

# NHAHPERD NEWS

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

WINTER EDITION

JANUARY 2024



## President's Message: Fitni Destani

fdestani@keene.edu

### Power Up Your Core in 2024!

Happy New Year to our NHAHPERD members! I want to begin my role as President of NHAHPERD by introducing myself to you all. I am an Associate Professor at Keene State College (KSC) in the Human Performance & Movement Sciences Department (HP&MS). I have been at KSC serving as Physical Education faculty for the past 15 years and a member of NHAHPERD since I arrived in NH 2009. I have served NHAHPERD over those years as VP of Physical Education and most recently as President Elect over the past few years. Since my arrival to the Granite State, I have supported NHAHPERD by presenting, co-presenting, and being a consistent advocate to bring KSC preservice teachers to the conference annually for professional development. This year we are excited to announce the conference theme as, **Power Up Your Core in 2024!** I am a firm believer in seeking and promoting continued professional development to our pre and current professionals in the state.

As you begin your new year, read the quote below to help motivate you to power up your core to support the needs of your students in this new academic year.

*"The best teachers are those who show you where to look but don't tell you what to see."* – Alexandra K. Trenfor

I chose this quote because that is the heart of my teaching philosophy and because I plan on showing you where to look to get involved and advocate for our profession at the state level. What you decide to do with that information is up to you on how or how much you would like to get involved. Below are a few links from SHAPE America to help be an advocate for the importance of PE and Health in relation to student success locally and within our state. Keep in mind, any links provided below you would need to visit the electronic version of the newsletter to view them, but I will provide a summary of the links, so you know what they entail. Again, you can decide how you will use this information, but we need to continue to advocate for ourselves here in our own state. This could be by posting information on your bulletin board at your school, posting it online, sharing with colleagues, sharing it with your local community, or by advocating on your own with the politicians in our own state. Familiarize yourself with the political structure of the state of New Hampshire ([NH Government](#)). For example, the Governor is Chris Sununu at the NH Execu-

tive Branch. Representing the state at the federal government in Congress (Ann Kuster, Chris Pappas), members of the Senate (Margaret Hassan and Jeanne Shaheen). In that same website you can look up ([Your Local House Member](#)) or NH House of Representatives in your town or city's representative. You can also look up your district Senators and view their current voting record and bills they sponsored. Do they have you and your profession's best interest in mind or not? Education and being an advocate are the greatest safeguards to our profession. For example, Frank Edelblut is the Commissioner of the NH Department of Education since February 16, 2017. He is responsible for the organizational goals of the department and represents the public interest in the administration of the functions of the department of education. This means he is responsible for who represents our professions in the state. Be on the lookout for NHAHPERD's letter to the NHDOE to support our petition to Commissioner Edelblut to replace retired Marcia McCaffrey for the Arts/HPE Consultant for our state.

Additionally, I want to reiterate the importance of understanding ESSER (Elementary and Secondary School Emergency Relief) funds and the process for accessing the funds. (Continued on Page 2) →

## NHAHPERD 2023 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](http://www.nhahperd.org) and download the mail in registration form.

Professionals—\$85; Students \$45 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.

Below are three links that I provided back in the Fall 2021 newsletter that will help decipher the ESSER funds process from start to finish, including important spending deadlines of October 2024!

<https://www.nhahperd.org/esser>

<https://www.education.nh.gov/educators/grants-and-funding/emergency-funding-schools>

<https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>

**What are ESSER grants?** ESSER is the Elementary and Secondary School Emergency Relief Fund. These funds are available to help K-12 educational entities to prevent, prepare for, and respond to impacts of COVID-19. The links share allowable activities.

**What is overall timeline for USING ESSER funds?** ESSER I is associated with the CARES Act. Instituted on March 27<sup>th</sup>, 2020, with a deadline to spend the funds by 09/30/2021. ESSER II is associated with CRRSA Act enacted Dec. 27<sup>th</sup>, 2020, with a spending deadline of 09/30/2023; and ESSER III is associated with the American Rescue Plan (ARP) Act enacted on March 11<sup>th</sup>, 2021, with a spending deadline of Oct. 2024.

**How to access ESSER funds?** State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.

**Is there a deadline by which SEAs must award ESSER funds to LEAs?** Yes. The deadline is within one year of receiving state allocation and failure to award the funds leads to returning the funds to the Department of Reallocation.

**How much flexibility do LEAs have in determining activities to support with ESSER funds?** Considerable flexibility, funding tends to target personal protective equipment (PPE), cleaning and sanitizing materials. However, LEAs also include support for remote learning for all students, especially disadvantaged students or at-risk students.

**Is there monitoring or auditing of ESSER funds usage?** Yes, the single audit act enables the Government Accountability Office to review when notified.

**Is there funding for Non-Public School students and teachers?** Yes, the Emergency Assistance to Non-Public Schools (EANS) Program.

**Is there ESSER funding for Construction?** Two-step process for approving Elementary and Secondary School Emergency Relief (ESSER I, ESSER II and ARP-ESSER) funded projects proposed by Districts

**Is there funding for children and youth facing homelessness?** Yes, the McKinney-Vento Act, Education for Homeless Children and Youth Program (EHCY) is designed to address the challenges that homeless children and youth have faced in enrolling, attending, and succeeding in school.

**Call for Nominations:** Join a fabulous group of passionate NHAHPERD members and give back to the organization through rewarding leadership roles on the board. If you are interested in serving on the NHAHPERD Board, please email President Elect, Ashley Laufenberg—[alaufenberg@pemibaker.org](mailto:alaufenberg@pemibaker.org)

E.D. Dianne L. Rappa presented President Brooks a plaque thanking him for his extended 3 year term!



NHAHPERD NEWS



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 L. Rappa, E.D. [drappa@roadrunner.com](mailto:drappa@roadrunner.com)



**“Be Extraordinary in 2023!”**

We want to sincerely thank all of you who attended and presented at the conference this year. Thanks to all the conference volunteers and especially Dianne Rappa our executive director for her dedication and tireless efforts in organizing the event. Jim Davis, 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, and Amber McLane, our Lilyan B. Wright Service Award recipient, in person and virtually.

New exhibitors and sponsors joined us this year from: High 5 Adventure, Benji Ball, G-W Publisher, Project Adventure, American College Education, CADY, Inc., KSantos Yoga, LLC, along with welcoming back Omnikin/Kin-Bal, World Class Frisbee, USTA, GOPHER Sport, AHA, First Push Syndicate, QuaverEd, Boston vs. Bullies, & School Health. See you all next year November 21—22, 2024—”Power Up Your Core in 2024!”

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NHAHPERD Awards- Amber McLane, NHAHPERD Awards Chair. [amclane@sau73.org](mailto:amclane@sau73.org)

As I sit down to write this article it is with great pleasure that I am once again congratulating all the Teacher of the Year and Outstanding Future Professional award winners for 2023. We had a beautiful banquet during the NHAHPERD conference to celebrate all of their outstanding accomplishments. 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 2024. A listing and description of awards can be found on the NHAHPERD website, [www.nhahperd.org](http://www.nhahperd.org). You can send your nominations to me: [amclane@sau73.org](mailto:amclane@sau73.org). We have amazing individuals doing wonderful work in our beautiful state of New Hampshire who need to be recognized.

Don't wait...Nominate!!!



