

NHAHPERD NEWS

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

WINTER EDITION

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President's Message: Jarrod Brooks

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Happy New Year NHAHPERD! I hope you all took advantage of our much needed break and have returned to school rested and rejuvenated. This fall, our conference theme is "Be Extraordinary in 2023". As we start this year and move into the next portion of the school year, I want to ask you how you plan on being extraordinary. How are you going to stand out from your peers? How are you going to make a lasting impression on your students? How are you going to be the teacher they remember? How are you going to be the teacher that made an impact? How are you going to be extraordinary?

Being extraordinary is not an easy task, to ask of anyone. But it is a task I feel that we as health, physical education, and dance educators need to try and reach! Our subjects are extraordinary to begin with and we need to keep it that way! Each of us has a unique circumstance in our schools when it comes to teaching. Some of us see our students every day of the week, while others only see them once a week. Some of us have them all year long, while others only have them for a quarter or trimester. No matter what our circumstance is, we have one thing in common and that is we are on stage performing when we are in front of our students. Everytime a class walks into our rooms, the spotlight is on us and we are there to perform. We need to grasp our crowd and connect with them. We need to make our classes invigorating, energetic, fun, captivating, all while being educational! This is not an easy task and takes someone that is extraordinary in what they do!

As we return to school and start 2023 off, what can we do differently to make sure we are doing the best job that we can? As I said before, we are performing every time we are up in front of our students. When the best actors and actresses are asked what they do to get ready to perform, the number one answer they give is "study for the role". They study other actors/actresses, the life and habits of the person they are

playing, traits that were common during the time the movie is set, etc.. This is their professional development as an actor/actress. They use their resources to train and practice to be the best performer they can be. This is the same for us as teachers. We need to train and study to be prepared and the best performers we can be.

While we prepare for the remainder of this school year, spend time training and studying. Use your resources to get a full understanding of how and what you are teaching. Learn from your colleagues, find out what is making them extraordinary in the classroom. Study your own habits and teaching strategies, and make changes to improve upon your technique. Don't be afraid to share with others what makes you extraordinary in the classroom either, we are always looking for presenters!

I hope you have a fantastic start to your New Year and are able to be Extraordinary in 2023!

NHAHPERD 2022 Post Virtual Conference

Missed the two day in person Fall Conference!
No problem!

Up to 15 hours of live and prerecorded sessions for your Professional Development portfolio.

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

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

A link to the sessions will be sent 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.

“Revitalizing YOU in 2022!”

We want to sincerely thank all of you who attended and presented at the conference this year. 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 Rappa our executive director for her dedication and tireless efforts in organizing the event.

Pam Garramone our keynote speaker revitalized us with her inspirational words and shared life experiences.

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, the Outstanding Future Professionals, our Acknowledgement Award recipient Marcia McCaffrey and Melody Gray, our Lilyan B. Wright Service Award recipient, in person and virtually.

New exhibitors and sponsors joined us this year from: QuaverEd, Palos Sports, Pure Edge, Boston vs. Bullies, along with welcoming back Omnikin/Kin-Ball, World Class Frisbee, The Great Body Shop, GOPHER, AHA, PSU & VT State University. See you all next year November 16—17, 2023—”Be Extraordinary in 2023!”

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

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 2023. 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!!!



**Mark your calendar! 2023 SHAPE AMERICA NATIONAL CONVENTION AND EXPO
March 28—April 1, 2023**

View the convention registration rates, -Early bird through 2/25/23

<https://convention.shapeamerica.org/convention/registration.aspx>; #SHAPEseattle early bird

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

https://convention.shapeamerica.org/uploads/2023/convention/2023_Schedule-at-a-Glance.pdf

Make Your Case to Attend SHAPE America's 2023 National Convention & Expo

https://convention.shapeamerica.org/Convention/justification_toolkit.aspx: #SHAPEseattle

2022 Awards Ceremony – Recognizing Outstanding Professionals

Submitted by Amber McLane, Awards Chair

At the November 2022 Conference, NHAHPERD was pleased to recognize several outstanding professionals. Follows are excerpts from the presentation remarks delivered by President Jarrod Brooks during the in person Ceremony.

Laura Short—Teacher of the Year Elementary School Physical Education—Laura is the Physical Education and Health teacher at Mount Pleasant Elementary School. Laura did her undergraduate and Master of Education studies at the University of New Hampshire. She has also received a Master of Science in Sports Management, and a Graduate certificate for Athletic Administration from SNHU. Laura has been a member of NHAHPERD for ten years, and currently fills the role of Public Relations and Advocacy on the NHAHPERD Board. The role includes organizing pertinent information and sharing that with our NHAHPERD members via social media. Laura is also a board member of the New Hampshire Governor's Council on Physical Activity and Health where knowledge and opportunities help residents of the state of New Hampshire get physically active. When it comes to teaching methodologies, Laura challenges herself each year to implement different teaching strategies with appropriate grade level instructional practices. Laura is fortunate to have two teaching coaches in the Nashua School District. Laura provides these coaches with ideas and lesson outlines. Then together they collaborate the best approach, and outcome which ultimately connects back to the national PE standards. Laura is passionate about her students' entire learning experience providing them a safe and positive atmosphere. Laura has the ability to meet the needs of all her students. She creates and implements innovative authentic lessons for diverse learners. Laura incorporates different cultural activities and acknowledges religious observances. She also aligns her activities to a variety of professional athletic competitions that are happening in the United States. A few examples Laura is particularly proud of are organizing basketball during March Madness, hockey during the Stanley Cup, and a Mount Pleasant Derby the week leading up to the Kentucky Derby. Student Assessment is very important to Laura. At the end of each class students are given the opportunity to complete a self-assessment. This is an opportunity for Laura to communicate and build relationships with the students in her classroom. Laura is so excited to start a new assessment with her students. She was fortunate enough to receive pedometers for her school. She has organized an activity that will allow students to pick a place they would like to visit in the U.S or world. Students will figure out the mileage and then throughout the year students will track their progress with check-in points. This is a wonderful opportunity for Laura to teach goal setting within a PE setting. Richard Boardman, Principal at Mount Pleasant Elementary School states, "Laura is a remarkable individual with a rare combination of enthusiasm, dedication, intelligence and creativity that intertwined resulting in an outstanding colleague and fantastic teacher committed to creating a learning environment as exciting as the students she works with. Laura is extremely organized and prepared and understands individuals' learning styles.

Alida Carter - Teacher of the Year Middle School Physical Education— Alida started her career at Newmarket Jr/Sr High where she was the Physical Education teacher for four years. Currently she has been the Physical Education teacher for Oyster River Middle School for the past fourteen years. Alida received her Bachelor of Science for Physical Education at Springfield College. She then received her Masters in Teacher Leadership, & an Ed.S in Education Administration & Supervisor from the UNH. Alida has been a member of NHAHPERD for twenty-one years. Alida is an advocate for the Physical Education profession by developing relationships with the community members. She works closely with the PE UNH program mentoring a number of practicum students & student teachers. Alida has taken on several leadership roles in her school and works closely with the administration. Some of these roles include, writing a research paper on competency-based grading, presenting it to the school board, mentoring new teachers in the district; and she joined the Task Force committee to create remote and hybrid schedules during Covid instruction time. Alida is well aware that her PE program is comprehensive and diverse. Her curriculum consists of four main competencies; motor skills and movement patterns, strategies and tactical awareness, physical activity and fitness concepts, and personal and social behavior. The ultimate goal is for Alida's students to recognize the value of physical activity for health, enjoyment, challenge, self-expression and social interaction. Alida uses the Universal By Design principle when creating her lessons, and differentiates lessons through extensions and challenges, but also with equipment. Alida is a true believer in student voice and choice. She uses surveys integrating technology into her daily routine through google platforms. Alida is also very proud of the adaptive PE program she has implemented at her school. This program has grown over the last five years to include buddies for each of her special needs students. Alida also offers amazing experiences with competency -based learning. She works collaboratively with the local police & fire departments along with local bike shops to offer an annual bike safety day for 5th graders. Another one of Alida's favorite events is a school-wide road race called, "The Bagel Challenge." Local businesses help sponsor students through their training. There is an official race clock, & costumes are encouraged. This is an incredible event for the entire community. Bill Sullivan, Principal of Oyster River Middle School states, "Alida is an exceptional teacher and person. Work ethic, student centered, & a leader quickly come to mind when I think of Alida. There are two characteristics that set Alida apart from other teachers, integrity & leadership. Alida is very thoughtful with lesson planning. She has a great sense of humor for adolescents; & the students thrive in her classroom.

