

Effective Teaching Practices for K-12 Physical Educators Using the SHAPE America School Reentry Considerations

Prepared By:

SHAPE America Professional Preparation, Physical Education, and Physical Activity Councils



Presenters and Panelists:

Erin Centeio
Teasha Jackson
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Suzanna Dillon
Justin McCullick
Patty Kestell
Jessica Shawley
Sarah Gietschier-Hartman
Jo Bailey

Housekeeping Items

- Use the chat box to connect with presenters, panelists and other attendees
- Use the Q&A box to ask questions
- We will have a moderator ask the questions aloud during and at the end of the presentation
- The powerpoint, recording, as well as resources will be posted on the SHAPE America School Reentry webpage following the webinar, so don't stress!



Q & A Box: Ask questions throughout the webinar

Chat Box: Introduce yourself and connect with other participants

Today's Schedule

- Introduction, best practices, and strategies surrounding the SHAPE America and CDC considerations (15 minutes) (Erin, Jim, Teasha)
- Panelist presentations (40 minutes):
 - Suzanna Dillon and Justin McCullick -- Adapted PE
 - Patty Kestell -- Elementary PE
 - Jessica Shawley -- Secondary PE
 - Sarah Gietschier-Hartman -- Secondary PE
 - Jo Bailey -- Secondary PE
- Question and Answers (20 minutes)

Stephanie A. Morris

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Erin E. Centeio

Associate Professor, University of Hawai'i at Mānoa
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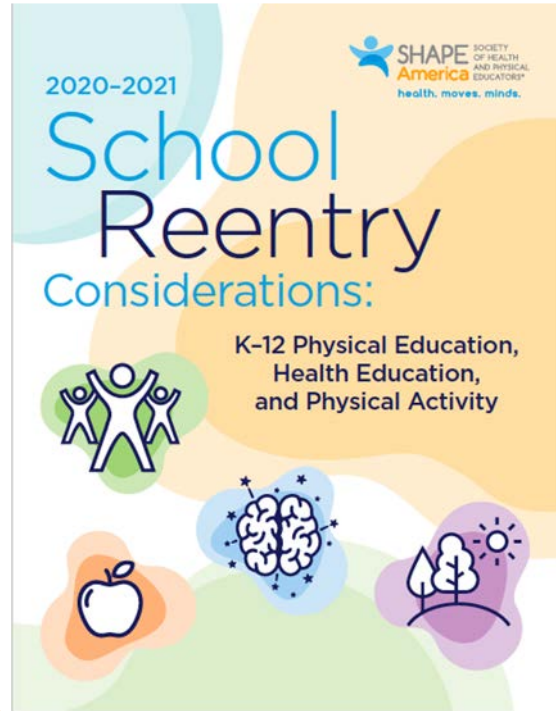
Teasha Jackson

Clinical Assistant Professor, Towson University
Member of the Professional Preparation Council and Equity, Diversity, and
Inclusion Taskforce, SHAPE America

School Reentry Considerations

Check out the link to download
YOUR Copy!

https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Reentry_Considerations.aspx



Teaching Strategies for School Reentry

Equity, Inclusion, and Accessibility

- Student demographics, other school-age children at home, etc.
- Access to internet and device access at home
- Access to materials/equipment at home
- Students with IEPs or 504 plans
- English-language learners

Resources Available:

- [At-Home Student Survey Template](#)
- [Teaching Strategies Workbook](#)



Social and Emotional Learning

- Identify natural alignment in existing curriculum (Crosswalk resources), as well as curriculum gaps
- Intentionally highlight the SEL competencies being taught
- Face coverings and their potential impact on the ability to interpret emotions and facial expressions
- Analyze the new school environment and its impact on students
- School-wide SEL plan



Resources Available:

- [PE SEL crosswalk document](#)
- [SEL introduction](#)
- [Health.Moves.Minds](#)

Trauma-Sensitive Learning Environment

- Provide opportunities for connection (both with peers and the teacher)
- Create a predictable setting and routine
- Keep or create opportunities for student choice and voice
- Evaluate current student behavior management
- Assess your students' emotional needs
- Assess your emotional needs throughout the day

Additional Resources:

- [Creating a trauma-sensitive environment](#)
- <https://traumasensitiveschools.org/>
- [Trauma informed teaching strategies](#)

Student Assessment

- Understand that assessment happens in many ways — and can be assessment for learning or assessment of learning
- Use backwards design planning to develop a variety of standards-based assessments
- Offer opportunities for students to choose how they will demonstrate their knowledge and skills
- Use formative assessments to determine what concepts students understand and what students may be struggling with
- Use simple rubrics so your students understand how they will be assessed and what they will be assessed on

