

# NHAHPERD NEWS

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

WINTER EDITION

JANUARY 2021



## President's Message: Jarrod Brooks

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Hello NHAHPERD Family and Happy New Year! As I begin my tenure as President of NHAHPERD, I wanted to take a minute to introduce myself. I am in my 19<sup>th</sup> year teaching elementary physical education in Goffstown. During this time, I have also spent time at the high school teaching adaptive physical education. I have coached numerous sports over the years, and am currently the President of my local soccer club. My wife and I live in Henniker, with our two active sons. I have been an active member in NHAHPERD for many years in a variety of roles, and I am excited to begin my time serving you as President.

As we enter this new year, I am going to challenge you to slow down and spend some time to reflect. I want you to think about what factors in your life define you as a person. What descriptors do you think comes to mind with people close to you when they think of you? Next, reflect on what defines you as a teacher. What descriptors comes to co-workers and students' minds when they think of you as a teacher? Are these thoughts similar?

When I think about these two areas, I think (hope) most people will find them very similar about me. I want them to find me honest, genuine, dedicated, and fun. Each day I come to school; I try to lead by example. I come ready to give 100% and be a role model for my students and colleagues. Some days this isn't as easy as others and takes more work. However, I feel that my actions will have an impact, and I want that impact to be a positive one.

My second challenge for you is to really take a deep look at your program and if you are giving your students the best opportunity for them to grow in. We often get comfortable in what we are doing in our classrooms, which doesn't always mean we are giving it our all. Even though I thought I was always giving 100%, I wasn't.

This year, I have looked outside the box to change things up and re-ignite that spark to be the best I can for my students and give that 100%. I found this especially important, as this school year is unlike any other. Not only are my students hybrid, but they only get to see me every other week! This makes it very tough to make that connection I have had with them in the past. I am also outside every day on the blacktop without use of my

gym. Even with all these changes, I still want them to be the best they can be. When I started the year off with all these changes, I realized that I wasn't being the best I could be for them. I was teaching in a way that was comfortable for me, while offering a good program. After reflecting and taking a deep look at what I was doing, I wanted more. I wanted better. I wanted more out of myself and my students.

Since taking time to reflect and make changes to my program, students seem to be much more engaged and are more successful. They have that spark when they show up to class that shows me, they are excited to be there and be active learners. That spark is what drives me to be the best I can for them, and I didn't realize I was missing it until taking time to really reflect on what I was doing.

This change at school has also carried over into the other aspects of my life. I feel more driven than ever to be a positive role model throughout my community. I look forward to using this energy to be the best NHAHPERD president I can be over the coming year. I hope that you see that spark in your students and it impacts you the same way it does for me!

Please feel free to reach out if you ever want to talk about your programs or how to get involved in NHAHPERD and be an active part of our community.

## NHAHPERD Virtual Conference 11/19—11/20 Participation still available!

Missed the 12 Days of NHAHPERD 2020?

No problem!

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

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

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

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

**“Innovate, Collaborate, & Educate!”**  
**Virtual Conference—11/19—11/20**

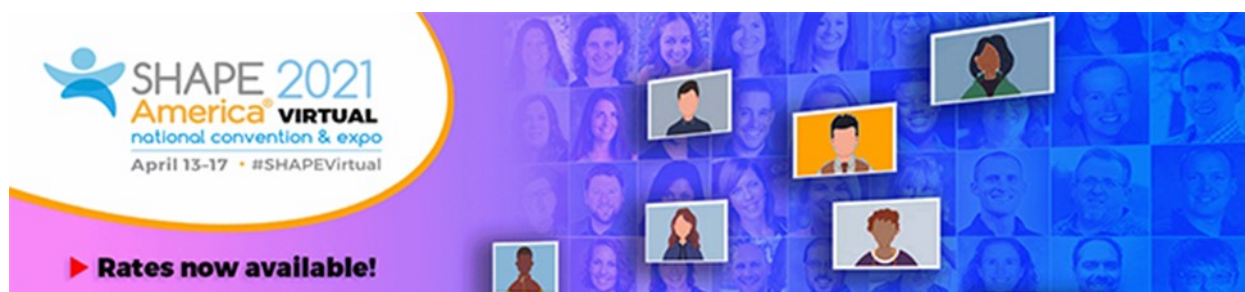
Melody Gray, Conference Program Coordinator—graymelody2@gmail.com

It is a cliché to say that the “the show must go on” but our team truly embraced this spirit by adapting to the unique challenges of the historic COVID pandemic. Our first virtual conference was a valuable learning experience and we couldn’t have done it without the cooperation and hard work of our presenters, board members and our technology crew Sean and Tess Patry who stepped up to plate to pull together the virtual experience. So many of our members looked forward to traveling to this event every year and some haven’t ‘missed’ an ‘in person’ conference in over 15 years! This year’s event may have been different but like any other great conference we strived to provide some of the key points successfully: knowledge shared, connections made, current and future professionals acknowledged and celebrated. Over the twelve-day viewing period over 200 people attended the virtual conference. Thirty-six presenters provided pre-recorded sessions, many doing this for the very first time! We thank all the presenters who adapted to this virtual format striving to provide inspiring and engaging material despite the absence of in person connection. Carrie Ekins, founder of Drums Alive and our Keynote speaker reached out to us with a universal message of hope and perseverance to reach your goal. Carrie and Dean Owens also presented ‘Drums Alive Mathematics in Motion’ and ‘Stomp and Drum’.

We were pleased to be able to celebrate and honor our teachers of the year and future professionals. Congratulations to Elementary Teacher of The Year, Rebekah Gonzalez, Pleasant Street School, Laconia, Secondary Teacher of the year Todd Steffanides, Windam High school, Windham. Congratulations to our 2020 Outstanding Future Professionals KSC: Brandon Castor, James Emery, PSU: Niah Colby, Cameron Nielsen, UNH: Lauren Diggan, Hannah Reinfrank. This virtual zoom celebration was full of positive energy and very special. Thanks to our president, Amber McLane and all who contributed to organizing and making adjustments to create another wonderful event! Thanks to our exhibitors who believe in our organization and continued to support our mission by joining us virtually this year for ‘Ignite your Passion & Purpose’ Annual Conference November 17—19, 2021 and a special thanks to our conference sponsor: Special Olympics of New Hampshire. (Drums Alive, Everfi, G-W Publisher, New York Road Runners, BSN/US Games/OPEN, DOVE Self Esteem, Castleton Athletics, NH Dance Institute)

We look forward to providing a “different” experience this year, stay tuned for the next generation of our NHAHPERD Annual Conference!!!

\*\* If you missed this year’s conference or need more time to view more sessions, contact Executive Director Dianne L. Rappa, drappa@roadrunner.com—a fee of \$40 will be assessed to allow you to view the entire conference for at least two weeks. For the full conference registration ‘late’ fee it is \$105.



**Mark your calendar!**  
**2021 SHAPE AMERICA NATIONAL CONVENTION AND EXPO**  
**#SHAPEVirtual — April 13-17, 2021**

**View the virtual convention registration rates,**

<https://convention.shapeamerica.org/Convention/Registration.aspx>

**SHAPE America Virtual National Convention & Expo Schedule at-a-Glance**

[https://convention.shapeamerica.org/uploads/2021/convention/2021\\_Schedule-at-a-Glance.pdf](https://convention.shapeamerica.org/uploads/2021/convention/2021_Schedule-at-a-Glance.pdf)

**Make Your Case to Attend SHAPE America's 2021 Virtual National Convention & Expo**

[https://convention.shapeamerica.org/Convention/justification\\_toolkit.aspx](https://convention.shapeamerica.org/Convention/justification_toolkit.aspx)

Over 100 hours of professional development, **recorded sessions available for 45 days after the event;** Choose from a range of high-quality sessions from the nation’s top health and physical educators; Share ideas ... network ... and have some fun with other HPE professionals from around the country; Enjoy games, giveaways and personal service in the virtual exhibit hall; Save money with lower registration rates and no convention-related travel costs!

**Registration will open end of January!**

Amber McLane- Past President - amclane@sau73.org

Happy New Year everyone! I want to thank the Executive Board and NHAHPERD members for an amazing year as President of this association. I am so proud of what we have been able to accomplish during this year's uncertainties. For example, we reached out to our members in March 2020, and created a Remote Learning Folder, where members could share and find authentic and innovative remote lesson plans. Several members reached out to our board members as we tried to reduce the stress and anxiety on how to teach Physical Education and Health in a remote setting. I believe sharing ideas and collaborating with colleagues across NH helped us get through the 2019-2020 school year. Over the summer we had no idea how our school was going to reopen. Lots of questions and uncertainties again started to increase anxiety among educators. We witnessed an advocacy movement for Physical Education and Health across America. It was and is so important that these programs remained strong and in our schools for our students.