Mike Bicchieri—Teacher of the Year High School Physical Education—Michael started his career teaching grades one through five at Matthew Thornton Elementary school in 2003 for four years. In 2007, Michael became the Physical Education and Health Teacher at Londonderry High School. Michael did his undergraduate studies at Plymouth State University and received his Masters at SNHU for Curriculum Instruction/Educational Leadership. Michael has been a member of NHAHPERD for twenty years, and has been a co-presenter at the NHAHPERD conference several times sharing his expertise in the area of Digital Portfolio, Curriculum Design and Skills-Based Health and Wellness for High School. Michael has many roles at Londonderry High School. He is the Competency Coach for PE/Health and Tech Dept. His role includes assisting teachers with the process of creating, evaluating and reflecting on quality performance assessment, creating essential curriculum and developing effective rubrics to assess 21st century skills. Michael is a LEED member, which involves meeting with district officials to discuss various topics in regards to daily function of school as well as curriculum initiatives. Michael coaches football and lacrosse, and track and field. He is also passionate about the strength and conditioning programs that are run year-round. One of Michael's strengths is utilizing various teaching methodologies and appropriate instructional practices to meet the needs of his students. Michael feels strongly about Inquiry Based Learning because it allows his students to be more involved in their learning process. Michael facilitates while his students formulate questions, gather and organize information, interpret and analyze, communicate, draw conclusions, and reflect on the unit's tactics and strategies. Michael incorporates Universal Design for Learning Framework into his curriculum. The framework is defined by three components, "The Why, What, and How." The "Why" is how to keep each student engaged and motivated during class. Michael keeps his directions quick and informative. The "What" is how the information is delivered to students. Michael uses visuals throughout his classroom and technology to display information. Throughout the semester students are creating their own digital portfolios where they can see concepts and skills that were used in class. Lastly, the "How" is a method of assessing the students to see what they know and can do. Michael allows a variety of multiple mediums to demonstrate competency; for example, students can video motor skills, videoing themselves teaching the skill, taking pictures, recording just audio, or use a written response. This allows his students to express their knowledge through authentic summative assessments. Abbey Sloper, Assistant Principal of Londonderry High School states, "Michael has distinguished himself as a competent, hardworking, and dedicated staff member to our students, athletes, and their families. He is a dynamic valuable member of our staff and school community. As a Competency Coach he is effective and efficient. Mike's interactions with staff and students are respectful, confidential and caring."

Catherine Herrick— Health Teacher of the Year—Catherine is the Health Teacher at Ross A. Lurgio Middle School, which is part of the Bedford School District. She has been there for fourteen years. Catherine received a Bachelor of Science in Community Health Education from Western Connecticut State University, and a Master's in Art, in Counseling Psychology from Antioch University New England and a CAGS in Inclusion Education from The University of New England. Catherine has been a member of NHAHPERD for two years. A member of the NH Youth Suicide Prevention Assembly, Catherine is a certified Personal Trainer, Spinning instructor, Kickboxing, HITT Trainer and Nutritional Coach. She has also coached soccer at various levels receiving the Coach of The Year for JV Girls Soccer in 2013 and 2014. Catherine conducts a comprehensive and diverse health education program. Sensitive subjects within health curriculums are frequently in the media, which has led to vibrant classroom discussion. Catherine expresses how those conversations are crucial to help students develop their own healthy lifestyles. Catherine provides non-judgmental opportunities allowing each of her students to form their own beliefs, views and opinions, while providing accurate concepts and skills. Enhancing learning experiences through differentiated instruction allows students to grow and develop to their individual needs. Catherine creates a safe environment within her classroom so all students have a chance to hear and learn. Catherine utilizes a variety of assessments within her classroom. Her students are encouraged to show mastery in various ways. Some of these assessments include choice boards, personal goals, written assignments, and powerful classroom discussion. Catherine continually adjusts her teaching to allow the highest level of achievement, and adjusts her lessons to improve the objective and outcome. Catherine's lessons/units are aligned with the SHAPE national standards and focused on a skill-based approach. Community service has been a major part of Catherine's life. Her students, colleagues and the Bedford community members witness Catherine's dedication to a variety of organizations. Some of those organizations include, Steering Committee member, Advisor for the Coalition for Bedford Youth, and part of the wellness committee. She truly leads by example. Edward Joyce, Principal of Ross A. Lurgio Middle School, states "Catherine is an extremely talented educator, passionate community leader and person of the highest character. She has an impressive ability to bring her very important curriculum to students in a way that is meaningful and educationally effective. A combination of passion and perseverance are qualities that make Catherine a spectacular educator."



**2022 NHAHPERD Acknowledgement Award
Marcia McCaffrey**



During the Awards ceremony, Dianne L. Rappa, NHAHPERD Executive Director awarded Marcia McCaffrey the NHAHPERD Acknowledgement Award for her decades of service during her tenure at the NH Department of Education. Marcia first served as VP Dance on the NHAHPERD Executive Board and then as our NHDOE Rep to the NHAHPERD Board keeping Physical Education and Health as priorities for the Minimum Standards, collaborating with workshops, and trainings and teacher certification for the K-12 Physical Education Curriculum and Assessment documents, PEP Grant and UDL workshops, promoting the NHAHPERD conference and awards statewide. Keeping our members informed annually with ‘What’s Happening in NH’ session & newsletter submissions informing all members about state and federal grant fundings, most recently the ESSR. Marcia has also served on the NH Governor’s Council on Physical Activity and Health for several terms. Congratulations!

STUDENT CORNER

Congratulations to our 2022 OUTSTANDING FUTURE PROFESSIONALS

Trent Maher is a student at Keene State College. Member of the Keene State Baseball team. - In 2022 recognized as part of the High Academic and Athletic Achievement Chi Alpha Sigma, Theta Chapter. - Spring 2022 was awarded the Erin Dallas mLife Challenge Award by Keene State Athletic Department. - Vice-President of the Physical Education Club. As a teacher, I want to be remembered as...A physical activity role model for my students to look up to and always have their back. Additionally, be remembered as a teacher who is a great listener, high energy, organized and prepared. The teacher who is the first one there and the last one to leave the school.

Kate Murphy is a student at Keene State College. President of the Physical Education Club - In 2021, was inducted into the Human Performance & Movement Sciences Department's Phi Epsilon Kappa Honor Society. - Volunteers in several community events such as Children's DeMar Marathon and the YMCA's Fall Foliage 5k and 10k. As a teacher, I want to be remembered as...as the teacher who they can always feel comfortable seeking advice & support. A teacher who role models responsibility & is highly organized with high energy while creating developmentally & age-appropriate lessons.

David Holden is a student at Plymouth State University. President of the Health and Human Performance Club. - Spring 2022 became a member of the Phi Epsilon Kappa Honor Society - 2019-2022 New Hampshire National Guard. As a teacher, I want to be remembered as...As a teacher, I want to be remembered as a positive role model that put all my energy into improving students' lives. A person who cared about all aspects of teaching. Someone who never turned away an opportunity to help a student in need, and a smile that never rested.

Halie Hurd is a student at Plymouth State University. Member of the PSU Basketball Team - Member of the Health and Human Performance club, as the Professional Development coordinator. - 2021 presented at the NHAHPERD Conference on: "Teaching Game Concepts While Physically Distanced, and Fitness Fun of Everyone." As a teacher, I want to be remembered as... Someone who not only imparted the knowledge of the importance of a healthy lifestyle, but also impacted students and the entire community. I wish to be the teacher who is dedicated to empowering youth to reach their full potential by motivating, encouraging, and influencing them in a positive way.

