

# NHAHPERD NEWS

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

SPRING EDITION

MAY 2023



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

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

Happy Spring NHAHPERD! I hope you stayed active and healthy throughout the winter and are ready for some warmer weather. I know that I am, and so are my students! In my last article, I talked about the importance of professional development being part of our ability to “Be Extraordinary”. I challenged you to study and learn new things to keep your program fresh and relevant. I also talked about the importance of putting on a show while teaching and getting your students to buy into what you are teaching. This article is going to talk about the importance of getting someone else to buy into what you are teaching, yourself.

Yesterday, at school I sat down with one of our paraprofessionals whom I have worked with for nearly 20 years. She recently announced that she was retiring at the end of the school year, and I was looking forward to sharing my joy for her. During our time talking, she shared with me all the different pieces of her life that have been a part of her journey. We talked about a number of former students she worked with and where they are now, along with past colleagues. After numerous laughs, she shared with me, that some of her fondest memories here at school took place in my classroom. After sharing some time with her and reminiscing, it got me thinking about my journey in life, specifically here at school.

When I eventually finish here as a teacher, I want to look back at my journey and be proud of where I have been and what I have done. I want my journey to have an impact on my students’ journeys throughout life. This starts with buying in to what we are teaching and being vested in our students learning. While we don’t always like every topic, we teach the same, we still need to believe in what we are teaching and why we are teaching it. I know for me personally, there are units that I look forward to teaching each year more than others. With that said, I have made a conscious effort to really teach in a way that connects with all of my students and give them the tools I think they need to learn. Taking proper steps through professional development, I have learned the importance of teaching certain areas of physical education over the years that I may not have ever taught. One example of this that stands out is dance. My first five or so years of teaching, I never taught dance. I am an amazingly bad dancer, and it is not something I am comfortable teaching. However, through pro-

fessional development, I learned the importance of teaching it along with several teaching strategies. Now after teaching it for numerous years, even though I am still amazingly bad at dancing, it is not just one of my favorite units to teach, but one of my students’ favorite units to participate in! Learning to incorporate dance into my program yearly, has been a small part of my journey through education.

When we talk about our 2023 conference theme of “Be Extraordinary in 2023”, I think about our journey. I feel as though each of us has a different journey through life, and our time with our students is a big part of that journey. I honestly believe that if we strive to “Be Extraordinary” as teachers, as mentors, as leaders, we will naturally encourage those around us to “Be Extraordinary”. This is especially true for our students! As the warm weather fills our days and we get closer to finishing out this school year, look at your journey. Where did you start as a teacher? Where are you now? Where do you want to go? What steps or changes do you need to make?

You have the ability to write your own story and lead your journey anywhere you desire, so “Be Extraordinary” and love your life and what you are doing with it!

## **NHAHPERD 2022 Post Virtual Conference**

Missed the 2 day In Person Fall 2022 Conference!  
No problem!

Up to 15 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

Happy Spring Everyone! Shannon O'Connor, from Petal Talk blog, refers to "*Spring as a new beginning and transformations – think of it as a season that symbolizes starting fresh and starting over. After months of cold temperatures that often result in many of us feeling the winter blues, Spring ultimately re-awakens us and our surrounding environment, bringing everything back to life. Not only will you start to see the trees budding and buds poking through the ground, but we bet you'll even feel better too.*"

This statement is so true! Each spring I get a burst of energy. I feel alive and make a plan for myself personally, emotionally and professionally. This is an opportunity in your life to make changes, get outside and awaken your mind, body and soul. What will you do during these spring months? When you have the opportunity this spring, take a moment to reflect on your career, and who has helped you get to where you are today. Did you have a mentor(s)? Why did you become a Physical Education and Health Teacher, and who should you take a moment and thank.

I want to take this opportunity to highlight Dr. Irene Cucina and how she has made a difference in my life and several others. I have known Dr. Cucina for twenty-three years, and her dedication to our profession is exceptional and outstanding. Dr. Cucina is a dedicated professor at Plymouth State University. She creates a safe and inclusive classroom for her students, and she takes time to help each individual student reach their fullest potential. One of Dr. Cucina's strengths is her connection with her students. Dr. Cucina creates lessons that are innovative and authentic. She allows her students to grow & reflect on their own learning experiences, while using a variety of instructional strategies, and her lessons are differentiated based on the needs of her students. She provides her students at PSU with the education they need to become strong and powerful teachers/leaders. Dr. Cucina is a strong advocate for Physical Education and Health. She has devoted her life through active involvement at the National, District, & State level. Since the day I met Dr. Cucina my life has changed. Her enthusiasm & energy is contagious. Whether it is in class, or during a presentation, she excites the love of teaching & inspires you to not only become a better teacher, but an advocate for our profession.

I am so excited to announce that Dr. Irene Cucina has been selected to receive the **2023 NHAHPERD Meritorious Achievement Award** on June 3rd, 2023, at the annual NHDOE Excellence in Education (EDies), in Manchester NH. This Award is designed to recognize professionals who best exemplify exceptional and outstanding contributions to their respective disciplines and is NHAHPERD's most distinguished award.

Dr. Cucina is one of the best professors I had, and I am so glad I was able to learn and grow from her expertise throughout the years. She is so deserving of this honor/award and I just want to take this time to say THANK YOU for being a role model/mentor and friend.

Lastly, as a NHAHPERD member, I encourage you to come and participate in our 2023 Annual Conference in November, 'Be Extraordinary in 2023!' If you would like to be a presenter please contact Melody Gray, Conference Program Coordinator- graymelody2@gmail.com. Good Luck with the end of the year and stay safe and healthy!