As the 2020-2021 school year approached, members of the executive board, along with Marcia McCaffrey, Arts/PE Consultant for New Hampshire Department of Education, and SHAPE America's guidance, we developed a "HEALTH & PHYSICAL EDUCATION: Return to School 2020 Document," that was sent to all NH superintendents and principals. This document was developed to help guide schools with safe and effective Physical Education and Health Education instruction for New Hampshire students during the time of the novel COVID-19 pandemic that would include remote, hybrid and social distancing consideration. As our school reopened in the fall I knew things were going to look different in my classroom. As I talked to colleagues across NH I realized we were all in different scenarios, but the common denominator was that we were determined to provide our students with the best possible Physical Education and Health lessons and experiences. I have realized over the past year that it is scary to step outside of your comfort zone as a veteran teacher. This year has provided me with so many positive experiences, and I have truly grown as a teacher. I have become more technology sound. I am using a variety of new platforms, I have become more flexible and still created innovative social distancing activities for my students. I have done things this year that I never thought I would be doing. So I ask you this question, "How have you grown as an educator this past year, and what are your positive situations? Take time to reflect on your experiences.

At this time I want to thank everyone who made our first virtually NHAHPERD conference a success. The NHAHPERD conference looked a little different this year, but as always each presenter provided innovative sessions for our members and provided outstanding professional development opportunities. I always feel a spark inside me when I attend the NHAHPERD conference that rejuvenates my way of thinking and teaching. Each year I look forward to bringing new lessons and ideas back to my students.

As we move into 2021, you will probably still be faced with uncertainties. Schools may be open one day and remote the next day, but try to embrace each day to its fullest, and be proud of what you have accomplished and the education you are providing your students! Keep pushing yourself to try new lessons, and thinking outside the box. Remember you are in charge of creating your own happiness, and also take time for self care. I have a self care reminder list, I refer to when I feel like I'm in a funk or just need to remind myself that I need to take care of myself. From around the country we have heard the phrase, "We Are All In This Together," and it is absolutely true. NHAHPERD members, we are in this together, and congratulations on successfully teaching during this pandemic, and keeping our association strong!



## 2020 Virtual Awards Ceremony – Recognizing Outstanding Professionals

Submitted by Curt Martin, Awards Chair

At the November 2020 Conference, NHAHPERD was pleased to recognize several outstanding professionals. Follows are excerpts from the presentation remarks delivered by President Amber McLane during the Recorded Ceremony.

**Rebekah Gonzalez—Elementary School PE Teacher of the Year**—Rebekah Gonzalez has been teaching physical education in the Laconia School District for 18 years and a member of NHAHPERD for 4 years. She received her bachelor's, master's, and CAGS degrees from Plymouth State University as well as the following certificates: Certificate: Positive Behavioral Interventions & Support and Certificate: Specialist Credential K-12 School Principal. As you can see Rebekah is a lifelong learner!!

Rebekah's program at Pleasant Street School is driven by the national standards and the needs of the students, as well as their overall health and wellness. K-5 students are engaged in scaffolded lessons that encourage them to experience, practice, master, and share movement skills and concepts they have learned with their peers, family, and community. As Rebekah states, "I embrace my imagination to create, fun, engaging, and memorable learning experiences. Each year I strive to improve, surprise, and excite the students to learn and move." An example of these experiences is grades 2<sup>nd</sup> through 5<sup>th</sup> book, Play! Sweat! Smile! that is a collection of games developed by the students and is in each classroom to promote physical fitness. A second example are the movement break videos that were designed by 4<sup>th</sup> and 5<sup>th</sup> grade students to use in the classroom to promote active learning.

Rebekah uses a variety of formal and informal assessments with rubrics to provide her students with feedback. Examples of assessment are self, peer, task with recording, journals, videos, performances, written work, and pre/post tests. These different assessments are used to motivate students, record progress, guide instruction, and provide data for research and program development. The students at PSS know that assessment will help them to improve and elevate their work to accomplish the intended results.

Rebekah believes that family engagement is the key to her leadership and service. With that in mind, she leads several community wide events that advocate for the importance of Physical Education for students, family and community. Examples of events are the PSS ALL Students Dance Assembly and Gold Rush which promotes community building. Rebekah has shared her work at NHAHPERD and other conferences over the years.

As her principal states, Rebekah has an amazing knack for working with every student and helping them each reach their potential. She is never one to shy away from a challenge, rather, she embraces it. Her relationships with students and families reaches well beyond the gymnasium walls."

It is with great pleasure that I, along with the NHAHPERD Executive Board, present the NHAHPERD Teacher of the Year Award for Elementary Physical Education to Rebekah Gonzalez.

**Todd Steffanides—Secondary School PE Teacher of the Year**—Todd Steffanides received his bachelor's degree from Plymouth State University and his master's degree from the University of New Hampshire. He has been a member of NHAHPERD 20 years beginning his membership when he was a student at Plymouth. Todd began his teaching career in Winchendon, MA. and moved to Rundlett Middle School in Concord, NH. For the past 12 years he has been a Human Performance Teacher at Windham High School in Windham. When Todd moved to Windham, he came in on the ground floor as one of three Human Performance teachers in a brand-new school. This allowed him, along with his colleagues, to build what would be the foundations of the Human Performance and Wellness curriculum for this new school. Students must complete Human Performance 1 and 2 before they can take one of the required lifelong fitness electives. This past year Todd was charged with starting up the Unified Human Performance course where student mentors assist students with various physical and emotional disabilities.

In class, Todd's goal is to have all students constantly engaged in the class. Two words: "what?" and "why?" have centered his teaching efforts as he strives to meet the needs of every student. As Todd states "The ongoing challenge with this process is the pursuit of finding ways to engage students with "what" we are doing in class, and relating "why" it is important to them regardless of their background or individual needs." To keep the students engaged and to improve the program, the teachers are continuously evolving the courses to include new techniques and assessments. This involvement was brought to the forefront when the COVID-19 pandemic moved the classes to remote learning. The students remained active with the aid of google docs, google forms, and Zoom.

Todd has been widely supported by his district in his professional development opportunities. With this support he has been able to continue to enhance his teaching abilities by attending conferences, workshops/clinics and even going on college visits. During these outings he has gathered information pertaining to several topics and then brought it back to Windham to strengthen their program. As his principal states, "As we know, education is constantly changing and it is imperative that everyone adapts to the times- Todd embraces change as a way to always provide his students with the best possible education."

It is with great pleasure that I, along with the NHAHPERD Executive Board, present the 2020 NHAHPERD Teacher of the Year for High School Physical Education to Todd Steffanides.



# STUDENT CORNER

## Congratulations to our 2020 OUTSTANDING FUTURE PROFESSIONALS

**Brandon Castor** is a student at Keene State College. Brandon is a Dual Sport Athlete in Soccer and Track and Field, and President of the PE Club. As a teacher, Brandon wants to be remembered as a spark to all students by creating an ambiance of inspiring and gratifying moments that enriched their minds, bodies, and lives and helped them develop character and the initiative to lead.

**James Emery** is a student at Keene State College. He is Past Secretary, and Current Vice President of Owl's Nation, and an Active member of the PE Club. As a teacher, James wants to be remembered as dedicated, caring, and productive. James wants to be remembered as a teacher who is passionate about their classes. Each class James wants his students to walk away knowing they learned something and had fun doing so.

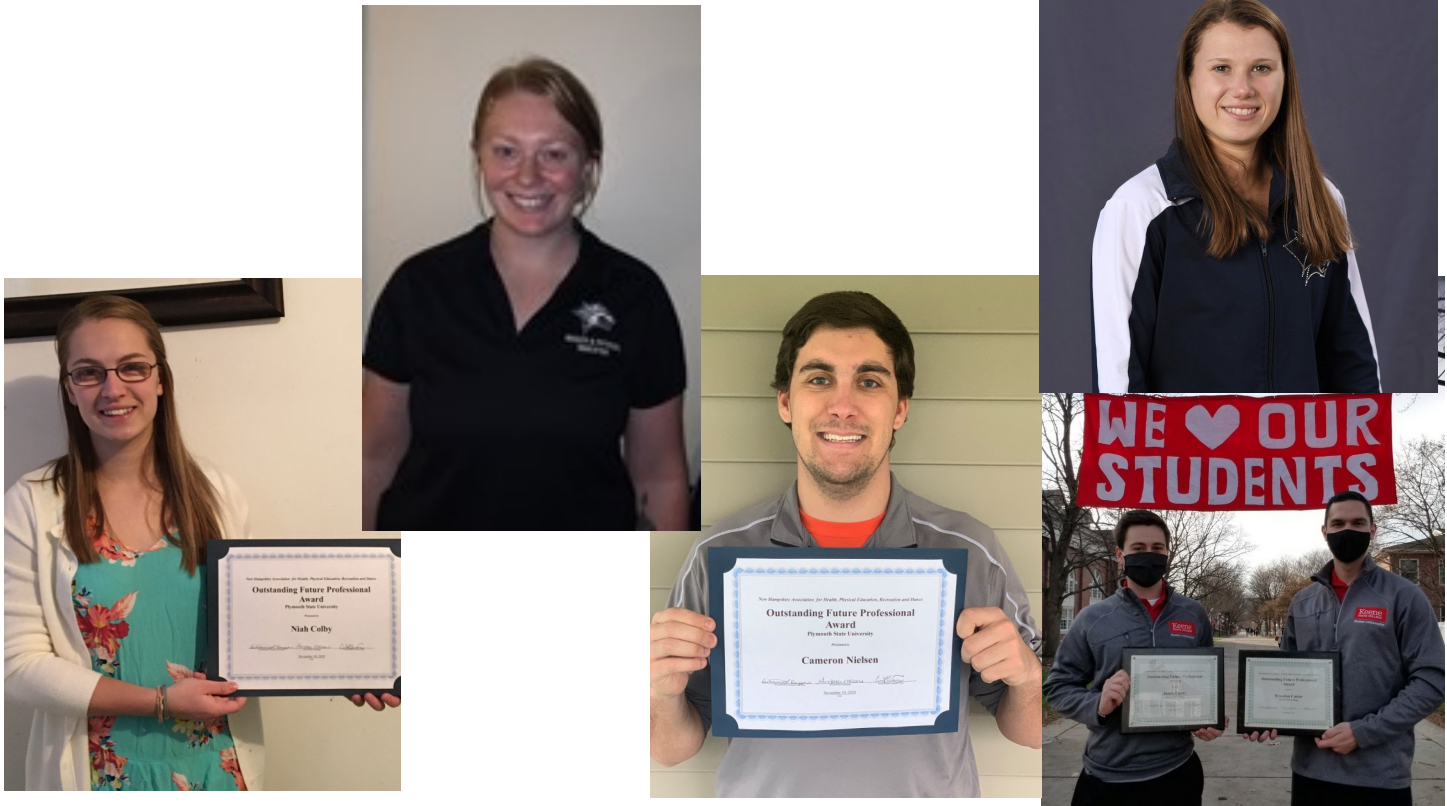
**Cameron Nielsen** is a student at Plymouth State University. He is a Member of Plymouth State Best Buddies Chapter, and the Plymouth State Health and Human Performance Club. In December Cameron will be the Student representative for the NHAHPERD Board. As a teacher, Cameron wants to be remembered as someone who provides a support system for every child. Cameron wants to encourage every student by inspiring them to improve themselves as a mover, and community member.

