

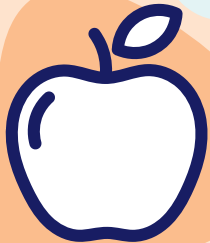
2020-2021

School Reentry Considerations:



K-12 Physical Education,
Health Education,
and Physical Activity

TEACHING STRATEGIES
WORKBOOK



Introduction

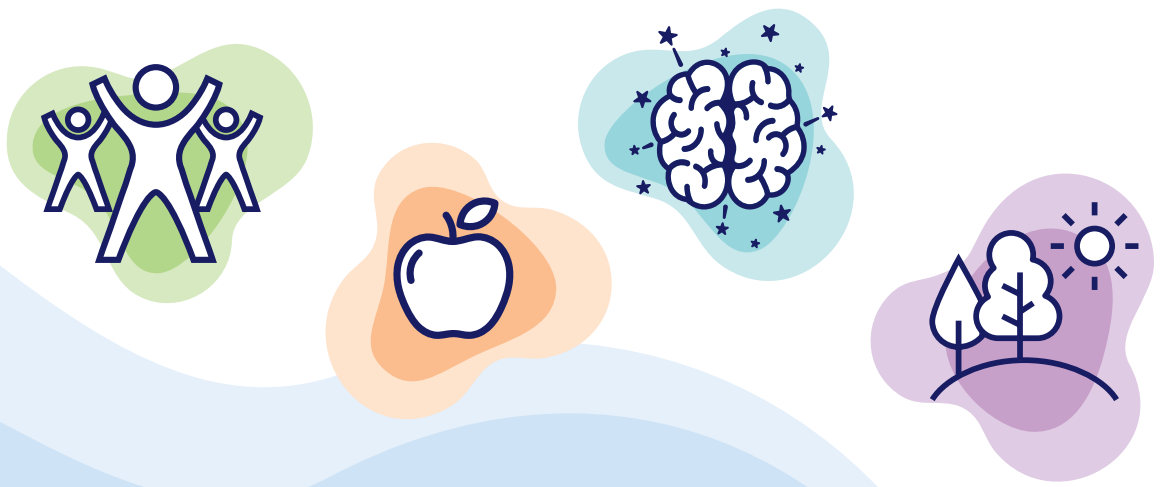
This workbook is a companion document to SHAPE America’s [2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity](#), a publication which is intended to guide administrators, staff, and teachers as they prepare an environment for safe and supportive instruction in physical education, health education, and physical activity.

Use the workbook to explore teaching strategies for health and physical education related to:

- Equity, Inclusion and Accessibility 3
- Social and Emotional Learning 6
- Trauma-Sensitive Learning Environment 8
- Student Assessment 11



At the end of the workbook you’ll find an [At-Home Student Survey](#) template, which can help you learn more about your students and their home environment. This is especially important during the COVID-19 pandemic.



Equity, Inclusion and Accessibility



Always consider equity, inclusion and accessibility when planning curricular units, assessments, and learning activities for students. Existing feelings of stress, anxiety, fear, and anger can be exaggerated when students lack necessary access to the internet, physical activity equipment, or devices to complete assignments. Additionally, the individual needs of students with disabilities, and culturally and linguistically diverse learners must be considered.

Use the questions below as a starting point as you consider the needs of your students. These questions will help you set realistic expectations and accurately prepare lesson materials so students can be successful.

The number of students who have access to the internet or a device at home to complete assignments for schools operating under a distance learning or hybrid learning model

- How many computers are available in the household?
- Will students be completing assignments primarily from their cellphones? Will this cause limitations (e.g., accessing materials, data limitations)?
- Are there other siblings in the home and how old are they?

The demographics or specific circumstances of your students

- Are parents/guardians or family members working from home?
- Have parents/guardians or family members lost their jobs?
- Do any my students have difficult home lives (e.g., history of abuse, parental substance abuse)?

- How can I consider how to teach sensitive topics (e.g., assault prevention, abuse, sexual violence) with students who may have experienced or are experiencing this type of trauma?
- What is culturally important or relevant to my students right now? (i.e., How might my students be feeling about demonstrations/protests in response to police brutality?)
- Have any of my students lost loved ones due to COVID-19?
- How do my own experiences differ from those of my students?

Access to materials/equipment at home

- What materials can my students use at home to complete assignments?
- Are there materials that I consider to be “easily accessible” (e.g., laundry basket, socks, toilet paper, towels) that my students might not have access to?
- Will asking my students to use physical activity equipment/materials be realistic for a range of settings (e.g., house, condo, apartment)?
- Do my students mostly live in apartments or places with limited space or access to safe outdoor areas?

Students with IEPs or 504 plans

- What students in my class have disabilities or specific needs?
- How can I meet their needs (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings)?
- Can any of the accommodations or modifications be used for all of my students?
- Will wearing face coverings impact students' ability to interpret emotions and facial expressions and ability to hear speech?

English-language learners

- How will I make assignments available?
- How will I communicate with parents/guardians?
- What additional aids will I need to help students understand assignments?
- Who can I use as a resource for help in supporting English-language learners?
- Will wearing face coverings impact students' ability to hear speech and understand what is being said?