Jillian Ciaglo is a student at the University of New Hampshire. 2021-2022 Health and Physical Education Scholar. - 2021 Volunteered to help coordinate the UNH's APE conference. - UNH tour guide and student representative. As a teacher, I want to be remembered as... someone who formed meaningful connections with their students while challenging them to achieve their full potential. I hope to be remembered as someone who was passionate about what they taught and made an impact on all students

Savanah Sigman is a student at the University of New Hampshire. Volunteer coaches at the local middle school and recreation department. - Every semester at UNH she has been named to the Dean's list for academic excellence. - Provided a field day of experience for children with severe disabilities at the Monarch School in Rochester. As a teacher, I want to be remembered as...Someone who always puts her students' needs before anything else. The whole reason we become teachers is to help the future and make a difference in their lives. I want my future students to remember how caring I was and how supportive I was of them.



My name is Spencer Dragone and I am currently a Junior at Keene State College. I am very honored and excited to introduce myself as the new student representative of NHAHPERD! It is no secret that there are a plethora of benefits, both mental and physical from being outside. I feel that sometimes it is hard to motivate myself to get outside during the winter because I focus too much on the negative aspects like the cold. Although the cold is not for everyone, there are many benefits to going outside during the winter time that have positive effects on your mental and physical health. Did you know our brains reach their lowest level of activity yearly during the winter time? A common phrase people use to describe this is putting the brain on ‘eco mode’, or performing as well as it does during warmer temperatures, just using fewer resources. That means the feeling of drowsiness you have in the winter is actually caused by your body's natural reaction to protect you. Sadly, this reaction often makes people convinced that they are depressed. This is because the serotonin levels in our bodies severely decrease and our melatonin levels increase making us more tired throughout the entire day. This also causes people to have difficulty concentrating, become more hungry, over sleeping, and an overall lack of energy. In an article written by Tristen Kendrick with FOX and Channel 6 News in Michigan, he interviewed Great Lakes Recovery Centers Nurse Practitioner Natalie Walker, who said getting outside still has multiple health benefits. She stated some simple yet crucial advice to help benefit our moods and bodies during the winter season. “It’s been proven that cortisol levels, which is a stress hormone, are reduced just from even sitting outside,” said Walker. “Spending outside sitting, walking, or any kind of outdoor activity reduces the stress hormone.” Walker said 15 minutes a day outside, three times a week is just about all you need. She also said spending time outside is good for your mental health as it can decrease anxiety. A reduced level of stress can lead to a physically healthier life.

Activities you can do outside to help improve health during the Winter:

1. 15 minute jog;
2. Have a campfire;
3. Shovel snow;
4. Walk the dog;
5. Sledding;
6. Fat tire biking;
7. Ice skating;
8. Snow soccer/football;
9. Snow hike

“School Ski & Snowboard Program”

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

If your school does not have a Ski & Snowboard Program, you need to get one! This is my 5th year going with my school to Pat’s Peak in Henniker, NH for our Ski & Snowboard Program. We travel once a week from Concord, NH for 5 weeks following our winter break. I am lucky enough to chaperone our students after school when they are done with their ski or snowboard lessons.

Our PTO, Parent Teacher Organization, heads our program at Beaver Meadow School in Concord, NH. We have about 30 students who participate in our ski & snowboard program. They leave school once a week to travel to Pats Peak and receive lessons from the instructors at the mountain. After their lessons they are able to ski or snowboard with their families or our chaperones. Since Pats Peak has night skiing they can stay until the mountain closes. Mount Sunapee, Cannon Mountain, and Attitash Mountain are just a few more of the mountains in New Hampshire that offer ski & snowboard programs. A simple google search can find you all the programs in NH that are close to you.

I have been extremely lucky to have the opportunity to chaperone my students during this program. My favorite part about chaperoning is seeing our students everywhere on the mountain, from the magic carpet hills to the top of the mountain on black diamonds. We have students starting in Kindergarten all the way to 5th Grade. Our students are able to learn from each other and make new friends. The lessons that the mountain provides help all our students improve every year at any skill or age level.

Ski & Snowboard Programs can get more kids outside and moving during the winter and I would recommend it to any school and any Physical Education Program. Get your students signed up at the closest mountain to you.

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RECREATION NEWS

The Benefits of Body Weight Workouts—Jeff Hastings, VP Recreation: jeffhastings11@gmail.com

Not all schools are lucky enough to have a weight room and cardio machines to train their students. Building a weight room and purchasing equipment to fill out that space is pricey. So, how can you train your students that take very little money from your budget but has all the benefits of a great workout? How about bodyweight workouts? When stacked up against other workouts, body-weight workouts have just as many benefits as other workouts. Teaching our students how to use their body weight as resistance not only provides them with an excellent workout, but also a solid base to begin progressing to using weights. All you have to do is have them move their bodies.

Here are some other pluses of body weight workouts.

Easy on the budget. We are all often looking for ways to save on our school budgets. All the kids need are a pair of sneakers and you provide the space. No need for expensive equipment. You can simply use what you have in the classroom. Maybe some gymnastic or yoga mats, a chair, and some music to keep the class moving.

Wherever you go, there you are! Your student's bodies are always with them so you they can exercise anywhere, anytime, or anyplace. Teach a few moves to the classroom teachers so they can use it as an activity break.

The workouts allow students to gain functional strength. What is functional strength? Functional strength training involves performing exercises against resistance (body weight). The improvements in strength directly enhance the performance of movements so that an individual's daily activities are easier to perform.

Great for Self-Esteem. Research published in the journal *Physiology and Behavior* found that, as a, form of resistance training, body-weight exercise helps build muscle "independent of an external load." But it does more than that. When Polish researchers looked at the effects of 10 weeks of body-weight exercises on various physical fitness parameters in a small group of young women, they found improvements in seven out of nine of the parameters. The biggest gains were in aerobic capacity, with a 33% improvement. Muscle endurance, particularly in the core, increased by 11%, while lower-body power posted a 6% gain. Even flex-ibility was better after the training. It can be adjusted to various levels of fitness. It may not be obvious how to do this in the beginning. Afterall, with weights it's easy. I can either use smaller or larger weights. The best thing to do for a body weight workout is to set up a baseline for the activity. For instance, regular push-ups could be your baseline. If your students can't do a push-up, you can modify their body position such as doing push-ups against a wall rather than the floor. For those that can do pushups have them put their feet on a chair. This is also good for student's self-esteem as everyone is doing the same workout, but at their own pace. It's good for their health. Studies have shown that the more kids move, the better their test scores, better focus, and memory, not mention it lowers obesity rates. Exercise can also lift their mood, reduce stress levels, and improve their sleep.

Building Strong Alumni Connections—JJ Tinney, VP Elect Recreation: jtinney@bancroftschool.org

A couple of weekends ago I had the opportunity to go to a youth lacrosse clinic for the town I grew up in. My long-time head coach sent a message out to a group of alumni, most of whom went on to play in college, to see if we would be willing to help run a couple of stations teaching the basics of our sports. Overall the night was a great success, the alumni got to reconnect with one another and feel like they were a part of something, the kids were able to learn from very knowledgeable coaches and get excited about their potential future in the sport. This got me to start thinking about how I want to develop my alumni connections going forward in the programs that I am able to run. Afterall, I am a new coach and just starting to think about growing some roots in the community I work in. This article serves as an outline for new coaches to start building a strong Alumni network.

My plan to build my network within the school I work for starts with reaching out to previous players from years before I started coaching and hoping to create some connections. This may not be the strongest connection due to the fact that I do not know them directly but playing on the pride of being part of a program I hope to make at least a couple of connections that way. Another initiative that I plan to do at the same time is making sure the seniors on my team do not graduate and disappear. This can be done by giving them your personal contacts and reaching out to them a couple of times a year. Also I am planning on building some opportunities for them to connect throughout the year such as Alumni games and offering for them to come and help during clinics for our youth programs. Targeting dates that college students would be back home will be super important in order to keep in contact with younger alum. Working alongside my AD I may attempt to create a hall of fame for Athletes in the school and as another way to reconnect with alum and draw them back into the program. Lastly, offering current athletes to help coach and connect with the youth programs may help build the expectation that we need in order to create those strong connections that will result in them coming back and offering to give back to the program.