**Niah Colby** is a student at Plymouth State University. She is a Member of the Health and Human Performance Club. She has Presented at the Vermont State Dance Festival in 2019 & is a Member of the softball team. As a teacher, Niah wants to be the teacher who connects with her students on a personal level in order for them to feel safe in her classroom or gym. Niah wants to be the teacher who cares and the reason students get excited to come to school every day.

**Hannah Reinfrank** is a student at the University of New Hampshire. She is a UNH: Health and Physical Education major officer and received the UNH Health and Physical Education Major of the Year in 2020. As a teacher, Hannah wants to be remembered as.... someone who made a lasting impact on the lives of her students. A teacher who was devoted to her students, making sure they learned valuable skills that can be carried over into their future lives.

**Lauren Diggan** is a student at the University of New Hampshire. She is a Member of the UNH Gymnastic Team, and a Member of the Student Advisory Committee for 3 years. As a teacher, Lauren wants to be remembered as caring, fun, and challenging. Lauren believes in student centered learning to increase their motivation and engagement. Lauren's goal is to build positive relationships with her students so they feel comfortable discussing and asking questions related to school and life.

*James Emery & Brandon Castor will be attending the SHAPE America/Eastern District National Convention at the Virtual Baltimore, MD Convention April 13—17, 2021, representing NH.*



Happy New Year and hopefully an incredibly productive 2021! I am transitioning this year to President Elect from Vice President for Physical Education for NHAHPERD. For those that do not know me, I am currently an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Sciences Department (HP&MS) and excited to serve in my new role.

After an arduous and tumultuous 2020, I thought the best message I can share in this newsletter is to remember to invest or reinvest in yourself. The greatest safeguard to our recent 2020 challenges can be overcome by first focusing on our personal health & well-being. Walking the talk and being regularly physically active goes without saying but if you find yourself overburdened like many of us may be feeling, then rejuvenate yourself through regular physical activity.

*“The only person you are destined to become is the person you decide to be.” Ralph Waldo Emerson*

The quote by Ralph Waldo Emerson resonated with me because everything we want to be takes time and time management, commitment to goal achievement and reaffirming that purpose daily as we continue to live through a global pandemic. Thus, simply deciding to recommit to being regularly physically active is not achieved without dedication of valuable time. Taking time out of your day as opposed to making time seems to be the best way to remain consistently committed. So, what is the reward for this dedicated time? We all know the answers are for physical, psychological, social, emotional and cognitive benefits. My focus in this newsletter entry is to start with properly fueling yourself daily through regular physical activity but the next steps in the process in becoming the person or teacher you want to become is to invest in yourself. Whether you teach health, physical education, recreation, or dance K-12, in the community, or in higher education, professional development is even more crucial during a global pandemic to counter act the challenges we are facing today.

SHAPE America dedicates one of its major tabs on its website especially to professional development, see the following link, <https://www.shapeamerica.org/prodev/default.aspx>. The global pandemic presents us all with major challenges in our daily lives but professional development can be viewed in a variety of ways. SHAPE America splits it up into 3 categories: in-person, virtual, and online. For the rest of this newsletter entry, I will elaborate on how these can help you invent or reinvent yourself!

First is the **in-person** professional development. Typically, this means going to our state association conferences but this past year was a virtual conference. While it remains to be determined and we are hopeful to have a face-to-face conference this coming year, the virtual conference can still be a great way to get inspired, learn new tricks or strategies to handle remote or hybrid learning with social distanced teaching spaces. Non pandemic years, there are other in-person professional development opportunities that go beyond SHAPE America’s national conference (virtual this year). The following link is a list of in-state professional development opportunities listed on the NHAHPERD website, <https://www.nhahperd.org/professional-development>. In-person events can really help promote professional networking, reconnect with current and former colleagues, and get answers for those next step questions. Other in-person professional development is to engage or reengage in professional learning communities (PLCs). PLCs in your local school or community often provide direct support. Here at KSC, I coordinate at least one PLC meeting that includes current juniors and seniors, recent graduates, and current professionals. It is psychologically uplifting and an amazing opportunity to share ideas, set professional goals, and get support to achieve those professional goals. Lastly, consider attending neighbor state conferences or any regional conferences as well.

Second is **virtual development**. As a result of the global pandemic, the options here have really grown. Actually, all of the aforementioned in-person options are currently taking place virtually. Last year’s NHAHERD conference, 2020 and 2021 SHAPE America conferences, as well as other state and regional conferences were all held virtually and will continue to do so until the pandemic is under control. Virtual does not mean being alone because it is usually occurring in-real time but using an online delivery platform such as zoom or google meets. In the SHAPE America conference, you can actually schedule 1 on 1 meetings to follow up with presenters or with your peers. There are fun coffee talks, roundtable and poster session discussions all in the comfort of your own home!

Third is **online**. Some of you may be thinking isn’t that the same thing as virtual? There is a slight difference in that this option suggests options offered for you to view on your own time when you take time to do so. For example, SHAPE America has a variety of free and fee-based webinars as well as archived webinars. Online courses are available through SHAPE America or you can continue your education through online or from your local colleges or universities. Now is the time to possibly go get that additional certification or master’s degree online. There are a number of online resources available not only the NHAHPERD site, <https://www.nhahperd.org/remoteclassroom>, <https://www.nhahperd.org/tools-and-resources>, but also through SHAPE America. Lastly, online resources can also be obtained through different social media sites such as Twitter and Facebook but different websites such as <https://openphysed.org/>, YouTube, the physicaleducator.com, pecentral.org and many others.

**\*\*Final note:** I tried to inspire you invest or reinvest in yourself. If you are already utilizing one or many of these professional development options then consider giving back. Create your own webinars, PLCs, offer file-sharing through these online tools as many of your colleagues could use your support. I hope the teaching links and tools will help inspire you to feel more comfortable being uncomfortable to challenge yourselves to be invent or reinvent yourselves. Let’s hope for a prosperous but professionally engaging year whether that be in-person, virtual or online!



Registration is open for the NH Governor's Council on Physical Activity & Health Challenge. The Granite State 90 Day Winter Challenge is to be physically active for 30 minutes or more every day in the months of January, February and March. Grab a buddy or a family member and walk, snowshoe, ski, build a snowman, join an online fitness class – move however you like for 30 minutes! Join the challenge and you will have access to our 3 month Activity Calendar and online classes (Zumba, Yoga, Meditation, Cooking, etc.). Register today at <https://nhmoves.org/> #NHMoves | #GraniteState90Day | @nhgcpah

# the GRANITE walk of ages

## GRANITE WALK OF AGES

Join us at the State Capitol or a satellite site on **Friday, May 28, 2021** for the Granite Walk of Ages. The walk is statewide health initiative, centered on bringing together towns, cities, schools, organizations and businesses in New Hampshire. It focuses on prevention, increased physical activity and employee health. All New Hampshire schools are invited to register their school as a satellite site and walk locally with students on the date of the walk, before, during, or after school.



Join

## VEG STUDENT ALLIANCE

Free Online Club for  
Vegan, Vegetarian, and Veg-Curious Teens

Join like-minded teens to learn and take initiative on behalf of  
climate change, the environment, animals, human health,  
and workers' rights.

Wednesdays 6:00 - 7:30 PM ET

Join anytime!

