

NHAHPERD NEWS

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

WINTER EDITION

JANUARY 2022



President's Message: Jarrod Brooks

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Hello NHAHPERD Family and Happy New Year! I hope this finds you and your family staying healthy during these crazy times. Last year at this time, I challenged you to slow down and reflect on your program. I asked you to think about your program and what your students and co-workers thought of you as a teacher. I then challenged you to think of what you could do to make sure that you were giving it all and offering your student's the best opportunity for learning and growth.

These last two years are unprecedented to say the least. It has been a tough time to be a teacher, and right now the COVID numbers are exploding and making schools even more challenging. Many of our members fluctuate between teaching remotely and in-person, or through a hybrid-model, and some are even expected to still offer content (Health/PE) while being pulled to cover other classes as a substitute. These are challenging times to say the least.

Through all this chaos, we are still trying to give it our all and do our best. We are still staying positive, energetic, and leading by example for our students. Now is a great time to try and do two things. First, use your available resources more efficiently. One of the changes I made as a teacher that had the biggest impact on my students was connecting with my colleagues in regards to collaborating. I try to take time to talk to each of the classroom teachers/team members for any of my students that I struggle with. This struggle may be related to behavior management, understanding their IEP, or even just as simple as connecting with them.

Through communication & collaboration, I have been able to be more effective as a teacher. My classes have less interruptions, & student outburst. Students are on task more, leading to increased activity time & production. This collaboration does take some time away from my "free" time throughout the day (between classes, lunch, +), but this little bit of extra work makes the rest of the day run smoother.

The second part of my challenge is to focus on the essentials while keeping it simple & fun. Through my conversations with many of our colleagues at the NHAHPERD conference this past November, I got the sense that many of us are stressed & tired. Things are just tougher all around, & it takes more energy to get stuff done. Now is a time to dial it back a little & not kill yourself trying to go above & beyond everyone/everything else. Keeping it simple may allow you the time you need to collaborate with colleagues. I know that is not normally in our nature as PE/Health teachers, but give it a try. If we can keep it simple and fun, students will learn. Students will be engaged. Students will enjoy learning.

With this said, I know we are fighting an uphill battle against electronics and an idle lifestyle that have become the "norm". Both of these are detrimental to a student's physical and mental well-being. This fight isn't going to go away anytime soon. I feel that if we are able to keep our activities simpler and allowing more success, students are more apt to have fun and engage themselves. Who knows, maybe this will even lead them to try these activities outside the classroom, leading to a more active healthy life.

NHAHPERD 2021 Post Virtual Conference

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

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

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

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

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

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

“Ignite Your Passion & Purpose! - Conference—11/18—11/19

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

I want to sincerely thank all of you who attended and presented at the conference this year. I hope it was the “recharge” you all needed! Thanks to the professors from UNH, PSU, and KSC who facilitated presentations by students. The students did a great job and gained valuable experience presenting. Thanks to all the conference volunteers and especially Dianne Rapa our executive director for her dedication and tireless efforts in organizing the event.

This was a year to reconnect with each other, share experiences from the past year as well as learn new teaching strategies and content. Mike Kuczala our keynote speaker who spoke with words of perseverance & self confidence. Mike also presented the Kinesthetic Classroom to a full audience.

We continued to work hard to have a balance of Health/PE/Recreation/Dance related topics and recruit new presenters this year. For those who could not attend the conference we thank them for providing pre-recorded sessions that may have been valuable new information or a refresher from last year’s virtual offerings. We are evaluating the feedback given from this year’s conference to hopefully make the 2022 Conference full of information our members are looking for!

In addition to connecting during sessions the Silent Auction and Awards Banquet was a huge success! It was wonderful to honor the teachers of the year in person and virtually.

New exhibitors attended this year along with welcoming back Omnikin/Kin-Ball.

As in years past, the annual NHAPERD is an excellent forum to learn new skills, brush up old ones, and make connections that enhance your classroom and give every student the opportunity to achieve their potential and foster life-long health and physical activity. We hope to see you again next year!

It was a blast to have everyone under one roof again! If you have not received your conference evaluation yet, please email drappa@roadrunner.com. After completing the evaluation you will receive your conference certificate of participation. We look forward to seeing you next season, enjoy the rest of your school years, and Happy Holidays!

Thank you all for attending!

See you all next year November 17—18

“Revitalizing **You** in 2022!”

From the 2021—2022

NHAHPERD

Executive Board

(Check out the Presenter Form—Page 23)



Mark your calendar! 2022 SHAPE AMERICA NATIONAL CONVENTION AND EXPO April 26-30, 2022

View the convention registration rates, -Early bird through 2/25/22
<https://convention.shapeamerica.org/convention/registration.aspx>

SHAPE America National Convention & Expo Schedule at-a-Glance:

https://convention.shapeamerica.org/uploads/2022/convention/2022_Schedule-at-a-Glance.pdf

Make Your Case to Attend SHAPE America's 2022 National Convention & Expo

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!

2021 Virtual Awards Ceremony – Recognizing Outstanding Professionals

Submitted by Amber McLane, Awards Chair

At the November 2021 Conference, NHAHPERD was pleased to recognize several outstanding professionals. Follows are excerpts from the presentation remarks delivered by President Amber McLane during the in person Ceremony.

Deanna Lavoie—Teacher of the Year Elementary School Physical Education—Deanna Lavoie has been a Physical Education teacher at New Searles Elementary school for eighteen years. Deanna received her undergraduate degree from the University of New Hampshire and her M.Ed. in Health at Plymouth State University and then the K-6 certification program at S.N.H.U. Deanna has been a member of NHAHPERD for eighteen years. Deanna's ultimate goals are to help her students learn to enjoy at least one physical activity that they can enjoy outside of physical education class and choose to exercise for at least an hour each day. She strives to build confidence in a variety of lifetime activities and sport skills throughout her students' six year program. Deanna is a great role model who leads by example how health and happiness can be achieved through a positive, healthy, physically active lifestyle. She has always been very passionate about fitness, sports and wellness. She is an advocate for physical education, tennis, cycling and fitness. Deanna's curriculum progression focuses on the National Standards. Her kindergarten through fifth graders can properly demonstrate knowledge of many fundamental locomotor skills, movement patterns and manipulative skills throughout each year including cultural dances and a variety of games. Character education has always been a priority, as Deanna set rules based on respect, safety and responsibility for every grade level. Her program also includes the annual Kids Heart Challenge. The Kids Heart Challenge provides resources that Deanna's students can share with their families regarding lifelong, healthy, heart habits, especially nutrition and exercise. This program helps her students set health and social emotional learning goals while participating in community service. Deanna is an effective teacher who consistently fosters learning across the affective, psychomotor and cognitive domains. Now more than ever, she aspires to highlight the affective domain for her students who are experiencing more anxiety and stress than before the quarantine began. Deanna also plans annual field trips to help expose students to events or activities, for example, a UMASS-Lowell Women's Basketball game, our district annual track meet, and ice skating at the local ice arena. Trisha Kaufmann, Assistant Principal of New Searles Elementary School states, "Mrs. Lavoie has a passion for teaching and spreading vibes of health and happiness throughout our school. She is an active member of our PTO as well as several other committees. Mrs. Lavoie goes above and beyond to meet the needs of our young children." Lastly, Deanna has coached tennis for over fifteen years. In 2017, she was appointed to the Governor's Council on Physical Activity and Health when she learned its mission is to promote health and wellness to all ages and groups of people across N.H. She is currently a co-chair of the 90-Day Challenge sub-committee to motivate residents each winter and summer to improve their overall wellness.

Jeff Hastings - Teacher of the Year Middle School Physical Education—Jeff Hastings is currently a physical education teacher, Dean of Student, and Coach at the Derryfield School. For over twenty years Jeff's physical education program focuses on Leadership, Ethics, and Development. Jeff's curriculum covers the five domains of physical literacy, plus team building, character work, and understanding the role that movement and physical activity play in his students' lives. Each grade level has an overarching theme and each grade level builds upon the skills taught the previous year. The program's overall goal is to have students leave middle school physically literate and be competent leaders in the community. There are two methodologies that Jeff uses throughout his classroom; student-centered learning and teacher-centered learning. In 6th grade student-centered learning allows the students to explore the content independently. The best example of this is the circus arts unit. Students are introduced to different pieces of equipment (unicycle, juggling, diabolo, spinning plates, etc.), and they have opportunities to first play with the equipment. Then, through guided discovery, students get to focus on the piece of equipment that speaks to them, at which point they can ask for guidance. In 7th and 8th grade Cooperative/Expeditionary Learning takes place in the classroom setting. The skills and knowledge Jeff's students practice and master result in a culminating field trip. The 7th graders spend a day on the high ropes course where students are responsible for setting up the ropes course. This involves tying all the knots, belaying other students, taking pictures of the event, and the take-down of the ropes course at the end of the day. The 8th graders spend the day on the rock face at our local rock outcropping. Students are responsible for setting up transportation, emailing teachers that they'll be out, setting up anchor systems to climb on, tying all their necessary knots, belaying, and the take-down of equipment at the end of the trip. These in-class and field trip experiences that Jeff creates for his students are authentic and innovative providing each of his students with life-long lessons. As Mary Perkins, Derryfield School Counselor states "Jeff is a strong, collaborative coworker who sets a very professional tone in all aspects. He is a leader in our community. He sets the high bar and encourages others to do the same. He is a teacher who is well trusted and respected at Derryfield School and leads our athletic programming with the highest level of professionalism and deep dedication. He is always studying and incorporating best practices and would be a tremendous mentor to younger physical education teachers and coaches." Lastly, Jeff is also a passionate and dedicated Baseball Coach. Jeff holds high expectations for his athletes, and he works hard to provide experiences and lessons that go way beyond the baseball diamond.