Models of Learning

- **In-school instruction with physical distancing**

- Recess
- Classroom-based physical activity
- Physical education

- **Distance learning**

- **Hybrid learning**

- Defined as a combination of in-school instruction while physical distancing and distance learning



In-School Instruction With Physical Distancing

Recess



- Provide recess or free time whenever possible
- Do not withhold recess as punishment
- Identify multiple indoor and outdoor spaces for recess to minimize crowding
- If indoors, keep doors and windows open and promote proper ventilation
- Create play areas and encourage recess activities that do not require physical contact or use of recess play equipment or playground structures

Classroom-based Physical Activity

- Consult with COVID-19 response team or administration on proper sanitation procedures
- Keep doors and windows open and promote proper ventilation
- Identify ways to create and use classroom space for physical activity that allows for physical distancing
- Encourage mask wearing among students if 6 ft distancing is not possible
- Create classroom physical activity that is appropriate and safe for all students by setting and communicating safety and behavioral expectations

Additional Resources:

Springboard to Active Schools Strategies for Classroom Physical Activity in Schools:

<https://schoolspringboard.org/classroomphysicalactivity/#:~:text=Classroom%20physical%20activity%20gives%20st,udents.of%20time%20they%20are%20sedentary.>

General Physical Environment Considerations



- Location and facilities considerations
- Class size and structure considerations
- Provide visual reminders of physical distancing practices
- Coordinate with classroom teachers and COVID-19 response team
- Consult with COVID-19 response team or administration on proper sanitation procedures
- Drinking fountains should be sanitized frequently or be out of service

Physical Environment



- Assess Level of Risk and adjust safety procedures accordingly
 - **Lowest Risk Spaces**
 - Virtual only classes, activities, and events
 - **More Risk (Medium)**
 - Small in person classes, activities and event
 - Groups stay together, remain six feet apart, and don't share objects
 - **Highest Risk**
 - Full sized in person classes, activities and events
 - Individuals are not spaced apart, items are shared

Promote Behaviors that Reduce the Spread

- Schools and teachers need to educate students, parents, staff to stay home when appropriate
- Teach hand hygiene and respiratory etiquette
- Teach and promote use of cloth face coverings (even during non-vigorous physical activity)
- Source and provide adequate hygiene supplies
- Post signs and share messages

Additional Resources:

CDC Communication Resources

- <https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html>

Promote Behaviors that Reduce the Spread

- Use the opportunity to share health education messages by promoting and teaching about proper facemask use
 - Most essential in times when physical distancing is difficult
 - Students should be reminded not to touch their faces, and to wash their hands frequently

Additional Resources:

CDC Communication Resources

- <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html>

Student, Teacher & Staff Hygiene and Safety



- Students, teachers and staff should wash or sanitize hands frequently
 - Examples:
 - Sanitize when:
 - Someone comes in and out of a space
 - If you or student touches their face (mouth, nose, eyes)
- Face coverings worn, whenever possible
- Sanitize highly touched areas often

Equipment Safety and Sanitation

- Consult with COVID-19 response team or administration on proper local sanitation procedures
 - [Follow CDC guidelines to meet EPA disinfection criteria](#)
- Limit use of equipment and eliminate use of shared equipment
- Clean and disinfect frequently touched surfaces
 - Doors, handles, floor (if performing exercise or sitting on floor)
- Safely apply and store cleaning and disinfectant supplies
- Keep student's belongings separate

Instructional Strategies

- Use tape or paint to designate physically distanced spaces for students
 - Home base, lines, etc.
- Use microphone or speaker to accommodate increased physical distancing and mask wearing
- Continue to address all five National Standards for K-12 Physical Education
- Focus more on individual pursuits or skills that do not require physical contact

Physical Education Units Easier with Physical Distancing

- Motor skills and movement concepts with no equipment
- Racket sports (pickleball, tennis, badminton, speedminton)
- Geocaching
- Track and Field
- Yoga
- Fitness
- Hiking
- Disc Golf
- FootGolf
- Foosball Soccer
- Bowling
- Bocce
- Dance
- Tabata



Distance and Hybrid Learning for Physical Education and Health Education

Distance Learning Model



- **Develop connections**
 - Build relationships with your students even online
- **Assess your curriculum**
 - Understand what might not work online and adjust
- **Communicate expectations**
 - Over communicate with students and check-in often
- **Create consistency**
 - Just like in the classroom, students need consistency
 - It does not need to be repetitive and monotonous, just consistent
- **Make content accessible for all learners**

Hybrid Learning Model

- Consider having students practice skills at home and then apply during a class activity
 - Flipped classroom concept, using safe practice while together
- Students can participate in individual physical activities with physical distancing guidelines that require little or no equipment and at-home can focus on motor skill development
- Consider [project-based learning](#)
- Allow for optimal **student choice** and opportunities to engage directly with teachers