[www.vegstudentalliance.org](http://www.vegstudentalliance.org)

[info@vegstudentalliance.org](mailto:info@vegstudentalliance.org)







## **Need \$\$ for Professional Development, Conferences?? Apply for the \$500 Dianne L. Rappa Scholarship**

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. Complete the scholarship application and TYPE all information. Inclusion of a personal resume with the application is required not to exceed two pages. Letters of support need to be included with the application. A maximum of two letters will be accepted. The completed application form, with supporting materials, must be returned to the NHAHPERD Awards Chairperson *Mary Ellen Alger, 110 Violet St., Manchester, NH 03102; mealger@nec.edu*. 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: Description of activity: Describe the: benefits from your participation in this activity, how you would share your new knowledge and skills, how you would better serve your profession as a result of this experience. Write a short biographical sketch (no more than 100 words) which may be used for publication: Please provide the name & telephone number of 2 individuals submitting letters of recommendation.

Ashley Laufenberg, VP Dance – [alaufenberg@pemibaker.org](mailto:alaufenberg@pemibaker.org)

### **Volleyminton**

In a teaching year as crazy as this one it can be hard for us to let go of old ways as we have to adapt to new challenges. However I've seen so many teachers sharing how they accommodate for physical distancing, or make individualized supplies, and new activities for their new spaces of instructions. The more we can share what works the better! Especially when we may fall into a slump of creativity. I just happened to have this happen to me the other day when I was teaching my Upper Class Physical Education group. I'm down to about 8 kids consistently in this class which, for distancing sake is great, but for activities it can become a bit harder. We had just been wrapping up a Badminton Unit which they've really enjoyed and they've also had a blast with Volleyball. So I proposed a question to my students-how can we make a Badminton and Volleyball hybrid game? Quickly the ideas started to get tossed around about serving, scoring, rotation, etc. And after about 30 minutes of trial and error, Volleyminton was born (because Badball sounded too weird). We played with two connected badminton nets, rackets, a birdie and used the outside lines for boundaries. The students set up 4 on 4 with the server coming from an inner person but serving to whoever on the opponent's side. From there they had up to 3 hits like Volleyball to get it over and so on. It's still in the works but they came up with great stuff. The students got a kick out of playing it and you could tell they both appreciated and liked how they worked together to come up with the rules. Of course as an educator I loved how it hit on their cognitive, affective, and psychomotor needs. So I encourage you to keep getting creative and when you get stuck, reach out for ideas. Have fun!



If you're like me, you're looking for some ways to keep your virtual students active and engaged. Well, how about having your students strap on their school backpacks and go hiking? Hiking? But Jeff, how can we bring the benefits of hiking to our students during a pandemic while we're remote? Well, I think I have found the answer. Virtual hiking!

My inspiration for virtual hiking isn't my own, it came while perusing the internet for new ways to keep my virtual physical education classes fresh and fun. While searching, I came across an article from the UK, where a group of people tired of being alone, cooped up in their homes, decided that they were going to embark on a virtual trek to the base camp of Mount Everest. Every day, the group would join each other on the assigned zoom handle and begin their trek to base camp. Participants used any means they could to climb 5,346 meters over 5 days. Most participants used the stairs inside or outside their homes, while others who didn't have access to stairs used more creative means like climbing up and down step ladders to attain their daily goals. Some participants made their experience as real as possible by wearing a backpack while doing their climbing, while others went to even greater extremes as they slept in tents pitched in their living rooms and ate meals that were consistent with those consumed on the trail. For those climbers that couldn't join the group via zoom, they documented their daily achievements and posted them on their social media sites. In the end, what they said they enjoyed about the experience were the increased physical benefits as well as the psychological effects of the camaraderie of working hard together to achieve a common goal.

Virtual hiking could seem tedious or boring to our students, so how do you get buy-in? Maybe instead of Everest, you could do an ascent of Mount Washington or an ascent of Mount Monadnock, mountains that are more familiar to our students. Maybe, as students climb the virtual trail, they could be presented with fun facts about the trail or mountain they're climbing. Offer rest periods, and project pictures of the wildlife and plants along the trail. How about incorporating classes on how to pack a backpack, or how much food and water would be consumed during your ascent? What else would they bring with them as they plan their trek? How about creating a co-curricular unit with other subjects? Maybe make it a team activity, where different groups are competing to get to the summit first. The options seem endless!

In the end, there's no doubt that encouraging our students to get outside and hike in the fresh air, is a better option than virtual hiking indoors. However, in these unprecedented times, we need to be realistic and creative in getting our students moving and having fun. And after all, isn't that what it's all about? Happy New Year to you all! And I hope to see you on the virtual trail!

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### Remote Learning Resources for Physical Education

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

As some physical education teachers are teaching remote it can become difficult to vary activities or keep student engagement. I've put together some resources that may be helpful or may spark new ideas for you and your lessons.

**Hip Hop Public Health** – This website uses hip hop and music to promote positive health. Use their videos and music to encourage your students to stay active and healthy. <https://hhph.org/>

**Fun at Bat** – USA baseball has an at home guide to learning baseball. Their At Home Edition guide is loaded with warm ups, alternative equipment ideas, and activities that will help your students learn baseball. <https://www.usabdevelops.com/funatbatathome>

**USTA Tennis at Home** – The USTA has developed this website to provide kids with tennis activities that they can do at home. Learn the game of tennis or work on tennis skills this website has a wide variety of activities for tennis. <https://netgeneration.usta.com/us-en/tennis-at-home.html>

**Virtual PE Resources** – Amy Bizzarri has compiled a list of lessons, videos, apps, and resources that can be useful to the remote teaching physical education teacher. <https://www.weareteachers.com/virtual-pe-classes/>

**Cosmic Kids Yoga** – Is a youtube channel with different themed Yoga videos for kids. These videos are probably best suited for elementary aged students. <https://www.youtube.com/user/CosmicKidsYoga>

I hope you find some of these resources helpful in sparking new ideas or keeping the engagement with your students.



### GotSneakers?

Have you ever wondered if there is a way to recycle old sneakers instead of just throwing them away? At GotSneakers, they're making it fun and rewarding to recycle with an innovative sneaker drive fundraiser with NHAHPERD as a partner. 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 along with the United States such as the Caribbean, Central America, South America, West Africa, and Europe. Your old sneakers will make a huge difference.

### Steps to get involved:

1. Start collecting **pairs** of athletic sneakers & cleats.
2. Need marketing materials for emails and social media? Contact [drappa@roadrunner.com](mailto:drappa@roadrunner.com) & she can send you the downloadable flyers.
3. Spread the news for your gotsneakers? collection with your: friends, family, co-workers, social networks, schools and community events.
4. Shipping: FREE!! Request UPS postage paid bags that hold 15—20 **pairs** of sneakers per bag from Dianne Rappa: [drappa@roadrunner.com](mailto:drappa@roadrunner.com). (Please - no singles)

If you have any questions, please do not hesitate to reach out!

Laura Short; Public Relations/Advocacy Rep; [professor.laura.short@gmail.com](mailto:professor.laura.short@gmail.com)

## **NHAHPERD PROGRAM ENHANCEMENT GRANT**

**\*\*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 SHAPE America guidelines on Developmentally Appropriate Practices in PE; [www.shapeamerica.org](http://www.shapeamerica.org)

**Requirements:** 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 Please fill out your name, address, school and level with 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?

**Send completed application to: Dianne L. Rappa, P.O. Box 123, Bath, NH 03740  
for review & approval; Any questions?: [drappa@roadrunner.com](mailto:drappa@roadrunner.com)**

### ***“How does your class enter the gym?”***

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

**Have you ever had a student enter your learning space not ready to learn?** It happens almost everyday whether you notice it or not. It's important as educators that we recognize when and why this is happening. Knowing where your students are socially and emotionally will help them and their classmates be more successful during your lessons. Showing that you care before they even enter the gym goes a long way to improve their readiness to learn.

**How do I recognize a student is not ready to learn?** The process starts the first time I meet my students. Getting to know the students & understanding their behaviors is, in my opinion, the most important thing an educator can do. By doing this students feel more comfortable sharing their emotions with me; thus letting me know if they're ready to learn.

**I greet every class outside the gym doors before they enter.** Every day my students are asked if they are physically ready for P.E. Students indicate how prepared they are with one thumb up for wearing sneakers, and two thumbs up for wearing sneakers that are tied. This allows students who need to borrow or tie their shoes plenty of time so they are not missing out on any activities.

**As students enter the gym they are asked to express how they are feeling through some type of non verbal communication.** For example: I may ask a class to enter through the right or left door depending on how their day is going. Right means good. Left means not so good. Other days they may give me a high five or low five to describe their energy level. Having something different and creative every class shows your students that you care about their well-being and gives them the confidence to be successful with the day's activities.

**One of my favorite activities that goes along with the theme of SEL (Social & Emotional Learning) is a game I created called *Hold or Drop Tag*.** In this tag game students are asked to find a personal space in the gym, staying within the boundaries. I will then pick three students to be taggers. The goal is not to get tagged by the three taggers who are using pool noodles, if students do get tagged they are asked to do 15 jumping jacks. The modification in the game is that students who are not taggers have to run and dodge while showing their anger levels by making a fist and holding it as tight as possible during the game if they are angry, or if they are happy they drop their fingers as if they are holding nothing, and if they are feeling neutral about their emotions they form an open fist. As the game is happening I can observe where the students are emotionally by seeing their hands as they run. I play three rounds switching taggers and asking students in between rounds what their energy levels are. Almost every time my students who are experiencing anger, express that they are very tired. We then talk about the difference between holding onto the anger and releasing. I talk to them about why it uses much less energy to be happy than to be angry.