**Mark your calendar! 2024 SHAPE AMERICA NATIONAL CONVENTION AND EXPO  
March 12—March 16, 2024**

**View the convention registration rates,**

<https://convention.shapeamerica.org/convention/registration.aspx>; #SHAPECleveland

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

[https://convention.shapeamerica.org/Common/Uploaded%20files/document\\_manager/convention/2024/2024-Schedule-at-a-Glance.pdf](https://convention.shapeamerica.org/Common/Uploaded%20files/document_manager/convention/2024/2024-Schedule-at-a-Glance.pdf)

**Make Your Case to Attend SHAPE America's 2024 National Convention & Expo**

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

## 2023 Awards Ceremony – Recognizing Outstanding Professionals

Submitted by Amber McLane, Awards Chair

At the November 2023 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.

**Ashlyn Radcliffe—Teacher of the Year Elementary School Physical Education**—Ashlyn is currently the Elementary School Physical Education Teacher at Deerfield Community School. Ashlyn did her undergraduate studies at the University of New Hampshire. She has been a member of NHAHPERD for eight years, and has helped her co-worker Mark Ruest present at the NHAHPERD conference in 2022. Ashlyn believes that it is her responsibility to prepare and create an inclusive environment for all her learners. Her teaching philosophy is to create an environment that welcomes and encourages students of all abilities to give their best effort, while encouraging students to stretch their comfort zone to improve upon their confidence and skills physically, socially and mentally-emotionally to be a well-rounded learner. Ashlyn’s curriculum focuses on grade level outcomes focusing on skill progression, fitness components, and social emotional skills. Ashlyn utilizes PBIS to positively reinforce skill cues, promote appropriate social behavior, and manage a classroom environment that is safe, welcoming, and respectful to everyone in the room. Ashlyn treats her students with respect while holding them accountable and encouraging them to become the best versions of themselves that they can be. Ashlyn is passionate about providing new activities and diverse experiences so she can meet the needs of all of the students. She works endlessly to find new ideas, activities, and units to bring different opportunities to her students. Ashlyn also leads by example for her students. She teaches her students how to take care of themselves physically, socially, and mentally, but believes it is important that she also take care of herself and show the students that she practices what she preaches. Ashlyn has been part of the wellness committee, which worked diligently to create various opportunities to promote health and wellness to students, families, and the staff of the school. Kristen Withee, Principal of Deerfield Community School states, “Mrs. Radcliffe’s love for children is obvious. She is highly regarded by her students. She knows what her students need as learners and ensures their success in her class. She does not hesitate to make a modification for a student if she knows it will help them. There is not one kid at DCS that wouldn’t say PE is one of their favorite classes!”

**Mark Ruest - Teacher of the Year Middle School Physical Education**— Mark Ruest is currently the Middle School Physical Education Teacher at Deerfield Community School. Mark received his Bachelor of Science in Physical Education from Keene State College and has been a member of NHAHPERD for over thirty years. During this time his services to NHAHPERD over the course of his career include: conducting pre-conference Technology Workshops, serving as Web Master, creating an Online Registration System for annual conferences, Presenting regularly at the Annual Conference (various topics), holding the position of Vice President of Physical Education and acting as College Student Representative to the executive board. Mark uses various teaching methodologies and feels comfortable creating different environments for all his students. He incorporates experiences that can be categorized as teacher centered, student centered, challenge by choice, sports education model, large group, small group, individual instruction, etc. Marc believes that it is his instructional practices that may set himself apart from his peers. Marc knows and understands his personal teaching mission statement and has created practices that drive himself to continuously serve that purpose. Mark describes his “Why” statement as, “I always want to do my very best to help every student entrusted to me obtain the skills he or she needs to live a healthy, happy life both now and in the future. Every decision I make and action I take comes from that grounded place of truly knowing what I feel in my bones is my purpose. It is the adrenaline rush I feel when I know I have made an impact in helping one or more students make progress in this direction. It is what “lights me up. It is my passion in life.” Kristen Withee, Principal at Deerfield Community School states, “Mr. Ruest works diligently with his team coming up with activities and ideas to teach the Physical Education competencies. He takes on the district’s initiatives and executes them fully and with fidelity. Mr. Ruest’s PE program is constantly evolving and he works tirelessly updating his units and assignments to meet the needs and interests of his students.”

**Ben Forbes—Teacher of the Year High School Physical Education**—Ben Forbes is currently in his twenty-fourth year as the High School Physical Education Teacher at Bow High School. Ben graduated with a Bachelor in Science from Keene State College and went on to receive his Masters in Education in Health and Physical Education in 2003 from Virginia Tech. Ben has been a member of NHAHPERD for twenty-four years

where he has connected and collaborated with colleagues from the state of New Hampshire. The five standards outlined by SHAPE America are the core elements in Ben's Physical Education program at Bow High School. He offers many opportunities for participation in his curriculum in PE to allow his students to demonstrate competency in the five different areas of physical literacy. Some unique offerings that Ben has developed in his curriculum are, adventure based education by programming an outdoor ropes course and an indoor climbing wall, Team sport and dual sport activities, strength training and fitness, Outdoor Education that encompasses Hunter's Safety Education/Certification, Freshwater Fishing Skills and Conservation, Water Sport Safety and Boater Education, and lastly Sport Management. Being both a health and physical educator, Ben uses written assessments, verbal/discussion based assessments, observation techniques to assess physical literacy. Ben prefers discussion based assessments. Coupled with his rapport with his students, it allows Ben to help his students dig deeper, and find a better angle to demonstrate his/her knowledge or help to overcome some assessment anxiety. Ben feels in PE and skills based health education, these discussion based assessments to be the most accurate and beneficial, while helping to support any specific learning needs and overcome obstacles during assessments. Brian O'Connell, principal of Bow High School states, "Ben is quietly one of the most innovative educators I have had the pleasure of working with. He invests a lot of time in researching and exploring new instructional strategies and materials, which results in a curriculum that is current and engaging to all students. Ben is a leader among his department and the faculty at Bow High School and has become one of the most respected voices in the school community."

**Lauren DiRenzo— Health Teacher of the Year**—Lauren DiRenzo is currently the Health Teacher at McKelvie Intermediate School in Bedford School District. Lauren received a Bachelor of science in Hospitality & Tourism with a minor in Event Management from Mitchell College. She furthered her education with a M.S in Sports Management with a minor in Athletic Administration from Southern New Hampshire University, and her most recent degree was a M.Ed in K-12 Health Education from Plymouth State University. Lauren has been a NHAHPERD member for eight years and has presented on Creating a Scope and Sequence for grades 1-12 within a single school district as well as Health Education for grades 1-5. Lauren emphasizes the importance of communication and rapport among colleagues and connections between books, actions, and activities to enhance young students' knowledge and skills. As a Health Educator, Lauren is committed to providing a comprehensive and diverse health education program that utilizes the Essential Components of Health Education as reflected in the National Health Education Standards and other best practices. Lauren actively seeks out new information from all platforms, including published peer-reviewed articles, podcasts, and recommendations from fellow health educators. Lauren's approach to teaching has made a difference in the lives of her students. Students have expressed to Lauren that the skills they learned in her classroom have been the foundations for healthy relationships with family, friends, and teammates. One former student specifically mentioned the S.T.A.R. (Stop Think Act Reflect) decision-making model and how it impacted their morals and values as they entered high school. Jennifer Asdot, Principal of McKelvie Intermediate School, states, "Lauren has a gift for communicating with students about topics that can be difficult. Lauren exemplifies what it means to be professional. Not only is she an advocate for student health and well-being, Lauren also provides opportunities for staff to focus on their own health and well-being. Lauren offers yoga, mindfulness, and meditation activities to staff on a regular basis, both after school and on workshop days. Her positive energy and outlook have really had a wonderful impact on our school as a whole, and I am grateful to work with her."