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### **NHAHPERD Conference 11/16—17, 2023**

***'Be Extraordinary in 2023!'***

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 2023 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](http://www.nhahperd.org) under the Conference tab. Mark your calendars & see you in November!

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**Are you a PE/APE teacher OR teach PE/  
APE college courses?**

**Please take this quick survey on your  
definition of research.**

**If you provide your email at the completion  
of the survey, you will be entered into a  
drawing to win an Amazon gift card.**

**15 participants will receive \$50 gift cards &  
30 will receive \$40 gift cards.**



**FREE Professional Development Workshop!**  
**Cosponsored by NHAHPERD and OPEN**



**MARK YOUR CALENDARS!**  
**OPEN Workshop: May 20, 2023**  
**9 a.m. – 12 p.m.**  
**Keene Recreation Center**  
312 Washington St., Keene, NH 03431

**FREE for NHAHPERD members!!**

**15 confirmed registrations required by May 1, 2023 to have this conference. (maximum 60)**  
**\*\*\*\*As of 4/12 we have NOT met the 15 confirmed registrants —PLEASE register Now!**

**Register:** Contact Dianne L. Rappa, Executive Director, [drappa@roadrunner.com](mailto:drappa@roadrunner.com) to reserve your spot with your email, phone number and address. (not a member—fill out form on Page 20 w/the \$30 membership fee)

**OPENPhysEd.org Training (3 hours)**

This workshop puts the focus on using OPEN’s free standards-based curriculum resources, which give physical educators creative ways to engage students and teach lessons that ensure academic rigor in any instructional environment. This is an activity-based session — come prepared and ready to move! Every OPEN instructional module includes research-based teaching tools such as academic language resources, depth of knowledge tiered question techniques, Marzano academic rigor strategies, universal design strategies, and social and emotional learning integration. Additionally, this professional learning experience will address assessment and evaluation in learning management systems, and how to plan for changing educational environments. This workshop is designed for a grades K–12 audience.

Michael Miller will be our instructor—Mike is a dual certified Health and PE teacher, has been teaching for over 10 years at the Elementary, Middle, and High School levels. He currently teaches for the NYC Department of Education in Cypress Hills, Brooklyn. In 2017, Miller began his journey with OPEN at PE Institute, contributing to the social media coverage of the event. Later that year, along with Mike Martinez, launched the OPENForum Podcast and is now Co-lead of the Member Outreach division. Michael was formally named an OPEN National Trainer in 2018. Michael has a passion for educational technologies, social media, and the sport of wrestling at all levels.

# STUDENT CORNER

Spencer Dragone, NHAHPERD Student Rep – [spencer.dragone@keene.edu](mailto:spencer.dragone@keene.edu)

Since I was young my parents always encouraged me to go outside, whether it was helping them do yard work, going on walks, kayaking, canoeing and even swimming. My all time favorite though is fishing, but right behind that is hiking, arguably the most beneficial outdoor activity you can do after spending the winter season inside drinking hot chocolate and watching Netflix. I say this because not only does hiking show improvements to your physique and the overall health of your muscles and bones, but to your mind as well. With this being said, I believe hiking can be the perfect activity to do to get back into a healthy and active lifestyle outside during the spring.

Hiking/backpacking can be defined in many different ways, but here is a great way to sum it up. If you are walking on a flat space you are only working your lower body, but when you are wearing a backpack, you are working out your legs, back, and shoulder muscles. When people train for big hikes they look to target the following:

- Increase strength in major muscles that do the heavy lifting. Stronger legs and core muscles can support heavy loads, while also helping you power up the trail.
- Build endurance in those same muscle groups, as well as the shoulders and lower back, because backpacking is an all-day activity.
- Improve your balance so you have a more stable base that will allow you to take uneven terrain in stride.
- Don't forget your cardio. Complement any strength-training plan with activities like trail running, biking or another aerobic exercise that you enjoy.

If you decide that you want to go on a hike one day, you will be improving in all of these areas:

- Reduced risk of heart disease - As with all exercise, hiking can benefit your heart by improving your oxygen consumption or VO2 max, and how efficiently your muscles can extract the oxygen from your circulating blood.
- Lowers blood pressure - The pressure of your blood reduces chances of hypertension, research has also demonstrated that exercise is as effective as a full dose of antihypertensive medication at lowering blood pressure.
- Reduces anxiety & depression - With the world we live in today, surrounding yourself with nature is a biological shot of happiness, especially since we live in a world full of technology and stress which is not as natural for us.

## NHAHPERD Keynote?

We are considering options for our "Be Extraordinary in 2023!" Keynote Speaker and are looking for your insight.

If you could listen to somebody give you a motivational speech, who would it be?

\*Please consider that affordability is a partial factor to having them with us.

