

NHAHPERD NEWS

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

SPRING EDITION

MAY 2022



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

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

As spring arrives, there is a little bit of fresh air. This is not just true with nature, but in the world of teaching. While teachers are excited for their spring vacation, there is this new found energy to finish the year off strong. Students even have a little more pep in their step, which can be a good thing if harnessed correctly! I would say this is especially true this spring, as we are gearing up for the finishing stretch of our second year in a pandemic. Even though this year seemed to be a little bit more “normal”, it was anything but. We still had to deal with COVID on a daily basis. We had social distancing requirements, quarantining issues, as well as mask mandates that would come and go throughout the year!

April vacation is a great time to gear up and prep ourselves mentally and physically for the home stretch of the school year. It is our time as teachers to realize, “yeah, I got this”.

For me, this is an important break. When I return there is roughly seven weeks. Only seven, easy right? Those seven weeks are filled with chaos and an energy that is sometimes tough to manage and match, especially as we get closer to the end of the school year. These seven weeks will include field days, field trips, spirit days, Artist-In-Residence, state testing, Memorial Day Concerts, Step-Up Day, Nutrition Week, and numerous other interruptions that crank the students’ energy up! We will also see an increase in student outburst and meltdowns because of all this and the anxiety of school (structure for these students) ending. All of this is why April vacation is an important time for me. It gives me that time to prep myself physically and mentally for the home stretch of the school year and to finish strong!

This November, our annual conference is titled; “Revitalizing **You** In 2022!”. It is based off of this increased tiredness that we are all feeling from dealing with from the effects of the pandemic. Summer break isn’t just for the students. I would argue that it is equally, if not a more important break for our teachers. If we aren’t on our A-game, neither will our students be. We need summer to help revitalize ourselves and gain our energy back physically and mentally. By taking time to do stuff that YOU want to do, you can do this. You can come back in the fall with the energy, enthusiasm and the passion it takes to be a great teacher.

Take time this summer to take care of you. Do what you enjoy and fulfill your passion. This might be hiking, or golfing, swimming, reading, biking, dancing, fishing, or even just sitting by a fire relaxing. You need to come first in order to take care of others like family, friends, and students. You need to be mentally and physically healthy in order to help others, and our summer break is a great time to do that. It is also a great time to spend time looking at our programs and reflecting on what works and doesn’t work. It’s a great time to make changes for the coming year and try new things.

If there is something that stands out in your teaching, we want to hear about it. We want you to share what is working in your school and for you. With our “Revitalizing **You** In 2022!” conference in November, we are looking for presenters to help revitalize their peers. This starts with you helping out and sharing your ideas, teaching strategies, activities, and lessons. Help someone else revitalize their program and bring new energy into their program.

Enjoy the rest of the school year, and finish off strong! Enjoy your summer, relax and revitalize! I hope to see you all in November and look forward to learning from you and about your programs!

NHAHPERD 2021 Post Virtual Conference

Missed the 2 day In Person Fall 2021 Conference!
No problem!

Up to 20 hours of live and prerecorded sessions for your Professional Development 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.

Professionals—\$75; Students \$40 which includes the \$30 & \$15 NHAHPERD membership fees.

A link to the sessions will be send via email—no expiration so you can view 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.

Amber McLane- Past President
amclane@sau73.org

Spring is in the air! My students and I are excited to finally get outside after the long winter months and get some well-deserved Vitamin D. The days are longer, and the sun feels good!

During the month of March, I had the pleasure of taking part in my first experience with SPEAK Out Day. It has always been a goal of mine to travel to Capitol Hill in-person for this event, but since Covid this event has been virtual. I worked in conjunction with Laura Short, our Advocacy Representative on the NHAHPERD Board, to develop a PowerPoint presentation with key points we would share during our Congressional Meetings. Laura and I were able to attend a meeting with Milla Anderson, from Annie Kuster's office, to advocate for the importance of funding and Health and Physical Education in our schools. The conversation was very supporting, and it was eye-opening to practice the skill of advocating within our profession.

Thank you to all who filled out the google form that was in the recent NHAHPERD Constant Contact, on, "How Covid has impacted your school and community? How has Covid impacted HPE at your school? And Why is PE and Health important for your state and school district?" We always need to hear from you! It is so important that we have data for our NHAHPERD Board and Congressional leaders to review. Your voice matters!