**Helena Bird—Adapted PE Teacher of the Year**—Helena is currently the Physical Education teacher at Timberlane Regional High School. She received her Bachelor of Science in Kinesiology, Health and PE K-12 from the University of New Hampshire, and a M.Ed Educational Leadership from Louisiana State University. As an Adaptive Physical Education teacher, Helena understands the importance of collaborating with her special education colleagues as well as the guidance department to ensure that her Unified Physical Education classes will promote skills based learning and knowledge for all participants, and accommodate each IEP and 504 plans. Helena uses SHAPE Grade Level Outcomes as well as language from the Universal Design for Learning model to help shape the scope and sequence of her Adaptive PE curriculum. Helena also offers training and workshops for regular-education students who are interested in taking this elective as to how to best help and differentiate instruction for students with disabilities. Although Helena loves teaching her students, some of the most special and impactful work she is involved in takes place outside of the classroom. Helena is Timberlane High School's first ever unified athletic coach for the recreational-division unified basketball team since its inception in 2019. Helena helped her students bring the initiative to create a Unified basketball program to the athletic director and the NHIAA, and has had a blast watching the team compete against other schools. Helena is looking to continue to grow programming for the special education students outside of school hours, and has held numerous Best Buddies events, as well as a "Prom," where students were invited to dress up and have a special night with their peers. The Director of Health, Physical Education, and Athletics, Angelo Fantasia states, "I appreciate the passion and energy that Ms. Bird brings to the students here at Timberlane Regional High School. She genuinely cares about all her students, and she makes personal, positive connections. She begins each class by asking her students to share any good news they have in their lives. The students, in turn, feel safe and supported by Ms. Bird."







# STUDENT CORNER

## Congratulations to our 2023 OUTSTANDING FUTURE PROFESSIONALS

**Madyson Belanger** is a student at Keene State College. Vice President and Secretary of Keene State College Physical Education Club. She is a Student Ambassador for the Physical Education Program. In the Spring of 2022 she was inducted into the Phi Epsilon Kappa Honor Society. *As a teacher, I want to be remembered as... Someone who makes a relationship with all of my students. I want my students to remember me as a teacher they could always rely on to bring positive energy to class every day.*

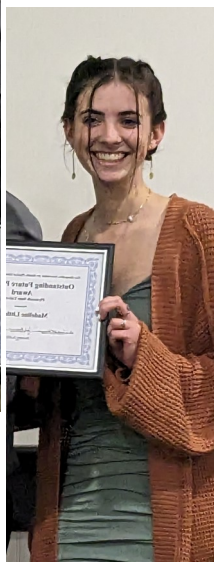
**Spencer Dragone** is a student at Keene State College. He is President of Physical Education Club, and the NHAHPERD Executive Board Student Representative. Spencer is a Student Ambassador for the Physical Education Program, and Founder of the KSC Men's Basketball Club. *As a teacher, I want to be remembered as... Someone who listens to and shows empathy towards their students.*

**Caitlin Feltus** is a student at Plymouth State University. She is President Plymouth State University, Health and Human Performance Club. She is part of the Plymouth State University Honors Program, and has Participated in NHAHPERD presentations, "Using Skills Based Health to Teach Wellness" and "Small Sided Games for Floor Hockey and Lacrosse." *As a teacher, I want to be remembered as... An inspiring mentor who nurtured confidence and a passion for lifelong health and well-being in my students.*

**Madeline Littlefield** is a student at Plymouth State University. She is a member of the Plymouth State University, Health and Human Performance Club, and the Phi Epsilon Kappa (PEK) National Professional Organization. She has participated in NHAHPERD Presentations, "Using Skills Based Health to Teach Wellness" and "The Sport Ed Model" *As a teacher, I want to be remembered as... Someone who didn't just teach information, but as someone who demonstrated the importance of taking care of their whole well-being. I want to be a mentor, role-model, and an inspiration for my students to pursue a happy, healthy, and fulfilling life.*

**Courtney McAuley** is a student at the University of New Hampshire. She is President of UNH Health and Physical Education Club, and an UNH Health and Physical Education Orientation Ambassador. She is also a Kinesiology Research Assistant Professor for Scott McNamara. *As a teacher, I want to be remembered as... A role model for my future students who will always support them through their educational journey by building trusting relationships and encouraging them to live healthy lifestyles by teaching knowledgeable and influential lessons from following my personal teaching philosophy of being supportive, motivational, and adaptable.*

**Rachael Tweedlie** is a student at the University of New Hampshire. She is President of the Health & Physical Education Club, and head Captain of the University of New Hampshire Dance Team. *As a teacher, I want to be remembered as... Someone who made a tremendous impact on students. I want to change the way people think about PE and provide a positive experience for ALL my students.*



As I enter my final semester at Keene State College, I couldn't help but reflect on the major trips and activities I have done to improve myself and my character throughout 2023. Our annual NHAHPERD trip always benefits the students who attend it, especially those with certain areas of interest they may want to teach in their classrooms. Before attending this year's conference, I began my coaching career at the Keene State Parks and Recreation Center where I put what I learned to the test while coaching youth soccer and basketball. While coaching these teams I noticed that being the absolute best version of yourself in an honest way builds rapport with your team, which helps them enjoy what you are trying to teach them whether they realize it or not.

When I saw this I knew I had to find a way to transfer it outside of the field/gym in a way where I would be learning, so when I explain something to players they have a perspective that may be similar to mine in a sport that I have knowledge in. In 2023 I picked up 2 new sports that I have thoroughly enjoyed learning and practicing, and those are disk golf and MMA. While at the NHAHPERD conference, I went to a self-defense session which was an aspect of MMA I was not familiar with. The instructor taught everyone the proper way to escape when someone grabs you by the neck from the front or the back. At the time, I was studying MMA was meant for competition, so this was a more realistic and useful lesson when it comes to applicability and technique.

As one of my classmates and I were walking to the Sport Center, we noticed a disk golf session set up outside and a man was practicing his drives over a soccer field. Before the trip I had bought my own set of discs to use but I was still curious about what brand was best, I also wanted to see if he had any tips for me. My friend and I decided to talk to the man (Peter Huston) practicing his throws and ask him about the buckets of discs and which ones were best. While talking to Mr. Huston, I learned that there is a set of numbers on each disc, each one depicting a range of speed, glide, turn, and fade. He also taught me the proper way to drive this disc based on the speed number. After telling us this, he asked us to try the form he had just taught us and the results were instant. This changed the way I viewed the sport so much because I did not know of this numbering system.

By both putting yourself out there in your community and doing what you find interesting, you can learn and build off of what you already know. Going to this conference and viewing a session or discussion can apply both of those factors to your experience.

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## PE in the Winter

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

Happy New Year! I hope your 2024 is off to an amazing start and those resolutions you made are still going strong. With the winter storms rolling in and the frigid temperatures our classes begin to shift towards inside. If you're like me and enjoy taking classes outside to teach soccer, softball, pickleball, flag football, etc. We start a stretch of months where we need to find activities to accommodate tighter spaces in our gyms, especially if you share space with a colleague. Here are some activities and games we have learned during the winter months.