## Notes from Laura Short—PRA Chair—[professor.laura.short@gmail.com](mailto:laura.short@gmail.com)

### New Hampshire Educational Legislative Information and Action

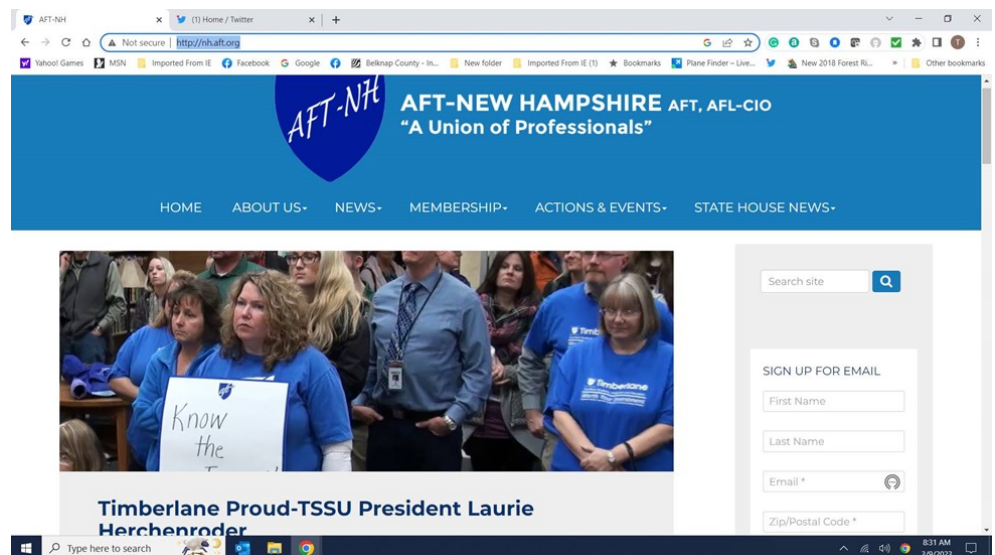
In an effort to help our educational system in the great state of New Hampshire, I would like to ask that everybody register for AFT-NH emails. I will do my best to share different legislative alerts via social media, but you can access it yourself as soon as action is needed. According to AFT-NH:

Sign up is easy on our website at <http://nh.aft.org/>

On the home page and on the right side is the signup form. It is quick and easy. I have provided a screenshot below of what it looks like.

And if for any reason someone has difficulty signing up, please have them email me. I just need their name, town/city and zip code.

Terri Donovan, AFT-NH  
[terrid@metrocast.net](mailto:terrid@metrocast.net)

The image is a screenshot of a web browser displaying the AFT-NH website. The browser's address bar shows the URL 'http://nh.aft.org/'. The website has a blue header with the AFT-NH logo and the text 'AFT-NEW HAMPSHIRE AFT, AFL-CIO "A Union of Professionals"'. Below the header is a navigation menu with links for HOME, ABOUT US, NEWS, MEMBERSHIP, ACTIONS & EVENTS, and STATE HOUSE NEWS. The main content area features a photograph of a group of people, with a woman in the foreground holding a sign that says 'Know the'. Below the photo is the text 'Timberlane Proud-TSSU President Laurie Herchenroder'. To the right of the photo is a 'SIGN UP FOR EMAIL' form with fields for First Name, Last Name, Email, and Zip/Postal Code. The browser's taskbar at the bottom shows the time as 8:31 AM on 3/9/2023.

# the **GRANITE** walk of ages

MARK YOUR CALENDARS!!

Friday May 19, 2023 – 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](http://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 1<sup>st</sup>!



## **Celebrate Wednesday May 3—ACES Day 2023**

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 3rd** 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/>

## Scooter City

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

This year, our district got a grant for some fun PE equipment! Two of the things we got were a class set of Razor scooters and helmets to go with them! SO, the lesson “Scooter City” was created. (I did this with grades 2-4 but I’m sure you could do it with any level)

I equally distributed all of the mats that we had into the four corners of the gym. After that, I raided the closet and got out all of my pool noodles, cones, jump ropes and even dollar store laundry baskets to help scooter city come to life.

I divided the class into four groups (one group per corner) and sent them to spread out their mats. Next, they got pool noodles, cones, jump ropes, etc to create roads, intersections, and even the occasional traffic circle. I did make the rule: “take 3 and use it, before coming back for another 3 things”... This really helped distribute the equipment and made sure that everyone had a fair shot at using the supplies. The building time was really cool to watch because many of the groups collaborated with each other to make their corner meet in the middle of the gym to make one huge city.

We built for about 15 minutes before we grabbed our helmets and scooters to try out our city.

The three scooter rules that worked well for my 2nd, 3rd, and 4th graders were:

1. Eyes forward
2. Ride with control (speed, etc)

If you break it, fix it. Meaning, if you wreck something, just fix it before scooting on, it makes it way more fun for everyone if Scooter City stays intact.

If you do not have Razor scooters, this would be just as much fun with seated scooters! Just take out as much stuff as you want and let the kids create and have fun!



Fitni Destani, President Elect – fdestani@keene.edu

### **Be Extraordinary in Teaching Social Emotional Learning (SEL) in PE and Health**

Spring has sprung and it's time for another newsletter to focus you until the summer break! I once again am writing to you as President Elect of 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).

As I discussed a year ago, the greatest safeguard to our recent global challenges is to focus on your personal health and well-being. We cannot be helpful to others if we find ourselves overburdened and as a result overstressed. Revitalize yourself and be extraordinary daily through proper nutrition, regular physical activity, mindfulness, and relaxation. Once you care for yourself, teach it to your students and/or others in your local community.