**Caring is evident when teachers recognize the different learning and emotional needs of their students.** Adding small modifications to a daily routine that demonstrate that you care about them will go a long way to support your students. Meeting students at the door, modifying tag games and activities to allow them the opportunity to express their emotions are examples of some simple methods to assess their well-being. Formative emotional assessments will guide you to best attend to the needs of the students. It will allow you to provide the important and much needed attention to those who need it. Students will notice and greatly appreciate having their teacher there when they need them most.

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### ***The Benefits of Intramurals During Covid***

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

As we approach a year since the breakout of the COVID 19 Pandemic we have collectively been through a lot. Kids are no exception to this rule, missing out on a lot of the fun parts of growing up. This disease has taken a lot of opportunities for kids to interact with one another. Parents are forced to make the decision to be safe and isolate their children from their friends or let them hangout and risk their physical health. By no means is this an easy decision for parents and everyone's situation is different but what if there was middle ground we could reach that allowed kids to interact in a safer manner? Intramural sports could be the solution by providing a monitored environment for children to interact with each other.

Intramurals have been a part of many schools and greater communities for a long time and with proper safety measures, could be a way for kids to be kids in this crazy time. Instead of playing teams from other schools having multiple teams in the school may be a way to minimize outside contact with others. Having coaches who enforce safety rules like wearing your mask properly and maintaining distance when possible may reinforce what parents and teachers have already been telling the kids. Also sports have been a way to teach important life lessons about how to interact with others which are especially important now considering the lack of interactions kids are allowed to have at the current moment.

Needless to say every family is handling COVID 19 in different ways but the choice to hold intramurals may allow for a middle ground between kids getting to have fun and stay safe. In the end it does not solve every problem faced when dealing with this pandemic but it may be a start. It is important to note that this all depends on how many cases are happening within an area and the assumption that a predetermined response on how to handle a positive test is in place.



## Remote Learning & The New Year...Why I LOVE it!

Tracy Gray, VP Elect PE – [tracy.gray@sau41.org](mailto:tracy.gray@sau41.org)

I feel as though I might be the only one who actually likes Remote Learning... and here's why. I can finally have the students DO safely from home! I have heard so many complaints from parents of children on Social Media and other Teachers who can't wait to get back in the classroom. This makes total sense for your standard classes...however, PE is performance based! You can give students all of the information and dry land practice for swimming, but you'll never know if they will sink or swim when they get into a pool. This is exactly how I feel when school is in person/hybrid model teaching for PE. Would I like everything to go back to normal...ABSOLUTELY! However, I am over the moon that my district finally went remote.

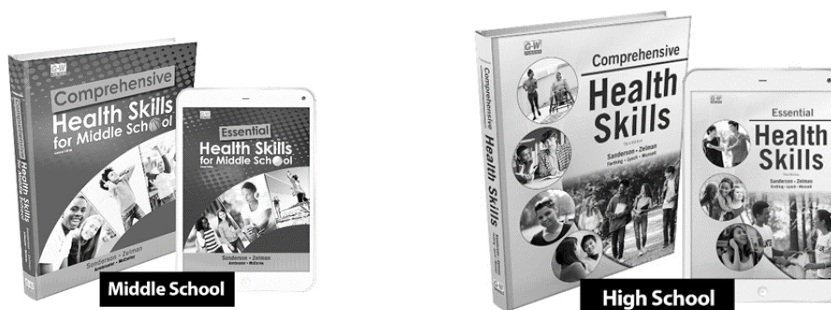
I teach Freshman Fitness for the entire 9th grade class. In years past we would focus on team challenges and activities where students would learn to work together as well as with individual fitness goals and gains. This year, we've had to change our focus. Now more than ever, I am thrilled to be adding in more whole-person wellness. I'm sure you would agree that we could be teaching students everything possible about movement and still have students struggling mentally. For years now we have been talking about the importance of SEL....Hello?!?! This is exactly what our PE classes are geared towards. Now I will say that I have support from my administration which certainly helps. I am relieved that I finally have time to focus on building up students from the foundation where their health (mental and physical) finally come first.

Every new year, I pick a word that I want to carry with me and guide me throughout the upcoming year. This year, my word is PERSPECTIVE. If 2020 taught me anything, it's that with a little change in perspective, we can grow together! I have been able to shift my lessons to not only include individual movement plans but SEL (Social and Emotional Learning) checks and knowledge for my students. I can teach them fundamental "tools" like the importance of sleep quality, meditation, nutrition and more. By giving them these tools, I can connect more with each student as an individual person while also helping them grow on their own. We do not need to give the students all of the answers but continue to challenge them to put in the work. We in the Fitness and PE world know how important it is to move. After all, "Sound Mind, Sound Body" isn't a new phrase.

If you are feeling stuck or limited with what to teach, I highly encourage you to add in some basics of whole-person wellness. My biggest lesson for students this year is building integrity. My students have given me some very positive feedback from this approach as well. No longer do I have the former PE-Haters actually enjoying Fitness class, but they feel confident to do so. Using "off-screen" time is a great break for students as well as a confidence boost for many students who had been embarrassed by their performance in front of their peers. Now is our chance to build up the importance of hydration and movement breaks that THEY are in control of. Have them track their moods before and after a set of body weight squats. Ask them to create rubrics that will hold themselves accountable. This shift in perspective helps me know that I am empowering students to take control of their mental and physical states. I hope this inspires you to take the plunge into whole-person wellness and Fitness. I'd be happy to help, please feel free to reach out with any questions to: [tracy.gray@sau41.org](mailto:tracy.gray@sau41.org)

## Healthy Lifestyles Start

## Here!



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# DANCE EDUCATION

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

## Your New Favorite: Beat Saber

Dance is one of those consistent units that you can do alone, with others, close together, or at a distance... I think that is why it is so valuable right now. With everything going on this past year it has been wonderful to be able to turn to the many resources that are available on youtube. I have found so many dance related videos on youtube including: Go Noodle, Just Dance, and MY new favorite Beat Saber!

For Beat Saber you will need two noodles per student. I recommend cutting the full noodles in halves or thirds to create shorter “lightsabers” for the kids to hold in each hand. This challenging game is based on a video game so it thrills both your athletes and the kids that may not be as interested in sports or competition. Since we are using noodles and your score is not recorded, it encourages challenge by choice and risk taking. Here is a video for you to check out: [https://www.youtube.com/watch?v=Dz\\_eGQkxg94](https://www.youtube.com/watch?v=Dz_eGQkxg94)

This game reminds me of a hand-eye coordination version of Dance Dance Revolution for all my 90s - 00s lovers! As the boxes travel towards the player, you swipe your “lightsaber” in the direction the arrow is pointing! Some songs have walls that the students can “dodge” during game play as well! Easy as that! I always search for easy level simulated songs but some grades can try harder levels with practice or when you think they are ready!! Like I said, your score is not recorded so the goals of Beat Saber are to be active, challenge yourself, LAUGH, and have fun!

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*During lockdown, Dance Educator, Teresa Osborn put together 70 routines so far of her dance choreography online at <https://happydays.fitness> Please check out her 20-minute intro video. You can get unlimited access to Dance fitness videos & themed choreography for Dance for School Teachers for \$25.00 per month. Social Dance units are coming in January. Please email me if you have any questions [teresa\\_oteresaosborn.com](mailto:teresa_oteresaosborn.com)*

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Shauna Isham, VP Dance – sisham@sau15.net

Now that we are in the new year, things are going to hopefully start to get back to feeling more normal. However, we are still all working with different and difficult conditions, trying to keep things fun and also still learn to be physically literate individuals.

Speed Stacks have become an indoor go to for my elementary, and even middle school classes. My school has enough cups for all students in class to have their own stack and we can do many different activities with them in their own space on their desk or tables.

We do team relays with 3, 6, or 10 stack relays where the cups are stacked up, down, and then turn to point to the next person in the relay to say when they can go. This has built up the excitement, as well as encouragement. We base the teams by who has which color cups so the teams can be whoever as long as they know the order. The number of cups and the number of teammates varies per skill level.

Another one is leveled stacking where they will have to stack their cups in different places around their tables and see who can have the fastest times, or we will have the kids do fitness cups. To earn a cup they have to complete fitness exercises and when they have all the cups they stack them up.

There are many different ways to use the cups, and these are only a few that I have started with this winter. If you don't have speed stacks, you would be able to use plastic or paper cups. If bought in bulk and the kids are gently they can last awhile!

Finding safe ways to learn in the classroom has been challenging, and it is great to hear about ideas from other teachers and discuss ways to work with the set ups that we have. Other activities that I rely on, and use in warm up activities every day are drumming and dancing. The kids have their bubble space to work and move and we use as much of it as possible! Best of luck to everyone, stay safe, and don't forget to reach out to other teachers to ask for ideas or share your own. That's the best way for us all to learn together and use all the resources that we have available to us!