K-12 Physical Education In-School Instruction With Physical Distancing



GRADES K-2	National Standards for K-12 Physical Education	Example Grade-Level Outcomes	Example Activity Ideas/Strategies
	1 (motor skills and movement patterns)	<ul style="list-style-type: none"> • S1. E1-E5 Locomotor • S1. E7 Balance • S1.E13 Underhand throw • S1. E16 Catching • S1. E17 Dribbling with hands • S1. E18 Dribbling with feet 	<ul style="list-style-type: none"> • Tossing to self and target games • Striking activities (e.g., racquets, paddles) • Creative movement • Movement stories, teachers read a story as students act it out • Kicking
	2 (movement concepts)	<ul style="list-style-type: none"> • S2. E1 Space • S2. E2 Pathways, shapes, levels • S2. E3 Speed, direction force 	<ul style="list-style-type: none"> • Space Jamming • Obstacle courses (avoid students touching objects) • Personal/general space activities • Movement to rhythms/beats
	3 (health-enhancing fitness) It is not developmentally appropriate to have students engage in fitness testing at this grade-level.	<ul style="list-style-type: none"> • S3.E1 Physical activity knowledge • S3. E2 Engages in physical activity • S3. E3 Fitness knowledge • S3.E6 Nutrition 	<ul style="list-style-type: none"> • Incorporate strategies for self-regulation (Try these Skills Posters for Grades K-5) • Have students make observations to physiological changes (e.g., heart rate, sweating) in their body before, during and after activity • Take a Selfie, p. 4 • Create a class list of activities students can do outside of school • Dance

K-12 Physical Education In-School Instruction With Physical Distancing

	National Standards for K-12 Physical Education	Example Grade-Level Outcomes	Example Activity Ideas/Strategies
Grades 6-8	1 (motor skills and movement patterns)	<ul style="list-style-type: none"> • S1.M1 Dance and rhythms • S1. M12-M15 Net/wall games 	<ul style="list-style-type: none"> • Create a fitness or dance routine that represents your feelings about the new school routine • Cycling • Badminton, tennis, handball or other rackets and balls students might have available
	3 (health-enhancing fitness)	<ul style="list-style-type: none"> • S3.M1 Physical activity knowledge • S3. M2-5 Engages in physical activity • S3.M18 Stress management 	<ul style="list-style-type: none"> • Self-regulation activities (Try a Mindful Minute, p. 3 and the Skills Posters for Grades 6-8) • Stretching, yoga • Pilates • Dance • Agility ladder activities • Body weight strength activities • Physical activity log • Outdoor pursuits • Juggling (select equipment or materials that can be properly clean) • Fitness stations • Musical Spots- Fitness Edition • Take a HALTED Selfie, p. 4
	4 (responsible personal and social behavior)	<ul style="list-style-type: none"> • S4. M2 Personal responsibility • S4.M3 Accepting feedback 	<ul style="list-style-type: none"> • Find Someone.... (some tasks will have to be adjusted/removed to fit within social distancing parameters)



Strategies for Addressing the Physical Education Needs of Students with Disabilities in Virtual and Hybrid Teaching Contexts

Dr. Suzanna Dillon
Texas Woman's University

Justin McCullick
Region 10 Education Service Center (TX)



Where to begin?

- What's in the IEP?
 - General physical education or adapted physical education services?
 - Goals and short-term objectives
 - Minutes of services
 - Service provider responsible*

Note if APE is an individually determined special education services; it can't just be dropped/eliminated arbitrarily.

- What accommodations or modifications are typically needed for the student?
 - For PE and for classroom tasks/written work



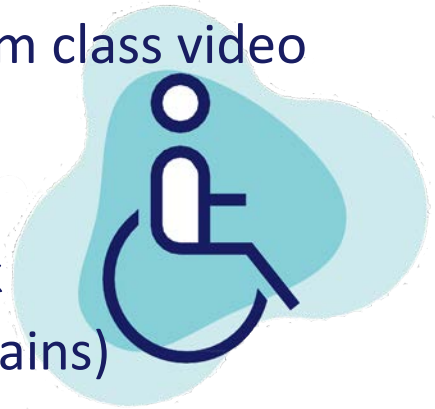
Strategies for Virtual and Physically Distant In-person Physical Education

- Utilizing the paraeducator and special educator
 - Pre-teaching
 - Visual supports – collaborate with Special Education service providers
 - e.g., <https://www.toolkit4pe.com/instruction>
 - Video models
 - Auditory supports
 - e.g., <https://www.blindalive.com/what-is-eyesfree-fitness>
 - Hands-on support



Strategies for Virtual and Physically Distant In-person Physical Education

- Impact of Synchronous vs. Asynchronous instruction
- Accountability
 - IEP data collection
 - Data sheets
 - Video documentation from parents or from class video
 - Be mindful of FERPA violations
 - Student accountability for completion of work
 - Evidence of learning (across all three domains)
 - e.g., “I Can Do It!” Program



