



# *Return to School Considerations*

**August 2020**

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# NC SHAPE



## Introduction

As schools prepare to return to school and are creating new learning models during the COVID-19 pandemic, supporting students' physical, mental, social, and emotional health is more important than ever. Physical activity has been shown to :

- Decrease stress and anxiety
- Increase focus and concentration
- Improve self-esteem, academic performance, and fitness levels
- Prevent injury and disease.

If your school is talking about not having health, dance or physical education, please visit our [NC SHAPE Advocacy page for resources](#) to share with your administrators how critical we are to the social and emotional needs of students are during this time.

This document was created to help NC local school systems create their own return to school district guidelines for Health Education, Physical Education and Dance.

These are considerations are for you to think about for health, dance, and physical educators as we transition through the COVID19 Pandemic. We recommend you start with using the SHAPE Americas' Teaching Strategies Workbook and At-Home Student Survey to prepare for going back to school. [You can access them here.](#)

These considerations provided herein are obtained based on guidance for schools provided by the [Centers for Disease Control and Prevention \(CDC\)](#), [SHAPE America](#), individual state recommendations, and other resources for physical education, health education, recess, and classroom-based physical activity. The COVID-19 outbreak is an ongoing, rapidly developing situation. Educators are encouraged to monitor publicly available information and to always follow federal, state, and local health organization guidance and government mandates. This information may vary and will be updated as necessary.

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## Preface

Most of this is borrowed from other State SHAPE organizations, SHAPE America, and State DOE's that released guidelines for HPE and dance. We then gathered this for our teachers and begin creating a companion resource document.

We would like to thank those who created documents before us and provided such great information to compile for our Administrators and Teachers.

This document quotes directly from many of these resources and/or websites:

- CDC Guidelines for Print Resources for Schools
- CDC Considerations for Schools
- SHAPE America's School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity
- AZ Roadmap to PE Reentry: Arts and PE Re-Entry: A disciplined approach
- to Active and Creative Learning
- Physical Education Together: Guidelines for Temporary Modifications to Physical Education Programs in Maryland Public Schools. A COLLABORATION PROJECT BETWEEN: Maryland State Department of Education, 2021
- SHAPE America Website
- NYSAHPERD ReEntry Guidelines and Examples
- PSAHPERD ReEntry Guidelines and Examples
- The recommended distance when exercising outdoors without a mask comes from a non- peer-reviewed preprint version of a Belgian-Dutch Study(2) on social distancing when walking and running, the best available data and source currently available.
- Dr. Donna Woolard, Campbell University Guidelines for Physical Education
- Lesson Plan from Mark Housel, Beeler Elementary School, NJ ( SHAPE America website)
- PE Activity Restriction Examples by Hicks Chandler

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## Catagories

1. Professional Development Considerations;
2. General Safety Back to School Considerations
3. Location Considerations
4. Physical Activity /Recess Considerations
5. Gym or Multipurpose Room Considerations
6. Equipment Considerations (High Risk)
7. Adapted Physical Education
8. In-Person Instruction Considerations (High Risk fitness testing included)
9. Online Instruction Considerations
10. Health Education Considerations
11. Dance Education Considerations

\*Many of these recommendations can be overlapped with each other in an online setting.

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## 1. Professional Development

Health, dance and physical educators should be included in professional development related to COVID19.

- Inclusion of content experts in all discussions developing protocols for facilities, sanitation, and more.
- PD for sanitation protocols that align with LEA expectations and national guidance. This PD should be delivered by the LEA Building Services leadership or outside expert consultant.
- PD for health monitoring protocols as required by the LEA, such as temperature monitoring and maintenance of health records. This PD should be delivered by the site or LEA health leadership (i.e. Nurse) or outside expert consultant.
- Provided time and access to experts on emerging research and updated guidelines as local, state, and national levels continue to update information.
- Continuous evaluation of current protocols and practices to identify areas of refinement that support safety guidelines.
- Providing Dance teachers with content specific professional development and adequate time for researching, planning and implementing distance learning, blended learning, hybrid learning and/or flipped classroom instruction.