Ashley Laufenburg - Teacher of the Year High School Physical Education—Ashley has been the Health and Physical education teacher at Plymouth High school for thirteen years. Ashley did her undergraduate and graduate studies at Plymouth State University. Ashley was named Eastern District Association/New Hampshire Association for Health, Physical Education, Recreation, and Dance (EDA/NHAHPERD) Outstanding Future Professional in the Fall of 2006. She has been a member of NHAHPERD for seventeen years, and has been a member of the NHAHPERD Executive Board twice, both times serving as Vice-President of Dance. Ashley is still actively collaborating with the Plymouth State University's Health and Human Performance Department. She has been a supervisor and mentor for a number of practicum students as well as student teachers. Ashley has worked multiple times with Dr. Cucina and previously Dr. McCormack with the methods students. The experiences have been beneficial for both myself and the future teachers. When it comes to instructional practices Ashley touches upon all the five main categories of learning, environment, curriculum, assessment, instructional strategies, and professionalism. Ashley creates a positive, safe, and supportive learning environment. She wants her high schoolers to feel comfortable participating and discovering how physical activity will benefit them throughout their lives. When it comes to curriculum, Ashley and her colleagues focus on lifelong physical activity. She also introduces muscle anatomy and physiology, heart rate, and other personal fitness topics. Ashley constantly connects and gives feedback to all her students and strives for a classroom that is inclusive of students of all abilities. When teaching, Ashley shows a level of upbeat enthusiasm to engage the students and help keep their interests throughout the units. Bruce Parson, Principal of Plymouth High School states, “Ashley has a warm, friendly, caring attitude with all the students she works with. Ashley makes an effort to build a rapport with her students and you can see the evidence of this in the enthusiasm and participation of all her students. She teaches them to challenge themselves in their classes and in extra-curricular activities. Ashley utilizes her interpersonal skills with hands-on instruction in every class. She intuitively understands how to convey respectfulness, positivity and cooperativeness. Lastly, Ashley has also been the Varsity Field Hockey Coach at Plymouth Regional High School for the past thirteen years. During the 2018 season she received the Division II Coach of the Year Award.

Nichole Treadway - Teacher of the Year Health Education—Nichole Treadway is currently teaching Health and Physical Education at Londonderry High School. She did her undergraduate work at Keene State University and her graduate work at Plymouth State University. Katie has been a member of NHAHPERD for Five years. Over the years Nichole has presented at NHAHPERD and facilitated numerous workshops to the Londonderry School District staff. She also serves in official roles as a competency coach and as a class advisor for the class of 2024. Nichole has worked hard to develop a health curriculum that utilizes the Essential Components of Health Education through the use of best practices. Nichole is proud of the skills based health curriculum that is used in her classroom. Students are able to develop 21st century skills such as critical thinking, problem solving, self directed learning and communication through the use of a variety of health topics as the vehicles to enhance these skills. The goal is for students to have as many real life experiences as possible and to gain health enhancing skills that will be lifelong. For the last 3 years Nichole has been a Co-Organizer of Granite State Respect Week at Londonderry High School. Granite State Respect Week is an initiative through the NHCADSV to promote awareness and educate teens on teen dating violence and the difference between healthy and unhealthy relationships. Nichole uses the bones of the NHCADSV’s program to create events and activities within our own school community. The week includes guest speakers, giveaways, social media campaigns, healthy messages, classroom activities, community and parent involvement, and access to important resources. Nichole organizes a RESPECT basketball game where all donations go directly to the NHCADSV. It is an amazing week of education, promotion and awareness that involves the community as a whole. Jason Parent, Principal of Londonderry High School states, “Nicole's talents as an educator make her one of the most effective and successful in the state of New Hampshire. Nichole has provided great leadership at our school and exhibits an extensive knowledge in the field of education. More importantly she conveys that knowledge in a way that engages students, teachers, and the administration. She utilizes fresh competency-based strategies in lesson planning to improve students’ skills, and she finds authentic ways to integrate technology into instructional time. She also uses personal experience as a tool to connect with her students and is extremely sensitive to their needs as learners by exuding warmth and charisma.”Lastly, Nichole is the Head Varsity Field Hockey Coach, Division I- Londonderry High School. In 2018, she was named Coach of the Year. Nichole is president of the New Hampshire Field Hockey Association, and the director of several K-8 field hockey programs. Nichole's compassion and dedication in the classroom and on the field fosters an environment that both challenges and motivates her students and players.

Lisa Cook - Teacher of the Year Dance—Lisa Cook has been a Dance Educator/Teaching Artist, for New Hampshire Dance Institute for thirteen years. Lisa is a new member of NHAHPERD and presented on Dance virtually during the 2020 conference. Lisa realized quickly her most effective technique of teaching is humor. Laughter relaxes the body, builds relationships, breaks down barriers and makes learning fun for her students. Along with The National Dance Institute, Lisa’s vision is to make dance accessible to every child, regardless of physical ability or social emotional welfare. Lisa utilizes dance as a tool and technique to instill a sense of community, build confidence and self-esteem. Lisa encourages all her students to work hard and give their best with each dance lesson presented to them. Lisa continues to be an advocate for partnering with educators to ensure appropriate and effective learning opportunities for ALL as a fully inclusive dance program. Lisa’s secret weapon when teaching dance, is to speak her students' language. For example

she asked her students, “Anyone here a basketball player?” The hands go up because it’s THEIR field of study! Lisa quickly chooses a student and simulates a basketball moment where they have to “pivot.” and Boom – let’s put it to a dance. Lisa’s dance programs are curriculum based, with an appropriate “theme” each year. Lisa refers to the ways in which we use dance to express ourselves throughout different cultures. She discusses how humans dance in celebration, in sorrow, in athleticism, in storytelling, and in fun. Lisa wants to impress upon her students that the arts are accessible forms of expression for everyone, no matter their ethnicity, their economic status, their gender identity or their pre-disposed ideas of the word “dance.” Lisa takes pride in breaking down the barriers that separate dancing from any other form of expression. In the fall of 2008, Lisa took over the programming with 8 schools participating in an in-school residency program. Prior to Covid-19 closures Lisa brought her program into twenty-five schools with an expanded team of three Teaching Artists and serving over four-thousand students throughout New Hampshire. Lisa is proud of her program's accomplishments and the role she and her colleagues play in ensuring the arts are accessible, accepted, acknowledged, & accoladed.



STUDENT CORNER

Congratulations to our 2021 OUTSTANDING FUTURE PROFESSIONALS

Taylor Maher is a student at New England College. She is a Member of the New England College Softball Team, Member of the Kappa Delta Pi Honors Society, Member of the NEC Athletics Honors Society and a 2021 Easton/NFCA All-America Scholar-Athlete. **As a teacher, I want to be remembered as...**A teacher and coach who cares about future children's education. I want these students to succeed to be the best that they can be and when they are older to teach future generations ahead.

Niah Colby is a student at Plymouth State University. She is a Member of the Health and Human Performance Club, Member of the University Honors Program & is a Member of the softball team. **As a teacher, I want to be remembered as...**as the type of educator who treated all of her students differently but yet all exactly the same. I want to be the teacher who connected with and understood her students on a personal level in order for them to feel safe and cared for in the classroom or gym. I want to be the teacher that students come to even after graduating because they trust me and feel comfortable enough to talk to me about anything. I want to be the teacher who cared and the reason students got excited to come to school every day.

Cameron Nielsen is a student at Plymouth State University. He is a Member of Plymouth State Best Buddies Chapter, the Plymouth State Health and Human Performance Club, Member of the University Honors Program and is the 2020-2022 Student Representative to the NHAHPERD Executive Board. **As a teacher, I want to be remembered...** As a caring individual who can both challenge students and understand where they need encouragement in areas of struggle. As a Physical and Health Educator, being a comforting and safe presence is crucial, and I would like my students to see me as a trusted resource in their lives.