The goal of building this strong alumni connection is to create a stronger program in general. By making this network I hope that it increases the pride of being a part of the program in current and past players. I want to generate a positive team culture by making these players feel like they are part of something bigger than themselves. The added benefit is by getting alumni to participate in helping our youth programs. Those programs will have the potential to grow stronger as well.



THE OUTSTANDING ACHIEVEMENT AWARDS The Outstanding Achievement Awards will be held on May 19, 2023 recognizing organizations, groups, and/or individuals in New Hampshire that have accomplished outstanding achievements in promoting healthy lifestyles through physical activity and wellness services and programs. The New Hampshire Governor's Council on Physical Activity and Health, on behalf of the Governor, will accept nominations during the winter of 2023. Go to nhmoves.org 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 19, 2023 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 nutrition. Register today on our website as an individual or team for the 2023 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/>

Read the Room

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

Those days leading up to vacation break can just be brutal, can't they? The day before vacation I started off with a class first block in Physical Education who normally are quite high energy, super cooperative, etc. but that day was definitely different. To begin with, I'm pretty sure half of my roster was absent. Some were missing to jump start travel plans while others got hit with the flu/ear infection/respiratory virus that's going around. Those who actually were there I walked in to find sitting or laying in crumpled heaps. I tried my best to give a "where's your holiday spirit?" And "bah humbug". But nothing was going to shake their mood. They were burnt out. All of us tend to be when we reach that point. So what to do?

I sat down with them, ran through what my intended objectives were for the day, and realized, upon their reactions, it was not going to happen. At least nowhere near where I would hope. So I asked them instead, "Okay, you propose an idea then. With the understanding it has to be something you can all agree upon and you all participate." Napping was of course their first call out. And with two young children of my own it was quite tempting but I thought better of it. Inevitably their chosen speaker suggested that they do a Mindfulness Meditation. The Wellness teacher and the other half of me was giddy at the thought! Really? This group wants to?!

So I laid out the ground rules of expectations. I would put on a 30 minute guided body scan meditation with a soundscape background. If students opted not to directly follow along they still had to remain quiet and relatively still so as not to disturb those around them, and simply rest. Rest-not sleep (intentionally). They all agreed so I dimmed the lights in the gym, got out the yoga mats, spread everyone out, and by golly it happened!

As I supervised and did a little mindful walking of my own, you could spot the ones who were quick to decide it's not for them but were at least respectful of their peers. I had a few that I'm rather positive dozed off. The best though was one of my autistic students. Typically, she always likes to be on the move and sometimes very vocal. During this though, she settled, laid silently the whole time, and tried her best to follow along. When she wasn't she'd simply do some stretching and it was just great to see that even she needed the moment to relax. Upon completion of the meditation, I asked them how they felt now. Many responses were along the lines of: way better, I needed that, I think I fell asleep, etc. The bottom line though was the fact they were in a better place to go on with their day.

The holidays are a stressful time for everyone due to various reasons. On that day I decided that sticking to my lesson plan was not the best interest of my students. I read the room. I picked up the vibes, or lack thereof, and made a switch that worked out for the better. In my years of teaching and coaching I found by doing a "check-in" or just getting in touch with the atmosphere of the class/team is so important towards the success of whatever you are hoping to achieve. If you find yourself faced with the same sort of scenario-read the room. Decide if that content/activity is really in the best interest of your students at that time. Don't insist on doing something simply because you had it in your initial lesson plan. Good luck! We're halfway through!!

KIDDIE CROSSFIT

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

I am always looking for unique units for my elementary students that get the school talking. One of my favorite units is "Kiddie Crossfit" This is something I do with my K-4 students and I even work it into my Kids Heart Challenge Station Day in February.

During this unit we talk about what Crossfit is and we talk about other workout styles as well. This brings up lots of conversations about how their family members in their household workout. We also talk briefly about areas of their body or muscles that they are activated during different crossfit exercises, stations, and games. We usually start with a brief workout with station cards. We stay at each station for 30 seconds before rotating to the next spot. While the students are getting a water break at the end, we talk about what body parts or muscles worked the hardest during each exercise. (example: squats- legs, plank- core/ total body, etc)

Some of the Crossfit STATIONS we do include:

Tire Flipping: (Car tires free from a local Tire Warehouse) The kids do this alone or back and forth with a buddy

Sledgehammer Slams: (½ noodles duct taped together to create a "hammer" and the kids slam it on a tire)

Battle Rope: (a very thick rope wrapped around the post on the bleachers for kids to practice "battle rope" exercises)

Fitness Dice: I have a die that you can slide paper into so I print out little pictures of exercises for the students to do when that side is rolled.

Weight lifting: (I have 2lb and 3lb weights that we use to start the conversation about lifting safely in your own space, setting down weights carefully and safely for your body, and we do basic lifting moves such as biceps curls or suitcase squats) This is absolutely adorable and the kids beg for heavier weights but 2's and 3's are good for now!

Benching: I found a foam weight lifting bench on Facebook marketplace that I use with my K-1 kids only and they love it! They "spot" each other and it is the cutest thing ever! Don't worry, it's all foam and weighs nearly nothing! →

Some of the Crossfit GAMES we play include:

The Lumberjack Relay... groups of 3 try to get their “tree” (teammate) across the forest (gym) by holding a noodle on each side, bringing the noodle over their head, over their tree, squatting down, and their tree jumps over the noodle. Kind of like they are trying to get their tree to jump rope over the noodle to cross the gym. Lots of squats and leg work in this relay. I do this three times so each partner has a turn to be the tree.

Lilypad Relay... groups of 3 or 4 work to get their “frog” across the pond. Each team has 4 or 5 rubber dots that they line up in a row to help their frog jump from dot to dot. Once the frog has jumped to the next dot, a group member squats down, picks up that dot, and shuffles it to the front of the frog so they can keep hopping along. Lots of leg work for all and we do this enough times so everyone can be a frog who would like to be.

Tire Flipping Relay... teams make a line behind a tire. The first person flips the tire 1 time and runs to the end of the line. The next person flips the tire and runs to the end of the line and so on. They do this until their tire crosses the line on the opposite side of the gym. Again, these tires were all free from Tire Warehouse. Definitely clean them before using!

Other games we might play are: Tic Tac Toe Running Relay (look it up on Youtube) or another PE favorite, Builders vs Bulldozers using cones for another fun cardiovascular activity. This whole unit is very adaptable and fun so try it out with your students.

Amber McLane- Past President: amclane@sau73.org

Happy New Year everyone! I want to thank the Executive Board & NHAHPERD members for an amazing year as Past-President of this Association. I am so proud of what we have been able to accomplish. We had a wonderful NHAHPERD 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, & after connecting with new and old colleagues, I always feel a spark inside me that rejuvenates my way of thinking & teaching. Each year I look forward to bringing new lessons & ideas back to my students.

Spring 2022 student teacher from Plymouth State University, Cameron Nielson, provided me with a plethora of new warm-up games I can run with 5th-8th grade students. I can't wait to share and expose my students to these games that will create a fun positive atmosphere while increasing their heart rates. Here are a few warm-up game descriptions so you can incorporate them into your classes as well:

1) Cone Flip Mixer - The instructor sets up two lines of soccer cones that are evenly spaced apart from each other on the volleyball court sidelines. Students will start by standing a few feet away from a cone, facing a partner who is on the opposite side of the cone. Alternating turns, partners will flip the cone in the air, trying to make it land rightside up on the floor. Once someone lands it, that person needs to make their way to the sidelines and run a lap at a pace comfortable to them. Once their lap is over, they must find a new cone with a new partner waiting at it to play against. If your partner lands the cone before you do, you must stay at your spot and choose to perform 10 jumping jacks or 10 seconds of high knees. Once those are done, someone should be finished with their lap and looking for a new partner, and you pair up to compete against one another. After a few minutes, the instructor may implement a Challenge By Choice situation, where students can choose to turn the cone on its side, stick their toes in the bottom, and flick their ankle upward to flip and land it. If students opt out of this, they may continue flipping with their hands.