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## Professional Development continued

- Health and Physical Education teachers should be provided discipline-specific professional development and regularly scheduled job-alike learning communities to effectively grow their practices for in-person, hybrid, or distance learning settings. Examples may include but not limited to:
  - Teachers may need to reevaluate grading procedures for hybrid or online learning (especially those who still grade on dressing out). [You can find a resource here.](#)
  - Prepare and connect with students who are absent for the availability of makeup work.
- Through the use of professional development in technology, the flipped classroom replaces the teacher led lecture with a digitized version for students to view outside of class. While at first glance, skeptics may fear that technology replaces the human element of schools by distancing students even further from teachers, Khan (2011) contends that the flipped classroom approach does just the opposite; it humanizes the classroom. Roehl, Reddy and Shannon (2013) suggested the “time gained by removing the lecture portion from class allows for more one-on-one personal engagement between the teacher and students” (p.47). [NY AHPERD Return Guidelines to HPE](#)

**EXAMPLE:** Using Screencastify, Camtasia, or similar video tutorial recording app or service, a high school Health or Physical Educator can record the procedure for logging caloric intake and expenditure. Rather than playing the pre-recorded video during valuable instructional (synchronous) time, they can then share the video for students to view on their own time, ask them to set realistic goals based on content learned from the video, and then spend the next class session discussing and comparing each others’ results. NY AHPERD Return Guidelines to HPE.

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## 2. General Safety Back To School



### Considerations

Health and Physical Education Instructors are essential to the development of the whole child and should be given the same considerations any other teacher would be given. Participation in arts and wellness activities becomes even more vital to all students and all communities during these challenging times.

- Consider the social and emotional well-being of the students and spend appropriate time allowing students to return to a new school environment and physical distancing.
- Prior to school reentry, teachers and staff should video conference to review CDC COVID-19 safety protocols and the protocols recommended by the Public School Unit on COVID-19 protocols. To make a plan, use these CDC resources.
- All teachers should comply with the district-wide COVID-19 protocols for sanitation, how to implement a plan for accommodating sick students, and how to monitor any patterns of illness or other concerns that may arise.
- Teachers and staff are to follow the district-wide COVID-19 response team and CDC guidance on proper sanitation procedures for cleaning high-touch surfaces in their facilities (e.g., equipment, doorknobs, tables, handles).
- Discourage student use of drinking fountains. Students and staff are to use individual water bottles. Have a plan for refilling water bottles safely.
- Face coverings are required in all buildings and specifically in classrooms. Face coverings are also required to be worn outside where social distancing (minimum of 6- feet) is not possible.
- Face coverings are not recommended for anyone who is experiencing exercise-induced asthma or is having trouble breathing during exercise.

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## General Safety Back To School Considerations Continued

- When a student is experiencing exercise-induced asthma or is having trouble breathing during exercise, the student should stop the physical activity immediately, remove the face covering, and alert the teacher. The teacher is to monitor the student and take steps necessary to facilitate the student's recovery. (This is why we recommend the first 2 steps).
- Should a student become unconscious or incapacitated or otherwise unable to remove the covering without assistance, the teacher should remove the face covering, initiate the appropriate first aid and emergency procedures, and monitor the student until help arrives.
- All health and physical education classes should maintain a minimum of 6 feet between individuals.
- Follow district and State quarantine guidelines as needed.
- Create a plan for injury management while maintaining physical distance if possible.
- Checklists should be developed of what needs to be done in between classes and at the end of the day to ensure safety and sanitation of equipment and facilities.
- Work together early on to identify multiple indoor and outdoor spaces for recess to minimize crowding.
- Signage should be visible to students for directions on feeling sick, washing hands, cleaning equipment, and other important information. Teachers may want to post signs as reminders for healthy habits.
- These materials are free for download and were developed by the [CDC to support COVID-19 recommendations](#).
- Traffic flow signage should be properly displayed and followed.
- Continue to amend and meet IEP's and adapt as needed through additional meetings.
- Teachers who do not receive specific guidelines should follow [CDC guidelines](#) and [SHAPE America](#); and consider these [NC SHAPE Online Teacher Resources](#).

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## 3. Locations for Play Considerations

- Physical activity should be conducted outdoors practicing physical distancing, whenever possible. However, the teacher should be sensitive to the weather and adjust the intensity of the activity as needed.
- Non-classroom locations utilized for physical activity and/or close contact physical education should allow students and teachers to respect physical distancing guidelines and remain 6 feet apart. The activity should be adjusted for movement in minimal space at a low activity level.
- If available facilities do not have sufficient space, in-person class sizes should be adjusted appropriately to allow for the physical distancing of 6 feet apart.
- Above all, instructors must limit the number of students involved in-person physical activities to a number that can be appropriately monitored safely.
- In classrooms, space desks at least 6 feet apart and have students face the same direction.

## 4. Physical Activity/ Recess Considerations

- When outdoors, avoid the use of playground equipment, benches, or other permanent structures.
- The more intense the physical activity, the greater the physical distance required for safety.
- When someone is walking or running, a vacuum or a slipstream is created. This could cause respiratory droplets to spread much farther than the prescribed 6 feet of social distancing. If the droplets don't get the time to settle down, because another person starts walking or running behind the first person, the second person will walk or run through a dense cloud of droplets.