Lili Buscareno is a student at the University of New Hampshire. She is the 2021 SHAPE's Major of the Year award in kinesiology, Currently a Dean's Ambassador for the College of Health and Human Services and a Mentor for incoming students. **As a teacher, I want to be remembered as...**as a role model who supported students to be the best version of themselves by modeling respect, compassion and persistence. I want my future students to remember that I provided them a safe place for them to demonstrate their strengths and weaknesses while feeling valued and recognized and included. I hope most of all that my students remember me encouraging them to be kind to themselves and others.

Emily Rockwood is a student at the University of New Hampshire. A member of the UNH Women's Ice Hockey Team, Recognized by the National College Athlete Honor Society in 2021, and Represented Canada at the IIHF U-18 hockey tournament in Dmitrov, Russia in 2018. **As a teacher, I want to be remembered as...**Someone who made a difference in my students lives by being confident and encouraging. I want to provide support for my students and be a positive role model for both their mental and physical health.



2021 NHAHPERD Conference Recap! Cameron Nielsen, Student Rep to the Board; cjnielsen1@plymouth.edu

It was a long-awaited return to our in-person conference this year, and just in time for our 30-year anniversary partnering with our host site, Waterville Valley Conference Center. There are few words I can use to describe how fulfilling it was to see fellow board members, former classmates, and knowledgeable presenters, some for the first time in an in-person setting. As expected, the organization delivered with a passionate keynote speech from Mike Kuczala. His overwhelming emotion along with words of perseverance and self-confidence were what caused the audience (including myself) to be on the edge of their seats and apply his words to their own lives. As for this year's presenters, I attended presentations like Mindset Coaching For Athletes and Coaches, where we dove deep into the mental and emotional process that athletes go through on a daily basis, so that us as coaches can understand how it impacts performance on and off the playing field. We also hosted a variety of active workshops such as Fitness Drumming and Topple Tubes. These trainings were welcomed by a large number of people due to the addition of opportunities for dynamic movement.

All of the activities that were demonstrated in these sessions could easily be retooled to fit the needs of any class with any age group. We also hosted a student roundtable for the first time at this year's conference, led by me & a few other board members with differing levels of expertise & years of experience. Attending this discussion were students of different years from different schools, as well as first year professionals. We talked about key concepts such as behavior management, setting expectations, & building relationships during the student teaching semester. It was apparent that most participants engaged in this session, & many seemed to gain beneficial knowledge as a result of the conversations that were had. As a whole, the return to the NHAHPERD conference was one filled with smiles, learning, & the feeling of self-improvement. Although this was my final conference as a student, I know that the lessons I have learned & the experiences with the individuals I have met will allow me to build a successful career where I am happy with my work & always look to improve for the sake of my students. See you in November for this year's theme, "Revitalizing You in 2022!"

"Be Open" - Guest Article - Cassie Turcotte - cassiopeia.turcotte@gmail.com

In 25 years of conferences and seminars, I have hoarded notebooks full of chicken scratched notes. These scribbles do not advance my profession collecting dust in one of my file drawers, later to be discovered and requiring archeological decoding to decipher what it all meant. At one time, it was important enough to write down, but did I use it?

We all have our reasons for attending conferences. Some of us go because we love to grow as professionals and are excited about new ideas to bring back to our classrooms. Some of us go to connect with friends, colleagues and former college classmates. Some of us go for the PD hours on the certificate. Some for that amazing lunch! Whatever your reason, the opportunities and the possibilities for growth in our profession are available to all of us by attending.

How do we take the experience and artifacts gained and use it to advance our practices?

I break it down to several important ingredients: Be present & open to learning at the conference; be open to synergizing with other professionals; and be open to change. To "be open" means to allow yourself to experience new ways of seeing or experiencing the same content presented in a different way. Teaching is not a competition nor a comparison, & we should be comfortable with being uncomfortable trying new things. We do not leave much room for growth & advancement with a closed mind, outdated content delivery or activities, nor do we actualize the energy to do so.

We attend the NHAHPERD conference with different professional and life experiences, different areas of expertise, and many other attributes that could benefit the professional growth of others. The key is being open to sharing the things we've learned with those around us and being open to learning from others. What works for one may not necessarily work for another, but it may spur some ways in which you can adapt it to fit your needs. Our presenters wouldn't be sharing if their topics were not advantageous for them. I am sure the journey to their achievements included learning from others, their fair share of failures and adjustments. It is ok to accept that there is no right or wrong way to teach our subjects, just different, and we learn from our own experiences what works and what does not.

One of the greatest benefits to attending conferences and other professional development seminars is the opportunity to connect with other professionals and grow from observational learning; the process of learning through watching others. Everyone you meet has something valuable to teach you, whether directly or indirectly. You are listening to a presenter, you like what they have to say but can't quite see yourself using it in your classroom. With an open mind, just one sentence could spur an innovative moment for you. There is value in this singular moment.

The last couple years have been isolating. Maybe you are lucky enough to attend the conference with your coworkers and reinforce your takeaways in synergy with them following the event. I encourage you to have these conversations while the experience and its energy are fresh. It strengthens your curriculum and your bond as a department. For those who are their own department, this experience of synergy is more of a challenge. Find other professionals at the conference to link arms with. Exchange contact information and connect after the conference to bounce ideas off each other. With 90 school districts in New Hampshire, and a NHAHPERD group page available on Facebook, we have the means for connection. The ability to connect and build off each other will create opportunities for you to raise your effectiveness as a teacher, always leading the way in 21st century learning. Be open and comfortable with change. Don't keep pace with the changing world, lead the way.

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THE OUTSTANDING ACHIEVEMENT AWARDS The Outstanding Achievement Awards will be held on May 20, 2022 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 2022. Go to nhmoves.org for application.

the **GRANITE** walk of ages

GRANITE WALK OF AGES This statewide health initiative is centered on bringing towns, cities, schools, organizations, friends and families together in New Hampshire. Join us at the State Capital or at a satellite site on May 20, 2022 for the Granite Walk of Ages.



GRANITE STATE 90 DAY CHALLENGES:
The 90 Day Summer
(June-August) and Winter (January-
March) Challenges focus on physical
wellbeing, mental wellbeing and nutri-
tion. Register today on
our website as an individual or team for
the 2022 Winter Challenge.

<https://nhmoves.org>;
nhgcpah@gmail.com

Follow us on FB: [@nhgcpah](https://www.facebook.com/nhgcpah)

Hey teachers:

Do you want to help your students and families get more movement outside of the school day?

Send home a schoolwide email with the link below to register for the Granite State 90-Day Winter Challenge. It's FREE and they could win a raffle prize at the end of 90 days!

<https://nhmoves.org/90daychallenge/>

Happy New Year everyone! I want to thank the Executive Board and NHAHPERD members for an amazing year as Past-President of this association. I am so proud of what we have been able to accomplish during our second year of uncertainties. We had a wonderful NHAHPERD in-person conference with a variety of sessions. The hard work that everyone continues to put into the conference really pays off as a meaningful professional development opportunity. The NHAHPERD conference always provides innovative sessions each year, and after connecting with new and old colleagues, I always feel a spark inside me that rejuvenates my way of thinking and teaching. Each year I look forward to bringing new lessons and ideas back to my students.

I was scrolling through my Twitter account when I noticed a post about, "The Healthy Mind Platter." It made me stop and think. I was intrigued because it was right around the holiday season when individuals load up their platters with food and goodies. After doing a little research I realized this information was a perfect reminder of what really should be going on my platter, and I want to share it with all of you. Daniel Siegel and David Rock explained what the equivalent 'diet' would be for a healthy mind. They developed The Healthy Mind Platter, with seven daily essential mental activities they claim are necessary for optimum mental health. By engaging every day in each of these servings, you enable your brain to coordinate and balance its activities, which strengthens your brain's internal connections and your connections with other people.