**Tchoukball** - Tchoukball is a team sport that combines elements of handball, volleyball, and basketball. The game is designed to be non-contact and emphasizes cooperation, agility, and strategic thinking. Tchoukball is played with a small-sized ball and two rebound frames, or tchoukball frames, positioned at both ends of the playing area. This is a great game in a small space because of the limited amount of contact people need in order to play.

**Indoor Golf** - Golf has been one of the most popular sports the past few years and teaching indoor golf can be simple. Of course you will need clubs, which I have found donations over the years. Also If you are able to get indoor golf mats and some foam golf balls you are ready to roll. Safety is a big concern with this unit so day one is very important. I've always treated it like a driving range where students who are not swinging must stay behind a particular line while the other students hit at the same time. After all golf balls are hit students will retrieve on my signal once everyone has completed.

**Speedball** - Speedball is a high-energy, team-based sport that combines elements of soccer, basketball, and other team sports. The game is known for its fast pace, constant movement, and the strategic use of both hands and feet. The game is played with two teams and there are 3 ways to score. 1pt for passing into a marked endzone, 2pts for making a basketball shot, or 3pts for scoring a soccer goal. This game has been a staple for us.

Of course these are very brief descriptions. I encourage you to look into any of these if you are looking for something new. Modifications can always be made with these as well. Please feel free to reach out with any questions.



Jarrood Brooks, Past President – brooksjarroodnh@gmail.com

Happy winter NHAHPERD! This past November I had the pleasure of talking with many of you at our annual conference. We talked about a variety of topics from how to get involved with the NHAHPERD Board, what is happening at the state level, ideas for new presentation topics, and implementing new units into our classrooms. The topic of implementing new units into their curriculum. seemed to be the most common concern with the people I talked with. This was due to a variety of reasons ranging from being unsure of how to teach something they are not comfortable with to funding equipment for something new. I want to share some ideas and methods that I have used over the years when it comes to implementing something new.

The first barrier that I often run into is finding the funds to purchase equipment for an entirely new unit. I would say that my budget is average, compared to those around the state. Each year, I use this to replace equipment that has run its course and is worn out. I also try to use a portion of my budget to purchase items for a new unit. Sometimes this will take me a couple years to get everything I need, so planning ahead is definitely needed.

The second way that I try to budget more effectively is by looking to see what types of funding/grants are available and apply for them. These grants range in monetary amounts as well as difficulty applying for. I have received financial grants through different organizations that have allowed me to purchase every specific equipment (sometimes sport specific or even brand specific), while others are very broad, allowing the money to be used more freely. I have also received equipment grants from different organizations that want you to introduce your students to their sports. Some of these include tennis, baseball, lacrosse, and football. More information can be found below.

The third way that I have used over the years is through fundraising. There are a variety of ways to do this connected to physical education that get the students moving while raising funds for big ticket items. One example of this is when I organized a fun run that allowed me to fully purchase a rock-climbing wall. We have also used fun runs the last few years for a variety of other school needs.

The second challenge that teachers mentioned regarding introducing a new unit, is the unfamiliarity with the topic or equipment. Often teachers teach what they are comfortable with and know how to use and demonstrate. When I plan on introducing something new to my students, it is often new to me as well! I will spend a lot of time familiarizing myself with the equipment and how the game or activity is played. Another strategy I use is to only teach it to a couple classes or a specific grade. This allows me to see how it is going on a small scale before introducing it to my entire school. During this time I will hone in my teaching skills and adapt the lessons making them more effective. Once I feel more comfortable with it, I will then introduce it to the rest of the classes.

Here are some organizations (with links) that do equipment grants.:

Football: NFL Play 60 <https://www.nfl.com/causes/play60/>

Lacrosse: USA Lacrosse <https://www.usalacrosse.com/grant-offerings>

Tennis: USTA <https://www.usta.com/en/home/coach-organize/tennis-support/grants-assistance.html>

Baseball: USA Baseball <https://usabdevelops.com/page/4836/fun-at-bat>

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## **Judy L. Dubriske NHAHPERD PROGRAM ENHANCEMENT (2) \$500.00 EQUIPMENT GRANTS**

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

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

School: \_\_\_\_\_

Email: \_\_\_\_\_; Cell #: \_\_\_\_\_

Level of School:  Elementary (K-5)  Middle (6-8)  Secondary (9-12) Number of students impacted by this equipment: \_\_\_\_\_ Grades: \_\_\_\_\_

\*\*The Judy L. Dubriske Program Enhancement Grant, in memory of Judy’s incredible life and dedication to NHAHPERD, is sponsored by the past presidents of NHAHPERD awarding 2 grants of \$500.00 annually. Funds are designated for the purchase of equipment that will enhance teaching & programming at the K-12 levels in NH schools.

Criteria for Application:

- Must be a current NHAHPERD member
- List quantity, cost and description of equipment
- The application must include a letter of support from applicant’s supervisor and how this grant money will specifically benefit their PE/Health program by answering the following questions:
- How will the acquisition of this equipment enhance your program’s content?
- How will the acquisition of this equipment enhance your teaching practice?
- How will the acquisition of this equipment benefit your students?
- Identify the account source, school/district for deposit of these funds

Send completed application to: Amber McLane: 72 Kimball Road, Gilford, NH 03249 for review & approval by the NHAHPERD Executive Board

# RECREATION NEWS

## Debriefing Tool Box

Brianne Rafford-Varley, VP Elect Recreation – braffordvarley@keenenh.gov

If you don't have a debriefing toolbox, I encourage you to create one! What is a debriefing toolbox? It is a group of gadgets, trinkets, cards, & much more that prompts discussion in participants & deepens their learning. Debriefing has many benefits. It allows facilitators to help youth connect things they are learning to other aspects of life, it can provide a thermometer to help gauge where the group is at, & it also allows participants the chance to reflect. Debriefing creates a platform for social connections & allows opportunity for sharing. Below is a list of items you can gather to start building your box & ways in which they can be used. Debriefing is an art & takes lots of practice, so don't be discouraged if your first debriefs don't go as you planned. It takes practice for facilitators & for participants. There are no rules for what can go in your toolbox or how your items need to be used. Adding your own ideas & tools to your toolbox is encouraged!

**Pocket Processor Cards:** These cards use the Chinese concept of yin and yang to represent balance and highlight the idea that most things can't be solved with an either/or solution. Often times good problem solving falls somewhere in the middle. These cards can be used at the end of an activity to highlight the idea of balance to participants. For example, one card might have "worked well as a team" on the yellow side and "worked well as an individual" on the blue side. Cards can be used as conversation starters when having participants reflect on their experience. Youth can break off into pairs or process as a group depending on group size.

**Postcards:** Postcards can be used as a debriefing tool in many different ways. One example is to have post cards laid out as youth walk in and they can be asked them to pick one that represents something. Here are some example prompts: pick a postcard that represents- a hope you have for the group today, something about you, what you're bringing to the group, etc. They can also be used at the end of an activity with similar or different question prompts. With large groups you can make an inner circle and an outer circle where the inner circle is facing someone in the outer circle. They can share with a partner and then the group leader can facilitate different ways of rotating the circle so that they can share with multiple people.

**Conversation Starter Pins:** Collect pins contain different images & sayings. Pins like postcards can be used in many different ways when it comes to debriefing. One way to use the pins is by asking participants to choose a pin that represents a positive contribution someone else made. Once everyone has their pin, they can go around in a circle presenting their pins to others.