We all know Covid has disrupted our lives in multiple facets, but we need to refocus and get our students back on track. I have noticed through the google form responses that students across New Hampshire Schools are struggling with motivation, social interaction, and maintaining aerobic exercises without having to take multiple breaks. So, I ask you, "If you see these concerns in your classroom, what can you do to help these students?" Is it daily feedback and encouragement, or having your curriculum geared around Social Emotional Learning, or setting up physical movement goals for individuals in your classroom? You have the power to decide and help your students start the process of growth and healing through this pandemic. I know it can be frustrating at times, but we can make a difference. I hope everyone has a wonderful end to their school year. Continue doing amazing work!

Congratulations to our Executive Director, Dianne L. Rappa as a recipient of the:

2021 Union Leader John R. Clark Officials Award in recognition of her 43 years as a NH Field Hockey Umpire



NHAHPERD Conference 11/17—18, 2022

'Revitalizing YOU in 2022!'

Melody Gray, Program Coordinator;
graymelody2@gmail.com

Over 300 conference evaluation forms were submitted with suggestions for topics and the constant need for our members to keep their curriculums current and themselves Revitalized! Our Executive Board has met that challenge and November 2022 is coming together to meet those concerns!

Register now with the Early Bird Form on Page 20 and save some money by August 15th. Wish to share your successes and resources with fellow members? We welcome you—please fill out the form on Page 19 or go to our webpage: www.nhahperd.org under the Conference tab. Mark your calendars & see you in November!

SUMMER COURSE OFFERINGS

UNH Department of Kinesiology - CHHS Course #831

Adapted Physical Education (Grad Certificate)

UNH is offering a graduate certificate in Adapted Physical Education. Intent is to better prepare teachers to enhance their overall knowledge of students with disabilities in general &/ or Adapted Physical Education or physical activity settings.

Contact Scott McNamara, Scott.McNamara@unh.edu

3 Credits | PE 3720 | Motor Learning

ONLINE: An examination of the theoretical foundations and related literature that underlie the learning, performing, and retention of motor skills with implications for teaching, coaching, and physical rehabilitation.

3 Credits | PE 2850 | Wellness Choices for a Healthy, Active Lifestyle

ONLINE: Designed to encourage personal awareness and responsibility for optimal health across all dimensions of wellness focusing on the role of physical activity and healthy behaviors. Through weekly readings, activities, discussion forums, and practical application of content, students develop a personal philosophy of wellness, examine wellness attitudes, and develop wellness knowledge and skills necessary for optimal health and personal well-being.

Registration Information or Questions:

Dr. Timothy Losee | tmlosee@plymouth.edu

www.plymouth.edu

Plymouth State
UNIVERSITY

the **GRANITE** walk of ages

MARK YOUR CALENDARS!!

Friday May 20, 2022 – 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”

Lawn Games for PE

Garison Rogacki – VP PE, g.rogacki@dover.k12.nh.us

As the weather gets nicer and classes move to the fields here are some fun games to incorporate into your classes.

Disc Golf – You can buy baskets and discs or use frisbees and hula hoops to create your own course at your school.

Lawn Bowling – There are the traditional wooden lawn bowling sets or there are giant inflatable bowling sets that can be used out in the field.

Soccer Croquet – There are sets available to purchase or you can create your own using soccer balls and halved hula hoops to create the wickets.

Lawn Darts and Lawn Dart Bocce – Safe lawn dart sets are available, but you may create your own version using fox-tails and hula hoops. Make it Lawn Dart Bocce by using a softball as the target ball and students compete to get the fox-tails as close to the softball as possible.

Horse Shoes, Corn Hole, Kan Jam, Ladder Ball and Spikeball are some of the more common lawn games.

If you don't have the specific equipment for the game be creative and see how you can use what you do have to make a version of the lawn game. Have fun and enjoy the weather with your students.

PR & Advocacy - Follow up From SHAPE SPEAK! Out Day

Laura Short - professor.laura.short@gmail.com

First and foremost, thank you to those of you who took the time to respond to the questions that we put forth about HPE in your community and throughout COVID. The success of the meetings would not have been the same without your feedback.

In March, I was fortunate enough to meet virtually with Nick Caron from Senator Hassan's office, as well as Milla Anderson from Representative Kuster's office. A special shout out goes to Amber McLane for taking time on Friday to join me in the meeting with Milla. The key takeaways from these meetings were:

Hassan and Kuster are supportive of HPE programs in NH, particularly with the focus on SEL being so paramount these days for our students.

Hassan and Kuster have supported funding and will continue to do so. I placed particular emphasis on ESSA, Title II Part A and Title IV Part A when moving forward with grant opportunities.

The stories coming from YOU (good, bad, constructive, critical, etc.) really drove home the reasons behind why they will continue supporting our field.