The Healthy Mind Platter



The Healthy Mind Platter for Optimal Brain Matter

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- 1) Focus Time: When we closely focus on tasks in a goal-oriented way, we take on challenges that make deep connections in the brain.
- 2) Play Time: When we allow ourselves to be spontaneous or creative, playfully enjoying novel experiences, we help make new connections in the brain.
- 3) Connecting Time: When we connect with other people, ideally in person; and when we take time to appreciate our connection to the natural world around us, we activate and reinforce the brain's relational circuitry.
- 4) Physical Time: When we move our bodies, aerobically if medically possible, we strengthen the brain in many ways.
- 5) Time In: When we quietly reflect internally, focusing on sensations, images, feelings and thoughts, we help to better integrate the brain.
- 6) Down Time: When we are non-focused, without any specific goal, and let our mind wander or simply relax, we help the brain recharge.
- 7) Sleep Time: When we give the brain the rest it needs, we consolidate learning and recover from the experiences of the day. <https://drdansiegel.com/healthy-mind-platter>

Life can be overwhelming, and I tend to multitask on a daily basis. I am not getting my serving sizes that David and Daniel are suggesting, and it leads to stress in my life. I encourage you all to keep a journal as you would with a food log. Figure out where deficits are and create an action plan that incorporates the 7 essential mental activities, balance, and flexibility. You deserve it, and it can be your recipe for success. This plan is not about losing weight. It's about gaining happiness and peace of mind and nourishing your mental well-being each and every day.

Lastly, 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 continue to fill your platters with joy! Again, Check out their David and Daniel Website for more information on this topic. <https://drdansiegel.com/healthy-mind-platter>

RECREATION NEWS

Remembering To Look On the Brightside

JJ Tinney, VP Elect Recreation – jtinney80@gmail.com

The past two years have been extremely tough. It has been difficult for us as teachers to navigate whole new rules and routines for safety, for us as parents trying to ensure that our kids are not falling behind during online learning, as coaches having to deal with seasons that look nothing like what they were in years past. It has been exhausting without a doubt and at some times really demoralizing. However, like with any challenge there is a great opportunity here to teach an important lesson; You have to make the most of what you are given.

This is the lesson that I have been trying to teach my boys on my middle school basketball team. When we returned from break we had multiple students out with covid and have had multiple games canceled for one reason or another. The first week of having practice after the break my athletes were very down, they were worried that they would not get to continue to play as the team they had helped to build. Practice the first couple of days felt like they were in a fog. I could not blame them because their season was/is in jeopardy and they have a talented team. During one of my practices I stopped our drills that we were being especially lethargic and asked them why they joined the team. Overall the answers were simple, “because it is fun” or “I love the sport”. To which I asked if they were actually enjoying what they were doing right then and there? No was the resounding answer. So we talked about what we needed to do to make basketball fun again. I promised to make the drills fun as long as they put in the effort and focus to make it worthwhile. By the end of practice we were doing much better and at the end of practice I talked to them about how I cannot promise that we will have another day of practice. That there are no guarantees that we will play another game for the rest of the season. I then promised to make each and every practice fun and told them like it would be the last one they will have. My kids are starting to learn how to make the best out of a bad situation and although we have more work to do they are doing a great job trying to apply this life lesson.

A good coach can teach kids about their respective sport & make their team better at it, a great coach can use their sport to teach long lasting life lessons that their athletes will use for the rest of their lives. I will not pretend to be a great coach or even a good coach yet but I strive to get there one day. The moral of this story is that our currently stressful and demoralizing situation we are in provided an opportunity to teach an impactful lesson. It left me feeling like I accomplished something as a coach & made me feel better about the season as a whole. If we don't get to play another day I can rest my hat on the fact that everyday my athletes are getting everything they can out of practice. I hope this story is helpful & is a reminder that you can have a massive impact on your students or athletes if you keep a positive mindset.

A Push for the Circus Arts

Jeff Hastings VP of Recreation-jeffhastings11@gmail.com

Over the last 28 years of teaching, I have enjoyed teaching all aspects of physical education, but the one area of the curriculum I loved teaching the most was the unit on the circus arts. Unlike anything else I taught, the circus arts allowed me to step out of the student's way and facilitate rather than be the sage on the stage. It allowed me to teach about fitness in a non-competitive atmosphere and change the culture of the class. What I also loved about it was its portability.

It's often scary to hand the reigns over to the students, but once you've done it, you may never go back. Once the rubric is distributed, the basics and safety of each piece of equipment are taught, they are then on their journey, and I become a resource for them. Of course, I did do daily check-ins with as many students as I could and would introduce a new trick or two here and there, but the kids are in charge of their learning for the most part. What surprised me the most was the amount of education taking place outside of the classroom. Students who would barely participate were signing out circus equipment to go home and practice at night. Or, to my amazement, how many times students came back to see me on a day they didn't have class excited to show me a new trick they had researched on Youtube. Not to mention the teamwork that was happening daily. I was always astonished by the level of sharing amongst the students how they stopped to take the time to show others how to perform certain tricks or help a classmate that was struggling. This transformed the classroom from a culture of competition to a culture of cooperation.

I also noticed an improvement in all of my students' physical literacy. They showed improvements in hand-eye coordination, balance, gross and fine motor movements. We know that improvements in students' self-confidence and movement patterns have been linked to the circus arts. According to a study done at the St. James Assiniboia School Division, circus activities were implemented in the Canadian school curriculum in Grades 4-6. Circus activities encompass juggling balls and scarves, flower sticks, rola bola, diabolo, stilts, unicycle, trampoline, trapeze, rope climbing, hoops, wire, and German wheel. At the end of the study, they found that the students who participated in the circus curriculum had better movement competencies than those who participated in traditional Phys. Ed. instruction—

(2019, The Conversation Journal).



Lastly, the circus arts can be done anywhere. No gym? No problem! Grab a classroom, move some desks, and take out the juggling scarves, flow wands, balancing feathers, or spinning plates, and you can teach all the circus skills you want. There is so much more to share on the circus arts. And I'd be happy to share my Circus Curriculum plans and ideas with anyone who is interested. Please feel free to reach out to me with any questions! Happy New Year!

Kyle Donovan, Past VP Recreation – kdonovan@mansd.org

The Governor's Council on Physical Activity and Health has issued their 90 day Winter Challenge. The challenge asks the participants to be active for at least 30 minutes for every day of January, February, and March. Introducing this challenge can be a great way to keep your students active during the winter months. This can be a tall task for some kids (and adults), so here are some ideas to help achieve this challenge.

There are many outdoor activities that can help us get our daily 30 minutes. New Hampshire has tremendous mountains for skiing, but sometimes this can make for a long day and can be expensive. Snowshoeing can be done just about anywhere and it is great exercise. If you don't have snowshoes, a nice walk in the snow can be relaxing too. Ice skating is a great activity to get your 30 minutes clocked. A wise PE teacher once told me "There is no such thing as bad weather, it's bad clothing." Bundle up for desired enjoyment.

I prefer indoor activities, so I join leagues through my local adult recreational social sports organization. These leagues can easily be incorporated into the school setting. Some of the sports include basketball, dodgeball, volleyball, and backyard games. These leagues can be memorable experiences for our students, and can put them on track for a lifetime of enjoying recreational activities.

Although winter can make it more difficult to stay active, there are plenty of ways to stay off the couch. Check the links below and good luck completing your challenge!

WEBSITES: <https://mysocialsports.com/> and <https://nhmoves.org/90daychallenge/>

Get On Board with First Push Syndicate - Submitted by Matt Charbono, First Push Syndicate

"I had never skated before learning of this program. As a testament to how amazing the lessons are, in just a few hours I learned how to skate and was comfortable teaching the skill set to my students. I have been amazed at how successful every student has been at skating. I truly can not say enough about Get on Board and how grateful I am for all the work they do to build confidence in every single student. I hope to see it in PE classes throughout New Hampshire."

Maggie Lemay, M.Ed. Health & Physical Education Teacher Coe-Brown Northwood Academy

Get On Board is a program developed by Beau Lambert from Rye Airfield. It's designed to introduce kids of all ages and abilities to the awesomeness of skateboarding through a safe, proven program. We have everything you need to get rolling with the program: a proven curriculum, loaner gear and hands-on training at your place with Matt Charbono, our Get On Board program manager. The program is fully adaptive as well, with skateboards that can be adapted for students whom might have certain challenges. Get On Board is also able to work with most schools' health and safety guidelines regarding COVID-19 protocol, students safety and wellbeing is our number one priority, we conform to all partners safety guidelines. Get On Board skateboards are specifically designed to work safely on most surfaces including gymnasium floors. The program has helped introduce skateboarding to tens of thousands of students all over New England, and we would love to come to your school and work to get your students on board as well.

If Get On Board sounds like a program your students would enjoy, or if you would like to reach out and say hello, feel free to send out an email to matt@ryeairfield.com

Ashley Laufenberg - VP of Dance; alaufenberg@pemibaker.org

NHAHPERD Fall Conference 2021-hooray for being back together! Though things looked a bit different the benefits were all still there-the enthusiastic presenters, new items at exhibit tables, and time to network in-person! Plus if you were unable to attend in person, many of the sessions and other programs are available online which is huge because many folks had hopes of attending but couldn't due to lack of coverage. It was a busy conference for me personally as I helped out with fellow Board members with registration and some of the behind the scene work. I also helped to present and participate in a handful of sessions which felt great to collaborate and help out others in the field. I also was able to attend sessions that really rejuvenated my teaching.