2) Musical Spots- The instructor has placed a circle of poly spots around the perimeter of the basketball court, with one spot for each student EXCEPT ONE. (Ex: If there are 20 students in a class, there will be 19 poly spots set out to start.) Play is performed inside of the volleyball court lines. Students will be moving around the area while the music plays, and when it stops, they must run to a polyspot and stand on it. Only one person per spot. One student will end up without a spot, and they go to grab a pinnie to become a tagger. One spot is now taken out of the game, and that tagger will be trying to catch people as they run to their spots. They won't be tagging while the music plays, but when it stops, they can try to tag people who are running. For however many students are tagged or cannot find a spot, that many spots are taken away for the next round. The round ends when one student is left standing on the last spot.

3) Pin Spin Tag- The class will be split into 4-6 groups (depending on the class size), & each group will stand together. In the center of the gym, there will be a large circle defined by soccer cones, one cone per group. Each group will stand together between 2 cones defining the circle, facing the center. In the center, there will be a bowling pin laying on its side, as well as enough small noodles for each member of a team. The instructor will spin that bowling pin on its side, & once it stops spinning, the top of it will be pointing between two of the cones at a team. Once the pin has stopped completely, that ill run to the center and grab pool noodles to tag with, as the other teams run away from the circle and onto the rest of the basketball court. Now, the team with noodles are taggers, & those left are trying to avoid them. Once you are tagged, you sit where you were touched and can now tag others while staying seated. Students are not allowed to lunge out while on the ground, and are not allowed to be unsafe with their bodies. Once everyone has been tagged, or once the instructor thinks it is time to switch, students will find a new pair of cones on the outside of the circle to stand between, making sure these new teams are equal again. The round then repeats by spinning the pin once more.

Nutrition and Farm to Table

Ghillian McCall, VP Elect Health - gfinemore@sau53.org

Happy New Year NHAHPERD family! My name is Ghillian McCall, better known as Ghillie, and I am the new VP Elect of Health and also volunteered to be the NHAHPERD Secretary filling in after the retirement of Mary Ellen Alger for the NHAHPERD Executive Board. I am from Northfield, NH and a graduate of Winnisquam Regional High School and Plymouth State University. I currently still reside in Northfield with my husband, and teach health education at Epsom Central School. During the summer I volunteer at a family oncology camp in Gold Creek, Montana where I help children and teens diagnosed with cancer, alongside with their siblings, conquer their fear of heights through rock climbing and zip lining in the Flint Mountains and watch them grow as stronger, healthier people every summer. My career in health education is one I aspired to have since I was young, and I am grateful for the opportunities and people I have been fortunate to meet along the way.

We started off the new year with one of my personal favorite units, nutrition and the study of food. It is important to me as a health educator that our students know the benefits of healthy eating, and the long term benefits of nutrition. The important piece of my personally created unit that sets it aside from most that I have found, is the part that allows us to study not only what food is healthy.....but where our food actually comes from. As a child it's easy to think that food just magically appears at the grocery store, or into the fridge. Even children whose parents involve them in the cooking and grocery shopping process often don't fully understand the journey food takes before it reaches their table, and in a fast paced world this isn't surprising. Growing up, I was lucky to attend Winnisquam Regional High School which offered classes at the agricultural center for students across the Lakes Region area. I have great memories of Food Science classes where we made apple cider in the fall and were able to meet farmers who strived to bring quality produce to our school food system and community. It meant more to me as a student to be involved in hands-on learning rather than just watching or researching the material in a classroom. Through our four years of high school my husband and I were both able to be involved in the agricultural center, and he went on to be the president of Future Farmers of America, where he built leadership skills and personal responsibility in our own community. Our classroom truly had no walls through the Ag program, and we still remember it as an important part of our upbringing and high school experience. Fast forward eight years and I have taken what I learned and enjoy and turned it into a vital part of my elementary health education curriculum. We start out by inquiring about the food groups, and how much of each a person needs to maintain a healthy lifestyle. We then further our questions to ask ourselves the different ways people eat, why we like what we like, and how children in different parts of the world are fed compared to us. My students really enjoy the lesson where we explore school lunches across the globe, and engage in great conversation about where they would go for lunch and why. These next few weeks my students will be exploring the journey their food takes before it gets to their plate every day. The idea is that they understand all our food once came from a farm, and what they can do in their own lives to cut the trip down, whether that means visiting local farms or encouraging their families to grow what they can in their own space. My students have always looked forward to this unit, and I look forward to incorporating more hands-on activities for them each year to instill a healthy relationship with food for many years to come.

Sarah Yandow, VP Health – syandow@windhamsd.org

Happy New Year NHAHPERD! I hope everyone's 2023 is off to a healthy and happy start and that January allows you to slow down, reset, get refreshed, set some goals and intentions for the year. I'm looking forward to prioritizing my own health, learning a new skill, and traveling! To accomplish those goals and intentions; my partner and I have spent the last couple weeks signing up for a handful of races, collecting materials for our projects, and booking flights and Air BnBs for our new adventures. As someone that benefits from putting dates in calendars to kickstart a plan, this was our first step towards accomplishing those intentions.

I also like to take some time in January with my students to reflect on the previous year and brainstorm thoughts for the upcoming year. With a quick worksheet, students write down some true or false questions about their physical activity levels from 2022, write about a time they learned a new skill or taught someone a new skill, and share a "highlight" from 2022 that had to do with being physically active. The other side of the worksheet is related to 2023. Students list out ways they plan to be active, think about influences and barriers that might help or hurt their activity levels this year, and brainstorm an idea for a new activity they are willing to try this year. I find that putting these thoughts down are a great way for students to practice goal setting & allows for lots of conversation between students.

While at the 2022 NHAHPERD conference, I checked my work email and saw that our gym was going to be off limits the following Monday & Tuesday (booo) for some new work we needed done in the gym (yay!). I was delighted to peek at the conference schedule and see a session titled "Activity and lesson ideas for when you lose your gym" by NHAHPERD's Shauna Preble and Matt McGuigan. Absolutely wonderful. I loved that their session contained ideas for what to do when you have limited space, as though all of your students were seated in a classroom. They also had activities for when you had more room, such as in a library or cafeteria. When I do not have use of our school's gym, and my classes are unable to go outside; we usually find ourselves in the cafeteria with all the tables down. The two ideas from

Shauna and Matt's session that I was able to use was Cup Stacking and Mini-Golf.

From the Speed Stacking website, my students and I first watched a video about the sport. Then my students all practiced how to build a 3 stack, 6 stack, 10 stack, and the different patterns that are done at competitions. Students rotated through four stations where they were able to continue to practice stacking, use the timing mats, do some free building, and then learn the "Cup Song" pattern. I liked having four very different stations so that every student had one that they could be excited about.

The mini-golf lesson was a brand new one for me and took an additional amount of planning. I found 18 putters in my PE closet which was an awesome starting point. I was able to borrow some from a friend, use a couple of my own, and do some thrifting to buy some more for my typical class of 28. Students first started off with a putting lesson in the cafeteria and practiced correct grip and putting form. Then, students had a design portion for the rest of the class to create their own mini-golf hole (by themselves, with a partner, or small group). This design needed to be drawn out and include a materials list, which students edited as they tested their creation. On the second day, students set up their design and then played through all of their classmate's creations which made for a really fun class.

In the past when I have been stuck in the cafeteria, I usually had paper assignments for students to do or a workout of some sort. Students (and I) would dread going there and it was always a negative experience. I am so delighted that there was a session about losing your gym at NHAHPERD this past year, and that it had so many good ideas that I was able to use. The students did not dread it whatsoever and I actually enjoyed teaching those two lessons, mini-golf being one of my favorites so far this year. I am lucky to have had access to a class set of cup stacking materials and mini-golf equipment, and happy to share those materials with anyone else that finds themselves stuck in a cafeteria as well.

What do you typically do when you're kicked out of your gym and can't go outside? I would love to add more to my "cafeteria-bag-of-tricks". Please share with me at syandow@windhamsd.org , or sign up to present at NHAHPERD 2023 and share with all your colleagues!