## 41st ANNUAL NH STATE JUMP ROPE CONTEST

It's that time of year again to get out those jump ropes & start jumping! Why not run a jump rope unit in conjunction with the 41st Annual NH State Jump Rope Contest. Not all schools enter for the Intrastate competition. Some join to promote individual competition & introduce personal goal setting. There are schools who offer this as an intramural activity or set up a jump rope club who's members participate. Others use the contest awards as an incentive program to promote this lifelong fitness skill. If your curriculums are tied into the SHAPE America National Standards this will fall under at least five of them. If you choose to join us, just follow the steps below & get your results to me by the deadline: April 15, 2021. Check out the NHAHPERD web site [www.nhahperd.org](http://www.nhahperd.org) the results of the past contests are listed. Just click on jump rope. Guidelines: 1). Run your contest in February/March - contest rules below. 2). Fill out a results sheet - directions printed below. 3). Make out a check for \$5.00 payable to NHAHPERD, to defray the cost of mailing. 4). Mail (2) and (3) to me, Kathy Duhaime, 20 Windsor Drive, Merrimack, NH 03054, by April 15, 2020.

YOU MUST MAKE THIS DEADLINE. ?'s: [kathogd@comcast.net](mailto:kathogd@comcast.net).

CONTEST RULES: Boy vs. boy in each grade level/each classroom; girls vs. girl in each grade level/each classroom.

Kindergarten, Readiness & Grade I: # of forward jumps w/out a miss (i.e. continuous forward jumps). Recommend 2 attempts per person; best score counts.

Grades 2 & 3: # of forward jumps without a miss. # of backward jumps without a miss. Each student may enter one, the other, or both contests at this and the following levels. Recommend 2 attempts; best score counts.

Grades 4 & 5: Speed Jumping and Crisscross Jumps. Each student may enter one, the other or both. Speed Jumping - # of jumps completed in 30 seconds. (Count each revolution of the rope for 30 seconds in a forward OR backward direction). Crisscross Jumps - # of successful crisscross jumps w/out a miss. (ie. Cross-uncross-cross-uncross). Once a participant begins the cross-uncross pattern, it may not be interrupted with regular jumps in between. The cross is counted as 1; uncross counted as 2; cross as 3; etc.

Grades 6, 7, & 8: Speed Jumping and Double Unders. Each student may enter one, the other or both. Speed Jumping - # of jumps completed in 60 seconds. (Count each revolution of the rope for 60 seconds in a forward OR backward direction). Double Unders - # of double rope turns for every one jump of the body. Participants may make regular jumps between each double-under or do consecutive double-unders, but only the double-unders are counted in the contest. Once a mistake is made, either in single or double jumps, the contest ends for the participant.

NH STATE JUMP ROPE RESULTS SHEET Please include ALL of the following information when submitting results to Kathy - Thank You.

1. Name of School and Mailing Address (include zip code please); 2. P.E. Teacher's Name; 3. Total # of Contest Participants (Note: Every participant in every contest receives a certificate.); 4. Total # of Merit Ribbon winners - a merit winner is the top male and top female jumper in each class in each contest. If you have 10 second grade classes, all doing the forward and backward contest, you will have 40 merit ribbons just for second grade. 5. Names and scores of grade level/contest winners. Send just 2 names per grade level per contest. Looking at second grade again you would send 4 names only: 1 female, 1 male for the forward contest and 1 female, 1 male for the backward contest. Each grade level winner must be listed. Please do not list every class contest winner. Just list the highest male and female score per grade level per contest. Example: Grade 2 F Forward Score Name Grade 2 F Backward Score Name Grade 2 M Forward Score Name Grade 2 M Backward Score Name

Why don't you join us! If you would like a list of the past results go to the NHAHPERD site [www.nhahperd.org](http://www.nhahperd.org) I referenced above and print it out. No Internet access...send me a stamped self addressed envelope and I will get them right out to you. If you have any questions feel free to contact me at home 424-6328, school 471-1082x208 or by email: [kathogd@comcast.net](mailto:kathogd@comcast.net) Kathy Duhaime, Annual State Jump Rope Contest Coordinator



## YOU and ESSER II

### **CARES: Coronavirus Aid, Relief, and Economic Security Act (2020)**

#### **ESSER I: Elementary and Secondary Emergency Relief Fund**

Passed on March 27, 2020 issuing \$2.2 trillion in relief funds, with \$30.75 billion allotted to states for education. New Hampshire received \$33.9 million for K-12 schools and \$35 million for institutions of higher education. For more information go to <https://www.education.nh.gov> and search for CARES ESSER on the site. This grant period lasts until September 30, 2022.

### **CRRSA: Coronavirus Response and Relief Supplemental Appropriations Act (2021)**

#### **ESSER II: Elementary and Secondary Emergency Relief Fund**

Signed into law on December 27, 2020 as part of the Consolidated Appropriations Act, 2021, CRRSA provides another round of funding for education with a \$54.3 billion federal allocation for ESSER II. New Hampshire is receiving \$156,065,807 in funding for K-12 school districts. It is still to be determined as to when allocations will be going out to districts, but probably sometime around March 30, 2021. This grant period lasts until September 30, 2023. Both CARES and CRRSA are also known as the Education Stabilization Fund (ESF).

**What's important here: YOU need to know there is an unprecedented amount of funding from US ED through ESSER I & II that is designated for Covid-related expenses dating back to March 13, 2020. If YOU have not received all you need to provide instruction to students during this pandemic, keep pursuing this with your administrators. ESSER II is almost four times ESSER I. Advocate for your needs with your administrators. Possibilities include: instructional supplies and materials needed for teaching during COVID 19 (e.g. can't share supplies and need to purchase duplicates of what you have or new, innovative supplies and materials), PPE, hardware, software, filtration systems and upgrades to filtration systems (such as upgrading the air exchange system in the classrooms or gymnasiums), stipends to revamp curriculum to convert to online learning and general cleaning supplies.**

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#### **Why is body confidence and self-esteem important for students?**

The early teen years are one of the most dynamic in terms of development- physically, emotionally and socially. Fitting in and being accepted by peers is central. In fact, brain science tells us that during early adolescence social acceptance by peers may be processed by the brain similarly to other pleasurable rewards, such as receiving money or eating ice cream. In most cases, affinity for peer groups leads to healthy identity development and an increase in social connections. However, the drive to be accepted socially can lead to issues like disordered eating, engaging in risky behaviors (like drinking and drug use) or depression. Young people need the support of caring teachers and adults to help them build skills to make healthy choices. Among high schoolers in the US:

One in five reported being bullied on school property and is more common among girls than boys (25% vs 15%).

Young people are bullied for a number of reasons, but appearance, including body shape, weight, and skin, are common.

30% were depressed in the past year. Again, more girls reported being depressed than boys (40% vs. 20%).

There is growing acknowledgement that social/emotional and mental health of students is a vital ingredient to success in school & beyond the classroom. Self-esteem works in concert with other personality traits, like openness, conscientiousness & belief in one's ability to overcome obstacles (self-efficacy). Research has found that self-esteem positively impacts academic self-efficacy and belief that school is important, which in turn impacts academic success (like grades).

#### **What is the *Confident Me!* curriculum?**

Dove's *Confident Me!* is designed to promote body confidence in a school setting. The lessons are aimed primarily at 11-14-year olds but can also be used with older girls and boys if you think it's appropriate for the students in your school. The free downloadable materials include a range of curriculum-relevant teaching resources, developed in collaboration with teachers and students. Research has shown that students who participate in Dove *Confident Me!* workshops have improved body image and self-esteem, and they feel more confident to participate in social and academic activities.

The core themes covered in *Confident Me* include: Appearance Ideals, Competing and Comparing Looks, Media and Celebrities, and Body Talk. There are presentations, a teaching guide and student worksheets available to facilitate discussions around body confidence issues.

For additional information or an opportunity to be entered into a chance to have your national professional conference expenses paid or the registration at your state professional conference paid, please visit the following link and complete the form: [Dove Self-Esteem Project's Confident Me!](#)

**NHAHPERD & PE Central have teamed up!**  
**NHAHPERD Members can receive 10% off Online Professional Development Courses**  
**With over 50 courses in Physical Education/Health to choose from,**  
**including some Graduate Courses!**



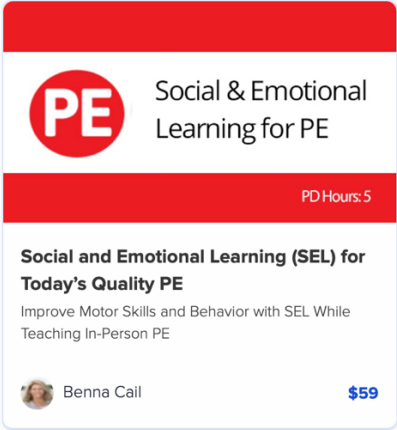



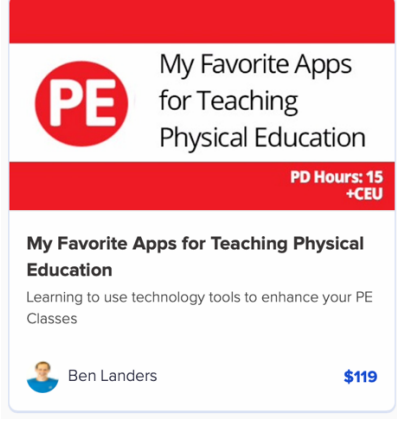

**Online Physical Education Courses**

Over 100 online self-paced courses and webinars for PE Teachers. NHAHPERD Members receive a discount! See below.