“The highest form of knowledge is empathy, for it requires us to suspend our egos and live in another's world.”  
Plato

I decided to use this quote by Plato once again because to encourage and develop social emotional learning (SEL), we need to help our students connect to class activities, their school, their family, and their local community. The affective domain has been intertwined with physical activity and sport since the ancient Greek games (600BC) and was promoted through the concept of Muscular Christianity (1800s). The affective domain was also emphasized by Clark Hetherington in the early 1900s by emphasizing education of the physical through the physical. Later Don Hellison's (1973), Teaching Personal and Social Responsibility Model (TPSR, 2014) became part of our discipline's mission as its responsibility goals of personal and social responsibility were included within the National Standards 4. Recently and since Every Student Succeeds Act (ESSA, 2015), SHAPE America has promoted SEL through CASEL's framework. CASEL's is the Collaborative for Academic, Social, and Emotional Learning aiming to improve students' attitudes, relationships, social skills, emotional intelligence, academic performance as well as their perceptions of their school and local community. Below I provided some helpful links from popular field related websites offering SEL resources so you can be extraordinary. As a refresher, there are 5 components to SEL: self-awareness (teach your students to be honest with themselves), self-management (teach your students impulse control), responsible decision-making (teach your students positive decision-making), social awareness (teach your students to relate to others) and relationship skills (teach your students to treat others how they want to be treated).

**SHAPEamerica.org** (<https://blog.shapeamerica.org/2019/11/how-to-integrate-social-and-emotional-learning-in-pe/>) offers how to integrate social emotional learning in PE to improve classroom climate. Also, consider buying *Teaching Social and Emotional Learning in Physical Education* by Wright and Richards (SHAPE America, 2022). **Health, Moves, Minds** link to sign up and access lessons (<https://www.shapeamerica.org/MemberPortal/events/healthmovesminds/default.aspx>)

**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: I tried to inspire you to revitalize yourselves first and then asked you to be extraordinary and to better inform yourself on the power and usefulness of SEL in your classes. 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 be extraordinary for your students, school and local community. Let's be proactive in building healthy individuals and communities this year!

# ADAPTED PHYSICAL EDUCATION

## Advocating for Physical Education and Adapted Physical Education to Administrators

Scott McNamara, UNH – Scott.McNamara@unh.edu

School administrators play an integral role in the daily lives of physical educators (adapted and general) and their programming, as they set a tone to reinforce or challenge these services (McNamara et al., 2021). Recently, the two qualitative studies that interviewed APE teachers about their perspectives and experiences with school administrators (McNamara et al., in press; Richards et al., in press), found that school administrators often neglect APE through a lack of knowledge and value towards APE, infrequent and demeaning dialogue with APE teachers, and rarely providing meaningful supervision of APE services. Another study focused on school administrators' experiences and perceptions of APE found that they often valued APE/PE, but did not prioritize it and lacked the knowledge to properly support it (McNamara & Rizzo, in press). Thus, there is a growing imperative to advocate for school cultures to safeguard access to quality PE for students with disabilities and support the teachers providing those services (Park & Curtner-Smith, 2018).

Although more research is needed to fully understand the issue within the relationships between administrators and PE/APE teachers, there has been some preliminary recommendations that have come from these studies:

1. Be the best you can be. Administrators often take notice of you and your programs when you are doing an exemplary job. Give them a program that positively impacts their perceptions of PE and highlights great things occurring in your school. Not only does being a great teacher benefit your students, but it also gets the attention of your administrators.
2. Extend the olive branch. Unfortunately, many PE/APE teachers have to be the ones that makes the initial initiatives to build relationships with their administrators. Nonetheless, these relationships are essential to maximizing the quality of your programming and teaching. This means you need to kill them with kindness, be a team player, and pop in to say hello.
3. After you build a relationship, begin to sprinkle in some PE/APE information/awareness. After you develop a good rapport with your administrators, you should begin to feel comfortable sprinkling in some information that advocate for PE/APE when communicating with them. This can occur in simple conversation, or can be a forwarded email or newsletter (such as this one!) that provides essential information about the importance of PE/APE and best practices surrounding it.
4. Communicate with parents. Parents and school boards are the most influential groups that can drive meaningful change and initiatives by school administrators. Regularly communicate to parents about the importance of PE/APE and the day-to-day lessons and activities in your program, send home PE/APE-related activities they can do with their children at home, host after-school physical activity events, and communicate with them about their child's progress in your program so they understand the importance of PE/APE.
5. Use student-first language when advocating for your program. It is a lot easier for administrators to take away resources from teachers than students. When you are advocating for your program, rather than saying things in the context of you and your program, explicitly state how their resources and support impact students' educational experience. For example, rather than saying something such as "Do I really have to teach in the hallway during 4<sup>th</sup> period all week?", frame it in the best interest of the children, "Do you think Johnny and Sally will have a quality PE experience in the hallway?"

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### She's Nobody Special - Kathy Bates

**"Language isn't meant to alienate us. It's meant to help us understand one another."** – Rakshitha Arni Ravishankar

Published in March of 2023 by the Institute on Disability.

Note: Submission has been edited by Michelle Grenier, Professor Emeritus, UNH

Many euphemisms have been used in place of the word "disability" or "disabled." A euphemism is a word or phrase that is vague and considered to be more pleasant and less offensive. Some examples include special needs, handicapped, challenged, differently abled, consumer, and (New Hampshire's favorite) self-advocate. I find all of these expressions cringe-worthy because they are simply not accurate.

**I want everyone to understand that it is okay to use the word "disability" or refer to a specific disability if it is important to the message you are trying to convey. Disability is not right or wrong—it just is.**



It is a natural part of the human experience. About one in four adults in the United States (26%) identify as disabled. We all have the same basic needs. The difference between my needs and someone who is not disabled is in the way those needs are met. For instance, we all need sleep, but I need assistance getting into bed. My need to sleep is not “special” at all.