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Sport Education Model

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

As a High School PE and Wellness teacher I'm always looking for new ways to engage my learners in new activities or teaching styles. One new method of teaching that has really stuck with my students is the Sport Education Model. For those that are unaware of what the Sport Ed Model is. It allows students to take a more hands on approach to team sport units. Assigning roles & responsibilities to these students in order to be successful & to create collaboration within the class. My favorite part about this model however is seeing the amount of leadership students provide to others.

A unit that I have consistently used this model is during flag football. Laying the groundwork on the first day is extremely important so learners know how this process works and is usually a longer unit than most (2 weeks). In short, students vote on leaders in class to be "captains." These captains then create teams amongst the class roster with me in order to make teams as equal as possible and then I assign which captain will be on what team. Once teams are created they collaborate on a team name and color. Students will all be assigned a role and this is where things can be creative. I have had students take the role as the coach, exercise specialist, equipment manager, alternate, and have also seen roles as referees, stat keeper, and much more can be added based on class size.

All these roles have responsibilities to them so everyone is playing a part in the learning process. Coaches can lead practices, exercise specialists lead warm up and stretches at the start, alternates step into a role when someone is missing that day, and so on. One thing I have learned through this process is to allow students to prepare for these roles so they are ready to lead their teams.

Of course, there still needs to be skills and rules taught, and I typically do this at the start of the lesson and allow each team to practice these skills and concepts. Teams are also able to create play books and are able to use them throughout the games. I try to set up the unit like an actual athletic season (pre-season, regular season, playoffs). As the unit goes on students become very self-directed into getting into their practices and prepping for their game(s) that day. There is one spin I have added to this model that has been very successful, a transfer deadline. This is a day usually half-way through the unit where I allow students who feel they need a better environment or a change of team to be more successful. I have noticed this since it is a much longer unit than others. Students aren't used to working with the same 5-6 people on a team where in the past we changed it up daily. Students must write down their reason for wanting to leave their team and I assign them to a new one.

There is so much that can be added to this model and I hope this provides some new ideas for your classroom. My colleague and I are working on new ways to incorporate these into different units we teach. If you have any questions or would like to collaborate please reach out!

Laura Short, PRA Chair—professor.laura.short@gmail.com

Hello NHAHPERD friends!

In reviewing a recent SHAPE America Et Cetera publication a study surrounding the impact of increased social media use by children on their mental health stuck out to me. I have cited the article below. Dr. Julia Brailovskaia and her team from the Mental Health and treatment Center at Ruhr-Universität Bochum conducted a study looking at this impact. They recruited 642 volunteers and divided them into four groups; children reducing social media by 30 minutes, children continuing social media but adding 30 minutes of physical activity, children reducing social media and adding 30 minutes of physical activity and a control group. Before, during and up to six months after the two-week intervention phase, the participants responded to online surveys on the duration, intensity and emotional significance of their social media use, physical activity, their satisfaction with life, their subjective feeling of happiness, depressive symptoms, the psychological burden of the Covid-19 pandemic and their cigarette consumption. The third group who reduced social media and increased physical activity experienced the most significant positive impact on the outcomes that Dr. Brailovskaia was studying.

Now, I don't know who out there is doing the Kids Heart Challenge, but there is a connection here to a form of social media via their app. Being that it is directing students to healthy choices and physical activity options, does this counteract the negative effects? I am curious... Happy reading friends!

Ruhr-University Bochum. (2022, September 7). Replacing social media use with physical activity. *ScienceDaily*. Retrieved December 14, 2022 from: www.sciencedaily.com/releases/2022/09/220907105433.htm

Happy New Year and hopefully it will be a rejuvenating & an educational 2023! First, I am excited to continue to serve once again as your President Elect for another year before transitioning to NHAHPERD President in 2024. 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). As I reflected on which topic to discuss for this newsletter entry, I scanned numerous other state PE association websites and content. Something I recommend you all to do as there is a wealth of knowledge being promoted and made available (free) on state PE association websites. The title of this newsletter entry is purposely vague and relates to a podcast I listened to below from NYSAHPERD. You may check it out for yourselves, but I will summarize it below & offer my interpretations as a Physical Education Teacher Education (PETE) college instructor. https://www.podomatic.com/podcasts/nysahperd/episodes/2021-12-21T05_53_13-08_00. *Connecting Research to Practice in Both K-12 and/or PETE* with guest speakers, Researchers, and Drs. Steve Silverman (Florida Atlantic University) and Risto Marttinen (George Mason University).

Purpose of above podcast? Whether physical educators (PE) & health educators are teaching what they have been taught, stuck there, regressed, or grown into their teaching role & are now progressive teachers in their field by reading, learning, & applying the research into their current practices.

Do PETE/HETE educations vary in higher education? PETE/HETE education can vary from institution to institution beyond the faculty and curriculum they offer. Some programs may be exclusively undergraduate based institutions that are accredited and nationally recognized and some may not be. Some programs may offer only PE or both Health and PE or the opportunity to move on to graduate school in the same program or institution whereas others you need to apply to other graduate schools. How you were trained really does matter in this discussion because it will either apply to you directly or just indirectly. In either way, I hope this discussion is enlightening and motivating or in line with your New Year's resolutions you may have for your teaching career this year.

What's the importance of connecting research to practice & the inherent challenges? If teachers don't apply new information, then teachers can get stuck applying old models of teaching or thinking. Also, the research goes unused and that can be very damaging long term to the field. If the teacher is struggling with something, then how will they solve their problem? Readership challenges of journals for K-12 teachers can be due to not having access (pay to read journals) but also readability/interpretability problems, which can depend on how you were trained. If the teacher has little to no research background or not able to understand statistics (e.g., sample size, power, and effect size), it will naturally deter the teacher to learn or seek information in different modes. For example, the teacher may turn to older textbooks, open access content (<https://openphysed.org/>), social media (Facebook, Twitter, Instagram, etc.), or podcasts. This podcast is a perfect example of listening rather than reading about teaching content. This is another discussion on preferred learning styles of the current or new generations to come, which may be more video, or audio based rather than a reading-based preference. At the college level, teachers are often trained to consume, read, and retrieve information. These are the first steps to learning to do research, but they come with serious learning challenges. For instance, how motivated is someone to read even if they are a teacher? Do they understand the academic jargon in the field to make inferences, synthesize and draw connections or conclusions? Do they understand the difference between the different types of journal articles (e.g., qualitative, quantitative, theoretical reviews, & practitioner based)? Another major challenge is the belief that researchers are disconnected from the field & don't understand the challenges of the practitioner.

What are the solutions for connecting research to practice? Researchers are highly qualified to do research, so that it has proper sample size, power and with a strong effect size that is based on valid and reliable measurement tools. However, researchers may not be answering the pertinent questions practitioners are looking for and simply following their own line of research to get published and keep their higher ed jobs. Another strategy would be for the researchers to simply ask the practitioners how they can help or what they need to learn. Also, physical educators can also learn to be a researcher. However, this is a long and arduous process that many teachers simply don't seem to prefer. Alternatively, teachers could participate in supporting on-going research with other researchers or engage in action-based research. Some graduate programs are now allowing for alternative methods to obtaining a master's degree that doesn't involve rigorous quantitative based research that must be done with a thesis or project. Instead, these teachers can apply the research to practice (action-based research). The solutions above don't solve the problem for those teachers that don't have graduate degrees or training to read or participate in research on their own. However, PE and health teachers don't have to read and understand all the parts of the journal article. They can peruse and pick out what they need from the article (results, discussion, or conclusions). Find papers that are open or provide access. Read non empirical data articles that are more practitioner based like *JOPERD* and *Strategies*. Go to local, state (NHAHPERD), regional or national conferences where they summarize the research for you. Join professional learning communities that are more in line with your field of practice. Today, researchers are starting to realize they need to have their own methods (e.g., podcasts) to help interpret their research findings, so the content does not go unread or closed behind a pay wall (e.g., journal subscriptions). As a result, teachers can then find these podcasts that can explain the research for them and move the field forward. I hope you found this news entry valuable but at least motivated you to not totally overlook the research that is being done. The strategies described above provide a variety of solutions to help teachers connect research to practice in both K-12 and/or PETE/HETE programs. If you simply overlook the research, ask yourself if you teach how you have been taught or not?