Social and Emotional Learning

Social and emotional learning (SEL) is a key component of health and physical education instruction. As you prepare for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic.

Use the questions below as a starting point as you begin planning for the upcoming academic year, whether your school will be following a model of in-school instruction, distance learning, or hybrid learning.

Use the [PE/SEL crosswalk document](#) and the [HE/SEL crosswalk \(once released\)](#) to identify natural alignment in your health and physical education curriculum

- What are you already doing that easily aligns with SEL competencies?

Identify curriculum gaps in SEL competencies and develop additional lessons and activities

- Are there any SEL competencies that are not covered or need to be covered more in depth within your curriculum?

Intentionally highlight the SEL competencies that are being taught in learning activities/lessons

- When/how can you share the importance or value with students of a specific SEL skill(s) being taught within a lesson?

Face coverings and their potential impact on the ability to interpret emotions and facial expressions

- How will wearing a face covering limit my ability to interpret my students' emotions or facial expressions?

Work with other staff members (e.g., school counselor, school nurse, social worker, school psychologist, other teachers, librarian) to share SEL-specific skills being taught

- What are specific skills that you teach your students that can be used throughout the school building or at home related to SEL (e.g., deep breathing exercises, moments of pause, zones of regulation, emotion check-ins/rating scales)?
- Are there SEL skills others use that you can incorporate into your activities?

Use daily routines to incorporate SEL skills (e.g., morning circle, instant activities/warm-up, introductions, and closures)

- How can these routines transfer easily if the school were to abruptly change the model for learning (i.e., switch from in-school instruction to distance learning)?

Prepare for emotional, social and skill regression

- How can you prepare for students who may demonstrate a lack of social skills (which may not be intentional or a sign of disobedience) due to physical distancing?

Analyze the new school environment and its impact on students

- What does the school day look like now with physical distancing measures in place (i.e., students staying within their classrooms most of the day, limited times to use the restroom)?
- How will these new routines and logistics impact your students' social and emotional needs (e.g., higher levels of stress, angst caused by staying in the same class for long periods of time, frustration over wearing face coverings, fear of getting sick)?
- What behavior interventions can you plan for in response to misbehaviors caused by new routines and logistics?

School-wide SEL plan

- Does a school-wide SEL plan already exist? If so, how can you ensure health and physical education is included?
- How can you be a part of your school or district's SEL planning team?

Trauma-Sensitive Learning Environment

Mental health experts anticipate that many students will have experienced trauma related to the COVID-19 pandemic — and students will not be prepared to engage in learning if they do not feel physically and emotionally safe.

Creating a trauma-sensitive learning will be imperative to help students ease the impacts of trauma on their life. You can apply this trauma-sensitive mindset to your teaching strategies, behavior management, assessment, and policies — and most importantly, building relationships and connections with your students.

Use the questions below as a starting point as you create a trauma-sensitive learning environment for the upcoming academic year, whether your school will be following a model of in-school instruction, distance learning, or hybrid learning.

Provide opportunities to connect with your students and for students to connect with one another

- Can you provide small group check-ins for your students or peer-support groups (i.e., assign student leaders to check in on other students, provide “office” hours for students to check in or share out)?
- Can you spend time in each class connecting with students (i.e., spending a few minutes each day talking about anything other than school)?
- Are there opportunities to connect with students individually (e.g., schedule 1:1 video chat session weekly/biweekly, email students individually weekly/biweekly to check in, follow up with students who seem to be struggling)?

Create a predictable setting and routine

- What routines and sense of normalcy can you create for your students to feel comfortable (e.g., start class with the same greeting/warm up/instant activity, have students share in the chat box how they feel using an emoji/type how they are feeling right then, end class with the same routine)?
- How can you prepare students for changes ahead of time (e.g., send a weekly schedule or note home, email students with changes with as much lead time as possible)?
- What behaviors can you anticipate that might come with a change in schedule?

Keep or create opportunities for student choice and voice

- What ways can you get students to be involved (e.g., students come up with class norms, have students share ideas for routines or activities)?
- How can students provide feedback (e.g., incorporate student feedback into lesson closures, use reflection sheets, create a survey to collect feedback every couple of weeks)?

Evaluate current student behavior management

- Do you use a zero-tolerance policy versus implementing [restorative practices](#) (i.e., focus on violation of rules versus preventative actions and mending relationships)?
- How can you reward or recognize positive behaviors (e.g., praise a student's work ethic, grit, growth, or attempt, avoid praising physical characteristics)?
- What positive interventions can be used to correct behavior (i.e., create a list of positive interventions you can use when disruptive behaviors occur)?

Assess your students' emotional needs

- How could students potentially be feeling right now (e.g., hungry/thirsty, tired, anxious, restless, bored)?
- How can you check in with students in a safe and supportive way?
- How can you help address their potential needs (i.e., if students are anxious start class with a deep breathing exercise or play calming music, if students are restless start class with a high-energy activity)?

- How can you support students asking for help when needed?
- What resources can you make available for students?