**Crayons:** Crayons are a great tool to gauge how the group is feeling. They can be used before a group starts, when a group is transitioning into another activity, or at the conclusion. The facilitator can simply ask participants to grab a crayon that represents their energy, or how their feeling and hold them up as a group. This can be done silently and is a tool to help the facilitator read their group.

**Thumbs:** Thumbs can be used similarly as crayons. Great facilitators will use thumbs frequently to get information from their participants. They can be used to see how well an activity was liked, how well a group grasped a concept, and how a group is feeling.

**Index Cards:** Index cards can be used to have youth write down answers to questions and leave behind information anonymously. They can be used to draw pictures as a debrief. Using drawing as an option to answer questions allows youth who may have a hard time processing with words, another avenue to express themselves. Index cards can also be used as prompts. You as the facilitator can write different questions down on index cards, lay them face down or face up and ask members to choose a card and answer the question. Youth can then exchange cards numerous times.

**Chiji Processing Dice:** These processing dice are used to debrief an activity after its conclusion. The dice are four different colors: red, orange, yellow, and blue. The red, orange, and yellow dice represent the experiential learning cycle. The red is the "what", the orange is the "so what", and the yellow is the "now what". The blue dice is rolled at the same time as one other colored dice and it determines who answers the question on the other dice. This activity is best done in a circle so that the blue dice is always pointing at someone after it is rolled.

**Paint Chip Cards:** Paint chip cards are another fun tool that can be used in multiple different ways. They can be left blank and the color can be used for the debrief or questions can be written on them like postcards. Different color chip cards could represent different questions categories.

**Rose, Bud, Thorn:** Rose, Bud, Thorn is a debriefing activity that can be done with no props. Participants are asked to pick a rose, something that went well, a thorn, something that could have gone better, and a bud, which is something they are looking forward to. This activity can be used to debrief an experience a group just had together.

**Post Its:** Post it notes are a great way for participants to be able to leave feedback anonymously like with index cards. They can also be stuck under questions prompts. They are a great tool to get information quickly and easily that you as a facilitator can reflect on later.

Resource:

MOJO Coaching tools: This a great resource for fun and engaging activities for coaches. <https://mojo.sport>

## Coaching the Sport Instead of the Play

JJ Tinney, VP Elect Recreation – [jtinney@bancroftschool.org](mailto:jtinney@bancroftschool.org)

In most team sports coaches have a large role in the success of their teams. A good coach can bring the best out of all their players and enable them to perform at higher levels. One of the teams I have had the ability to coach for 3 seasons now is a middle school basketball team. Each year new players find themselves on my team and my team's dynamic and overall skill shifts tremendously. Also important to note when coaching at the middle school level winning is not everything. I am just beginning my journey as a coach from a head coaching perspective and I have a couple of key takeaways that have helped me develop as a coach.

First and foremost, concepts and skills centered around the game are more important to coach than a specific play. I believe that although running plays in middle school basketball can be wildly successful in the short term, players can run them without any real idea of why they work. When taught improperly, athletes do not grow a deeper understanding of the game. Also, it takes much longer to coach a play and have athletes fully memorize it then offering a couple of rules when they play. For example, my favorite is cut after you pass. It is such a simple rule and it takes very little time out of your practice to implement it. Then I run drills that work on the skill such as a three on three half court. After they understand one concept you can add a layer like cut or set a pick and continue from there. By starting with one rule and adding more as you go you allow players to take things in small pieces and fully understand the value in working on one aspect of the game. Also as more and more concepts are introduced players are given more options to do in any given situation. This allows for their decision making to develop. I don't want to send a kid up to high school to play like a robot, no coach will take that type of player.

Another thing I've learned is that there are things worth preaching. Things that need to be heard every practice and every game for kids to buy into them. The things worth preaching rarely have to do with the game itself but rather the attitude you have while playing it. My players have heard the phrase "make your mistakes going a hundred miles an hour" probably everyday from the first practice till the last game. Basically, what it means is that mistakes are a part of the game and if you are putting your all in when you make one you never have to apologize for it. This phrase builds a strong team environment, when players mess up, their teammates pick them up instead of criticizing them. Players become more willing to make plays that may not be within their comfort zone. Building resilience on a team is no small task and developing it within individual players will teach them a skill that they will carry with them far longer than the time they spend on a court or field. I am not naive enough to pretend that the phrase I personally use is any kind of panacea for every team but I do believe that having a phrase or a philosophy that you share every day or at least regularly is important.

Coaching is one of my true passions I have in this life, as I'm sure it is for many of you reading this. My athletes give me way more than what I give them as a coach and I always strive to become a better coach after each and every season. I am lucky enough to have stumbled across the idea of coaching concepts instead of play and preaching about how mentality is more important than any specific skill.

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## Hibernation Health in NH

Brenden Holt, VP Elect Health – [bholt@sau39.org](mailto:bholt@sau39.org)

What an exciting time of the year! A new year marks a fresh start for updated goals, deep reflections, and renewed optimism. For folks in New Hampshire, we also know what is looming around the corner of the holiday season and the ball dropping. Cold and darkness. Many in the granite state struggle to stay physically, mentally, and emotionally engaged during the Winter months for a good reason. There are additional barriers we need to recognize if we are going to maintain positive health during the stretch of the colder days.

The lack of sun and chilly temperatures can have a significant impact on our mood and energy. It can be tempting to kick back and isolate from our responsibilities or social groups. Instead of buying in to our emotions, let us use them as an indicator for action. Some simple steps include creating a calendar of plans, sticking to a routine, and finding ways to be held accountable. When we communicate plans and lock them in, we are more likely to follow through. Put your calendar in a spot that you pass frequently as a reminder to get involved. If your Summer routine includes getting outside and moving around, let that carry over to your Winter routine. Maybe you invest in a gym membership or you get creative with the resources you already own. Whatever it is, your health is worth the time and finances. Lastly, find a person or a group to lean on. When we go through struggles together, we are more likely to encourage one another and succeed.

Remember, we are not perfect in our habits each day. Try to avoid an "all or nothing" approach and attack each day as a fresh start. If you have a tough stretch of days or weeks, that is fine. Look at it as an opportunity to get back on track and stay on top of your health. Discipline is a like a muscle that needs training. Even when we don't feel like getting out of bed, eating right, or exercising, do it anyways because you know its right.



Happy New Year to my fellow health and physical educators. I hope your winter break was restful and rejuvenating for you and your families. As we move into the colder, darker months of the year it's easy to fall into a slump or become less active. You may see this in both yourself or your students during this season. For some of us, the season of winter brings outdoor adventures such as skiing, winter hiking, skating or other winter sports and activities. I'm a New Hampshire girl through and through, growing up in the central part of the state with an abundance of ski hills and a father who introduced me to a love of winter from a young age. However, the older I grow the more I realize that the winter and cold weather months are not enjoyed by my family...my friends....and to my surprise my students. Several of our kids are less active in the winter and fall into a spell of inactivity. Last year, our school set out to change this. At Epsom Central School in the month of January, our students are given the option to choose between several physical activities to participate in all day each Friday of the month. Activities such as skiing, snowboarding, indoor rock climbing, indoor soccer, floor hockey, ice skating, bowling and snowshoeing were offered to all our students, kindergarten through eighth grade. We as a school encourage our students to try new activities, ensuring that all will be in a safe environment for "first failures". This program we choose to call "Mini Courses" has been a favorite for our students. When we asked last year's graduating class about their favorite Epsom Central memory.....several of them said that they have fond memories of mini courses and many of them learned a new skill or found a new activity they loved because of this experience. This program not only helped us as a community get through that stretch from Christmas break to February vacation (let's all agree.....it's a crawl!) but was also great marketing for several programs in our community. Since Mini Courses started last year, more Epsom students have signed up for activities such as rock climbing, and other indoor sports. Several students have even shared that they have been encouraging their families to be outside or enjoying nature more in these colder months after having this experience.