In 2010, President Barack Obama signed Rosa’s Law which replaced the term “mental retardation” with “intellectual disability” in all United States federal laws. Nine-year-old Rosa Marcellino and her family advocated for this change. The online campaign, “Spread the Word to End the Word,” asked people to sign a pledge not to use the R-word. It also helped people understand why it is such a disrespectful word, especially when used as an insult. The campaign resulted in over one million people accepting this challenge. While it is wonderful that the R-word is not used as frequently in school, it is sometimes replaced with “special ed” or “SPED,” which can be used as an insult. It refers to someone who is less than.

**When we label a student as someone who has “special needs,” it can lead to misunderstandings and risks implying that the student is entitled, privileged, or spoiled.** In school, one of the main goals of students is to figure out how they fit in. There is a lot of stigma involved with any type of disability, and adding more labels only makes things more difficult for them.

From time to time, every student needs individualized instruction. That is why Universal Design for Learning (UDL) is important for all students. UDL is a framework developed to improve teaching and learning for everyone regardless of grade level. It is based on the concept that there is no such thing as an average student. So if we design for the student that needs a little extra help, as well as the student who needs to be challenged, we will also meet the needs of learners that fall somewhere in the middle.

**From where I sit**, all of these euphemisms (which must have been created by people who don’t live with disabilities) attempt to cleverly avoid saying the word “disability.” But why should I be embarrassed about my disability? It is a part of who I am, and I am willing to own that. I am not saying that people aren’t “special,” because, of course, we all have someone special in our lives (or at least I hope we do). I just don’t think that it has anything to do with our disabilities. It has to do with our relationships and the connections we share with one another.

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Sarah Yandow, VP Health – sarah.flaherty610@gmail.com

Hi NHAHPERD! Spring is here. And if you are anything like me, spring can be crazy at school. We're in between vacations, it's starting to be really nice out (and then snowy and rainy again), and students are ready for something different. We chose to combat this late winter/early springtime with some guest teachers in our PE classes!

We are fortunate enough to have a school that was able to schedule and bring in Northeast Passage's Similarity Awareness program. If you have never heard of them, I highly recommend you do a quick Google search, check them out, and then try to get them in your school. Amanda and Cam arrived with a class set of wheelchairs and had incredible discussions with our students about the different opportunities sports can bring to people and how many similarities people have, regardless of ability. They discussed some paralympic sports and then got the students into one of their favorite games, team handball, but this time while in wheelchairs. Most of my students said this was their favorite thing in PE and requested we do it more. One of my favorite lasting effects from this unit was that many of my students are continuing to think of modifications for themselves or classmates when they come in with injuries and notes excusing them from all PE. We have modified many activities and games since then, and more of my students are able to continue to participate even with broken wrists or if they are in crutches. We can't wait to have them back next year, and hope to see them at NHAHPERD.

In March, we were able to have a local karate teacher come and teach a beginners karate lesson to our students. Joe Costa, of International Karate of Windham, led our classes in some basic blocks, strikes, and kicks. Students were able to practice in the air and then on the padding held by teachers. He compared and contrasted the kick from a dancer, soccer player, and martial artist which helped the students think about the physics of how they move. I learned that many of my students have done, and continue to do, some form of martial arts and it was awesome to see their form and power in comparison to someone that was just beginning.

Both of these guest teachers were helpful in spicing up our PE program when the school year gets tough. I find that many of my students think that you have to be on a team sport to be active, and I loved that both guest teachers gave an alternative way to be competitive. We can't wait to have them back next year and hope to continue to bring in new guest teachers and new activities for our students (especially in the late winter/early spring time!). Please share any of your favorite guest teachers or speakers, we would love to try them.

## **Hands on Health Science**

Ghillie McCall, VP Elect Health – gfinemore@sau53.org

These past few months in elementary health have been exciting, as I have been incorporating more hands-on learning into our curriculum. Students at a young age often know where their heart is, but don't always know what it does and why it is so important to keep your heart healthy and strong. Students were first asked without a picture or introduction, "what do you think your heart looks like inside your body?" This sparked some creativity and imagination in my students and led them to be more curious about what was coming next. We discussed the activities that we like to do that make our heartbeat fast, medium and slow and tested some of these. We learned to take our pulse, and what pieces of health technology can help us better understand our hearts.

The final project for the K-5 cardiovascular unit was building a model with a group that represents how the heart pumps blood to the rest of the body. This activity included fine motor skills (which we have been working on with our younger grades) and team building. Once the students were able to see how the STEAM project they built themselves worked, and reassembled the heart, the unit was more meaningful to them.

When students are involved in their learning with their hands, topics of interest become more interesting and more meaningful to them and their classmates.

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## **"Teaching Heart Functionality to Children"**

Kevin Parsons, VP PE - kparsons@sau8.org

Teaching children about the function of the heart is an important part of elementary physical education. Understanding how the heart works is not only essential for good health, but it can also help children appreciate the importance of regular exercise and a healthy lifestyle.

When teaching about the heart, it is important to use age-appropriate language and teaching methods. Start by introducing the concept of the heart as a muscle that pumps blood throughout the body. You can use pictures or diagrams to show how blood flows through the heart and explain the different chambers and valves. Next, introduce the concept of heart rate and how it relates to exercise. You can use a simple activity such as jumping jacks or running in place to demonstrate how exercise increases heart rate. Encourage students to check their own heart rate before and after the activity to see the difference.

You can also talk about the importance of a healthy diet and how it can affect heart health. This can include discussing the benefits of eating fruits and vegetables and limiting sugary and fatty foods.

