will state a category and students will decide what their favorite option is. For example, if the category is favorite color, students will choose what their favorite color is.
- Once decided they will group themselves based on what their favorite option was.
- Preface making your own choice and not deciding based on what a friend chose.
- Also state you do not want multiple groups of the same option. For example, you do not want two or three groups of blue, you are looking for one united blue group.
- Closure connections: How many of you learned something new about a classmate? Was it challenging to find a group? What made this activity fun? Enjoy and good luck! :)

YOUTH FITNESS COALITION



Celebrate Wednesday May 5—ACES Day 2021

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 5th** 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 throughout the year.

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

GET Your Funds Now!

Fitni Destani, President Elect – fdestani@keene.edu

Happy Spring everyone! This year I am writing to you all as President Elect for NHAHPERD. For those that do not know me, I am currently an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Sciences Department (HP&MS) and excited to serve in this role.

As we continue to transition out of an arduous and tumultuous 2020, I want to once again remind you all that the greatest safeguard to our recent challenges can be overcome by first focusing on our personal health and well-being. Walking the talk and being regularly physically active goes without saying but if you find yourself overburdened like many of us may be feeling, then rejuvenate yourself through regular physical activity.

“Don’t be pushed by your problems. Be led by your dreams.” Ralph Waldo Emerson

The quote by Ralph Waldo Emerson resonated with me because it is easy to focus on the multitude of problems we are facing in our daily lives at home or at work. Stress is dependent upon perspective, if we perceive our problems as challenges instead of threats, then we can use effective coping strategies (e.g., mindfulness, physical activity) to manage them. Write down your challenges and begin to develop strategies to conquer them.

My focus in this newsletter entry is to remind everyone the importance of knowing and requesting what resources are available to support solving some of your work-related challenges. Whether you teach health, physical education, recreation, or dance K-12, in the community, or in higher education, proper funding is crucial during a global pandemic to counteract the challenges we are facing today.

As we know the federal government has responded to this COVID-19 global pandemic by enacting six major bills, costing about \$5.3 trillion, to help manage the pandemic and lessen the burden on families, businesses, public health, tax incentives, and educational support. In fact, approximately \$282 billion was designated for educational support.

Marcia McCaffrey, from the New Hampshire (NH) Department of Education, recently broke down the federal aid relief bills that have provided financial support through the Elementary and Secondary School Emergency Relief (**ESSER**) Fund.

1. On March 27th, 2020, the Coronavirus Aid, Relief, and Economic Security (CARES) Act led to **\$13 billion in ESSER I** funds.
2. On December 27th, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act led to **\$54 billion in ESSER II** funds.
3. Then on March 11th, 2021, the American Rescue Plan (ARP) led to **\$122 billion in ESSER III** funding.

I will highlight some of her thoughts below for why, when, how, what you need to do to request funding for your school and programs here in NH.

- **Why and When?** There is lots of money, get it while it’s available! NH received \$37.641 million from **ESSER I**, available for expenses and activities but the funding is available between 3/13/20 to 9/30/21. The funds from the ESSER I must be spent before dipping into the \$54 billion in the **ESSER II** funds that are available until 09/30/23. Finally, the **ESSER III** has a whopping \$122 billion in it with 90% being funds for public schools and charter schools available until Oct. 2024.
- **How to obtain the funding?** Talk to your districts about how you can obtain funds! Do not take there is no money for an answer. Be persistent and clarify the needs of your school and programs.
- **What has a good chance of being approved?** You should be prepared to answer how your school or program has been impacted by the pandemic and even more importantly, how your students have been impacted. Discuss what students lost this past year. How the pandemic has impacted their regular physical activity patterns, their skill development or cognitive understanding as well as their emotional health and well-being.
- **Think of creative and collaborative ideas!** Seeking funding even when there is a wealth available still needs to be validated and the best way to get it approved is to indicate how your ideas will lead to great student engagement! So, one of these ideas is to get multiple programs on board with the funding request. For example, collaborate with music, art, dance, and health and physical education together to offer summer programming or alternative ways to learn. Outdoor adventure activities and culminating activities that can enhance student engagement would be great ways to seek the funding you need.

Final note: I tried to inspire you get funded. If you are already utilizing one or many of these options then please contact me and share the process. Create your own webinars, PLCs, offer file-sharing through these online tools as many of your colleagues could use your support. Let’s hope for a financially prosperous but professionally engaging year whether that be in-person, virtual or online!