If you too are looking for a way to bring some joy and a spark of excitement to your school during the winter, reaching out to your community is a great place to start. Community programs and recreation centers are often excited when school groups ask to be a part of their programs, as it brings great marketing opportunities for their business but is also a way to give back to the youth in our towns and cities. This experience has done so much for our school climate and I hope something like this can do a service to yours!

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## **Who are our people?**

Laura Short, Public Relations Advocacy Chair— professor.laura.short@gmail.com

At the state level the AFT released a bulletin on December 3 stating the following:

“Over the next few weeks and months, the education landscape could shift dramatically. New Hampshire has three major inflection points right in front of it. The first is a pair of court decision that came down last week that said the obvious; the state is failing to adequately and equitably fund public education in New Hampshire. The Judge in the ConVal case did not set a definitive amount for how much the state should have to contribute but he did set a minimum floor, and it is almost double what the state currently funds.

After years of work, it appears the ED 306 Rules, the rules that govern our public schools, will finally head into the final rulemaking phase. This may happen at the next State Board of Education meeting on December 14<sup>th</sup> but they could also keep them on the table for another month. Since most of this process has gone on out of the public eye, how long Commissioner Edelblut or anyone at the Department of Education takes to review notes from listening sessions held in some school districts in various parts of the state earlier this year, and how much input from a small group of invited stakeholders actually makes it into the draft rules the State Board of Education votes on remains to be seen. We will only know once the proposal is brought up for a vote at the SBOE. Once the board votes its preliminary approval it begins a 180-day public comment period, followed by a public hearing.

The last inflection point is this year's legislative session. The Governor, Senate and House are still controlled by anti-public education politicians with the House being almost tied. The paths to enact good legislation without tremendous public pressure. The House will once again see and hear a record number of bills, many of which would harm our local neighborhood public schools. The House and Senate Education Committees will begin working on these bills in January but first the full House and Senate will meet on January 3<sup>rd</sup> to finish all of the work that they did not finish from last year. Many of these bills would also damage our local neighborhood public schools.”

We. Need. To. Be. Heard.

I reached out to the NHDOE and was directed to Heather Clogston. She can be contacted at Heather M. Clogston, M.Ed.; Prevention Coordinator; Office of Social & Emotional Wellness; Bureau of Student Wellness; NHDOE; 603-724-9378; Heather.M.Clogston@doe.nh.gov  
Please let me know if you have any questions.

QuaverHealth•PE is a K–5 standards-aligned, skills-based Health and Physical Education curriculum. Accessible to all students, QuaverHealth•PE helps create a lifetime of healthy habits. Lessons, resources, and activities offer an innovative school-wide Health and PE instruction approach.

Our platform provides a comprehensive solution for your teaching needs. QuaverEd’s browser-based application allows you to access resources from anywhere with an Internet connection. The curriculum includes 196 ready-to-use Health lessons and 12 PE units for grades K–5. Each lesson is packed with movement, original songs, interactive activities, games, assessments, and more to bring learning to life.

More than a curriculum, QuaverHealth•PE involves the whole community. We invite parents and families into their children’s education. Built-in link-sharing functionality allows families to access resources with no login needed. Our platform allows you to easily involve the school community in activities, projects, and more.

Flexible for every teacher. Engages every student.

Try QuaverHealth•PE for free with a 30-day preview. Attend a demo to see the curriculum in action.



Benji Ball is the first indoor/outdoor adaptable baseball game. Loved by thousands of people across the United States in Physical Education classes, after school programs, summer camps, backyards, and beaches. Its adaptable and versatile gameplay makes it perfect for your classroom whether you are teaching elementary students or college level students.

**Box Contents:**  
Benji Ball Bat  
Two Balls  
Travel Carry Bag

**To Purchase:**

- Visit [www.benjiball.com](http://www.benjiball.com) and fill out the form under the Schools/Programs tab.
- \$59.99 per set
- Learn more about how you can play in your classroom and how other teachers have played in their’s on our website!

★★★★★ They loved it!

My grades 3-5 students love Benji Ball in physical education class. The experienced baseball players help teach the vocabulary words from the dice and coach the inexperienced players in batting form. They enjoy the mystery each time at-bat and how this game evens the playing field. We all agreed that if it lands on Benji Ball, the whole team will run the bases. Thank you, Benjamin, for creating a new base-running game!

[www.benjiball.com](http://www.benjiball.com) | [@benjiballforall](https://twitter.com/benjiballforall)



## 2024 National Summit

April 7-10 | Baton Rouge, LA

Hosted by the Louisiana Association for Health, Physical Education, Recreation and Dance (LAHPERD)

April 7th- Board and Cabinet Meetings  
April 8th- Councils and Committee Meetings/  
Afternoon Program Sessions  
April 9th & 10th- Full Day of Sessions

Registration & content: [info@nahpl.org](mailto:info@nahpl.org)

## Kids Heart Challenge Tips

By: Lisa Brace, VP of Dance - lbrace@sau73.org

Have you run a Kids Heart Challenge (KHC) event at your school? Here are a few things to do to get started and run a fun event at your school.

1. Contact the local KHC rep. They will send you all the information, prizes, and lots of resources to get started
2. Schedule a meeting with the rep and look over the online portal
3. Set a beginning and end date for the fundraiser to run (I do February, cuz heart month), set a \$\$\$ goal for your school, and set a date for a celebration event.
4. If you use paper envelopes (I do) I divide them up and put them in every classroom teacher's mailbox and send out a school wide email telling the teachers when they need to go out by with a few days of leeway just in case a teacher is absent or if a teacher sends paperwork home to students on a certain day. These envelopes have information about raising money online if families choose to
5. My principal sends emails to families weekly so I type up a "blurb" about the KHC fundraiser, prizes, and event to go home and recommend that families contact me and not classroom teachers if they have any questions

Now the extra things that make the fundraiser a bigger success...

1. Our school's office reads a heart fact every morning during the morning announcements during the fundraiser (these are found on the KHC online portal... easy to print and highlight the ones you want the office to read)
2. I create a custom KHC promo video or skit with our own students to show on our school's news broadcast or in a school assembly... This makes it more personal to the school community and its a great way to summarize the key things that I want kids and families to know
3. I throw grade level celebrations in the gym with 12+ stations for kids to participate in... This fits well with our "specials schedule" so this means that other specials teachers can come and "work" this event with me and they bring all the students that would have been in their class that block. I also get parent volunteers to come and help out as well.
4. I added the bonus of the classroom that raises the most money earns a pizza party (my school covers this)
5. Finally, I added that the top 25 fundraisers get to SLIME me, the principal, and a few other teachers that volunteer! This slimy event is filmed and shown at our last school assembly.
6. When final prizes get delivered, find a coworker's son or daughter that can help you sort, label, and deliver the prizes! Not only are they there early in the morning with their parent but they love to help and it takes some of the work off of you.

Hope this helps! Have fun!!!