Finally, make sure to emphasize the importance of regular exercise and physical activity for overall health and well-being. Encourage students to find physical activities they enjoy and to make them a part of their daily routine.

Teaching the function of the heart in elementary physical education is an important part of promoting good health habits in children. By introducing these concepts in an age-appropriate and engaging way, children can gain a better understanding of how their bodies work and the importance of a healthy lifestyle.

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**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 2023. A listing and description of awards can be found on the NHAHPERD website, [www.nhahperd.org](http://www.nhahperd.org). You can send your nominations to me: [amclane@sau73.org](mailto: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 18)**

# RECREATION NEWS

Jeff Hastings, VP Recreation – jeffhastings11@gmail.com

## **National Teaching Archery in Schools Program (NASP)**

Archery is one of my favorite units to teach. I am always blown away by how excited and engaged the students are while participating in the unit. One of my struggles as a young teacher was finding information that would prepare me to teach this unit. I wasn't a hunter or experienced archer when I decided to add archery to my curriculum, so I had to do a lot of research before teaching my students such a complex skill. While several places around the state offer lessons, I have found a one-stop shop.

NASP, the National Teaching Archery in School Program, is a comprehensive archery website covering everything from safely setting up your program to ready-made curriculums for elementary, middle, and high school students. I liked that teachers could earn an instructor's certification, which sets them apart from other places I've researched. Instructor Training was developed so teachers in every participating school could be certified to present safe NASP lessons for students, instructors, bystanders, and the facility. Teachers have a choice of being certified as

- NASP Basic Archery Instructors (BAI – 8 hours)
- Basic Archery Instructor Trainers (BAIT–24 hours).

They will even sit down with you and help you to order the correct equipment you need for your school. Each state has a representative, and ours is:

**Eric Geib: [Eric.Geib@wildlife.nh.gov](mailto:Eric.Geib@wildlife.nh.gov); 603-536-1290 - NH Fish and Game**

**So, if you're interested in starting an archery unit, please check out the link below. You won't be disappointed. <https://www.naspschools.org/what-is-nasp/>**

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JJ Tinney, VP Elect Recreation – jtinney@bancroftschool.org

## **Learning How to be a Good Spectator**

In Physical Education sports personship is regularly talked about. How to talk to your teammates, how to talk to your opponents, and how to handle your emotions when you are playing a game are all things that are constantly taught and reinforced every day in class especially at the upper elementary and middle school level. But how often are we focusing on how to be a good fan? It can be an important lesson that goes by the wayside in PE classes when there is a heavy focus on making sure every student is active throughout the class.

The other day I was able to pilot a couple of lessons that put all the focus on being a good spectator in my 4th grade class. There was a student versus faculty game for our High Schoolers, and the PE department decided that we could use this as an opportunity to teach this lesson. The class before the game we had a discussion with our fourth graders about what it meant to be a good fan and what it would look like to root for a team without being inconsiderate to other fans or the players on the team against the team you were rooting for. Our fourth graders were then given supplies to create signs to use to cheer on the two teams. They were split into groups based on if they were going to root for the faculty, the students, or if they were neutral. Students worked together to make signs and had to agree as a small group to decide what each poster would say.

The day of the event the 4th grade class came into a designated cheering section where they were reminded of the discussion that we had the previous class and the expectations of how they could cheer. They did wonderfully, and the high school spectators also set great examples of how to cheer for one side appropriately. It also provided an opportunity for the fourth graders to see their teachers compete in a sports event and practice a lot of the same good sportsmanship lessons that we have been teaching all year. Overall, it was a great event and it had a very positive learning experience for our young students.

Although not every school has as strong of connections with their high school this same lesson can be taught in a variety of ways. If the school can handle it, holding a field trip to a local sports game or to a high school game of some sort may be other ways to accomplish the same goal. Even possibly, reaching out to the middle or high school and looking for opportunities to connect in a similar way.

## A Heartfelt Thank You From A Classroom Teacher

by: Karyn Misenheimer – kmisenheimer@sau81.org

As I was leaving the office the other day, a classroom teacher stopped me to say thank you. Thank you for doing such a great activity yesterday & starting my kids on such a great topic for their closing circle. She was in awe at the discussion her fifth grade students had about the particular behaviors her students noticed about themselves during PE class just minutes before. You see, we have been having issues with over competitive aggressive play at recess. I had been having trouble with over aggressive competitive play in my gym. I decided that we needed to figure out a way for kids to understand how much fun play can be when you keep things light, enjoy each other, & enjoy movement. During a project adventure workshop, I was reintroduced to a game of team tag. My initial plan was to have students debrief along the way talking about what it is to be a good teammate, how they played honestly, & what it means to “let go and move on.” This morphed into something better than a game and a debrief. Over the next 45 minutes here is what happened.

Level 1: Two players per team; one yarn ball per team. When a student has the ball they can tag others with or without a ball. When a player is tagged they must take a knee. To be freed, a teammate must throw them the ball, or they must throw the ball to a teammate. If two players tag each other at the same time both players are down. Our space was small. I created boundaries with red floor tape. If a player steps out of bounds they must go down on a knee like they were tagged. Players may only WALK in level 1. If you run, you must go down like you got tagged.

Some kids complained that they couldn't run. “Why not, how are we supposed to get a workout,” they said. Well, after 5 minutes of play the debrief was full of heavy breathing and comments like “okay, it was harder to walk than we thought.” Faces were red and we were over the initial shock of tag without running. Our initial debrief was with the questions above with the answers you would expect from ten year olds.