I have an ask of you all. As this event has come and gone, I intend to keep in communication with Nick and Milla. Please let me know if issues arise (in your specific area or state-wide) so that I can continue to advocate for our programs. As they are located in D.C., there can be a disconnect, and I want to help build that bridge for us all. Please reach out to me if I can do so!

YOUTH FITNESS COALITION



Celebrate Wednesday May 4—ACES Day 2022

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 4th** 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/>

STUDENT CORNER

The Student-Mentor Connection

Cameron Nielsen, Student Rep – cjnielsen1@plymouth.edu

Let's admit it, we teachers didn't learn everything that we know on our own. The person-to-person connections that we form over the course of our careers are indescribable in the way that they keep us up to date on best practices and learning tools. There are often times where prospective educators decide to take their careers into their own hands and take a hard-nosed approach. In reality, the experience of other professionals in the field is the most effective way to add variety to your instruction, and ensure that your students receive the most relevant and current information regarding their health and well-being.

I have had the absolute privilege of learning from a former New Hampshire Teacher of the Year for the past 7 months during my teacher internship at Plymouth State. In getting to know her as a teacher and a wonderful human being, she has taught me many key lessons along the lines of effective practice and positive self-talk that have allowed me to make strides in my teaching. I now understand how essential it is to teach to the needs of the individual, and that following a detailed lesson plan is not always the most successful approach. Through working with a variety of students of differing skill levels and personalities, she has also reminded me to keep firm expectations, while also maintaining compassion for every child and their unique situations. The guidance I have been given throughout this time has also aided in my confidence in managing an always active gymnasium, while conversely managing a much more relaxed setting in the Health classroom. These lessons are not revelations that someone can come to without being thrown into the fire beside someone that knows how to navigate the field.

As my college graduation is nearly in my grasp, I know that my success has not come without the help of so many people, especially my mentor teacher. Feedback is how our students improve and that statement remains the same for educators everywhere. Collaborative teaching is what helps the education system remain an impactful and necessary resource in our society. We are required to teach to the specific needs of the learner, and those needs vary from student to student. So, why wouldn't we search for new ways to improve our craft, for their sake?

“Balancing your professional plate”

Kevin Parsons, Elect VP PE - kparsons@sau8.org

Just like many teachers I have found it difficult to balance all of my professional responsibilities. As a 4th year teacher I am still somewhat new to the profession. Over the past 4 years I have tried to fit in absolutely everything I could without getting burnt out. This includes; coaching, running clubs, volunteering at events, being on committees, and many other things. The hard part is not doing all of these things, but balancing it all in order to produce quality work.

In my short 4 years of teaching, I have found a few strategies that help me balance my professional life. Preparation and scheduling has helped me the most in my job. Though it seems obvious, you can never underestimate the importance of planning and being prepared ahead of time. Dedicating an hour or so during the weekend to outlining the week ahead, allows me to enter the week prepared. Making things up on the fly is inevitable sometimes during teaching, but having good time management and planning ahead allows me to focus on my time with my students, and athletes as I am with them. Taking a bit of my own time makes the ease I feel during the day completely worth it.

Another crucial part of balancing my time involves knowing myself, and the parts of my life that I really enjoy. In knowing that, I am able to expand on these things and put that energy into teaching others about it. If you choose extracurriculars for the sole purpose of having some more diversity in your life, that may lead to more stress. I gravitate towards activities that I enjoy. To give some context, I have always been an incredibly active person, so I choose to give my time and teach others through physical activity and sports. Because of this, it does not feel like work, but more so an extension of my life and the things that make me happy. Students and athletes can sense this and seeing my love for these activities definitely makes the experience more positive all around. Essentially all I am saying is, choose things that make you happy and can be an extension of your hobbies whether it's building, engineering, sewing, dance or whatever you enjoy. Students will sense this, and hopefully will emulate it.

Teaching and coaching can be really malleable, try new things and find what works best for you.

Post-COVID based Physical Education: Where are we going?

Fitni Destani, President Elect – fdestani@keene.edu

Hello again! I hope we are finding the energy and enthusiasm needed to push through the remainder of the academic school year! I am the President Elect for NHAHPERD, I am currently an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Science Department (HP&MS).

We all experienced a tremendous amount of disruption caused by the COVID-19 pandemic these past few years, both in higher education as well as in K-12 schools. Building off NAHPERD's 2022 theme of revitalizing yourself and the community. In my previous winter newsletter entry, I prioritized social emotional learning (SEL) in your classes as a teaching strategy for your students to help revitalize them and your local community. This still applies here in this spring edition but I want to take a moment to center the discussion on where we are going in the field of physical education in a post COVID based world.