Strategies for Virtual and Physically Distant In-person Physical Education

- Increased use of visual supports in both synchronous and asynchronous instruction
- Pre-teaching/videos prior to synchronous instruction
- Curriculum aligned to match teaching format, available resources, space
- Curricular alignment between what is being taught at home versus taught at school by physical educators



Strategies for Virtual and Physically Distant In-person Physical Education

- Possible issues and strategies for delivering physical education in the general education classroom:
 - Visuals to indicate personal space/room to move in
 - Additional visuals and perhaps audio supports
 - Agreed upon curriculum adjustments to match teaching format, available resources, space
 - Proximity of teacher to students with disabilities
 - Possibly altering room orientation
 - Equipment distribution, storage and cleaning



Strategies for Virtual and Physically Distant In-person Physical Education

- Possible issues and strategies for delivering physical education in the special education classroom:
 - Develop routine that signals shift to physical education and maintain consistency in routine
 - Set up a designated space for movement (e.g., motor lab style of set up)
 - Consider designated equipment that can remain in the classroom



Strategies for Virtual and Physically Distant In-person Physical Education

- Possible issues and strategies for delivering physical education outside:
 - Thermoregulation issues for individuals with spinal cord injuries
 - Attentional issues – make boundaries clear, positioning of the student, visual supports, visual schedules, task sheets
 - Elopement issues – make boundaries clear, use visual supports, positioning of student



Strategies for Virtual and Physically Distant In-person Physical Education

- Possible issues and strategies for delivering physical education outside:
 - Auditory and visual issues – consider use of microphone and speaker; teacher should face the sun not students, proximity to learners with disabilities, use of paraeducators or peer tutors
 - Consider agreed upon altering of the curriculum and equipment sharing
 - Equipment distribution, storage and cleaning



Elementary Physical Education Considerations for In School, Hybrid, and Virtual Teaching Contexts

Patty Kestell

SHAPE America PE Council

SHAPE Midwest District President

Thorson Elementary PE Teacher- Cedarburg, WI



Elementary PE Considerations

Social and Emotional Wellbeing of Students

Building Relationships with Students and Addressing SEL Needs:

- **Creating a Nurturing, Inclusive Classroom-**
 - Welcome new students.
 - Regain-build-maintain relationships with our students.
 - Have a plan for staying connected to our students.
- **Student Information-** Gain background info on students: difficulty with distance learning for multiple reasons; exhibiting anxiety related to COVID-19, returning to school.
- **Incorporate SEL Components in PE-** Mindfulness, breathing strategies, emotions/feelings check ins, personal relationship skill builders, etc.



Elementary PE Considerations

Putting the E in Physical Education: A Window into Our PE Classrooms

- **PE Standards and Grade Level Outcomes:**
 - Focus on the most essential physical education standards and GLO's.
 - 💬 What do you want your student to know and understand by the end of the year?
 - 💬 What is most important? What may have to wait?
 - 💬 What can be reasonably accomplished with varied support from home?
 - Embed PE standards and GLO's into all of your activities.
- **Assessments:** Google Form, PE Exit Slips, Seesaw, Kahoot
- [SHAPE America Virtual Learning Elementary PE Resources](#)



Elementary PE Considerations

In School Instruction, Hybrid, Distance Learning OR All Three?

In School Instruction:

- **Location:** Gymnasium, outdoors, classroom, virtual within school? Rainy days?
- **Students/PPE:** Traffic flow to/from class? Masks on during transition?
- **Physical Distancing**
- **Equipment:** No equipment/minimal equipment (not shared); student activity bag; alternating activities in back to back classes
- **Tennis Shoes/H2O:** No tie shoes for k-1? Water bottles?
- **Class set up:**
 - Mini stations : ex. fitness, cooperative/partner/SEL, eye foot
- **Teacher Resources:** Portable sound system, wireless mic, canopy
- **Hand Washing and Sanitizer/Disinfectant Protocol**



Elementary PE Considerations

Non PE Equipment Activities for Elementary

- Start/Stop Listening Activities
- Locomotor Movement Activities
- Dance/Creative Movement/Non-Locomotor Movement Activities
- Balance - 2 foot, 1 foot, 1 - 2 - 3 - 4 - 5 pt balances
- Yoga/Stretches/Body Shapes
- Fitness/Body Weight Activities
 - Would You Rather Activities
 - Fitness Dice
 - Four Corners
- Partner Mirroring Activities / Creative Cooperative Challenges
- Scavenger Hunt/Goose Chase (Paper/Pencil for each student)
- YouTube Videos - Safe YouTube
- Student Activity Bags (Jump Rope, Ball, Plastic Bags, Dice)



Elementary PE Considerations

In School Instruction, Hybrid, Distance Learning OR All Three?