What was extra special this Conference was on Thursday night I was honored to receive the NHAHPERD Secondary PE Teacher of the Year for 2021. I am very humbled to be recognized by my peers for this award. And since I didn't get a chance to say thanks at that time-thank you to my family, my colleagues, my administration, the NHAHPERD Executive Board, and my fellow coaches and teachers who continue to inspire me every year at this conference. The work that you do, the ideas you share, and the support that we give each other during these times helps to keep us all going. Can't wait to see what comes together for our Conference in 2022!

42nd 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 42nd 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, 2022. Check out the NHAHPERD web site 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, 2022.

YOU MUST MAKE THIS DEADLINE. ?'s: 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 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 Kathy Duhaime, Annual State Jump Rope Contest Coordinator

Prioritize Social Emotional Learning (SEL) to Revitalize Your Local Community

Fitni Destani, President Elect – fdestani@keene.edu

Happy New Year and hopefully an incredibly productive 2022! I am excited to continue to serve as the President Elect for another year before transitioning to NHAHPERD President. For those that do not know me, I am currently an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Science Department (HP&MS). After another arduous and tumultuous year, I thought the best message I can share in this newsletter is to build off NHAHPERD's 2022 theme of revitalizing yourself and the community. 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 daily through regular physical activity, mindfulness, and relaxation. Once you care for yourself, teach it to your students and/or others in your local community. As the title of this newsletter entry indicates, prioritize social emotional learning (SEL) in your classes as a teaching strategy for your students to help revitalize them and 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

This quote by Plato resonated with me because to encourage and develop SEL we need to help our students to connect class activities to the rest of the school, their family and local community. SEL is part of our discipline mission as it is involved with character building through physical activity. Research indicates that SEL improves 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. 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).

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

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

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

Final note: I tried to inspire you to revitalize yourselves first and then 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 revitalize your students, school and local community. Let's be proactive in building healthy individuals and communities this year!



Eric Driscoll

Schools & Tennis in the Parks Manager | He/Him

U.S. Tennis Association of New England

Cell: (508) 321-6199

To Promote and Develop the Growth of Tennis

USTA New England | Get Out and Play

With the USTA's Net Generation Schools program you can easily add tennis to your PE curriculum at **no cost and no tennis courts are required!** The program offers many benefits, including access to the **free comprehensive Net Generation School curriculum** that meets SHAPE America Assessment standards K-12. As a teacher, you can access the curriculum digitally via the Net Generation app by [registering your PE class here](#) in less than ten minutes.

To qualify for the **free Net Generation School equipment package** which includes 30 tennis rackets, 36 softer slower-moving balls, 2 rolls of barrier tape, chalk, and a roller bag to carry all the equipment, you need to be partnered with an approved Net Generation provider and submit a [School Partnership Agreement](#) to me in PDF format. I can help connect you with an approved Net Generation provider in your area.

NOTE: A school partner is an approved Net Generation provider that can help interested students with additional learning and tennis playing opportunities outside of physical education class. How this relationship is utilized is up to you, your school, and the school partner.



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 *Amber McLane*, amclane@sau73.org. 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.

Remembering To Look On the Brightside

JJ Tinney, VP Elect Recreation – jtinney80@gmail.com

The past two years have been extremely tough. It has been difficult for us as teachers to navigate whole new rules and routines for safety, for us as parents trying to ensure that our kids are not falling behind during online learning, as coaches having to deal with seasons that look nothing like what they were in years past. It has been exhausting without a doubt and at some times really demoralizing. However, like with any challenge there is a great opportunity here to teach an important lesson; You have to make the most of what you are given.

This is the lesson that I have been trying to teach my boys on my middle school basketball team. When we returned from break we had multiple students out with covid and have had multiple games canceled for one reason or another. The first week of having practice after the break my athletes were very down, they were worried that they would not get to continue to play as the team they had helped to build. Practice the first couple of days felt like they were in a fog. I could not blame them because their season was/is in jeopardy and they have a talented team. During one of my practices I stopped our drills that we were being especially lethargic and asked them why they joined the team. Overall the answers were simple, “because it is fun” or “I love the sport”. To which I asked if they were actually enjoying what they were doing right then and there? No was the resounding answer. So we talked about what we needed to do to make basketball fun again. I promised to make the drills fun as long as they put in the effort and focus to make it worthwhile. By the end of practice we were doing much better and at the end of practice I talked to them about how I cannot promise that we will have another day of practice. That there are no guarantees that we will play another game for the rest of the season. I then promised to make each and every practice fun and told them like it would be the last one they will have. My kids are starting to learn how to make the best out of a bad situation and although we have more work to do they are doing a great job trying to apply this life lesson.

A good coach can teach kids about their respective sport and make their team better at it, a great coach can use their sport to teach long lasting life lessons that their athletes will use for the rest of their lives. I will not pretend to be a great coach or even a good coach yet but I strive to get there one day. The moral of this story is that our currently stressful and demoralizing situation we are in provided an opportunity to teach an impactful lesson. It left me feeling like I accomplished something as a coach and made me feel better about the season as a whole. If we don't get to play another day I can rest my hat on the fact that everyday my athletes are getting everything they can out of practice. I hope this story is helpful and is a reminder that you can have a massive impact on your students or athletes if you keep a positive mindset.

“Post Office Activity”

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

Post Office is one of my favorite activities to do in P.E. with grades 3rd through 5th. For this activity you will need cones, pool noodles, buckets, and something to represent the mail (bucket of balls). This activity incorporates the skills of throwing, catching, and different locomotor movements. Students also use communication skills to develop strategies between rounds.

To play this activity with your class you will have to set up three zones in the gym. A house zone, delivery zone, and post office zone; in that order. The house zone represents where the class needs to deliver the mail. The delivery zone is the area that the mail will travel either air, or land. The post office zone is where the mail will start. All three zones are separated with a line of cones making the delivery zone the largest in the middle. In the house zone buckets are placed as the houses. In the post office zone there will be one bucket starting with all of the mail (bucket of balls).

The goal of the activity is to successfully deliver all of the mail from the post office to the houses. One way to do this is to carry the mail one at a time from the post office to the houses, this is called “land mail.” Another way to deliver the mail is by “air mail,” which is when the students throw the mail from the post office to another student waiting next to the houses who can successfully catch the mail. If they catch the mail they can deliver it to the houses, if not the mail has been damaged and needs to return to the post office to be fixed. When all the mail has been delivered the round is over.

When teaching this game, I start with everyone being a delivery person to see how fast they can deliver the mail. After one round of that the students need a challenge. The next round I will ask two or three students to be taggers. These taggers will each have a pool noodle and start in the delivery zone. The taggers have to stay in their zone and attempt to stop the mail from being delivered by either tagging students who are traveling mail on land or swipe the mail that is traveling through the air with the pool noodles. If a student is tagged as they are carrying the mail, they have to return to the post office and try again. The post office and house zones are safe zones for the delivery people. This makes the game more fun, challenging, and longer. I will have a time limit for these rounds which gives the taggers a chance to stop the mail from being delivered within the time limit and win the game. If the delivery people deliver all the mail before the time limit, they win.

As I said, this is one of my favorite games to play in P.E. that engages all students and gets them moving. Between rounds I always ask the students to share and communicate different strategies with each other to become more successful in this activity. I have also used this activity to warm up for our flag football unit by using footballs as the “mail,” which gives students plenty of opportunity to throw, catch, and run a football. You can modify this activity to fit the needs of your students. I hope you enjoy teaching and playing this activity.

Lauren Manteau – Past VP PE – lasso8@gmail.com

Trying to get organized? Don't know where to start?

Every teacher has their strengths, some of us fail in that organization part. I know for sure I struggle with it. I wanted to share some of my favorite tools to help you get organized in a year that has many feelings & we are only a few weeks in!

Before I share my favorite apps and paper products, I wanted to share before tasks. Start with a brain dump. This means you take a piece of paper and a pen and everything you are thinking of doing or need to do, write it down. Then spread those items out into categories; must do now, priority, low priority, save for later. This will help you as you get your planner, notebook, whatever you choose to use set up.

My top favorite digital organization products:

Evernote

Evernote is great as a digital notebook.

You can also save web clips saved, images, documents, record and save audio files.

Depending on how many devices or more settings you may want a subscription is required.

GoodNotes

I use Goodnotes on my iPad. I have a digital school planner, that I downloaded from ESTY

This app is great for creating notebooks as well (no subscription needed)

iCal or Google Cal – Helpful for all school and Regular life events to keep track, the ability to share events with others, is always my favorite feature.