"You can't really know where you are going until you know where you have been." By Maya Angelou

This quote by Maya Angelou really resonated with me when I thought what's next for physical education in a post COVID based world. Where have we been, so we know where to go? Physical education teacher education (PETE) programs and physical educators had to persevere through the pandemic through teaching innovation such as zoom based or online learning strategies. As a result, some of our teaching practices were enriched in the face of this adversity.

PETE programs and in-school physical education are heavily tied to one another. Good or bad, COVID amplified our presence in schools and in the community. Prior to and as a result of the pandemic, higher education has seen a sharp decline in enrollment in PETE programs and as a result there is a shortage of qualified future physical educators in the job market. School programs may also be experiencing a higher rate of physical educators retiring during this time with not many qualified physical educators to hire. In addition, K-12 students themselves need school physical education more than ever, due to the associated physical and mental effects resulting from the pandemic. While PETE programs struggle to remain viable in their academic departments, there is a pressing priority now to reengage children with physical activity in a manner that promotes skill development, knowledge, success and enjoyment but also social emotional well-being.

The success of PETE programs is vital to the success of the field of physical education. We cannot look back but need to look forward. We need to innovate in PETE programs through creative recruitment strategies such as newly designed and integrated courses or better alignment of the program. An example of being creative is to offer a non-teacher certification path for physical education majors so those majors are not redirected elsewhere. At KSC, we call this option in the major our Child and Youth Physical Activity Specialist (CYPAS) option. They are not eligible to teach in public schools without a teaching license but they can teach in private schools and after school programs (e.g., YMCA, recreation centers). All hands-on deck is something communities must now embrace to serve the needs of our young people. The new age of physical educators or CYPAS specialists need to be trained to not only develop motor skills, knowledge and behaviors but again be able to help their future students in areas of social-emotional learning (SEL), cultural competence, and social justice. PETE programs face a tough road ahead but are up for the challenge and engaging in these proactive strategies already.

Meanwhile, in-service teachers must learn to innovate themselves continuously. Physical educators cannot afford to be frozen in time out of fear of the unknown, or potential backlash for teaching social justice. It is just teaching your students to do right by one another. Be transparent with your students and tell them we are going on this journey together. Some physical educators may be asking how do I teach SEL, cultural competence or social justice? If you are struggling reach out to your peers, join a physical education professional learning community. Look for podcasts or webinars through SHAPE America, openphsyed.org, or other digital resources. I shared these same links below for you in my last entry. Please consider looking at these resources.

SHAPE America (https://www.shapeamerica.org/COVID_Resource_Library#Cst) offers links to SEL information ranging from offering books dealing with social justice, equity, diversity and inclusion, educating for gender inclusive schools, anti-racism, mental health resources, inclusion rating scales for PE, sexual orientation education, and practicing empathy in the classroom.

Openphysed.org. <https://openphysed.org/register/welcome> (this site is free to register and it provides terrific SEL resources ranging from holiday survival mode activities, instant activities, fitness activities, empowerment journals, on-demand professional development, and other resources from their partners).

Digital Empowerment Journals. <https://www.varsitybrands.com/biydigitaljournals> (free SEL resources to their full 40-week empowerment program with google slides and PDF files. The digital resources range from the elementary, middle and high school levels.

Final note: “*Knowing where you are going is the first step to getting there*” by Ken Blanchard. PETE programs and in-school physical educators need to take this time and decide what post-COVID physical education will look like in the future. If you already use these strategies or can offer more or other strategies then consider giving back. Create your own webinars, professional learning communities, and offer file-sharing through these online tools as many of your colleagues could use your support. Lastly, consider presenting at our annual conference in November. I hope the teaching links and tools will help inspire you to revitalize your students, school and local community. Let’s be proactive in building healthy individuals and communities this year!

Decision Making in a Skills Based Health Curriculum

Nichole Treadway- VP Elect Health- ntreadway@londonderry.org

I am sure we are all feeling the change in our students and their behaviors in the aftermath of all things COVID. Recently I described my students as middle schoolers living in a high school world. Their ability to make rational, thought out decisions is that of a pre teen yet they are living in a teenage world with higher stakes, consequences and the responsibility to make more and more decisions on their own.

Decision Making is one of the seven health skills addressed in a skills based health curriculum. Decision making can be defined as personal and social skills that enable an individual to make well informed choices that enhance their health and the health of others. Our students make hundreds of decisions daily, from what to wear, to what to eat or how to act. One would think that they would quickly become pros in the decision making process, but yet we see them struggle with this regularly. We know that a majority of this has to do with their developing brains, but I think we also need to give credit to their lack of experience with the decision making process and how to make decisions in a thoughtful, responsible way. Again, we find ourselves as health teachers in a position teaching a life skill to our students that has such a huge impact on their day to day lives.