Hybrid Instruction:

- **In School/Distance Learning-** Different focuses in each situation (ex. Eye hand coordination in school vs. nutrition in distance learning)

OR

- **Blended Learning-** Utilizing flipped learning to carry PE content knowledge and activities from in school PE classes to virtual learning (ex. Eye hand coordination cues during PE class; practicing eye hand coordination skills at home with equipment they have available or reverse)
- **Choice Activities/Project Based Learning-** Student Directed Learning
- **Student Considerations:** “Only children”. Offer options to support them. Consider the language used. Zoom with a friend!



Elementary PE Considerations

In School Instruction, Hybrid, Distance Learning OR All Three?

Distance Learning:

- **What/How:** What support is there support at home? Are there siblings at home?
- **Goals:** What goals/outcomes do you hope to accomplish for that time?
- **Student Resources:** What resources do your students have available at home?
[SHAPE America At Home Student Survey](#)
- **SEL:** How can you incorporate Social Emotional Learning into students' distance learning?
- **Staying Connected:** Ensure that students “see YOU” and can “connect with you” during instruction and via Google Meets, office hours, etc?
- **Virtual Meeting Ideas:** Fitness Scavenger Hunts; Simon Says- Fitness, Body Part, Muscles, Balance; SEL Check Ins; Fitness Dice Workout; Yoga; Follow the Leader; Share Favorite Item/Pets



Elementary PE Considerations

In School Instruction, Hybrid, Distance Learning OR All Three?

2020-2021 Elementary PE School Year:

- Be flexible
- Be patient, with yourself and your students
- Be okay with mistakes, share that with your students
- Be creative, think outside the box, and have fun amidst the challenges
- Communicate as much as you can to stay in touch
- Lean on others for support
- Breathe - Take care of your own wellness needs
- Do the best that you can. We are all in this together!





Secondary Physical Education Considerations

Jessica Shawley

SHAPE America P.E. Council

Lewiston High School Health & PE Teacher (Idaho)

Previous experience: Middle school level (15 years)

Secondary Level Reflection



My “WHY” - My Goals for Students:

- Participate in daily physical activity for health and enjoyment.
- Develop the knowledge, skills, and confidence to be physically active for a lifetime.

My Goal for Myself:

- Plan for ALL 3 reentry models. What practices will crossover into all 3?
- Remain flexible. This is a NEW journey

In-school instruction with physical distancing	Hybrid learning	Distance learning
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Secondary Level Planning



In-school instruction with physical distancing	Hybrid learning	Distance learning
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- **Connections:**
 - How will I foster relationships within each model?
- **Curriculum:**
 - Backwards design with standards in mind. Dial it in.
 - Choice-based. Adapted to students needs. Accessibility for all abilities.
- **Communication:**
 - Who? How? When? How often? Use multiple ways to reach stakeholders.
- **Consistency:**
 - Develop & Reinforce Class Routines.
- **Collaboration:**
 - Department Expectations, Your PLC in SHAPE & your colleagues.
- **Collect Data:**
 - Assessments, Reflections, Activity Logs, Data for Admin.

Secondary Level Teaching Practices



In-school instruction with physical distancing	Hybrid learning	Distance learning
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- **Google Classroom:**
 - Assignments, announcements, quizzes, check-in questions of the day (“QODs”), activity logs, reflections. Chunk work into manageable pieces.
- **Creating a Department Resource Website:**
 - Helps guide student choice. Training links resource page.
- **Screencastify Video Messages & Tutorials**
 - Content review & tutorials. Connections & “Hello! Messages”
- **Self-care, Stress Management and Wellness support:**
 - Post in Google Classroom, link to tips/articles, & little activities.
- **Encouraging Family Physical Activity & Connections.**
 - Physical Activity Challenges - [#ActiveHomeChallenge](#)

P.E. Reflection Final Assignment

Remote Learning Reflection & Application

Student Name: _____ Class: _____ Teacher: _____

- **DUE DATE:** Submit by the provided deadline in Google Classroom.

WHY:

- How will you take what you've learned from this remote learning experience and apply it to your life? What went well? What could be improved? What would you do differently next time?
- **Reflection** is an integral part of the learning process. It allows us to learn more about ourselves and how we learn, which improves our overall skills and abilities. In the end, reflecting also means applying what we've learned to contexts beyond the original situations in which we learned something.

STEP 1: LEARN.

Read the following statements:

- The purpose of Physical Education is to empower students to develop and apply the knowledge, skills and confidence that contribute to a healthy lifestyle.
- An important standard for high school students to achieve is P.E. Standard #5: "Students will recognize the value of physical activity for **health, enjoyment, challenge, self-expression, and social interaction.**"

STEP 2: DO & SUBMIT.