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## Dance Fishing

Lisa Cook, VP Elect of Dance - lisa@nhdi.org

In the fall of 2019, I led a class at the NHAHPERD Conference on behalf of the New Hampshire Dance Institute (NHDI) to present dance in an accessible, fun, and easy-to-follow format...because that's what I've done in schools for 16 years! Little did I know at the time that my affiliation with NHAHPERD would continue through the years as a presenter in 2020 (virtual), 2021 and 2022, being honored as Dance Educator of the Year in 2021 and now VP Elect of Dance for the organization. As Residency Director and Director for Advancement of NHDI I'm an advocate for *accessibility and equity* in the Arts, my work and passion flow directly into incorporating dance into K-12 curriculum standards. Sure, I'm a dancer so my comfort zone with dance movement is high on the scale, perhaps not so much for you? But being a dancer doesn't necessarily mean you're a good educator. It was a process that developed for me as my life led me to a later-in-life career as a preschool teacher and paraprofessional in elementary school. So here I am asking P.E. educators to use their well-honed motivational skills and apply them to a sport known as dance. Don't panic, it's a process and my goal is to give you a toolkit with a variety of tools to be successful in your endeavor.

Remember when Circus Arts was a residency that came to your school and now it's one of your (and your students) favorite session? You've been provided with instruction and tools to implement this beneficial physical activity incorporating balance, strength, focus, cooperation, flexibility, and FUN! Now re-read this paragraph replacing "Circus Arts" with "Dance". You've just been handed your first tool...*ask for help!* Turn to well-established residency programs ([www.nhdi.org](http://www.nhdi.org)) to jumpstart your dance curriculum. During that residency *you* will receive the tools to continue incorporating dance into your P.E. program. The saying "If you give a man a fish, he'll eat for a day; if you teach a man to fish, he'll eat for a lifetime" is a metaphor for the value of teaching someone a skill rather than just providing for their immediate needs focusing on the *long-term benefits* of education and empowerment over temporary assistance. Over the next year let's go dance fishing, or at least "tackle" it...together!





**Robyn Birren** – [Robyn.Birren@heart.org](mailto:Robyn.Birren@heart.org)  
 Regional Vice President of Development, School Engagement, NH  
**American Heart Association**; M 630-414-6179

The American Heart Association school programs, Kids Heart Challenge/American Heart Challenge, promote ways for everyone to keep your one heart healthy. While movement and physical activity come to mind, the AHA school programs also educate students and families on mental well-being. We know that doing good feels good and that makes our hearts happy.

Elevate mind-body wellness to promote overall well-being. [Mindfulness](#), meditation, diet changes, spirituality, gratitude and [mindset](#) are examples of concepts impacting mental, emotional and physical well-being.

**TRY THESE STRESS-BUSTERS**

Fight stress by focusing on your physical and mental health.



**Get out of the house:**  
 Take a walk in nature and enjoy the sights and sounds.



**Sleep tight:** Set a regular bedtime and wakeup routine and turn off or dim electronic screens as bedtime approaches.



**Use your network:**  
 Reach out and connect regularly with family and friends.



**Put your mind to it:** Explore mindfulness, a type of meditation that focuses your attention on your present experiences without interpretation or judgment.



**Lean on a furry friend:**  
 Pets may help reduce physiological reactions to stress.



**Work it out:** Regular physical activity — a recommended 150 minutes of moderate activity, 75 minutes of vigorous activity, or a mix of both weekly — can relieve tension, anxiety and depression and give you an immediate exercise “high.”

For more tips on the mind-heart-body connection, visit [heart.org/BeWell](http://heart.org/BeWell).



**Complete FINN'S MISSION and Learn Hands-Only CPR**



[heart.org/schools](http://heart.org/schools)

When your school participates in Kids Heart Challenge, your students, staff, and whole community learn life-saving skills such as Hands-Only CPR and the warning signs of a stroke (F.A.S.T.). The American Heart Association is on a mission to turn a nation of bystanders into a nation of lifesavers!

To sign your school up or learn more, contact Robyn Birren, Regional VP of School Engagement, at [robyn.birren@heart.org](mailto:robyn.birren@heart.org).

**Complete Finn's Mission for a Chance to Win Big.**  
[heart.org/schools](http://heart.org/schools)



The National Football League (NFL) is a proud national sponsor of the American Heart Association's Nation of Lifesavers.



**Save Lives. Win Big.**

Students that complete Finn's Mission will earn an entry for two tickets to **Super Bowl LIX** in 2025 and your school will be entered to receive a **\$10,000 fitness equipment makeover** for every 18 students who complete Finn's Mission.

The National Football League (NFL) is a proud national supporter of the American Heart Association's Nation of Lifesavers.



## “NO! Not the ‘D’ Word?!” (The Fast Track to Creative Movement)

Hannah Kimball, VP Elect PE- [hkimball@sau83.org](mailto:hkimball@sau83.org)

Dodgeball? No. Dumbbells? No. Double Dutch? No.... it’s DANCE!

“You expect me to dance?!”

“Mrs. Kimball, I am NOT dancing...”

We’ve all been there. No matter what sort of tone you use or how excited you try to get your middle school students, the ‘D’ word often results in eye rolls and groans. I’ve found a way to help minimize the stress and anxiety many students feel toward dancing, and it’s called Creative Movement. When I introduce this unit to my students, I never even say the word ‘dance.’ I simply tell the kids that we are doing a unit called Creative Movement where they are going to show me they can move their body to a beat in a way that they enjoy.

Below are the resources I’d like to share so you can take a leap of faith and try it with your students too! It’s fun, unique, links directly to SHAPE standards, and students feel a sense of ownership in the end!

[Interest Survey](#) - I give this out in the beginning of the unit and use it to group kids by similar interests.

Rank your enjoyment of each activity on a scale of 1-6.

1 = “I love this”; 6 = “I hate this”; You can only use each number 1 time.

Dance; Gymnastics; Basketball; Drums Alive; Jump Rope; Fitness & Exercise

[Creative Movement Unit](#) - Includes everything!

	<b>Grades 5-8</b>
<b>Lesson #1</b>	What is creative movement? What is choreography? (a sequence of movements or routine) Inspirational videos <a href="#">EVOLUTION OF DANCE</a>  <a href="#">FORTNITE DANCES IN REAL LIFE</a>  <a href="#">Travis Kelce's best celebrations/dance moves</a>
<b>Lesson #2</b>	Moving to a beat
<b>Lesson #3</b>	What makes a choreography look good?
<b>Lesson #4</b>	Work on routine
<b>Lesson #5</b>	Work on routine
<b>Lesson #6</b>	Work on routine
<b>Lesson #7</b>	Share a video of your routine to Mrs. Kimball! Perform routines live for class. Self Assessment

[Creative Movement Guide](#)- Only page 1 required. The rest I make optional.

[Creative Movement Rubrics](#)- One is for grades 7 & 8 and the other is for grades 5 & 6.

I’d love to hear how this goes for you and your students if you decide to try it out!

(Links available with the online Winter Newsletter on our website under the Resources tab.)

## **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](mailto: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.