So, how do we teach our students to be good decision makers? In our school we focus on the process and practice, practice practice. In our decision making unit we introduce students to the process of decision making through various health topics. We do whole group scenarios, small group scenarios, individual scenarios and then we ask the students to apply the skills to their own scenarios and real life situations. Towards the end of our unit we use drug/alcohol use and addiction as our vehicle for decision making. We then focus our time on the skills needed to make decisions regarding drugs and alcohol and different scenarios when students might need to make these types of decisions. We try to stay away from the concept of “just say no” and give the students opportunities to think about decisions that might occur if you don’t just say no and the idea that sometimes there are decisions within decisions. Our scenarios build off of each other and we spend time on the outcomes and reflection of those outcomes both good and bad. At the end of the unit students are asked to write a letter to themselves about the importance of making good decisions in regards to drug and alcohol use, barriers that might affect their abilities to do so and how to overcome those barriers.

In closing, we can’t just assume that our students know how to make decisions or even what a good decision is. We also can’t assume that the only reason teens tend to make poor decisions is due to their maturing brain. We need to teach our students how to make good decisions, reflect on decisions and their outcomes both good and bad and learn from decisions made. We also need to recognize that just teaching our students the content surrounding the dangers of drugs and alcohol and avoidance is not enough. We need to have real conversations about the responsibility of making a decision to use drugs or alcohol. Hopefully by helping our students become better decision makers we can also help them to recognize the impact one poor decision can have on their lives.

Try Something New this Spring

Sarah Yandow, VP Health – syandow@windamsd.org

Ready to spark a new interest in your students? Try skateboarding with the Get On Board program! In January/February, our 5th and 6th grade students had two weeks of skateboarding lessons in their PE classes. My favorite part of this unit is that it is so new for the majority of our students, so the buy-in and enthusiasm from them is incredibly high and there is a buzz around the school for the weeks we have skateboards. Matt Charbono presented at our 2021 NHAHPERD conference, which led me to reach out and schedule our session.

Students face the challenge of trying something usually outside of their comfort zone and typical skillset. I love that the curriculum from Get on Board allows all students to be successful while continuing to challenge themselves however they choose. Students first need to get their protective gear on (helmet, elbow pads, knee pads) and learn the parts of the skateboard (deck, tape, wheels, bearings). After that, they learned the ready position on the board which involved lots of balance, how to kick, how to stop, and then eventually how to get both feet on the board and ride. Within these practice runs, we talked about different ways to ride the board without standing on feet; sitting on our gluteus maximus, laying on our abdominals, and kneeling on one or two knees. I found that adding in these options allowed every student to be successful in some way and took the pressure and anxiety off from having to stand up on the board.

After our lessons, students were able to either free skate in a big circle around the gym or go to a section of the gym (with barriers around it) to butt board/belly board/knee board. Students could switch back and forth between the two options which allowed students to challenge themselves and take breaks as needed. We stressed full-class-safety by teaching students how to stop safely instead of jumping off their board, which could end up hitting someone else. We also stressed individual safety by wearing protective gear and using proper form to keep balance.

I love that this lesson is so memorable for students and love that some of my former students come back from high school to share that it was their favorite lesson from middle school. I also loved doing this lesson in the early spring because I found that since then, many students have asked their parents for skateboarding gear and are already starting to go outside and practice more. Get on Board makes this easy for your whole school to learn by providing all equipment to borrow, helpful resources for us PE teachers, and great communication with tips and tricks. If you have not tried this out yet and have interest in bringing it to your school; reach out to Get on Board. Feel free to ask me any questions about it as well at syandow@windamsd.org.

Happy riding!

Including Students with Limited Mobility in Physical Education

Nancy Moore, Adapted Physical Education Specialist – nmoore@sau52.org

This school year I have a student in the 7th grade who has Duchenne Muscular Dystrophy. Nick receives General Physical Education (GPE) class two times in a 6 -day schedule. Early in the year his case manager let me know that he was saying he was too sick to go to GPE. She was wondering if he GPE class was in his best interest and was concerned for his health and well-being. We decided that I would talk to him during our next Adapted Physical Education (APE) class. During our conversation, Nick let me know that he is not a “sports guy”, and even though his GPE teacher was making accommodations and modifications for him, he did not want to go to class. I asked him what activities he did like and he said, “tag games, dodgeball, and battleship”.