My top favorite paper products: Notebooks, Happy Planner or any Paper Planner, Weekly Note Pad, Sticky notes

You probably can assume why I love these products nothing beats a paper and pen. Sometimes it can be easier. I often find myself with a sticky note between classes so I don't forget to add something to my planner earlier.

These backups are for when my devices are running low on battery, or the school WIFI is out (again).

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



Online Courses to Build Your PE Teaching Toolkit

Over 100 online self-paced courses and webinars for PE Teachers.

Come join the PE Central online school so you can continue to develop as a great physical education teacher.

Featured Courses:

<p><u>Interactive Games: Integrating Technology in PE</u></p> <p>(5 PD hours, \$59)</p>	<p><u>Creating the “Perfect” Physical Education Lesson Plan</u></p> <p>(6 PD hours, \$59)</p>	<p><u>Integrating Literacy into Physical Education</u></p> <p>(15 PD Hours, 1.5 CEU\$, \$119)</p>
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NHAHPERD Members receive 10% off Online PD Courses

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

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

5% of sale goes to supporting NHAHPERD

PE Central Online School

<http://pecentral.teachable.com>

Website Watch

Fun At Bat: <https://www.usabdevelops.com/funatbat>
Fun At Bat is an entry-level bat and ball program for kids with an emphasis on character development, functional movement, active play, and fun. The initiative stems from meticulous research on introductory youth sport programs and is supported by Major League Baseball, USA Baseball and industry professionals. The Fun At Bat program is FREE for schools and school districts to adopt. The program includes curriculum materials and equipment for your school. The application process is simple and FREE.

Sarah Yandow - VP Health. syandow@windamsd.org

I wanted to wish you all a Happy New Year and hope that you had a safe and restful holiday. I am a PE teacher in the Windham School district teaching 6-8th graders, and I am very happy to be back on the NHAHPERD board for a second term.

I returned from vacation with the goal of helping my middle school PE students think about their health and goal set for 2022. We did a quick evaluation of where they got to in 2021 and reflected on questions like how active students were weekly, if they participated in individual v. team sports, if they practiced a new skill, etc. We jumped into what we wanted to accomplish in 2022 (in regards to our activity and health), brainstormed some ideas of new skills/sports we'd be willing to try, and identified what influenced us to be active and what barriers we had to overcome to be active and healthy.

Along with reflecting and goal setting, we spent some time talking about stress and how it affects the body. Our school staff had the opportunity to do professional development last year with a presentation from Lynn Lyons (you might have heard of her podcast, FlusterClux), and I loved that she went over "naming" a stressor and recognizing what physically happens to your body when that stressor appears. After reading and discussing an article from TeensHealth.org about stress, my students identified their own stressors and listed ways that their bodies react to them. We spent the remainder of class participating in sampling some stress-reducing activities; puzzles, free-draw, yoga, and a HIIT workout. To my surprise, my students LOVED doing jigsaw puzzles together (I had purchased a couple random 100 piece puzzles from Goodwill, and 4-5 students could work together and complete it in 10-15 minutes), and enjoyed yoga more when they were learning specific poses, rather than following along with a "yoga flow" video

I loved starting off the year incorporating health and PE topics together and hoped that some part of the lessons stuck with them to help with another stressful New Year. It is always a good reminder to health & PE teachers too; put your money where your mouth is and make sure to try to practice your own ways of healthy stress-reducing activities. Take care and enjoy the snow!

Recipe Corner

Turkey Rolls Cordon Blue

Adapted from: Weight Watchers Make it In Minutes

Ingredients: *

4 - ¼ pound (raw) turkey cutlets (you can also use thin sliced chicken breast)

4 - 1 ounce slices ham

2-4 - 1 ounce slices Swiss Cheese

3 Tablespoons plain bread crumbs

1 Tablespoon Mayonnaise

¼ cup dry white wine

¼ cup chicken broth

1 tsp butter

* It is okay to substitute these ingredients with low salt or low/reduced-fat versions

Directions:

Top each cutlet with a slice of ham and then ½ -1 slice of cheese (according to your taste). Roll up jelly-roll fashion and secure with toothpicks.

Spread the bread crumbs on a plate. Brush the turkey rolls with the mayonnaise; dip in the crumbs, pressing down to coat.

Spray a large nonstick skillet with cooking spray and set over medium-high heat. Add the turkey rolls and sauté until browned all over, about 5 minutes. Add the wine, broth, and butter; bring to a boil. Cover, reduce the heat, and simmer until the turkey is cooked through and the sauce thickens, about 5 minutes longer.

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

Air Fryer Zucchini Parmesan Chips

A great healthier alternative for when you're craving a crispy snack.

1. Set your air fryer to 400 degrees
2. Thinly slice the zucchini
3. Season zucchini with salt and pepper
4. Air fry the zucchini for 20 minutes
5. Top the zucchini with freshly grated parmesan and air fry for another 5 minutes
6. Optional- serve with a side of marinara sauce to dip into

Chocolate Peanut Butter Banana Protein Shake

Place all solid ingredients into a blender then pour over the milk of your choice to your desired quantity and blend for an easy breakfast or after workout meal.

Ingredients- 1 Banana

1 Scoop Chocolate Whey Protein Powder

1 Tablespoon Peanut Butter

Handful of spinach – shouldn't be enough to taste but will add vitamins and minerals

Milk of your choice (Dairy, Oat, Almond, etc..)

Ice

Teaching Advocacy Skills in Health—Nichole Treadway- VP Elect Health- ntreadway@londonderry.org

With all that is going on in our world today the mental health of our students is more important than ever. Between the pandemic, social media trends, increased violence in schools and everyday high school stress, we are seeing more and more students suffering from mental illness or having poor overall mental health. This is something that we need to address and have the opportunity to have an impact on as educators, but it's more than just sharing facts and shedding light on the topic. We need to teach our students how to advocate for themselves and ask for help when they need it as well as how to advocate for others around them who might be struggling. Advocacy is one of the seven health skills addressed in a skills based health curriculum. Advocacy can be defined as many things, but I think a great way to define it for our students is finding their voice and/or standing up for something you believe in. The ability to advocate for personal, family and community health represents an essential skill for a health literate individual. Advocacy should be an integral part of the health education process. Teaching our students how to advocate empowers them as individuals to enhance their own well-being but also gives them the tools to enhance the well being of others around them. Advocacy is a skill that they can use in various aspects of their lives and is essential to promoting their own positive mental health and the mental health of those around them.

So, how do we teach our students to advocate? Being an effective advocate requires skills that you can teach your students and allow various opportunities for them to practice. The skills can work as steps in the advocacy process or can be used as individual skills that students can utilize in different situations in their lives. Health advocacy skills include; 1. Acquiring education/knowledge; 2. Using peer and societal norms to formulate health enhancing messages; 3. Demonstrating how to influence and support others to make healthy choices; 4. Working cooperatively with stakeholders; 5. Adapting health messages and communication techniques to a specific target audience

In my classroom one of the first things we do is define advocacy. We do this through a variety of pre-unit discussion questions and brainstorms. We then breakdown the steps to advocacy and practice those steps with formative activities through a variety of health related scenarios. Once the students have a good grasp on the skills needed to advocate we then use several topics in mental health as the vehicle to continue understanding and practicing the skills. Some of the ways students demonstrate their understanding include; 1. Advocating for their community by creating ideas for stress management campaigns in our school; 2. Advocating for peers by not only learning how to recognize signs that someone is not ok, but also how to advocate by asking the question are you ok and getting help for others when needed. 3. Advocating for themselves by creating their own scenarios in connection to their mental health and their needs. 4. Advocating for the larger community by creating public service announcements for a specific mental illness.

In closing, be sure to teach students how to advocate and allow for many opportunities for students to practice the necessary skills. The important thing is to continue to utilize advocacy skills throughout your health curriculum while showing students ways to connect and use these skills in their everyday lives. Start small, have them practice advocating for something simple like how to ask a teacher for help or how to talk to their parents about something they want to do. Then move to bigger topics with stronger connections to health topics. There are so many opportunities for us to advocate for ourselves & others in our lives. Teaching our students how to do this effectively could have a huge impact in so many ways. For more info on my health advocacy curriculum please feel free to reach out using the email address above.

Shauna Preble – Past VP Dance; spreble@sau25.net

I don't know about you, but the past five years have been tricky when needing to be out, or make any kind of sub plan that will work. Now especially, we just don't have people in the building to cover a lesson. I used to write out these detailed lessons when I would be out, making sure to include the objectives and rules and expectations for a class that would keep the kids on track as far as what we were working on at the time. Since last year, things have changed. Last year I was pulled to teach in classrooms, sometimes a week at a time, and sub plans were made to be work students could do on their devices with limited movement options in the classroom. This year, the gym has become an option, which does allow us to have a bit more movement freedom, which is excellent!