Level 2: Same game, this time teams were with three players each. Still no running. We played for about 3 minutes and quickly talked about how being a good teammate, being honest, and letting go and moving on looked different with a bigger team. Then we added the Level 3 rule.

Level 3: Same exact game, same teams, this time NO TALKING. Much to my surprise, they did it. Some groups and classes had utterances and noises, but no talking, others had no verbalizations at all. It was an amazing 5 minutes. Lots of smiles and some of the most honest play I have seen in years!

I brought students in for the debrief and we again asked how things changed or looked when we took away the ability to talk. Things like not being a ball hog, sharing, communicating, letting go when your teammate didn't see that you were down so it took a long time for them to save you, etc. (Things were really going well.)

Level 4: Now I opened things up a bit. Same game, same teams. Students can go anywhere inside the boundaries of the basketball court. They could talk. They could run. We played for about 6-8 minutes.

When we gathered to debrief we asked slightly different questions. How did your game play change with the bigger space and the addition of running? What from the previous levels helped you? Was there anything that got better? Did you have a harder time being honest? Was it harder or easier to be a good teammate?

Students' answers were good. They realized the difference between playing in a large vs. small space and also noticed the pace of the game was slower than they expected, but it wasn't too slow.

Level 5: Now we put the balls away. Students were put into slightly larger groups of 4-5 students. They put on pinnies. I told them the game was going to change slightly. Same boundaries, but now anyone can tag. When tagged you must take a knee, like in the last game, but to be free a “free” player from your team must give you a high five to free you. We will play a 90 second round and any team with a player still standing at the end of the round will score one point. Students quickly spread out and the mayhem began. Tagging was hard, pushing almost. Players were arguing about who tagged who first, it was almost like the boundary lines disappeared. I let them go. The first round ended and we had two teams who scored and two who didn't. We played two more rounds with similar results. We gathered for the debrief and this is where the magic happened. I asked, “How did your play change.” Lots of hands went up to point out all of the things others did that they didn't like. Let the blaming begin. I then asked, “So what changed? Why did you suddenly start playing so rough (I may have used the phrase “like animals.”) A hand went up and the first student I called on said, “you added points, it changed us.” And here is where we went from there:

Me: “Why? What is the prize?” Them: Nothing Me: Really, then why play? Them: To have fun, and get exercise. (I was feeling proud of this response) Me: So the prize is to have fun and to get exercise? Them: Yes

Me: So did you have fun? Them: Yes Me: All class? Them: Well, not in that last game, it was too rough and people were cheating. Me: So why did just adding points change the way you played? Them: Lots of blank faces...crickets. Me: (Because time was up & I was over by 5 minutes and late for duty) I want you to think

about that and we will come back to it next time I see you. Hating to end it this way I wrote in my notes that we had to continue this conversation the next time I saw them (it is the nature of the once a week class).

The students lined up and headed back to class. What happened next is why I got the thank you. During closing circle, a student from the class decided that they needed to finish the conversation, and right away. He lead the class in a discussion about why points changed things, why they “turned into animals,” and how things would be so much better if they played and worried about fun first rather than the score. The teacher thanked me because she was so impressed by how this one activity sparked such a rich and well needed conversation. I left the office feeling accomplished, valued, and at this moment, knowing that what we do IS important.

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## Lifetime Activities in PE

Brandt O’Hara, VP Elect PE - bohara@sau73.org

When we think about driving physical activity in a student's day-to-day, we immediately think of team sports. Encouraging students to join a team sport they can play through high school, maybe even college. But what happens after that?

There are many opportunities for students to find new things to do when team sports may not be an option or an avenue they prefer. Lifetime activities is a resource we all have access to, but isn’t advertised to our students as a priority. Giving them the knowledge of the activity and where to begin to continue it outside the classroom will provide them with positive lifetime physical activity.

Golf, Disc Golf, and Pickleball have all grown in popularity over the past years. Pickleball in particular is actually one of the fastest growing sports in America. When teaching these sports in my classes, they tend to be the most popular. Ways that I have been able to provide my students these units is being creative in the materials needed. For example, asking the community for golf club donations is helpful with such a costly piece of equipment. If you don’t have access to a disc golf course, I have used hula hoops as the “holes” and still provide a great understanding of the game. Students have also enjoyed the opportunity to create their own course and play rounds based on groups designing their own hole with different obstacles.

Currently in my lifetime activities curriculum, I include units such as golf, pickleball, tennis, disc golf, bowling, backyard games, and hiking/walking. The goal is for students to enroll in this course and be provided a chance to learn about an activity they can do outside the walls of the school. This also will simultaneously improve their physical fitness and practice healthy hobbies to continue through life. Throughout each unit, we also discuss where to locally participate in these activities. Most students don’t recognize that they already have access to participate in lifetime activities, and simply need the guidance and support to get them there.

Showing students that there are other ways to be active and promote physical activity is always important. Some may be really interested in one particular activity then another just like anyone would be. Think about how you can incorporate lifetime activity units in your curriculum and promote how students can do them their entire lives.

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**THE OUTSTANDING ACHIEVEMENT AWARDS** The Outstanding Achievement Awards will be held on May 19, 2023 recognizing organizations, groups, and/or individuals in New Hampshire that have accomplished outstanding achievements in promoting healthy lifestyles through physical activity and wellness services and programs. The New Hampshire Governor's Council on Physical Activity and Health, on behalf of the Governor, will accept nominations during the winter of 2023. Go to [nhmoves.org](http://nhmoves.org) for application.