After completing the reflection questions below, submit via Google Classroom.

1. What did you like best about this Remote Learning Experience for P.E. class? How did it make you a better student?
2. What was most challenging for you about Remote Learning Experience for P.E. class? And what would you do differently next time to deal with these challenges?
3. What helpful advice or recommendations do you have to help teachers if we have to do this again?
4. How will you apply what you learned from this remote learning P.E. class experience to how you will continue your physical activity participation this summer and into your future?



FITNESS & TRAINING RESOURCES



Student Workout App
*Download App.
*Use Join Code: LHS Bengals
*Under Workout Tab: Follow the "Remote Fitness" Program or check out all the Exercise videos.



Les Mills Fitness Club
Select from tons of different fitness club classes



Darebee Workouts
There are lots of great workout challenges here.

30 Days of HIIT



Workout of the Day



PLYOGA[®]
FITNESS

PLYOGA Fitness



Shine Dance Fitness

& Groove Fitness
Lots of Dance Workouts out there!



Yoga with Adriene



VeryWell Fit
Workouts, Nutrition, Health articles & More

K-12 Encouragement



- [Reentry Planning Checklist for P.E. Template](#) - *make a copy to use
- **The Under Construction Mindset: [Home is Where the Heart Is \(BLOG\)](#)**
 - Teaching P.E. in a non-traditional setting.
 - Encouragement for small spaces
 - 1. Keep Your Eye on the Prize – Resilience & Relationships**
 - 2. Keep It Simple – The K.I.S.S. Principle Is King**
 - 3. Be In Tune With Technology**
 - 4. Be Family Friendly**
 - 5. Be A Risk Taker – Try New Things**

Helping High School Students Maintain or Improve Their Overall Health and Well-being in a Distance Learning Environment

Sarah Gietschier-Hartman

Clayton High School (Clayton, Missouri)

SHAPE America Emerging Leaders Innovation Team



Department Collaboration

We did not build the plane as we were flying. We chose to build our plane during the first week of distance learning.

Finding meaning and purpose. We decided to focus on promoting student well-being through several domains—cognitive, social, emotional, physical, spiritual, environmental.

Planning. We met weekly via Zoom and chatted via text (sometimes daily) to collaborate, communicate, and create common learning opportunities for our students. None of us did our “own thing.” We posted the same activities with the same expectations.

7 Weeks. 7 Activities/Assignments.

Create a Predictable Routine

- All learning opportunities/activities were posted every Monday morning by 8:15am in Google Classroom.
- Students were encouraged to submit their activities by the following Sunday; however, deadlines were extended until the end of the school year (in all content areas). **Our students loved the schedule we used!**
- Each new activity included a video message from the teacher, giving students the chance to hear our voices and see our faces.