This year what I created was a "substitute wall" where I added 1-page descriptions and rules for instant activity or large group games that the kids like to play. This is a great visual for teachers who are just walking into the gym for their one block, and while I do include a folder with all classroom expectations on my PE cart, the games are presented right there for everyone to see. I have a section for tag games, which last less time, and then other games for older grades that will work to incorporate more sport skills, and overall just fun games that the kids know how to play and enjoy playing. The equipment is typically minimal, but also attempted to be stored in a designated area to keep things simple. The teacher has the kids choose a game to start with and get the equipment to set it up, they play, and then possibly they have time to choose a second game to play before class is over.

What are some games that you have that are easy to set up, limited equipment, go to games that the kids love to play? I love to pick up new games each year at the conferences that are quick, easy, and active and bring them back to my classes and add more and more games to their playbooks. It is something to think about if you have special games or activities that you usually would use for a sub-plan that are highly successful, NHAHPERD would love to hear about them in a presentation or on our social media pages!

Intentionally Teaching Sportsmanship to Your Elementary Students

By Karyn Misenheimer—kmisenheimer@sau81.org

Good sportsmanship is an important aspect of both sport and physical education and social responsibility in everyday life. Over my tenure teaching physical education, I have had years where my students really struggle on this front. This year is one of those years. A year where teaching sportsmanship cannot just be incorporated into those situations that happen in class, but where sportsmanship needs to be intentionally taught with lessons specific to what being a good sport looks like, sounds like, and feels like. Below is a run through of my sportsmanship lessons and my plans for future lessons in this unit.

Lesson 1—I began my unit by having a class discussion about what my students thought sportsmanship means. With my students in grades 2-4 we brainstormed what they thought sportsmanship meant, noted their ideas and then watched this video: Kids Tell How to Be a Good Sport (<https://www.youtube.com/watch?v=3gnjR11KJpk>). I chose this video because the age of the students in the video was similar to those I was trying to reach and the video has examples of sportsmanship both with a physical activity and non-physical activity perspective. I asked students to watch the video and think about anything we may have missed in our brainstorming. After the video, we discussed anything we may have missed or anything else the students thought of. We talked about the questions posed in the video. Students really liked this video. I even had a third grade class say “Wow, they did a really great job!” (In grade 5 we did not watch the video, we just had a more in-depth discussion and continued with the lesson in a similar manner to the younger grades). After the video we participated in some games (I used cone flipping as my vehicle) where students were put in situations where they would have opportunities to both win and lose, in various formats (individual practice, 1 v.1, small group (2 v. 2)). After each version of the activity we discussed how much pressure they felt, how competitive they felt, and how they decided who would go first, second, etc. We also discussed how they were good sports (complimenting and encouraging others, taking turns, letting one partner finish before starting the next partner’s turn, showing etiquette when both winning and losing.) The discussions after each activity all began the same, but were very organic in nature once we got going. At the end of class we played a whole class throwing game with two teams. After this game we discussed the acts of sportsmanship we saw and talked about how team’s show sportsmanship before and after a game. With my grade 5 students we did not play the throwing game, but we did a partner cone flipping relay. I let the game run until almost all groups had finished. This led to different discussion points like: what to do when you finish first and others are not done, how to be a good sport when you know you have lost, as well as some of the concepts discussed at the younger grades.

Lesson 2—I created an anchor chart to hang in the gym which included the following information that we discussed in our first lesson. I started class by reviewing the sportsmanship ideals that we discussed in the previous class. Including:

- Proud when you win but you don’t brag
- Disappointed or frustrated when you lose, but you don’t blame others or complain.
- Follow the rules of the game
- Encourage your own teammates and the other team
- Try your best
- Help people if they fall or get hurt

After reviewing the anchor chart I introduced this video: Captain Positive 3: Sportsmanship

<https://www.youtube.com/watch?v=oFUySEhKtWs&t=125s>—This video does a nice job describing and showing students how both good and poor sports act. After watching the video I asked students if they saw anything that looked familiar to them. We had a brief discussion about what they saw and then I told them that today’s goal is to complete our activity and look for some of the GOOD SPORTSMANSHIP characters and avoid being the poor sportsmanship characters. I told them that at the end of our activity time I was going to ask them to discuss how they were or how they saw something that demonstrated some of the good sport character traits of being an encourager, helper, fun player, or gracious winner. We participated in some small group station games (but a large class game would work here as well) and at the end of class each student shared how they saw or acted like one of those good sport characters.

Lesson 3 and Beyond—Lesson three is a review of what we have discussed about sportsmanship in our first two lessons. We made a chart of the board which lists what good sportsmanship looks like, sounds like, and feels like. Students were able to pull from their previous experiences and from what we saw in the videos. After creating our chart, we move into a game. During the game, I stopped students when I saw an act of sportsmanship (for example: Jonny falls down and Freddie offers a hand to help him up) and point out what I saw. I had everyone clap for the positive act and then the game continued on. At first I thought students would be irritated that I stopped game play, but what I have realized is that these stops in play are much like when a coach stops students during a scrimmage to review something that he/she noticed was a “teachable moment.” Students don’t mind & seem to enjoy congratulating one another on being good sports. In the past I have continued to work on the good sportsmanship characters over several lessons, & have seen a noticeable improvement in their overall sportsmanship. However this year, I plan for my 3-5 students to begin a discussion about rules & the importance of having rules (both in games & in the bigger community). I plan to connect this discussion to the upcoming Olympic Games & with my older students branch out to include rules in the school & society.

SPEAK Out! Day February 15-16, 2022 - For more than a decade, SHAPE America has worked to build relationships on Capitol Hill and establish a strong voice for our profession, which has led to more federal support and funding for health and physical education programs. Why were we able to achieve these successes? Because our voices are stronger together. Please join us for SPEAK Out! Day on February 15-16, 2022, to help educate legislators about the importance of effective health and physical education. We need your help!

It's Time to Prioritize Health & Physical Education

Students' well-being depends on it.



The COVID-19 pandemic has illuminated the need for schools to consider students' physical, mental, and social-emotional health above all else. And, an important part of the solution must be health and physical education.

Health & PE is where students learn:

- Critical **social-emotional skills** to help manage emotions and handle daily tasks and challenges;
- Important **character values** such as resilience, fairness, respect, equality, and inclusion;
- Fundamental **motor skills** needed to participate in physical activity, which is vital at all ages and stages of life.

"It is also critical to maintain a balanced curriculum with continued physical education ... rather than an exclusive emphasis on core subject areas."

American Academy of Pediatrics (2020).
COVID-19 Planning Considerations: Guidance
for School Re-entry.



STUDENTS NEED SUPPORT

For years, rates of anxiety and depression among children and adolescents have been rising rapidly — and COVID-19 has made this mental health crisis worse.

In addition, many students have experienced a level of trauma during the pandemic that can be categorized as an adverse childhood experience (ACE), which — without intervention — can result in chronic disease and lifelong mental health issues.

Students need trusted adults to help them deal with these challenges, and health and physical educators can play an important role. They teach students age-appropriate skills to develop the mind-body connection, which can improve mental health and overall wellness.

STUDENTS NEED SOCIAL-EMOTIONAL SKILLS

Health and physical educators are on the front lines of the social and emotional learning (SEL) movement — teaching students the skills and behaviors that will help them succeed in all areas of life. This includes managing emotions, setting goals, and building positive relationships.

These skills are embedded within the SEL framework — and in the National Standards that health and physical education teachers use daily.

STUDENTS NEED PHYSICAL ACTIVITY

Physical activity has many benefits for students, such as decreasing stress, preventing chronic disease, and increasing academic performance.

Physical education is an academic, skills-based class taught by a certified teacher — with lessons based on SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education.

Students need both physical education *and* physical activity to learn and apply skills. The connection between the teacher and student is critical.



shapeamerica.org/advocacy

#SHAPEadvocacy



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

Did you know that GotSneakers is a great way to give back to the fitness and athletic communities that we all love? By collecting sneakers and sending them to GotSneakers in the big white bag, you are giving kids a chance to succeed in Physical Education and sports throughout the country! I personally did one “Sneaker / Cleat Drive this past fall and I was given over 100 pairs of sneakers to donate in only 2 days!

Here’s how I did it...

- Gave the school community about 1-2 weeks' notice of when the drive was going to take place. (I picked a Thursday and Friday)
- Made a basic flyer for our principal to send out virtually to families and teachers.
- Typed out reminder emails for our principal to send to families each night the week of the drive.
- Told teachers to send kids down with sneakers or cleats whenever it was convenient for them.
- Accepted shoes the Monday after the drive as well so I got lots of late pairs that trickled in.
- Once you have all the athletic sneakers and cleats, start double checking that the shoes match and pack them in the Got Sneakers bags right away to be FedExed out.—Free shipping!
- DONE, and a portion of money gets donated to NHAHPERD on your behalf!