Testimonial:

*" This was a great way to obtain meaningful professional development on a schedule that worked for me. I definitely will take more courses during the school year. Thank you!"*

**Featured Courses:**

<p><a href="#"><u>Social and Emotional Learning for Today's Quality PE</u></a></p>  <p>PE Social &amp; Emotional Learning for PE</p> <p>PD Hours: 5</p> <p><b>Social and Emotional Learning (SEL) for Today's Quality PE</b></p> <p>Improve Motor Skills and Behavior with SEL While Teaching In-Person PE</p> <p> Benna Cail <b>\$59</b></p>	<p><a href="#"><u>Strategies &amp; Tips for Classroom Management in PE</u></a></p>  <p>PE PE Hacks: Strategies &amp; Tips for Classroom Management</p> <p>PD Hours: 15 + 1.5 CEU</p> <p><b>Phys Ed Hacks: Tips &amp; Strategies for Classroom Management</b></p> <p> Ben Landers <b>\$139</b></p>	<p><a href="#"><u>My Favorite Apps for Teaching PE</u></a></p>  <p>PE My Favorite Apps for Teaching Physical Education</p> <p>PD Hours: 15 + CEU</p> <p><b>My Favorite Apps for Teaching Physical Education</b></p> <p>Learning to use technology tools to enhance your PE Classes</p> <p> Ben Landers <b>\$119</b></p>
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<https://www.pecentral.org/nh/>

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

5% of sales supports NHAHPERD

## Website Watch

One way to stay in the know and ask questions of PE teachers from around the country is to connect through Social Media. Here is a list of PE Facebook Groups that are valuable resources when planning for whatever kind of learning your school is currently using from face-to-face to hybrid to zoom/google meet.

Adapted PE Specialists  
Distance Learning/Hybrid/F2F for Physical Education Teachers  
Elementary PE Social Distancing  
Elementary PE Teacher  
Everything Elementary PE!  
I Tweet Physical Education  
Middle-High School Health & PE Teachers  
PE Central  
PE Teacher Community  
Peanuts Games and Activities  
Physical Education Resources  
Physical/Fitness Education for Middle and High School  
Standards Based Physical Education  
The PE Lounge-Games and Resources for elementary PE #PEwithmrG

### **Colleagues,**

***Advocacy, now more than ever, is crucial to our careers. SHAPE America offers incredible resources for Every Student Succeeds Act, contacting Congress re: Legislation, State Standards and Advocacy Toolkits, Legislation and Policy, and events to become involved in. The information can be found here: <https://bit.ly/3akuCbe>***

***Stay tuned for forthcoming Advocacy events in the Spring. If you would like to become more involved with advocacy in our field, please contact me at: [professor.laura.short@gmail.com](mailto:professor.laura.short@gmail.com).***

***Regards,  
Laura Short***

## Recipe Corner

Power Packed Fruit and Veggie Muffin Recipe (Great for Picky Eaters) - (Recipe from Super Healthy Kids)

1 cup whole wheat flour  
1 cup all-purpose flour  
1 tsp baking soda  
1/2 tsp salt  
1/4 tsp nutmeg  
1/2 tsp cinnamon  
1/2 cup sugar  
4 Tbsp unsalted butter, softened  
2 large eggs  
1 tsp vanilla extract  
1/2 cup broccoli florets (steamed)  
1 small zucchini  
1-1/2 mediums carrots, shredded  
1/2 medium apple  
1 medium banana  
2 Tbsp apple juice  
1/4 cup unsweetened applesauce  
1/2 cup plain yogurt

Preheat the oven to 350 degrees (for mini muffins) 375 degrees for full size muffins

In a medium bowl, mix together flours, baking soda, salt, nutmeg, and cinnamon. Set aside.

In a mixer or another bowl, beat the sugar, butter, eggs and vanilla

In a food processor, combine steamed broccoli, zucchini, apple, banana, apple juice, and applesauce. Pulse until thoroughly mixed. (If you don't want shreds of carrot in your muffin then combine them in this step. If you don't mind the shreds...carry on)

Combine the fruit and veggie puree, carrots, and yogurt into the wet ingredient mixture (sugar, butter, eggs) and beat until well mixed.

Add the dry ingredients and mix until combined and wet.

Spray muffin tin with cooking spray

Scoop the mixture into prepared muffin pan. Fill each cup 3/4 full.

Bake for 15-20 minutes for mini-muffins (350 degrees) & 20-25 minutes for full size muffins (375 degrees)

Bake until the tops are slightly brown and a toothpick comes out clean.

These freeze great!

### **Curt Martin, NHAHPERD Awards Chair – [cwmsoccer@comcast.net](mailto:cwmsoccer@comcast.net)**

During these unprecedented times over the last year, teachers have been called upon to teach under many different circumstances. Even though it has been difficult, teachers have risen to the occasion and developed techniques and strategies to provide their students with meaningful and thoughtful lessons and curriculums. Teachers have been more than willing to share with their colleagues what has worked for them and many of their lessons. NH physical educators, health educators, dance educators and recreation directors have been no exception. NHAHPERD would like to recognize these educators with one of the many NHAHPERD awards. For NHAHPERD to do this, we need your help. Please take the time to nominate a colleague that has gone above and beyond during these difficult times to develop and provide their students with a curriculum that has kept them involved in a healthy and active lifestyle. To nominate a colleague, please go to the NHAHPERD website ([www.nhahperd.org](http://www.nhahperd.org)), click on Awards to review the descriptor of each award, and then complete the nomination form. You may send your nominations directly to my email above and I will follow up with any questions. Remember without your help, NHAHPERD will not be able to recognize these outstanding individuals at the annual awards ceremony. Thank you in advance for your help.



## New Hampshire Mission Statement for Teaching Physical Education to Students with Disabilities During COVID Michelle Grenier, PhD, CAPE, Adapted PE Representative—michelle.grenier@unh.edu

### First-What is Physical Education?

While physical education may have many definitions, the definition, as it applies specifically to students who have disabilities, appears in the Education for All Handicapped Children Act (PL 94-142) and later within the Individuals with Disabilities Act (PL 101-476). Here, physical education is defined as follows: "**The term (physical education) means development of: (A) physical and motor fitness; (B) fundamental motor skills and patterns, and (C) skills in aquatics, dance, individual and group games and sports (including intramural and lifetime sports).** (Federal Register 1997, 42480).

Each student has the ability and a desire to move, to be active, and to participate meaningfully with peers. Participation and activity are necessary components of physical and social health FOR ALL STUDENTS. During COVID, physical education (PE) teachers should directly address the learning needs of ALL STUDENTS so that they have the opportunity to participate with peers and engage in physical activity.

### Second-During COVID, who should be receiving physical education?

All children should be receiving physical education, whether they have a disability or not. By law (IDEA), students with disabilities are required to receive physical education. Whether the student is in a class with his or her peers, or working individually with you, they need to have physical education. IT'S THE LAW! <https://www.wrightslaw.com/info/pe.index.htm>

As physical educators, it is our job to make sure we are reaching all of our students. Reach out to parents, reach out to the IEP team, but make sure all your students with disabilities are receiving physical education services.

### Third-What should I be thinking about in my planning and teaching for students with disabilities?

As a professional, physical education teachers should develop, adapt and implement physical education programs for students with and without disabilities.

PE is a direct service, not a related service provider, because special education is a federally mandated component of special education services. (U.S.C.A. 1402[25]). **This means that physical education needs to be provided to the student with a disability as part of the child's special education. This means that physical therapy and occupational therapy can not replace physical education.**

If specially designed instruction, such as adapted physical education (APE), is required in a student's Individual Education Program (IEP), then the services must be provided by a qualified teacher. **In New Hampshire, a certified physical educator is legally qualified to provide adapted physical education for students who require specialized physical education as defined in the IEP.** Adapted Physical Education certification is not required in New Hampshire. However, it is suggested that the teacher providing APE services become Nationally Certified through the National Consortium for Physical Education and Recreation for Individuals with Disabilities, earning a CAPE (Certified Adapted Physical Education) certification. Course work in APE is strongly recommended and additional education and/or experience in special education would be beneficial.

### Fourth- Responsibilities of the Physical Education Teacher

- Completing comprehensive assessments of individuals with disabilities and making specific program recommendations. Assessments should include both motor and social competencies.
- Provide direct services (teaching physical education) to students who are eligible and in need of APE. Utilize Universal Design for Learning in your teaching.
- Consult with other IEP team members about student need in the area of APE. Are the student's needs being met?
- Serve as an IEP member at IEP meetings. That may you can have input on what and how the student will learn.
- Monitor student progress
- Advocate for the student and parent. Remember, we teach ALL of our students.