“Parting is such sweet sorrow.” (Shakespeare, William. Rom 2. 2. 184). Such begins my last contribution to the NHAHPERD newsletter. After twenty-three plus years at the New Hampshire Department of Education I will retire from state service on January 31, 2023. I’ve met wonderful teachers over the years. Some of you may know me by attending an annual ‘What’s Happening in New Hampshire’ session at the fall NHAHPERD conference often alongside Louise McCormack. Others may know me through serving on the professional preparation standards or Ed 306 standards committees. Maybe I came to your school to provide professional development in assessing student learning or writing competencies. Or perhaps you’ve served on the NHAHPERD board yourself and met me through board meetings or participated with me for a NHAHPERD sponsored advocacy walk years ago. Have you answered survey questions about your training, experience, and professional development needs as part of a statewide effort to collect data? Maybe you’ve inquired about how to add PE or Health as an endorsement to your teaching license, or how to become a dance educator in New Hampshire. Perhaps we shared a meal together, met at lunch or the awards dinner at the NHAHPERD conference. These are a few of the ways I’ve connected with HPERD educators during my tenure at the state Department of Education. It’s been a pleasure serving YOU, the hard working, earnest, thoughtful, skilled, supportive teachers of New Hampshire. May your students thrive under your tutelage, and may you continue to be engaged in your teaching career until your retirement, guiding students through their most important formative years. The most important job on earth. As a final curtain call, here’s information about tapping into the ESSER funds still available to school districts until September 2024. Never again will we see this much federal funding passed on to school districts. Find out who your district grant manager is and engage them in a conversation about your students’ needs and how ESSER funds can support the need. Read the information here from top to bottom, then go back to the links at the beginning to learn more.

ESSER Funds – A Brief Primer on Accessing Funds for Student Needs in HPERD

Home page: www.education.nh.gov; Main page: American Rescue Plan Act - Elementary and Secondary School Emergency Relief Fund | Department of Education (nh.gov); Want to know how much money your district has in ESSER funds, allocated, budgeted, and spent? Workbook: iGrant - Financial Transparency from NH Schools & Districts. The allowability list for ESSER III funding is copied below from American Rescue Plan Act (ARPA) web page on NHED website. Areas for consideration are highlighted with red text adding some context. The last bulleted statement basically opens the door for the district to spend these dollars on any reasonable request. The term “activity” in this context refers to how the request is entered into the grants management system at the NH Dept. of Ed, not a PE ‘activity.’ The ESSER grant “activity” includes these components: 1) an identified priority area (Goal), 2) a description of the purchase request (what), 3) the need for the purchase (why), 4) how results will be measured (how) and 5) a list of purchase requests including the cost of items (budget). Example: 1) Priority area: Student Engagement; 2 & 3) Need and Description: To meet the needs of a variety of learners and engage all students in physical activity, XX school is focused on providing more opportunities for students to engage in physical education and physical activity by supplementing programs with necessary equipment and supplies to expand hands-on learning. According to recent data, student engagement in physical activity decreased significantly during COVID. With this special equipment XXX (YOU fill in what the specific needs are...) we will be better able to engage more students in physical activities. With student engagement, we will improve student health and well-being. 4) Student engagement will be measured by time on task during PE (or recess—depends on what you’re going for) and informal student feedback provided during class discussion. 5) List of items plus costs. Below is the list of allowable activities under ESSER III. You can justify your request to your district by showing your administration (or federal grants manager) how your “activity” fits into one of these areas. The highlighted areas show where there’s a natural tie-in to HPERD. I’ve added contextual comments italics. **The uses of funds under ESSER III are as broad as they were under ESSER II. They include: Any activity authorized under the ESEA. (This is a direct reference to federal title programs, e.g. Title IV-A); Any activity authorized by the IDEA. (Are you looking to support adapted PE, that could fit here); Any activity authorized by the Adult Education and Family Literacy Act; Any activity authorized by the Carl D. Perkins Career and Technical Education Act. Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. (Maybe an after school program needs sports equipment and students that from the subgroups described above might attend the after school program, then this might apply)** Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases. ·Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency. ·Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning to all students. ·**Purchasing educational technology (including hardware, software, and connectivity)** for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which

may include assistive technology or adaptive equipment. (*Technology for PE/Health e.g. anything that collects fitness data or software to manage the fitness data including computers and gadgets*) · Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. Planning and implementing activities related to **summer learning and supplemental afterschool programs**. Addressing **learning loss among students**, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. (*Learning loss includes learning loss in health and PE not just math and ELA*) · School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to **support student health needs**. (*Do you need more or new equipment, so students don't need to share equipment and share germs during class?*) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. **Other activities that are necessary to maintain the operation of and continuity of services in LEAs.** (*This is a huge "barn door" statement purposely added in the legislation to allow any justifiable and necessary expense to maintain continuity of services—which is to teach kids*) *Barn door means "a target so large that it cannot be missed."*

Building a Foundation in Adapted Physical Education/Activity

Submitted by Michelle Grenier - APE Representative - Article by: Bayley Hickey C.A.P.E., MS Candidate APE-USC

My name is Bayley Hickey, and I am an Adapted Physical Education Specialist in New Jersey. I would like to share my story in finding this specialty, as well as offer some tips that would be beneficial to you all when building a foundation in Adapted Physical Education. It is September of 2019 and I am starting my 3rd year of teaching physical education in the public schools. I walk into my first day at a new public school in Central NJ, to find the supervisor of special services already in my office. She was there to tell me that in addition to teaching grades 2 and 3 in Health and Physical Education, I will also be delivering PE services to our students in our Multiple Disabilities (MD) classrooms. 35 minutes later, I am in a new room, called the sensory room (what's that?) to teach my first adapted physical education class. The reason the class was placed in the sensory room, is because the students were routine risks of elopement, which I soon learned had another meaning other than getting married without your friends and family around. What I came to find out was that these students deemed "elopement risks" actually were risks to run from the building, and into harm's way; usually to escape a demand, or to access a tangible item. I walked in and said "Hello" to every student, and received no response, no eye contact for the duration of the class period. I knew I had some catching up to do. Fast forward through two very difficult weeks of no success, no engagement from these students, and tired legs from running down eloping students before they reached the streets outside. I decided to take a chance and reach out to the special education teacher, Liz. Some background on Liz, she is the longest tenured MD teacher in the district, Has set the NJ record for most Velcro used to hang visual supports, and she has the most innate, calm, disposition that would keep her from panicking if the building was burning down around her. Noticing this disposition, my lack of this calm disposition, and my need to acquire these skills; I asked my first, most important question, "Do you know how I can get _____ to stop jumping from the top of the bleachers?"

What grew from that first collaboration was an effort from all of our direct and related services professionals to help support our students. I was even able to get our Occupational Therapist, Physical Therapist, Special Education Teachers, and Case Managers in one room together for a meeting, something that seems impossible in hindsight. We spoke about the prompt hierarchy, sensory needs, the use of visuals, and even reinforcement and token economy. I took all these pieces of knowledge from our meeting, and the next day, I had a student throw a ball in PE! It wasn't a contralateral throw with hip rotation and follow through, but it was a throw, and I still remember the way all of us, including para-educators, special education teachers, and specifically myself, yelled, jumped and cheered for that student. It's a feeling that I still seek to this day for my students, and if you asked these professionals today, she would tell you that every time our students learn a new skill, we still jump, yell and cheer with them, even when it's inconvenient. Fast forward to today, our Adapted Physical Education program is composed of close to 20 students who receive physical education services across a continuum based on the least restrictive environment (LRE) for the student. We make educational decisions for placements of students that are based on assessment data and a collaborative process in the Individualized educational plan (IEP) meeting of the students. Best of all, we have students that if not given the opportunity to develop in PE, would not be able to gain access to the general education curriculum, and be in the presence of their peers in physical education. While this is a success and the future is bright, I still think of what will happen with my students when they leave our care.