I plan on doing this again in the spring as a “Spring Cleaning Sneaker / Cleat Drive” as well and I’m sure my students have grown lots over the course of the year so it will be just as successful the next time around!

If you need GotSneakers bags contact: Dianne Rappa @ drappa@roadrunner.com



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



As I sit down to write this article it is with great pleasure that I am once again congratulating all the TOY and OFP award winners for 2021. We had a beautiful banquet during the NHAHPERD conference to celebrate all of their outstanding accomplishments.

Attention NHAHPERD members! Do you know of a colleague who is deserving of recognition for all they have done for their students, school, community, and colleagues? Please consider nominating them for a NHAHPERD Award for 2022. A listing and description of awards can be found on the NHAHPERD website, www.nhahperd.org. You can send your nominations to me: amclane@sau73.org. We have amazing individuals doing wonderful work in our beautiful state of New Hampshire who need to be recognized. Don't wait...Nominate!!!

American Red Cross Reimagines First Aid/CPR/AED Programs



The American Red Cross released the next generation of its market-leading First Aid/CPR/AED program. This innovative program combines advanced educational techniques with the latest science to meet regulatory and workplace requirements and make the experience more engaging for course participants.

“Our new program revolutionizes the learning experience with game-changing educational techniques and personalized, tailored training so students can learn critical lifesaving skills in less time,” said Dom Tolli, senior vice president of Product Management and Platform Development for the American Red Cross. “These flexible First Aid/CPR/AED programs are designed for 21st-century learning and take into consideration where, when and how students prefer to train.”

The new program, incorporating active learning techniques, immerses students in an interactive & hands-on environment to ensure they leave with a mastery of lifesaving skills. Active learning, which is unique to the Red Cross, allows each student to take turns simulating the role of an active life saver, a coach and an observer which reinforces easy-to-remember lifesaving actions. In addition, the blended learning and online courses in the program utilize adaptive learning which enables students to take a pre-assessment test that personalizes the curriculum based on their knowledge and level of skill. The courses also include all-new realistic live-action videos that show real-life scenarios and 20 percent more hands-on skill practice to help improve skill mastery and retention. Students can further customize their training based on need or desire by taking advantage of additional Skill Boosts which will extend their lifesaving skills. Examples of Skill Boosts include, among others, response to life-threatening bleeding and tourniquet application, and opioid overdoses and naloxone administration. Being confident in responding to a potentially fatal injury is important in any profession or industry, with more than 15 deaths on the job every day. Nearly 2.5 million people enroll in Red Cross First Aid/CPR/AED courses each year.

For additional details about Red Cross First Aid/CPR/AED programs contact Alan Goulet at alan.goulet@redcross.org or 603-438-0715. Save 10% at the Red Cross Store with my coupon code, **MEHY010622**.

Proceeds from Red Cross training supports the life-saving mission of the Red Cross –including disaster relief, blood collection, and services to the Armed Forces.

Subject: Requiring Emergency Action Plans for Sports Related Injuries Legal Reference—SB 148 □ RSA 200:40-c

This Technical Advisory continues the New Hampshire Department of Education's communication regarding new legislation, which was passed during the 2020-2021 legislative session. SB 148 creates a new section, which pertains to the creation and publication of emergency plans for sports related injuries at schools. This law is applicable to school districts and non-public schools. This bill was passed into law on August 10, 2021 and will become effective on September 1, 2022. During the 2020-2021 legislative session, SB 148, which was an omnibus bill, was passed into law. Part three (3) of SB 148 created a new section, within Chapter 200, which pertains to health and sanitation, RSA 200:40-c, which requires the establishment of an emergency action plan for sports related injuries at all school districts and non-public schools, which include any of the grades 4 through 12. The plans, which are required by this new statute, are to be implemented by the start of the first full school year after the effective date of this section. As the effective date of this law is September 1, 2022, the implementation date would be the start of the 2023-2024 academic year. Specifically, the new law requires each school district or each nonpublic school's governing body to create an emergency action plan for responding to serious or potentially life-threatening, sports-related injuries. The emergency plan must be posted within each school, provided to, and coordinated with emergency medical services (EMS), the local fire department, and local law enforcement. If a school district has a School Resource Officer (SRO), it is suggested that the district work with that individual to fulfill the above-mentioned requirement that the plan be coordinated with the local first-responders. Each plan must include the following items: □ Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports of other athletic activity; □ List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation; □ Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan; □ Identify the activity location, address, or venue for the purpose of directing emergency personnel; □ Identify the equipment and supplies and location thereof needed to respond to the emergency; Subject: Requiring Emergency Action Plans for Sports Related Injuries Legal Reference—SB 148 □ RSA 200:40-c TECHNICAL ADVISORY 2 □ Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and □ Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association. The emergency action plan for sports related injuries is to be added to each respective school's emergency response plan. In addition to the items listed above, school districts are further required to adopt procedures for the following issues: □ Obtaining student-participant medical information relative to any injury or illness related to or involving any head, face, or cervical spine, cardiac injury or diagnosis, exertional heat stroke, sickle cell trait, asthma, allergies, or diabetes for each student athlete prior to participation; and □ For when students can return to play after a sports or illness-related injury. Furthermore, school districts are required to adopt policies, which pertains to hydration, heat acclimatization and wet bulb globe temperature guidelines as established by the American College of Sports Medicine and the National Athletic Trainers' Association. These required policies and procedures must be kept on file by each respective district, are to be reviewed annually and updated as necessary, and made available to the Department of Education and the public upon request. Finally, the access, filing, and confidentiality of student-participant medical information must be done in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). The complete language of SB 148 can be accessed in its entirety here: http://gencourt.state.nh.us/bill_status/billText.aspx?sy=2021&id=947&txtFormat=pdf&v=current For questions related to this Technical Advisory, please contact: Diana E. Fenton Chief, Governance Unit Tel. 603-271-3189 Email: diana.fenton@doe.nh.gov

YOU and ESSER III

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> & search for CARES ESSER on the site. This grant period lasts until 9/30/22

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

ESSER III—The ARPA allocates \$122,774,800,000 for ESSER III. The NH Department of Education (DoE) has been allocated \$350 million for New Hampshire. This money will be available for use by local education agencies (LEAs) including charter schools through September 30, 2024. There are no supplement nor supplant or equitable participation requirements. Ninety percent of the funds are again required to be allocated using the Title I formula, a poverty population formula under the Elementary and Secondary Education Act (ESEA). This means if you received funds under ESSER II, the DoE is estimating you will receive twice that amount under ESSER III. LEAs receiving funds under this program are required to set-aside 20 percent of the funds to address learning loss & are not allowed to reduce per-pupil funding for any high poverty school in fiscal year 2022 or 2023. Additionally, all LEAs receiving funds are required to develop & make publicly available on the LEA's website, not later than 30 days after receiving the allocation of funds, a plan for the safe return to in-person instruction & continuity of services. This plan must have been open to & received public comment in its development. If a plan exists that already meets this requirement, a new plan is not required.

What's important here: YOU need to know there is an unprecedented amount of funding from US ED through ESSER I, II & III 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. Advocate for your needs with your administrators. Possibilities include: instructional supplies & materials needed for teaching during COVID 19 (e.g. can't share supplies & need to purchase duplicates of what you have or new, innovative supplies and materials), PPE, hardware, software, filtration systems & 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.

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

Please return this form ASAP via mail or email (with 2022 Presenter Form in subject line)
to: Melody Gray, Program Coordinator, graymelody2@gmail.com
244 Wibird St., Portsmouth, NH 03801

Name: _____

NHAHPERD Member? Yes No
Preferred Address: Home Work

Home Address: _____

Phone: _____ 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 (11/17/22) Friday (11/18/22)

Preferred Time: Morning Afternoon

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

DEFINITELY **cannot** present: _____

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

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

*Please be advised that we have a digital presenter handout booklet with a 11/1 deadline submission

Any questions??? Please contact Melody Gray, 603-254-5259; graymelody2@gmail.com or

Dianne L. Rappa, E.D./Conference Coordinator 603-747-3508; 603-481-1852; drappa@roadrunner.com

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



Save the Date!!!!!!

UNH Health & Physical Education Department of Kinesiology

7th Adapted Physical Education Conference

Friday March 25, 2022—Time: 9:00 am-2:00 pm

Dr. Karen Collins-University of New Hampshire-Coaching Education and Equity

Dr. Scott McNamara-University of New Hampshire-Navigating the IEP Process

Dr. Michelle Grenier- University of New Hampshire Emerita –Universal Design for Learning

**For more information please contact: Scott.McNamara@unh.edu
Registration link coming soon!**