### Fifth-Questions you should be asking yourself:

- Can all students access your learning?
- Do you offer multiple ways to complete the skill?
- Are you thinking of all students when you develop instruction?
- Are you collaborating with related service such a physical therapist, occupational therapist and speech therapist to receive the information that you need?
- Are you reaching out to parents?



## Sixth-During COVID consider this:

Adapted Physical Education or physical education for students with disabilities *is a service not a setting*. Students are entitled to receive instruction in the least restrictive environment (LRE). LRE refers to adapting or modifying the general PE curriculum and/or instruction to address the individualized abilities of each student while providing the student the opportunity to participate with same aged peers. Adapted physical education placement is outlined in the Individualized Education Plan (IEP) and may include one or more of the following environments and levels of support:

- The general physical education setting
- The general physical education setting with the PE teacher making curriculum accommodations/modifications
- APE teacher (if you have an APE teacher) consulting with the PE teacher (paraprofessional to be included)
- APE teacher collaboratively teaching with the PE teacher (paraprofessional to be included)
- APE or GPE teacher providing direct instruction to the student outside in a one-on-one setting.

For additional information:

www.IDEA.gov; Wrightslaw: <https://www.wrightslaw.com/info/pe.index.htm>; National Consortium for Physical Education for Individuals with Disabilities: <https://ncpeid.memberclicks.net/>

For any questions you may have please contact me: Michelle Grenier, PhD, CAPE.—[michelle.grenier@unh.edu](mailto:michelle.grenier@unh.edu)



The mission of Northeast Passage is to empower people living with disabling conditions, both visible and invisible, to define, pursue and achieve whole life health, community engagement and fulfillment through the purposeful use of sports and recreation; to develop and promote

“I love sled hockey because of how fast-paced it is, the competitiveness, the hard work required to succeed, and the team comradery.”

*-NEP Sled Hockey Athlete*

## Virtual Presentations

Similarity Awareness provides an opportunity to explore the similarities we share, regardless of ability, and celebrates diversity, equality, and inclusion of individuals with disabilities through participation in sport with pictures, videos and discussion.

This is appropriate for schools, colleges and groups of all sizes. We offer different styles of presentation for all grade or age levels and your class will also be joined by a Northeast Passage athlete or two!

This presentation is designed to fill a 45-minute class (30 minutes presentation, 15 minutes discussion), but we are flexible and can work with your organization to fit your current distance learning format. The cost for this program is \$75/class (45 minute class).

**Request your presentation here:**

<https://www.nepassage.org/virtual-similarity-awareness>

**or contact us at (603) 862-0070 or [northeast.passage@unh.edu](mailto:northeast.passage@unh.edu).**



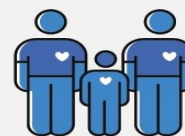


## Virtual Event Ideas

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](http://www.healthmovesminds.org) to learn more!**

## Roadmap to Adapted Physical Education – Online Course

This FREE interactive course will guide you through the core components of adapted physical education services and how to apply these components to your program. The self-paced course allows participants to reflect on their own physical education program through critical thinking tasks and engagement activities. As the final project, participants will have the opportunity to answer questions that will allow them to personalize their own roadmap for adapted physical education services specific to their state and district.

### **Learning Outcomes:**

Participants will be able to apply the core components of adapted physical education services to your practice.

Participants will be able to describe legal requirements and guidelines for adapted physical education services.

### Participants **SHAPE America: Roadmap to Adapted Physical Education**

<b>Name:</b>	Roadmap to Adapted Physical Education
<b>Type:</b>	Self-Paced, Online Course
<b>Grade Level:</b>	K-12
<b>PD Credits:</b>	3 contact hours
<b>Audience:</b>	Physical Education Teachers
<b>Cost:</b>	FREE

This FREE interactive course offered by SHAPE America will guide you through the core components of adapted physical education services and how to apply these components to your program. [www.shapeamerica.org](http://www.shapeamerica.org)





**We Can Make Anything Happen: Adaptability, Dedication & Passion**

**We are excited to offer quality programs by:**

**Allison Relyea:** 2020 Eastern District High School PE TOY

**Megaera Regan:** 2020 Eastern District Elementary PE TOY

**Cindi Chase:** 2020 SHAPE America National Adapted PE TOY

**Dan DeJager:** 2019 National High School PE TOY

**Kate Cox:** 2018 SHAPE America Southwest District Middle School PE TOY

**Lindsay Armbruster:** 2015 SHAPE America Eastern District & 2013 NYS AHPERD Health TOY

**Daniel Hill:** Kentucky SHAPE Past-President & 2014 Elementary PE TOY, OPEN Physed National Trainer

**Dr. Clancy Seymour:** President of NYS AHPERD

**Sarah Benes & Holly Alperin:** Authors of Lesson Planning for Skills-Based Health Education

**Mike Kuczala:** Co-author of The Kinesthetic Classroom, International Speaker & Innovative Professional Developer in Education

**Tuesday, February 9th begins with a Welcome at 3:15 pm followed by three session times via Zoom**

**Wednesday, February 10th begins with a Welcome at 4:00 pm followed by three session times via Zoom**

**‘We are happy to offer reciprocity for current members of other State AHPER/SHAPE Associations:**

**Professionals: \$10; Students: \$5; Retirees: free**

**Contact Lisa Corbett for Registration Link: [lcorbett@nysahperd.org](mailto:lcorbett@nysahperd.org)**



Rising New York Road Runners is a free, nationwide fitness program for PreK-12th grades, providing safe, engaging PE resources for in-person, remote, and blended teaching. With the health and safety of you and your students top of mind, Rising New York Road Runners has adapted their resources to reflect new safety guidelines, and can be easily implemented in the classroom, gym, outdoors, or from home. Check out our Rising New York Road Runners Brochure for more information. Contact us with questions at [risingnyrr@nyrr.org](mailto:risingnyrr@nyrr.org).





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To Register for Our DO-IT-Yourself  
Plunges and Dips Please Go to [SOMH.org](http://SOMH.org)

Theme: Dr. Seuss, Oh the places we'll go!

### DATES

#### Penguin Plunge

February 3rd to 7th, 2021

#### Law Enforcement Dip

March 3rd to 7th, 2021

#### High School Plunge

February 3rd to 7th, 2021

#### Community Winni Dip

March 3rd to 7th, 2021

#### Prep School Plunge

February 3rd to 7th, 2021

#### Cool School Dip

March 3rd to 7th, 2021

#### Mega Dip

March 3rd to 7th, 2021

If you want to volunteer or get more involved with SONH, please go to [SONH.ORG](http://SONH.ORG) and join our mailing list. **THANK YOU!**



Premium Incentives!



Presented By:



# Register Now

The Penguin Plunge and Winni Dip  
are more important than ever this year

[www.SOMH.org](http://www.SOMH.org)



**2021 PRESENTER WORKSHEET**  
**NHAHPERD Annual Conference - November 17 - 19, 2021**  
**Waterville Valley Convention Center, Waterville Valley, NH**  
**'Ignite your Passion & Purpose!'**

Please return this form ASAP via mail or email (with 2021 Presenter Form in subject line) to:  
Melody Gray, Program Coordinator, graymelody2@gmail.com, 244 Wibird St., Portsmouth, NH 03801

Name: \_\_\_\_\_

NHAHPERD Member?     Yes     No  
Preferred Address:     Home     Work

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Work Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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

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

Title of Session: \_\_\_\_\_  
\_\_\_\_\_

Description of Session(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Preferred Presentation Date:  Thursday (11/18/21)  Friday (11/19/21)

Preferred Time:  Morning  Afternoon

\*\*We try to accommodate the preferred dates and times - please let us know if there is a day or time you

DEFINITELY **cannot** present: \_\_\_\_\_

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

**Provided in each room will be a table, screen, & electric cords. Please bring your own equipment.**

\*Please be advised that we have a presenter handout booklet with an October 10<sup>th</sup> deadline submission

**Any questions???** Please contact Melody Gray, 603-254-5259; graymelody2@gmail.com or  
Dianne L. Rappa, E.D./Conference Coordinator 603-747-3508; drappa@roadrunner.com  
**Thank you for submitting your forms ASAP!!**

Dianne Rappa, NHAHPERD E.D.  
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New Hampshire Association for  
*Health, Physical Education, Recreation & Dance*



**Save the Date!!!!!!**  
**UNH Health & Physical Education Department of Kinesiology**  
***Virtual Adapted Physical Education Conference***  
***Friday March 12, 2021—Time: 9:00 am-2:00 pm***  
***\$30 Professional/\$5 Student***

**Featuring: Dr. Ali Brian, PhD from the University of South Carolina**  
“Why Advocating for Physical Education is so Important”  
**Brad Weiner, CAPE-APE Teacher**  
“Becoming a Certified Adapted Physical Education Teacher”  
**Melissa Bittner, PhD, Cal State University-Long Beach**  
“Teaching Students with Disabilities during COVID”

***Sessions will also include Universal Design for Learning and Teaching Students with Autism***  
***Sessions will be recorded and available for two weeks after the conference***

**For more information please contact: [Michelle.Grenier@unh.edu](mailto:Michelle.Grenier@unh.edu)**

Registration link coming soon!