Communicate Expectations

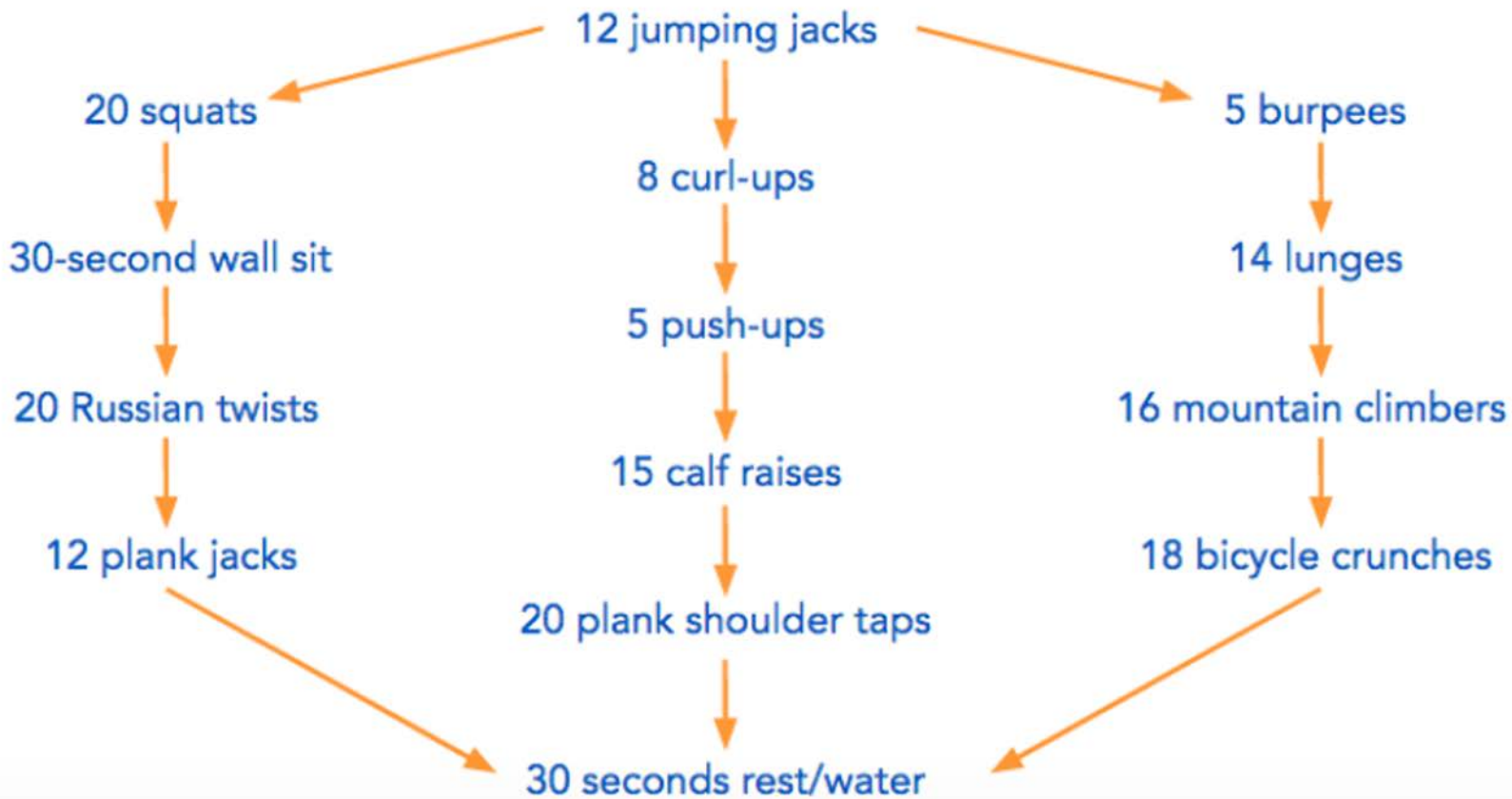
- Class expectations for our health and physical education classes were sent to students and their families *very* early on. Our messages included information that explained how the building's grading policy for distance learning would be implemented in our classes.
 - The documents we emailed students and their families ended up being adopted by other departments in our school!
- A color-coded calendar was shared with each of our classes in Google Classroom. Students knew exactly how many learning opportunities (assignments) would be posted during 4th Quarter.

Create Opportunities for Choice

- **Choice is important.** Allow students to have multiple choices within each lesson/activity.
- Use Google Forms to collect student feedback.
 - *How is your online learning experience going in your health and PE class(es)? Please share your thoughts so far.*
 - *Is there anything your health and PE teacher(s) can do to make this experience better for you?*

B	I	N	G	O
Drink 8 glasses (64 ounces) of water in one day.	Find a quiet space, pop in some earbuds, and reset your body and mind with this guided meditation from Headspace. If you like meditation, then download one of these apps !	Turn off all your devices for at least 5 hours (after school).	Complete a jigsaw, Sudoku, crossword, or word search puzzle.	Write a thank you note to someone and send it through the mail.
Call or FaceTime someone in a different bubble (outside your home) to check how they are doing.	Participate in a virtual workout for at least 30 minutes. You can use this list of resources to help you find and choose a workout.	Complete a yoga session that is at least 20 minutes long. The Yoga with Adriene YouTube channel is a great place to find free videos.	Organize a messy space in your house for you or a family member.	Create a new playlist that you can listen to when you are feeling stressed or anxious.
Find a quiet space, pop in some earbuds, and reset your body and mind with this meditation from Headspace. If you like meditation, then download one of these apps !	Take a break from social media for a day. Only have conversations with people you can actually see!	FREE SPACE WASH YOUR HANDS!	Spend at least 30 minutes outside connecting with nature.	Participate in a self-care activity (going to bed early, painting, deep breathing, dancing, playing a game, exercising, etc).
Set aside time today to do something you love (read a book, draw a picture, go for a run, listen to music, etc).	Read about a topic of interest that you have been meaning to explore, but never got around to.	Play a board game with the people in your bubble.	Complete a yoga session that is at least 20 minutes long. The Yoga with Adriene YouTube channel is a great place to find free videos.	Spend at least 30 minutes participating in an outdoor activity (walking, biking, gardening, yard work, hiking, etc).
Organize a virtual workout session with your friends or teammates. You can use this list of resources to help you find and choose a workout.	Write a thank you email to one of your teachers at CHS.	Cook a healthy meal for your family to share.	Start a list of all the things you look forward to doing when you can see your friends again.	Go for a walk or bike ride that is longer than 30 minutes.

Choose Your Own Fitness Adventure Workout



Building Relationships in a Hybrid Setting

Jo Bailey

D. C. Everest Senior High, Weston, WI
SHAPE America Board of Directors, Liaison to PE Council

Building Relationships in a Hybrid Setting

1. Set expectations/ norms:

- What does positive communication look like a) in person b) online? What difficulties might arise when interpreting communication online/ in person?