RECIPE CORNER

CHEESEBURGER CHOPPED SALAD

1 TBSP Olive Oil
1 lb lean ground beef (or your favorite beef substitute)
2 garlic cloves, minced
1/4 tsp salt
1/4 tsp pepper
6 oz sharp white cheddar (grated)
8 cups butter lettuce
1 pint cherry tomatoes (halved or quartered)
1/3 cup chopped dill pickles
1/4 cup diced red onion
salt and pepper for seasoning

DILL PICKLE VINAIGRETTE

1/4 cup diced dill pickles
3 TBSP dill pickle juice from a jar of dill pickles
2 TBSP diced shallot
2 garlic cloves, minced
2 tsp dijon mustard
1 tsp honey
pinch of salt and pepper
1/2 cup extra virgin olive oil
In a bowl, whisk together the pickles, pickle juice, shallot, garlic, mustard, and honey.
Add a pinch of salt and pepper and whisk until the mixture comes together. While whisking, stream in the olive oil until the dressing emulsifies.

INSTRUCTIONS

Heat a large skillet over medium heat & add the olive oil. Add the ground beef, garlic cloves, salt & pepper. Break the mixture apart with a spoon and cook until browned (about 6-8 minutes).
Turn off heat and add about 2 ounces of cheddar over the beef until it melts slightly.
Chop lettuce into uniform size pieces.
Throw lettuce into a bowl with a pinch of salt and pepper. Toss. Add the tomatoes, dill pickles, and diced onion. Add the remaining cheddar cheese. Toss well and drizzle on dressing.

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 Dance Institute

The **NHDI Residency Program** gives elementary and middle school children the opportunity to participate in our performing arts outreach program during their school day. Led by a professional teaching artist, residencies are typically one week in length during which all students dance. This gives everyone exposure to the arts, while many children might not otherwise have this unique and empowering experience. Through the arts, we challenge students to develop life-long skills, such as analytical thinking clarity in expression, collaboration and creativity. All while moving their bodies and staying active. Our program is adaptable to the current learning environments that you may be faced with (hybrid) as well as adhering to current health and safety guidelines (masks and social distancing).

At its core, dance tells a story. It can help children make sense of our complex global community and broaden their experiences and understanding. In today's global pandemic environment, this is more important than ever. Children need movement, engagement and support. NHDI enables children to imagine the unimaginable and to creatively connect to the past, the present and the future.

If you would like to learn more about how to bring an NHDI Residency to your school, please contact us at nhdi@nhdi.org



Social Dances - Lisa Brace, VP Elect Dance; lbrace@sau73.org

Have you ever been to a wedding? How about a wedding during “Covid times”? Social dances are sometimes a stressor for people when they attend weddings but they don’t need to be and they are a great way to get lots of people up and moving at the same time! A few dances that everyone should review are: Macarena, Cha Cha Slide, Cupid Shuffle, Whip, and Cotton-Eyed Joe. These are all dances that can be done at a distance from others.

If you check YouTube you can find videos of dancers who walk people through these dances and I think it would be a great warm-up for rainy PE days when you are in the classroom or gym. Check out this account <https://www.youtube.com/watch?v=I1gMUbEAUFw> to see a student-friendly Cha Cha Slide. This YouTuber also has most of the other dances listed above in a student-friendly format. Once your students are comfortable with these dances, you could even forward the songs to the classroom teachers for movement breaks throughout the day! Have fun!

The struggle is real. - Ashley Laufenberg, VP Dance: laufenberg@pemibaker.org

In a year just filled with struggles it’s good to know there is help out there. When my school was in Remote Learning last spring and then transitioned into In-Person Learning this fall, I found myself often lost and blank for ideas. But thank goodness for all the folks out there who have been willing to share their ideas with others. I mean everyone from virtual presenters, online workouts and demonstrations, websites, and so on. Let’s start with technology in general. I feel like I have a love/hate relationship with it. Sometimes it works, sometimes it doesn’t. Some days I think I’m up with the times and then the kids refer to some TikTok that I don’t even have an app for. But here are some things that have helped me out through those times.