Knowing that his class was in the middle of a tennis unit, I spoke to his GPE teacher about having a warm up activity such as a tag game. After warm-ups, if Nick did not want to participate in tennis, he had a list of 10 different individual activities to choose from. Activities were chosen that he liked including bowling, corn hole, striking a balloon with a racket, bocce, striking a finger light ball, and lawn darts.



I knew the longer he was not with his class, even part time, the harder it would be to join this class.

The next unit was volleyball and prior to the unit, the GPE teacher and I discussed some equipment supports. We decided on a fingerlight ball. If you have never used a fingerlight ball they are heavier than a balloon but lighter than a beachball. Nick used this ball during station practice with peers and felt really happy about the experience. In the game, the para-educator assisting him was allowed to catch the volleyball if it came to his area on the court. Nick who does not have the strength to throw the ball upward, aimed the ball at the floor where it bounced to a peer who then used a fore-arm bump or dig to send the ball over the net. This was also how the student served the ball in the game.

The above examples are suggestions to make sure ALL your students have physical education. **If you have a student with a physical disability that does not come to your GPE class, it is probably because someone on his educational team made the decision without your input as either an APE or GPE teacher.** In this case, the Physical Therapist was assuming that Nick's Physical Therapy could count as his physical education requirement. *According to the Individuals with Disabilities Education Act (IDEA), Sec. 300.108, Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children. **What that means is that Physical Therapy does not count for Physical Education!***

Most likely, members of the educational team don't understand what a student with a disability can do in a GPE class. Nick now attends GPE class for the entire 50 minutes and just finished a pickleball unit, where he used a balloon and a pool noodle. Students in class played regular pickleball and rotated to the net he was at and played balloon pickle ball. He loved playing with his peers! Nick continues to state he wants to go to class. Because he is now a regular member of the class, he is developing a rapport with the teacher and his classmates. He now considers himself a "sports guy", particularly when he has the right equipment and set up.

Nancy Moore is an Adapted Physical Education Teacher from the Portsmouth, New Hampshire School District

"Dancing Under the Stars"

Ashley Laufenberg, VPDance - alaufenberg@pemibaker.or

I don't know about you but I am so glad to see things in our community getting back to a bit of normalcy. We are finally able to have some of our music concerts, sporting events, dances, etc. One of my favorite events that I was lucky enough to participate in, host, and now attend, is "Dancing Under the Stars". This event is run by Voices Against Violence, an organization whose mission is "to break the cycle of violence by providing comprehensive services for all victims and survivors and by creating social change through education and action". Voices has attended health fairs at our school and has done some presentations on their services in the past.

"Dancing Under the Stars" takes place outside in the summertime at a local park and is similar in concept to the popular TV show "Dancing with the Stars". Voices describes the event as follows: "Local community stars paired with professional dancers will be hitting the dance floor again this year for a cause! A panel of judges, and the audience, will vote on the winner. All proceeds will benefit Voices to ensure we are able to continue supporting victims and survivors of domestic and sexual violence." Events like this are great because it gets the community stars who are often teachers, doctors, fire fighters, business owners, etc. and has them performing some very entertaining acts in front of their fans and supporters.

This event and fundraiser I know is popular in other communities as well. So if you get a chance to see one, check it out! It ends up being a great night out for all! If you would like more information on Voices Against Violence, the services they offer, or other events they hold, their website is: www.voicesagainstviolence.net

RECREATION NEWS

Jeff Hastings, VP Recreation – jeffhastings11@gmail.com

Hey Everyone! Happy Spring! I hope this article finds you well-rested and ready to tackle the last few weeks of school. As your VP of Rec, I have been thinking about ways for you to encourage your students to be active, fit, and involved in the outdoors. The New Hampshire state parks promote many outdoor activities, like hiking, camping, mountain biking, and canoeing/kayaking, all fantastic opportunities for kids. However, I often feel they fail to recognize one of our state's hidden gems, rock climbing.

When you think of rock climbing immediately, thoughts of Red Rock in Nevada or El Cap in Yosemite National Park pop into your head. However, from Rock Rimmon in Manchester to the challenging sports climbs of Rumney, New Hampshire has some of the best climbing in the northeast. The benefits of rock climbing are worthy of note as well. While participating in rock climbing, the students will reap the benefits of gaining strength, developing their gross and fine motor skills, increasing their problem-solving skills, building confidence and self-esteem, increasing their focus, working on listening skills and communication, and lastly, increasing their awareness and appreciation of the outdoors. Rock climbing is also incredibly social, and the climbs are often filled with people climbing, so there are always opportunities for new connections.