Assess your emotional needs throughout the day

- How are you feeling at the beginning, middle, and end of the day? (e.g., hungry, angry, tired, frustrated)
- How are these emotions potentially affecting your interactions with students? Reflect as often as possible, especially after times where you feel you may have been challenged by your students. What led up to those events? What were you feeling prior to that class?
- What are you doing for self-care?

Student Assessment

Regardless of the delivery method, the goal of physical education and health education remains the same: to develop a student's physical and health literacy. It is important that some level of assessment be incorporated as part of any well-designed health and physical education program.

Use the considerations below as you reflect on how you will adapt state- or district-level assessment requirements in the upcoming academic year, whether your school will be following a model of in-school instruction, distance learning, or hybrid learning.

- **Understand that assessment happens in many ways — and can be assessment *for* learning or assessment *of* learning.**
 - Assessment *for* learning gives feedback to students to help them improve on the area being assessed but is not for grading purposes. (It's important to give your students feedback, especially if you are using a distance learning or hybrid model of instruction.)
 - Assessment *of* learning allows students to demonstrate the skills and knowledge they have learned in health and physical education.
- **Use backward planning to develop assessments.**
 - What are your specific goals for your students?
 - How will you measure their progress toward those goals?
 - What opportunities will you provide for your students to work toward these goals?
- **Provide a variety of assessments that address all the standards that are supposed to be covered.**
- **Offer opportunities for students to choose how they will demonstrate their knowledge and skills. This is a more equitable approach that sets up students for success.**
 - Written, video, journaling, etc.
- **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.**



At-Home Student Survey

As you create activities, lessons and units for your classes, it's important to keep equity, inclusion and accessibility, SEL, and a trauma-sensitive learning environment at the forefront. Adapting or creating new routines or classroom management procedures that incorporate the above concepts are great beginning steps to help your students prepare for learning.

Conducting an at-home student survey can help you learn more about your students and their home environment, which is especially important during this time of COVID-19. The survey can be the first step in building a meaningful relationship with your students.

The survey template provided on the following pages is intended as a starting point; [customize the survey](#) to suit your situation and the age of your students. In some cases, parents may be the ones completing the survey for their children.

Keep the survey results confidential and use the information to guide the development of units, lessons, and learning experiences.



STUDENT SURVEY

Available Technology/Supplies:

What type of technology do you use at home? (check all that apply)

- Desktop computer
- Tablet
- Chromebook/laptop
- Smart phone
- None
- Other (please specify)

How do you access the internet at home?

- WiFi (through phone/cable company)
- Dial-Up (must connect via phone dial)
- Cellular service
- No internet access

How would you categorize your internet connection speed?

- Slow to Moderate.* Enough to get online, check email, and comfortably browse the web.
- Fast.* Enough to smoothly stream video, quickly download large files, etc.
- Lightning speeds.* Fastest possible connection for all sorts of projects.

How many other members of the household share the device you primarily use for schoolwork?

- 1
- 2
- 3
- 4+

If you share the device with others, how much access do you have to do your own schoolwork each day?

- I don't have access to a device at home
- Limited access (1-2 hours/day)
- Medium access (3-4 hours/day)
- Unlimited access



Which of the following household items do you have available to use for physical education? *(check all that apply)*

Pair of socks

Laundry basket

Small ball

Large ball

Bed sheet

Pillowcase

Plastic cup

Jump rope

Other: *(list any sporting or fitness equipment you have at home)*

Which of the following school supplies do you have available to use for physical education? *(check all that apply)*

Colored pencils

Crayons

Markers

Construction paper

Loose leaf paper

Notebook

Computer paper

Glue

Scissors

Tape

Other: *(list any additional school supplies you have at home)*



About You:

If you have siblings living at home, what are their names and ages?

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

What is one word that best describes you?

What is your favorite food?

What are some of your hobbies or interests? (e.g., television shows, sports, hidden talents)

What are you most excited about in preparing to return to school?



What are you most concerned about in preparing to return to school?



What is one thing you liked about distance learning?

What is one thing you didn't like about distance learning?

What are your goals for the new school year?

What health content areas do you want to learn the most about?

(Rank each item from 1-8, with 1 being the area you are most interested in)

- Disease prevention
- Mental/emotional health
- Nutrition
- Sexual health
- Social justice
- Stress management
- Substance abuse
- Tobacco use/vaping

What physical education content areas do you want to learn the most about?

(Rank each item from 1-8, with 1 being the area you are most interested in)

- Dance
- Games to play at home
- Improving motor skills (e.g., throwing, catching, kicking)
- Individual fitness (e.g., running/jogging, strength training, HIIT — high intensity interval training)
- Mindfulness/self-care strategies (e.g., yoga, deep breathing exercises)
- Net/wall games (e.g., tennis, badminton, volleyball)
- Outdoor/yard games (e.g., cornhole, frisbee golf, other disc throwing games)
- Target games (e.g., bocce, bowling, golf)

Which skills do you feel you need most right now?

(Rank each item from 1-7, with 1 being the area you are most interested in)

- Accessing valid and reliable information, products and services
- Advocacy
- Analyzing influences
- Decision-making
- Goal setting
- Interpersonal communication
- Self-management



Is there anything else you want to share that might be helpful for me to know?