- Google Help Center <https://support.google.com/edu/answer/9804057?hl=en> because sometimes you just need a little assistance in organizing, holding a Meet, etc.
- Online Physical Education Network <https://openphysed.org/> Anyone who is interested in PE or just physical activity ideas in general you need to check out the ton of FREE super user friendly resources they have. In addition, check out their YouTube and Podcasts.
- Dareebie <https://darebee.com/> Great website with loads of different workouts, challenges, and programs. They also have nutritional and general fitness information articles to help educate people who are just starting to workout.
- Choices by Scholastic <https://choices.scholastic.com/> Loved this resource for interactive articles, infographics, and videos on all aspects of health and wellness. They send out new issues each month if you get hard-copy sets for your classroom.
- The NHAHPERD Facebook Group! As well as SHAPE. Information gets posted frequently about upcoming events, resources, professional development, etc. Be sure to join!

Those are just a quick few that I found myself having to use. Hopefully they might be able to help you too. If there’s something else I’ve come to realize is you often aren’t the only one riding that struggle bus, you just have to find your spot and get off it! Stay well!

Keep them moving! Shauna Isham, Past VP Dance – sisham@sau15.net

Spring is in the air and the school years are coming to an end. Physical education is one of the most critical classes to be teaching at this time, with all the students sitting on the computers day in and day out. The next challenge is how to keep them up and moving during the months of summer when we aren’t in class together.

A great resource that I am going to start tying into class as we head toward the end of the year is the 90 Day Summer Challenge, found at <https://nhmoves.org>. This 90 day challenge starts on June 1st, and the challenge is to be physically active for 30 minutes each day!

The challenge is designed to promote physical activity and healthy lifestyles for all NH residents. The Governor’s Council on Physical Activity and Health posts videos, suggestions, or tips to try to maintain healthy lifestyles throughout the 90 day challenges.

In class I am planning to use pedometers to allow the students to track their steps through the day. If they have another mode of step tracking, like a fit bit or watch, they can use that as well. They will track their steps and record them at the end of each class. As a class, grade level, or school we will convert the steps to miles and do a virtual walk around NH learning about different parts of the state. Some of the places that we will learn more about are our capitol building, Mount Washington, and the town our school is in. The students will also have the chance to create a choice board for summertime activities that would be counted as physical activities that they like to do, and hopefully use that board to stay active this summer!

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.

2021 CANCELLED—POSTPONED TILL JUNE 4, 2022

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

SATURDAY, JUNE 4, 2022

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

Teaching Kids About Deliberate Practice

By Karyn Misenheimer; kmisenheimer@sau81.org

Deliberate practice, defined by Suddendorf, Brinums & Imuta (2016) is “the ability to self-initiate mental or physical repetition with the goal of future skill improvement.” As physical educators we have the opportunity to teach our students how to engage in deliberate practice through motor skills and help them develop the skill of using deliberate practice to assist them in reaching their future goals.

Here is a quick synopsis of a jump rope lesson I use to work with my students on deliberate practice. Students work in groups of 3 and take turns jumping rope as many times consecutively as they can. The class is given a goal of total jumps to achieve or exceed (usually around 3000 jumps for grades 2-3). A student jumps until they “miss” or for weaker jumpers when they have completed 5 total jumps. They write their total jumps on a piece of post-it chart paper on the wall in their area. No names are used to indicate who jumped, just the number of jumps is recorded. I circulate from group to group adding total jumps for the class and helping students who need it. We jump for about 30 minutes, announce the class total, celebrate, and then discuss what happened to their personal jump totals as the class moved on. We are then able to discuss how our practice was deliberate.

According to Eskreis-Winkler et al. (2016), deliberate practice has four principles: working on weaknesses, full concentration, feedback, and repetition until mastery. Below, I describe how I addressed the concept of deliberate practice with my grade 2-3 students using this simple jump rope lesson.

Working on weaknesses: Rather than doing things that many of my students already do well, I chose jump rope because this focuses on a skill that is hard for many of my students. With my younger students we focused on jumping a self-turned rope consecutively (with a mature pattern).

Full concentration: “Deliberate practice is difficult when you face distractions that make it hard to stay on task” (Abdullah, 2019). I create an environment where students have little to distract them. I play music, but in groups of 3 students are each assigned a role. They rotate between being the counter, the jumper, or “resting.” Students are also focused on a jumping goal as a class (for example: As a class you are trying to get 3000 jumps in 30 minutes.)

Feedback: “Deliberate practice involves finding out what you got right and where you made mistakes by asking a teacher or coach or checking your work” (Abdullah, 2019). (For this lesson, I ask students to provide each other with feedback when they see a classmate making an error or when they feel like they need help. Maybe they notice they are using a full-arm swing, or bending forward as they jump, they provide their group-mates with feedback whenever they can. I also circulate around the room and offer feedback to students or work one-one with those having difficulty.