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Ghillie McCall, VP Health – [gfinemore@sau53.org](mailto:gfinemore@sau53.org)

Happy New Year to my fellow health and physical educators. I hope your winter break was restful and rejuvenating for you and your families. As we move into the colder, darker months of the year it's easy to fall into a slump or become less active. You may see this in both yourself or your students during this season. For some of us, the season of winter brings outdoor adventures such as skiing, winter hiking, skating or other winter sports and activities. I'm a New Hampshire girl through and through, growing up in the central part of the state with an abundance of ski hills and a father who introduced me to a love of winter from a young age. However, the older I grow the more I realize that the winter and cold weather months are not enjoyed by my family....my friends....and to my surprise my students. Several of our kids are less active in the winter and fall into a spell of inactivity. Last year, our school set out to change this. At Epsom Central School in the month of January, our students are given the option to choose between several physical activities to participate in all day each Friday of the month. Activities such as skiing, snowboarding, indoor rock climbing, indoor soccer, floor hockey, ice skating, bowling and snowshoeing were offered to all our students, kindergarten through eighth grade. We as a school encourage our students to try new activities, ensuring that all will be in a safe environment for "first failures". This program we choose to call "Mini Courses" has been a favorite for our students. When we asked last year's graduating class about their favorite Epsom Central memory.....several of them said that they have fond memories of mini courses and many of them learned a new skill or found a new activity they loved because of this experience. This program not only helped us as a community get through that stretch from Christmas break to February vacation (let's all agree.....it's a crawl!) but was also great marketing for several programs in our community. Since Mini Courses started last year, more Epsom students have signed up for activities such as rock climbing, and other indoor sports. Several students have even shared that they have been encouraging their families to be outside or enjoying nature more in these colder months after having this experience. If you too are looking for a way to bring some joy and a spark of excitement to your school during the winter, reaching out to your community is a great place to start. Community programs and recreation centers are often excited when school groups ask to be a part of their programs, as it brings great marketing opportunities for their business but is also a way to give back to the youth in our towns and cities. This experience has done so much for our school climate and I hope something like this can do a service to yours!

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**Great Conference Addition – Equipment Swap!** Ashley Laufenberg, President-Elect - [alaufenberg@pemibaker.org](mailto:alaufenberg@pemibaker.org)

Another year, another great conference! It was good to see many returning faces to the conference this fall after having folks miss due to COVID and lack of substitute coverage the past few years. If you did happen to miss it, be on the lookout for the opportunity to see some of the fantastic sessions that were held with the Virtual Conference. If you are in need of those professional development hours, there you go! One thing the Virtual Conference will not have that I know I certainly benefited from, was the Equipment Swap. At the conference in Waterville attendees had the chance to pass along equipment from their programs they no longer needed but was still in good shape. I took advantage of this and had dropped off some pedometers and other miscellaneous PE gear we simply were not getting use of Thursday morning. I took a quick peek to see what was already dropped off, spotted something, and planned to return later to snag it. Well lesson learned as when I came back someone had already gotten it - and good for them! In between sessions and making my rounds, I made it a point to go down and take a look as there were some awesome items coming and going. A handful of people did note that the room location was not ideal and we will look into a better spot perhaps in the future. Overall it was a fun and beneficial addition to our in-person conference. As we look forward to next year's conference and you begin to clean out those storage closets, be sure to put aside any of your own pieces of equipment and gear that still has good life to it and bring it along for others. In turn, if you are in search of that random item you want to try out or need to replace, take a look and it may be there! Just think of the treasures you may find!



## Website Watch

Hannah Kimball:

**Bal-A-Vis-X**

<https://www.youtube.com/watch?v=OKQsXr4CHSs>

Brandt O'Hara:

An awesome resource that I use for my Health class is: Health Teacher Central - it is a Facebook group that has loads of information from professionals across the country in all levels

Brenden Holt:

"If you are looking to keep your students motivated and engaged, I highly recommend an interval timer for your gym. I hang this timer up on the wall and utilize it for fitness tasks, games, and more. Students love to track with time and it helps them to understand endurance. It has definitely changed the way I can teach by having that visual for students to see. An affordable option is available from Amazon."

**BTBSIGN LED Interval Timer Count**

**Down/Up Clock Stopwatch with Remote**

**for Home Gym Fitness**



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## Recipe Corner

Melody Gray, Conference Program Coordinator – gray-melody2@gmail.com

### Healthy Moring Recipes!

Sharing with you two of my favorite breakfast recipes. They are easy and fuel my energetic day as a PE teacher!

### Chocolate Peanut Butter Smoothie

Prep/total time: 5 min

Yield: 4 (8-ounce) Smoothies

One of my favorite flavor combinations of chocolate and peanut butter makes for a delicious and simple healthy smoothie. I sometimes supplement sunbutter and oat milk if needed and can add a scoop of my favorite protein powder too!

#### Ingredients:

- 2 cups of milk
- 2 Frozen bananas
- 2 tablespoons unsweetened cocoa powder
- 2 tablespoons natural peanut butter
- 2 tablespoons honey

#### Instructions:

1. Pour the milk into the blender. Slice the bananas and add them to the milk.
2. Add the cocoa, peanut butter, and honey. Blend until smooth.

### Raisin, Date, and Cashew Oatmeal

Prep/time: 5min

Cook time: 10

Servings: 2

This combination is one that I created after having the best oatmeal I had ever had at a cute little bakery called Beach Pea baking co. in Kittery Maine. The combination of sweet and salty is so good and filling too!

#### Ingredients:

- 1 cup oatmeal, old fashioned oats
- 2 cups hot water
- 1 teaspoon cinnamon
- 1 tablespoon of maple syrup (add more if you like it sweet)
- ¼ cup yellow raisins
- ¼ cup cran raisins
- ¼ cup chopped dates
- ¼ cup salted cashews

#### Instructions:

1. Cook oatmeal according to directions and add ingredients near the end of cooking time. Mix in and serve with brown sugar on top, maple syrup or add some sliced bananas. Enjoy!!

2024 PRESENTER WORKSHEET  
NHAHPERD Annual Conference - November 21 - 22, 2024  
Waterville Valley Convention Center, Waterville Valley, NH  
'Power Up Your Core in 2024!'

Please return this form ASAP via mail or email (with 2024 Presenter Form in subject line) to:  
Melody Gray, Program Coordinator, graymelody2@gmail.com, 244 Wibird St., Portsmouth, 03801

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

NHAHPERD Member?     Yes     No  
Preferred Address:     Home     Work

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

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

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

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

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

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

Title of Session:

\_\_\_\_\_

Description of Session(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Preferred Presentation Date:  Thursday (11/21/24)  Friday (11/22/24)

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](mailto:graymelody2@gmail.com) or

Dianne L. Rappa, E.D./Conference Coordinator 603-747-3508; 603-481-1852; [drappa@roadrunner.com](mailto:drappa@roadrunner.com)

**Thank you for submitting your forms ASAP!!**

Dianne Rappa, NHAHPERD E.D.  
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Health, Physical Education, Recreation & Dance



**Save the Date!!!!!!**

**UNH Health & Physical Education Department of Kinesiology**

***10<sup>th</sup> Adapted Physical Education Conference***

***Friday April 5, 2024—Time: 8:15 am—2:00 pm***

**Keynote—Featuring Cathy McKay, PhD**

***Keynote Presentation on:***

***The Power of the Peer Group: Utilizing Paraspport education to promote social inclusion in school-based physical education***

Additional sessions will include: collaborative practices, Unified programming, disability sports, fitness training for all, peer mentoring and more.

***Cost: \$70/Professionals; \$25/students includes Lunch and Parking***

To register go to: <https://learnforlife.unh.edu/portal/events/reg/participantTypeSelection.do?method=load&entityId=397590914>

**For more information please contact: Scott.McNamara@unh.edu**