## 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.**



This training is open to any person who is interested in learning about how to be more trauma informed at work and at home, including yoga teachers, yoga students, preschool-grade 12 educators, physical education and health education teachers, school or family counselors, psychologists, social workers, occupational, physical, and speech therapists, camp counselors, recreation directors, pediatricians, doctors, and more!

**This is a two part series.**

**Part One: An Introduction and Part Two: Certification Module**

As a yoga instructor, therapist, teacher, or anyone who regularly serves others, it is almost certain that you will encounter people who have experienced trauma in their lives. Therefore, it is important to be trauma informed.

Introduction to Trauma Informed Yoga & Mindfulness explores definitions of several types of trauma experienced by children and adults, the basic neuroscience of trauma, signs, symptoms and common misdiagnoses, how to make your classes more trauma-informed to support mental health, and how yoga can be part of the healing process. It includes practical tools presented in both lecture and experiential format.

**Dates:** July 24th, 2023 (**Part One**); **Times:** Monday 10am – 4:30pm ET; **Trainer:** Larissa Noto;

**Location:** Live Online

**Dates:** July 25th, 2023 (**Part Two**); **Times:** Tuesday 10am – 4:30pm ET; **Trainer:** Larissa Noto; **Location:** Live Online - \$159 – PD hours

ChildLight Education Company is a Continuing Education Provider through [Courses4Teachers](https://www.courses4teachers.com). The credit they offer is graduate-level professional development semester credit, through the University of the Pacific, designed for salary advancement and/or to renew credentials for teachers in districts across the U.S.



Courses4Teachers

## RECIPE CORNER

### Garlic Roasted Broccoli

#### Ingredients:

2 heads of broccoli, cut into florets  
1-3 TBSP of preferred oil (I used about ½ TBSP melted Coconut oil and it was plenty)  
5 cloves garlic, minced  
1 tsp salt  
½ tsp pepper  
1 tsp lemon juice  
Pinch of red pepper flakes (optional)

Preheat oven to 400 degrees

In a large bowl, toss the broccoli with oil, salt, black pepper and garlic.

Spread the broccoli in a single layer on a rimmed baking sheet.

Bake until florets are tender enough to pierce with a fork and the edges are browning, about 15 minutes. Turn once halfway through the baking and add red pepper flakes, if using. After baking, squeeze lemon juice liberally over the broccoli before serving.

## WEBSITE WATCH

### fundoing.com

This resource website managed by Dr. Chris Cavert is dedicated to those team building facilitators who strive to make a difference...one activity at a time. Dr. Cavert promotes pro-social education/social emotional learning through adventure education activity programming. Be sure to sign up for the FUNdoing Fridays email to get an activity to your inbox every week.

\*\*\*\*\* **THANK YOU to Karyn Misenheimer!!**

Karyn has been our Recipe Corner, Website Watch, App Corner, Try This & Article contributor for the past two decades & is taking some well deserved time off. Help continue these NHAHPERD News traditions. Send articles to: [drappa@roadrunner.com](mailto:drappa@roadrunner.com)

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Ashley Laufenberg-VP of Dance  
[alaufenberg@pemibaker.org](mailto:alaufenberg@pemibaker.org)

### Need new ideas?

Have you found yourself stuck in a rut? Perhaps need a refresher on how to perform a skill properly? Or just need to switch things up? Well you certainly aren't the only one! With the changing of the times I have found myself looking less into my books for ideas and more online. I am a visual learner for sure and love to see things in action. (Like watching the great sessions at our conference! Don't forget to sign up to present!) YouTube has been an easy go to spot lately and here are four that have come in handy for me, check them out yourself!

- **OPENPhysEd.org** @*OPENPhysEdorg* – Loads of great videos for field days, skill improvement, fitness, etc. Basically, just like the incredibly helpful material they provide on their website but on YouTube!
- **Adapted Physical Activity** @*AdaptedPhysicalEducation* – Good source to see activities and games for individuals with varying disabilities and how to be inclusive of all students.
- **The PE Specialist** @*ThePESpecialist* – Nice mix of some how-to videos, tips for teaching, and instructional videos.
- **PhysEdGames** @*physedgames* – Tons and tons of well, games! Lots of variety of games to select from and you can tweak for your level as needed.



### 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 Di-  
anne Rappa:  
[drappa@roadrunner.com](mailto:drappa@roadrunner.com). (Please - no singles)



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

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

## **Dianne L. Rappa Scholarship—Professional Development Opportunities**

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

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

(Note: Scholarship available year round—no deadline)

# **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](http://www.OPENPhysEd.org).  
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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](mailto: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](http://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.

**2023 PRESENTER WORKSHEET**  
**NHAHPERD Annual Conference - November 16 - 17, 2023**  
**Waterville Valley Convention Center, Waterville Valley, NH**  
**'Be Extraordinary in 2023!'**

Please return this form ASAP via mail or email (with 2023 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 (TH only)  
Preferred Presentation Date:  Thursday (11/16/23)  Friday (11/17/23)  
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  
Return Service Requested

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

**Save Now and Register for our Annual Conference! 'Be Extraordinary in 2023!'  
NHAHPERD Annual Conference, Waterville Valley – November 16—17, 2023  
2023 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 - \$140    Professional One Day - \$110/ 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, 2023  
PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740 — ?'s: [www.nhahperd.org](http://www.nhahperd.org)**

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