It is easy to find well developed physical education and adapted physical education programs around the country if you know what you're looking for. Across the country there is groundbreaking work being done in schools, in community based and transition programs, as well as in advocacy projects, pushing for the quality delivery of physical education services that make a positive impact on all children across the US. With this being said, often, if you walk into a gymnasium, you will find the opposite. You will find students excluded from opportunities of physical activity, with or without intent. "Unified" programs that are monopolized by highly skilled, "typically developing" students. While we have shining stars in our field, what can practitioners do to fill in the cracks? What can we do to make sure that our students aren't forgotten when they leave our care? While I don't have the answer for all, I share with you my personal experience because it does start with us. It starts by asking those related professionals in your district, asking about how you can better provide learning, and who we can go to for more info. Your programs start by implementing your Adapted physical education services in the child's IEP, then advocating for the LRE in your IEP meetings. And meeting the needs of all your students starts by speaking to other professionals in your area, growing together, and maybe even starting an advocacy group (Coming Soon to New Jersey, lets connect if you are in the area!) Whatever your path is in APE, the answers to your questions lie within doing the work and working towards more opportunities to cheer with your students and see their growth.

43rd 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 43rd 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, 2023.

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



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.

Boston vs. Bullies is a bullying prevention program presented by The Sports Museum and the Boston sports community. Through videos, discussion and activities, the award-winning educational program leverages the power of Boston sports to help stop bullying. Thanks to funding from The Highland Street Foundation, New Balance, and others, we are able to provide Boston vs. Bullies free of charge. Let's win this one together.

PROGRAM COMPONENTS

EDUCATIONAL VIDEO—The 6 short videos feature all star athletes from Boston's professional sports teams sharing their stories and providing kids with ways to stand strong against bullying.

FACILITATOR'S GUIDE - This guide helps teachers and other adults work with kids to stop bullying. It features strategies, discussion questions & activities to help kids practice the skills they need to effectively prevent bullying.

BOSTON VS. BULLIES LESSONS - Available on Google Slides and Powerpoint, our slides are easy to use, interactive, and engaging, and can be used both in-person or remotely. The six lessons include video clips, discussion questions, strategies, and skill building activities.

ADDITIONAL RESOURCES ARE AVAILABLE AT: BOSTONVSBULLIES.ORG

HOW TO BRING BOSTON VS. BULLIES TO YOUR SCHOOL:

ORDER A KIT: Our easy-to-use Boston vs. Bullies Kit is customizable and has everything you need to deliver the program, including: a 4' x 6' banner, Wristbands, Posters, Facilitator's Guide, Educational Videos and Lessons on USB, As always, all materials are available free of charge for schools, after school programs, and youth organizations.

SCHEDULE A TRAINING: Learn how to present Boston vs. Bullies by scheduling a Train-the-Trainer session for your school or organization. A pre-recorded session is also available to learn virtually and at your own pace. Already familiar with the program? Schedule a 15-minute consult to learn about the newest resources from Boston vs. Bullies.

Questions? Contact Michelle at: mgormley@sportsmuseum.org



SPEAK Out! Day February 14-16, 2023 - 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 14-15, 2023, 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.



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.



"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.



shapeamerica.org/advocacy

#SHAPEadvocacy



Website Watch

Apps

Jumpr - Virtual Jump Rope

Free

Simply place your iPhone upright on the floor, Jumpr uses AI-powered body tracking to recognize your movement and give you a virtual jump rope on the screen to begin skipping away! During the workout, Jumpr will tell you the exact number of jumps and the total calories you've burnt. Jumpr also provides the world challenge, where you can put your stats against Jumprs from all over the world and represent your country!

Gymboss Interval Timer

Free

The Gymboss Interval Timer app is a programmable interval timer perfect for any workout where timing is needed to time work and/or rest periods. You can time a single time interval, or multiple time intervals, and repeat them as many times as you wish. Perfect for running, HIIT, tabata, crossfit, home workouts, mma, boxing, weight lifting, stretching, or any other workout that requires timing.

Websites

Openphysed.org

OPEN PhysEd has just released The Adventure Learning Module for grades 6-8 and 9-12. All free.

PLT4M

Though this is a subscription PE service, you can visit and read the blogs for free. There is also some free content available including lesson plans. Worth a visit and maybe grab some ideas. For some it may be a viable option in your school.

Learning about meaningful PE

Meaningfulpe.wordpress.com

LAMPE home page, the online presence of the Learning About Meaningful Physical Education research project. This is a longitudinal research and teaching project funded in part by the Social Science and Humanities Research Council (SSHRC) of Canada and the Irish Research Council, and through several seed grants from Mary Immaculate College and Brock University. This three phase research project is well documented on this website where you can find information about the project and members of the research team. You can also access their Twitter feed and pre-print versions of their presentations and publications, as well as podcasts, blogs, and recommendations for further reading about meaningful PE.

Recipe Corner

Fajita Burgers

Ingredients:

1 oil of choice
¼ cup diced red onion
⅓ cup diced red bell pepper
⅓ cup diced green bell pepper
2 LBS ground beef
1 egg
1 clove garlic, minced
¼ tsp cumin
1 tsp chili powder
½ tsp paprika
½ tsp onion powder
¼ tsp garlic powder
½ tsp sea salt
¼ tsp ground black pepper
2 TBSP chopped fresh cilantro (optional)

Directions:

Heat oil in a skillet over medium heat. Add the onion and peppers, & saute, stirring occasionally for about 3 minutes or until softened. Set aside to cool.

In a large bowl, place the ground beef, egg, and all of the spices. When the onions and peppers are cool enough to handle, add them to the beef mixture. Mix the beef and veggies gently with your hands to combine all of the ingredients. Divide the meat mixture into six patties. Grill over medium high heat or cook in the air fryer.

These are great served on a bun, or bunless with tomato and avocado.



Did you know that GotSneakers is a great way to give back to the fitness & athletic communities that we all love? By collecting sneakers & sending them to GotSneakers in the big white bag, you are giving kids a chance to succeed in Physical Education & sports worldwide while saving our landfills. Need GotSneakers FedEx paid bags? contact: Dianne Rappa, E.D.
drappa@roadrunner.com



CHRISTINE BRENNAN

Award-winning national sports columnist for USA Today, commentator for CNN, ABC News, PBS NewsHour, NPR's Morning Edition



DR. WILLIAM POTTS-DATEMA

President, Foundation for the Advancement of Health Education

CHARTING THE COURSE

EASTERN SEABOARD



NATIONAL ACADEMY OF HEALTH & PHYSICAL LITERACY

INAUGURAL SUMMIT 2023

6-9
MARCH

NEWPORT, RI

REGISTRATION & INFO

info@nahpl.org
<https://nahpl.org>



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

Please return this form ASAP via mail or email (with 2023 Presenter Form in subject line) to:
Melody Gray, Program Coordinator, graymelody2@gmail.com, 244 Wibird St., Portsmouth, NH 03801

Name: _____

NHAHPERD Member? Yes No
Preferred Address: Home Work

Home Address: _____

Phone: _____ Fax: _____ Email: _____

Work Address: _____

Phone: _____ Fax: _____ Email: _____

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

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

Title of Session:

Description of Session(s):

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

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

Preferred Presentation Date: Thursday (11/16/23) Friday (11/17/23)

Preferred Time: Morning Afternoon

We try to accommodate the preferred dates and times - please let us know if there is a day or time you DEFINITELY **cannot present: _____

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

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

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

Any questions??? Please contact Melody Gray, 603-254-5259; graymelody2@gmail.com or
Dianne L. Rappa, E.D./Conference Coordinator 603-747-3508; 603-481-1852; drappa@roadrunner.com

Thank you for submitting your forms ASAP!!

Dianne Rappa, NHAHPERD E.D.
P.O. Box 123
Bath, NH 03740-0123
www.nhahperd.org
Return Service Requested

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Permit No. 3
Bath, NH 03740

New Hampshire Association for

Health, Physical Education, Recreation & Dance



Save the Date!!!!!!

UNH Health & Physical Education Department of Kinesiology

8th Adapted Physical Education Conference

Friday April 14, 2023—Time: 9:00 am-2:00 pm

Keynote—Dr. Heidi Stanish—University of Massachusetts Boston
Her expertise is on physical activity and fitness promotion among individuals with intellectual and developmental disabilities

Additional sessions will include the following topics: UDL; Exercise prescription and disability; Adapting equipment and adapted archery; Working with families with a child with a disability

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