2. Make sure students know how to change their background in a virtual setting.

This might encourage students to engage face-to-face virtually.

3. Use student surveys to find out your student's comfort level with sharing online

Building Relationships in a Hybrid Setting

4. Create an Us/ Not Us set of expectations for both in person and virtual settings. This should involve direct student input.

Fitness for Life P2

US	Not US
Having fun	BEING UNSAFE
Laughing	NOT PARTICIPATING
Participation	RUDE
Safe	INCONSIDERATE
Respectful	NOT LISTENING
Positive	PUTTING OTHERS DOWN
Encouraging	RUDE COMMENTS
Using manners	RUDE NON-VERBAL

Building Relationships in a Hybrid Setting

5. Make content personal i.e. You! Practice getting comfortable videoing yourself giving instructions/ explaining content. Your students need to know you, your voice, your mannerisms to help make a connection to you as a teacher.

Deliver a Fun Fact or True/False statement about yourself each day; Invite students to ask you questions

Remember: It's OK to make mistakes - be honest with your students. They will most likely respect any admission that you find it hard to talk to a camera and/or know you are making mistakes

Ask for student feedback on any material you are delivering virtually - what is/ isn't working?

Building Relationships in a Hybrid Setting

6. Create opportunities to interact virtually: Simple get-to-know you activities

These people....

(Chip Candy/ John Smith)

THESE PEOPLE...

Like broccoli
Speak a second language
Eat breakfast most days
Work hard
Do their homework regularly
Like dessert
Eat fruit regularly
Play an instrument
Read for enjoyment
Read and remember
Are good spellers
Are good at technology
Draw well
Play a sport

Sing in the shower
Eat junk food
Don't mind cold weather
Like fish
Love the USA
Like Rap
Can Laugh at themselves
Laugh at others
Don't mind public speaking
Like snakes
Like where they live
Like the outdoors
Relax easily
Like to nap

Building Relationships in a Hybrid Setting

6. Create opportunities to interact virtually: Simple get-to-know you activities

These people....

- a) In person: Using social distancing, students move to one side or the other of the class area

- b) Virtually: Move to the left of your screen or the right of your screen; Hold up an open hand or a closed fist

Building Relationships in a Hybrid Setting

6. Create opportunities to interact virtually: Simple get-to-know you activities

On a scale of 1 to 10...

(Chip Candy/ John Smith)

In person: Move to cone with # on it

Virtual: Use hands to display #

1. I am outgoing
2. I am shy
3. I am athletic
4. I am artistic
5. I am a musician
6. I am a good listener
7. I am funny
8. I love animals
9. I am respectful
10. I am a hard worker
11. I am organized
12. I am good at technology
13. I am a good cook
14. I am healthy/health conscious
27. I like my teachers
28. I think money is important
29. I like to dance
30. I am argumentative
31. I am creative
32. I think "out of the box"
33. I am eco friendly
34. I care what others say about me
35. I am competitive
36. I have a high pain tolerance
37. I spend too much time on my cell phone
38. I type/keyboard/text fast
39. I like Country Music
40. I am a talker

Building Relationships in a Hybrid Setting

7. Create opportunities to interact virtually:

Discussion Boards: How to respond to another post; expectations on how many posts you should respond to. Use application questions/ tasks

Cooperative Learning strategies

1. **Jigsaw:** 4 students in a group; each student is responsible for a different part of a task
2. **STAD:** Students create their own goals and use these to make an overall group goal. They support each other to help the entire group succeed
3. **Numbered heads together:** Pose a question/ task, use small groups to interact/ discuss and report back ideas/ thoughts.
4. **Peer check perform:** Students use checklists to give feedback to a peer

Building Relationships in a Hybrid Setting

8. Keep a tally on who you have/ haven't interacted with

- Use start of year student information sheets to make connections/ ask questions
- If it has been 2-3 days without an interaction, make it a priority to check in with that student. This could be face-to-face or via email



Stephanie A. Morris

CEO SHAPE America

Discussion

Moderator: K. Andrew R. Richards

Assistant Professor, University of Illinois Urbana-Champaign
Member of the Professional Preparation Council, SHAPE America

- ~20 minutes for questions
- Please write your question in the Q & A box
- The moderator will collect questions and read them outloud
- Panelists and Council members will provide an answer
- Questions that we do not get to will be answered in writing and posted on the resource page

THANK YOU!



https://www.shapeamerica.org/advocacy/news/Online_Advocacy_Day.asp

X

Powerpoint and resources will be posted at:

[shapeamerica.org/PEschoolreentry](https://www.shapeamerica.org/PEschoolreentry)

Continue the conversation:

#SHAPereentry