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## Physical Activity/ Recess Considerations Continued

- To avoid droplets, students should not walk or run directly behind another person. Instead walk or run side by side or in a staggered formation.
- When walking or running outdoors without a mask, students should avoid walking/running in another's slipstream. The recommended distance when exercising outdoors without a mask is 15 feet from others when walking, 33 feet when running.
- Droplets can evaporate quickly, but humidity plays a role, keeping the particles in the air longer, which is something to consider during the opening weeks of school.
- Teachers should monitor the intensity of each student's exercise and urge students to exercise on the low-to-moderate side to avoid symptoms like dizziness and fainting.
- Teachers must understand and educate their students that different masks have varying levels of airflow restriction, depending on the thickness of the material. With less air, one's body has less available oxygen to utilize during exercise.
- Teachers should use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.

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## 6. High Risk Equipment Considerations

- We do not recommend using equipment at this time (fall 2020), unless each student has their own piece and it can be cleaned properly. Using equipment is considered high risk of COVID 19 at this time.
- If there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes, avoid the use of equipment altogether.
- Teach students to keep their hands clean during class.
- The use of whistles involving forcing one's breath out between lips/teeth or through a device is prohibited. Electronic whistles may be used instead.
- The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Teachers may request handheld megaphones or microphone systems be provided to project their voices through a mask to communicate with spaced students.
- If teacher do use equipment, it should be an easily cleanable surface that can be disinfected between uses following CDC guidelines and products. Equipment made of cloth or porous materials that cannot be easily disinfected should be avoided.
- Limit the use of physical education equipment and eliminate the use of equipment that would be passed between or shared by multiple students throughout a class period.
- For equipment that will be touched or handled by students, assign each student their own piece of equipment for that class period.
- If using equipment, keep extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity.
- Teachers should use a method of distributing equipment that avoids students crowding in one area. Instead, distribute the equipment around the activity perimeter and have students pick up and return the equipment in small groups.

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## High Risk Equipment Considerations Continued

- Consider teaching different units at the same time if it is not feasible to clean and disinfect equipment between classes. For example, class A is working on meeting outcomes to dribble with their foot, while class B is working on striking with a long-handled implement.
- Weightlifting – Choosing exercises that do not require spotters. Resistance training should be emphasized as body weight, sub-maximal lifts with the increased use of resistance bands. Clean and disinfect all contact surface areas after each student.
- Possibly ask students to bring in their own equipment. However, be very mindful of your community's needs. It might be best to avoid requiring students to purchase something new. Encourage families to make their own equipment or bring items they already have regardless of size and condition. Make sure students label their equipment by name and grade and have a place where it can stay isolated and only be touched or returned by that student.
- If students are unable to make or bring in their own equipment, consider using items from your school that can easily be cleaned and disinfected.
- Consider including two or three universal pieces of equipment in your students' back to the school supply list. Inexpensive universal items may include a playground ball, a tennis ball and/or a jump rope. Be very mindful of your community's needs if you choose this option!
- Do not place soiled or contaminated equipment into bags for transport and/or storage before it is properly cleaned and disinfected. Remember to clean the bag also.

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## High Risk Equipment Considerations Continued

- Properly clean and disinfect equipment between classes as directed by your school district guidelines.
- Do not place soiled or contaminated equipment into bags for transport and/or storage before it is properly cleaned and disinfected. Remember to clean the bag also.
- Establish equipment collection routines and protocols to mitigate cross-contamination by designating “clean” and “dirty” collection bins. Remember to clean the bins.
- If you have a small number of students, and you have enough equipment, clean it, and label it for each student. Have a place where it can stay isolated and only be touched or returned by that student. This equipment becomes theirs and theirs alone while they are at school.

## 7. Adapted Physical Education

Physical Education (and if required Adapted Physical Education) are key features of a remote instructional schedule that promotes engagement, learning, coping and wellness for all students. The NC Adapted Physical Education Advisory Council (a volunteer organization of APE experts) has collected a variety of resources (e.g., efficient adaptations, teaching strategies, lesson plans) to assist LEAs and Physical Educators in providing this critical curriculum remotely.

These materials are being provided as a resource for teachers considering remote learning options from the NC Department of Public Instruction (NCDPI). The resources contained in this site do not reflect an endorsement from the NCDPI. Please refer to local remote learning guidance, policies, and practices for further clarification.