What about proper training? Good question. There are plenty of opportunities for students of all ages to engage in summer programming where they can both safely learn and participate in the sport. Here are just a few businesses that offer summer programming for students. Students will learn how to use the equipment and proper climbing and belaying skills. As a bonus, these are gyms with an indoor climbing space, so if the weather is an issue, the students will still have the opportunity to use their newly found skills.

Each of these gyms offers a variety of opportunities for kids and adults to try everything from a day trip to multi-day climbing courses, bouldering courses, lead climbing, to multi-pitch climbs. They have it all. Enjoy the rest of your year, everyone!

Southern NH

- Vertical Dreams - Manchester and Nashua <https://verticaldreams.com/>
- NH Climbing and Fitness - Concord NH <https://www.nhclimbinggym.com/>

Seacoast

- Indoor Ascent-Dover, NH <http://www.indoorascent.com/>
- MetroRock - Newburyport, MA <https://nbpt.metrorock.com/nbpt-home>

Northern NH

- North Country Climbing Center - Lisbon, NH <https://northcountryclimbing.com/>
- EMS Sports Schools - North Conway, NH <https://www.emsoutdoors.com/>
- International Mountain Climbing School - North Conway, NH <https://www.ime-usa.com/>
- Synott Mountain Guides - Jackson, NH <https://www.newhampshireclimbing.com/>

The Importance of Reflection

JJ Tinney, VP Elect Recreation – jjtinney80@gmail.com

At this point in the year we can all see the finish line, the end of the year is right around the corner. It is very easy to just coast through to the end of the year without accomplishing much else. This is the perfect time to reflect on your teaching as the year winds down to a close. Trying to improve your craft and thinking critically about what you may improve upon next year is super important for continued growth as a professional. By implementing self reflection techniques, talking with peers and administration, and gauging your students may find many ways to become an even more successful teacher.

The first step should start with self reflection on the year as a whole. Not only thinking about one specific time but a general overview of how the year went. Asking yourself questions like: Were my classes engaging and fun? What were the most important things students learned from your classes this year? What went well? What can I improve on? These questions may serve as a good baseline and will provide you with a good foundation for your reflection. Self reflecting will serve as a solid start to what can be improved upon for next year.

The next step is to ask for honest opinions from teachers and peers that see you teach semi-regularly. This can also apply to your administration if they have observed a couple of classes informally. Being able to have a genuine conversation about what they saw with your teaching can be a positive experience. You even can ask the same exact questions that you answered in your self reflection. By comparing and contrasting what is said, you may be able to find new things that weren't on the forefront of your mind as well as reinforce some of the ideas that they agreed with.

Lastly, you can talk with your students about their opinions of your teaching. I would only recommend this if you believe your students would take it seriously and depending on the group it may not produce the results you are looking for. However, if you do get a couple of thoughtful responses those are very valuable. Students should be allowed to take such a survey anonymously so they feel comfortable answering the questions truthfully. Again, not all of your students are going to take this seriously and in some cases it may not be worth even using this step so you may want to take responses from students with a grain of salt. When used properly, surveying students may be a great asset to improve as a teacher.

Reflecting is an important part of teaching and should be done throughout the year and it is even more useful towards the end of the year. Being able to accurately reflect using self reflection, talking to peers, as well as students can be a great means to figure out areas you may need to improve upon going forward. From these reflections you can write goals down for the next year and work to accomplish them. After all, every teacher can find some way to improve and grow even if it is just a small adjustment.

Scooter Game: Guardian Angel

Lisa Brace, VP Elect Dance – lbrace @sau73.org

Focus: safe scooter behavior, communication, cooperation, sharing, and throwing

My elementary school learners love using the scooter boards. One of my favorite games that I do with all students (K-4) is Guardian Angel. You will need... two scooters (with handles), two noodles, and a cone for every pair of students. You will also need gator-like balls that can knock the cone over when thrown.

To play:

- The students will attach the scooters together using one noodle through one handle of each scooter (looks like a rainbow) and set the cone on one of the scooters.
- Next, one of the partners will sit on the empty scooter and the standing partner will tow that partner with the second noodle.
- The sitting partner should be sitting criss-cross and are responsible for throwing the balls at the other team's cones. A sitting partner can only use the balls to knock cones over.
- The standing partner is responsible for giving the partner the balls and for towing them at a walking speed to keep them safe and protected. The standing partner does not throw balls at the other team's cones.
- If a team's cone gets knocked off their scooter, the partner pulling and the partner sitting, switch roles.
- If a player just sat down or has not had a long turn, I let the partners talk it out and they can give their partner a second turn if needed.
- There is no winner and the game is continuous. If you wanted more challenges for your students, you could have points or maybe even teams? There is lots of room to make this game unique to fit your students ability. Have fun!