Repetition until mastery: “Deliberate practice requires you to keep working on your weaknesses, stay on task, and get feedback until you master your specific goal” (Abdullah, 2019). During this lesson you are always watching others jump, jumping, and providing feedback to others. Your rest is built in, and you must jump 5 times (not necessarily consecutively) to write your number on the board. For 30 minutes students are completely engaged in jump roping.

ABDULLAH, M. (2019, May 24). *How to Motivate Kids to Practice Hard Things*. Greater Good. https://greatergood.berkeley.edu/article/item/how_to_motivate_kids_to_practice_hard_things

Eskreis-Winkler, L., Shulman, E. P., Young, V., Tsukayama, E., Brunwasser, S. M., & Duckworth, A. L. (2016). Using wise interventions to motivate deliberate practice. *Journal of Personality and Social Psychology, 111*(5), 728–744. <https://doi.org/10.1037/pspp0000074>

Suddendorf, T., Brinums, M., & Imuta, K. (2016). Shaping One’s Future Self. *Seeing the Future, 343–366*. <https://doi.org/10.1093/acprof:oso/9780190241537.003.0017>

**UNH STUDENTS SPEAK OUT: INCLUDING STUDENTS WITH DISABILITIES
in PHYSICAL EDUCATION**

Michelle Grenier, NHAHPERD APE Rep; michelle.grenier@unh.edu

This article is in two parts. Part I is an interview with a student enrolled in the University of New Hampshire's Health and Physical Education Program. Jeffrey is a second year, very athletic, energetic and dynamic student with autism. We sat down together to discuss his interests and his experiences with autism as a way to demonstrate that having a disability does not mean you are that disability. All too often, disability labels serve to stereotype students and can bias teacher's behaviors towards students with disabilities.

Part II are recommendations offered by the students in Professor Grenier's (Dr. G) Inclusion in Physical Education class for teachers in the field.

The following is the interview with Dr. G and Jeffrey, a sophomore level student the UNH-HPE program. He and I spoke before his class on Inclusion in Physical Education.

Dr. G: I thought it would be great to hear from a student who is enrolled in our Health and Physical Education program with a disability. We appreciate that you share openly about yourself as I believe we all learn collectively from each other's experiences and oftentimes, our initial bias' towards labels can influence how we teach students.

Dr. G: Tell me about yourself.

Jeffrey: *Well, I'm a 23 year old transfer student. As you can see by my age, it took me a while to figure out that this is what I wanted to do but this is it. I'm happy to be here now and happy to be going forward. I originally started as an engineering student and that wasn't going well. I dropped out and started working a bunch of different jobs. I was working at summer camp and I really started to understand that I wanted to work with kids and I really enjoyed doing sports. I decided that UNH made a lot of sense because it was really easy to transfer from Great Bay to UNH.*

Dr. G: So you've had experience with sports Did you play sports in school, high school, elementary school, middle school, outside of school?

Jeffrey: *I played sports in elementary school through high school and then I started playing in men's leagues with my brothers. I played sports, pretty much all my life.*

Dr. G: What sports do you like to play?

Jeffrey: *My favorite sports to play now are basketball and tennis. But back in high school I played football but I don't think I would want to play that anymore.*

Dr. G: Tell me a little bit about yourself. When were you diagnosed with autism and how did it impact your schooling? .

Jeffrey: *I think it was early in elementary school, probably in first or second grade. For me, it was positive because I was able to get more services and assistance than I did before. Another big thing is that later in elementary school I was able to get a laptop where I could type everything out so the teachers would be able to read it.*

Dr. G: Oftentimes we assume that that fast, transition sports like basketball, soccer, and football require a lot of negotiation with students who have autism that may be difficult to handle. This is not the case for you.

Jeffrey: *It may have impacted me a little. By the time I had got older I'd been playing sports for so long that the sports were not difficult. I love them!*

Dr. G: How does your autism impact you in your adult years?

Jeffrey: *Not as much as it used to but it definitely still does. Sometimes making eye contact is difficult or public speaking in general is difficult.*

Dr. G: I can tell you whether you have a diagnosis or not, giving presentations is not something anybody really enjoys, especially when they are starting off in his or her education. But the interesting thing is you clearly love teaching, which has many of the same elements as public speaking.

Dr. G: Can you identify a few key points for teachers to consider when working with their students with disabilities?