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.

2022 CANCELLED—POSTPONED TILL JUNE 3, 2023

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

SATURDAY, JUNE 3, 2023

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

RECIPE CORNER

Quick Dinner for those busy nights. You can even prep the burgers ahead of time and just throw them in the pan for a 10 minute meal.

Buffalo Chicken Burger

(Modified from Eat What You Love Everyday)

by M. Koch

3 TBSP mayonnaise (light okay)
3 TBSP plain nonfat Greek yogurt or sour cream
¾ tsp onion powder, divided
½ tsp garlic salt, divided
1 lb. ground chicken breast
3 TBSP plain dry breadcrumbs
1 large egg white
3 TBSP Frank's Red Hot Buffalo Wing Sauce
2 tsp butter
4 hamburger buns
Lettuce
Tomato

In a small bowl, whisk together the mayonnaise, yogurt, 1/4 teaspoon each of onion powder and garlic salt, and 1/8 teaspoon black pepper. Set aside.

In a large bowl, combine the chicken, bread crumbs, egg white, 1/2 tsp onion powder, 1/4 tsp garlic salt, and 1/8 tsp black pepper. Do not overmix. Divide mixture into four patties.

Spray a large, nonstick skillet with cooking spray, and place over medium-high heat. Add the patties to the pan and cook for 4 to 5 minutes on each side, or until almost cooked through. Add hot sauce, butter, and 2 tablespoons water to the skillet and stir around the burgers to combine. Cover the pan, and cook over medium heat for 2 minutes. Uncover, flip the burgers, and cook until burgers are glazed with sauce.

Place burgers, 1 and ½ TBSP sauce and tomato on a bun. Enjoy!

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 FedEx 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





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PE Central Online School
<http://pecentral.teachable.com>



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!!!

(**see Nomination Awards Description Form on Page 17)

SHAPE America

health. moves. minds.


Virtual Event Ideas

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

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



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




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



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



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



Visit www.healthmovesminds.org to learn more!

Try This Illinois Coneball

This is a fast-paced invasion game originally found on PE Universe (<https://peuniverse.com/video/illinois-coneball/>). The game moves so quickly that no one has time to keep score. My 4th and 5th grade students loved this game, and it could be played with older students.

Object of the game: To move a ball from one end of the playing area to the other by running and passing to score a point on a goal.

Create a goal on the wall at one end of the gym that is approximately 10 feet wide by 6 feet tall.

Create a crease with cones to mark off an area in front of the goal (the size of the basketball key.)

Create a "starting line" on the opposite end of the gym (I used the basketball court end line).

I also have a shooting line that students must pass in order to take a shot on the goal. I added this line because it increased the number of passes my students were making. It is about 3 feet in front of the 3-Point line and extends the width of the gym.

Divide students into 2 teams. Each player needs a flag belt with flags.

One team will play offense and one team will play defense (I played for 3 minutes and then teams switched roles.)

The team that starts on offense has 2-3 people (depending on class size) start behind the "starting line" on one end of the gym. Each of these 3 players has a gator skin ball. They throw the ball to a teammate who tries to catch the ball and then carry the ball or throw the ball to a teammate who attempts to throw it against the mat on the opposite end of the court.

Any time the ball hits the ground it is dead and the ball goes back to one of the players behind the starting line. The defense can stop the offense by pulling a player's flag when they have possession of the ball. If the offensive player's flag is pulled when they have the ball they just give the ball back to a teammate that is behind the "starting line." The defense may have a goalie protect the goal. All three balls are used throughout the entire game, so there can be up to three balls in play at once.

(Submitted by : Karyn Misenheimer, kmisenheimer@sau81.org)

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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.



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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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.

2022 PRESENTER WORKSHEET
NHAHPERD Annual Conference - November 17 - 18, 2022
Waterville Valley Convention Center, Waterville Valley, NH
'Revitalizing You in 2022!'

Please return this form ASAP via mail or email (with 2022 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: _____ Email: _____

Work Address: _____

Phone: _____ 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 (11/17/22) _____ Friday (11/18/22)
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 digital presenter handout booklet with a **11/1** 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; 603-481-1852; 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

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2022 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 & DIGITAL HANDOUT BOOK INCLUDED: (check one)

Professional Two Days - \$130 Professional One Day - \$100/ Th. Fri.
 Student Two Days - \$60 Student One Day - \$50/ Th. Fri.
 Retiree Two Days - \$75 Retiree One Day - \$55/ Th. Fri.
\$35 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, 2022
PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740 — ?'s: www.nhahperd.org

*Registration Fee includes: digital 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