Jeffrey: *1) Be open to having those students in your classes. Be open to them being participants in your class whether they need more supports or less supports. They get a lot out of participating in PE.*

2). Learn how to adapt and change into change situations. If it isn't working for them and you have to change it, that's okay. Change stuff on the fly. That can be helpful in life and in work.

3). Working with peers is very helpful because when I was working with kids with autism they really liked being with their peers and it helped them learn to be with their peers. Peer learning is great for everyone. Students love helping their classmate, or younger kids if it's an older peer.

4). You have to teach these kids to the best of your ability because sometimes these kids don't have the opportunities to move on to higher education. You might be their final step in their education and just to give it your all for them.

HPE Students Offer Their Thoughts on Working with Students with Disabilities

- If I would talk to physical education (PE) teachers in the field, some recommendations would be to make sure they are modifying their activities to best suit all their students including everyone. Also, I would ask them what modified equipment they have within their classes.
- I would recommend to try and always be in the mindset that all of their students are doing the best they can, given their opportunities, abilities, and life experiences, and to not get frustrated.
- I would recommend that PE teachers get the multiple resources of adapted equipment and information to help students with disabilities.
- I would recommend teachers to not just know how to work with students with disabilities in class overall, but have a lot of knowledge on each disability, because each disability may have different needs or accommodations.
- If I had a conversation with a PE teacher, I would recommend that they use universal design for learning and make sure they are setting up the least restrictive environment for their students.
- Use motivational tactics to keep students engaged and willing to learn.
- Talk and communicate with other professionals. The more ideas the better. The more tools you have the better equipped you are to meet the needs of ALL of your students. Never stop learning because you will never have all of the answers.



IMPORTANT Social Media Update – Laura Short, PRA Chair; professor.laura.shourt@gmail.com

Hi all!!

“Don’t use social media to impress people, use it to impact people.” Dave Willis

Our platforms are meant to keep you up to date on some of the most recent happenings in our fields. For example, but not limited to:

- Professional Development
- SHAPE America Updates and Announcements
- Advocacy Efforts
- Lesson Plan Opportunities
- Announcements

NEW: The Facebook Page has been deleted. We did this so our Facebook GROUP could be used for you all to interact via discussion, questions, ideas to be put out there to NHAHPERD members, etc.

Please be sure to follow all three of our social media platforms as pictured below:

Facebook: Our Facebook page has been deleted. We will only be using the GROUP; please be sure to join us here: <https://www.facebook.com/groups/356947944331830> ; **Twitter:** @NHAHPERD; **Instagram:** nhahperd





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)

OPEN PhysEd.org

Join the OPEN movement! Get free access to curriculum modules for Grades K through 12 plus Early Childhood and After School resources.

Join today at www.OPENPhysEd.org.
A public service of US Games.

NHAHPERD AWARDS - Reward those outstanding professionals!

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

1. Send an email to Amber McLane, NHAHPERD Awards Chair – amclane@sau73.org
-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 &/or 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.



Virtual Event Ideas

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

Mind & Body @ Home Field Day or Family Night

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



Virtual Stress-Relief Dance-a-Thon

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



Send a Kind Message Day/Week

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



Virtual Race Challenge

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



Virtual Zen Night

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

Visit www.healthmovesminds.org to learn more!

NCPEID

THE NATIONAL CONSORTIUM FOR PHYSICAL EDUCATION
FOR INDIVIDUALS WITH DISABILITIES

2021 Annual Conference
For More Information Visit:
www.NCPEID.org

July 12-14 - Virtual



Join us for:

- Best practices in APA/E
- Round table discussions
- Networking
- Poster sessions
- Professional development

Registration:
Early Bird: \$50
Standard: \$75
Student: \$25

Platform:
Whova

SAVE THE DATE!

We are pleased to announce the 2nd Health and Physical Literacy Summit is scheduled for February 13-15, 2022 in Birmingham, AL. Mark your calendar NOW for this exciting event. More information regarding program proposals, registration, and housing will be available this summer!



2021 PRESENTER WORKSHEET
NHAHPERD Annual Conference - November 17 - 21, 2021
Waterville Valley Convention Center, Waterville Valley, NH
'Ignite your Passion & Purpose!'

Please return this form via mail or email (with 2021 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:** _____

Would you be willing to have your session recorded Live at WV? Yes No

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

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! 'Ignite your Passion & Purpose!'
NHAHPERD Annual Conference, Waterville Valley – November 17—19, 2021
2021 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, 2021
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 _____