- [Resources to use during COVID](#)
- [31 Communication DLS Boards for Special Needs in Alphabetical Order](#)
- [Students with special needs](#)

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## 8. In-Person Physical Education Instruction Considerations

- Continue to address all five National Standards for K-12 Physical Education, yet prepare to teach without equipment and focus on the SHAPE America National Standards and NC Healthful Living SCS standards of Movement Concepts (MC) and Personal and Social Responsibility (PR) little more heavily than normal.
- Keep doors and windows open for airflow in building.
- Build in time to practice new routines for no-touch, cleaning, equipment use, and putting up equipment.
- Get to know your students' pandemic experiences. Stress and trauma can block learning. Focus more on individual pursuits or skills that do not require physical contact. Seek information regarding the diversity of students' needs. What they have access to at home and in the school setting as well as their diverse emotional needs.
- Be sure to explain class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can't find an assignment).
- Consider having students practice skills at home and then apply during a class activity.
- 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. [SHAPE America in School Instruction Physical Distancing by grade level.](#)
- When utilizing any writing or scoring that is written down, do not allow students to share pens/ pencils, etc. If you do supply them, be sure to have a cleaned pile and dirty pile so that you can disinfect prior to the next class.
- Consider the flipped classroom approach or project-based learning.
- Allow for optimal student choice and opportunities to engage directly with teachers.

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## **8. In-Person Physical Education Instruction Considerations Continued: Fitness Testing**

Taken from A COLLABORATION PROJECT BETWEEN: Maryland State Department of Education, 2021

### LOW-RISK

- Wait until all physical distancing restrictions are lifted to administer the assessment with fidelity.
- If your school system requires a health-related fitness assessment, consider altering your Wellness Plan by removing that requirement or allow a conditional waiver.
- Consider allowing personal choice and record-keeping to be completed at home (push-ups, curl-ups, etc.).

### MEDIUM-RISK

Limit testing components to those that do not require equipment and/or paper records.

### HIGH-RISK

- Disinfect equipment (mats, bars, boxes, etc.) after every student performs while following your school system's and/or Caring for Our Children's (CFOC's) cleaning, sanitizing, and disinfecting guidelines.
- If using equipment, consider the following:
  - Is the equipment hygienic (easy to clean between players)
  - Can you distribute and collect it safely/
  - Whose role is it to clean / sanitize equipment
  - Where are the designated equipment spots (clean, dirty)

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## Example: Physical Education & Activity by Risks created by Hicks Chandler

**Least risk:** Skills restricted to.. (ex. Yoga, tai chi, balance, non-locomotor challenges...) Curriculum standards focus on knowledge-based outcomes including nutrition, sun wise, fitness/skill concepts. (Learning about the heart, muscles, health plans, energy balance...) With masks, cleanse hands upon entering, students assigned space designated by floor tape or teacher goes to homeroom.

**Low risk:** Skills include low to moderate intensity, individual activity with no shared equipment or space (6-10 feet) (ex. March/jog in place for short bits of time, heart rate may stay slightly elevated for a short portion of time...) No masks, cleanse hands upon entering, students assigned space designated by floor tape.

**Moderate risk:** Skills include low to moderate intensity, individual activity with equipment that is cleaned between uses. (teacher cleans) Space continues to be 6-10 feet apart. (ex. March/jog in personal space, ball dribbling, golf...) in place for short bits of time, heart rate may stay slightly elevated for a short portion of time...) No masks, cleanse hands upon entering, students assigned space designated by floor tape.

**Higher risk:** Skills include low to moderate intensity, individual and small group activity with shared equipment that is cleaned between uses. (teacher cleans) Space continues to be 6-10 feet apart. (ex. ...) in place for short bits of time, heart rate may stay slightly elevated for a short portion of time...) No masks, cleanse hands upon entering, students assigned space designated by floor tape, partners stay 6 feet apart, group activities maintain distancing but might kick a ball to each other or tag with a noodle.

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## 9. Online Instruction for Health, Dance, and Physical Education Considerations

- Many of these can also account for health and dance education.
- Continue to address all Healthful Living and National Standards for K-12 Health and Physical Education, yet Physical Education may need to prepare to teach without equipment and focus on physical education Healthful Living standards 2 Movement Concepts (MC) and 4 PR (Personal and Social Responsibility) a little more heavily than normal. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of distance learning.
- Get to know your students' pandemic experiences. Stress and trauma can block learning. Focus more on individual pursuits or skills that do not require physical contact.
- Be sure to explain class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can't find an assignment).
- Provide adequate IT support to help teachers troubleshoot technology hiccups.
- Provide easy-to-access IT support for students when they are learning from home.
- Offer virtual orientation for students and parents so they understand how their hybrid school days will work.
- Plan carefully for the needs of the most vulnerable students.
- Be sure to explain class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can't find an assignment).
- Utilize the SHAPE America Distance Learning Supplement (by grade levels)

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## 9. Online Instruction for Health, Dance, and Physical Education Considerations Continued

- Limited to homemade equipment or no equipment.
- Health and physical educators need to consider how to create activities, lessons and units that keep equity, inclusion and accessibility, SEL, and a trauma-sensitive learning environment at the forefront. Many of the considerations are interrelated and 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.
- One strategy that can be used to gather the important information you need to know about how your students will learn best, especially during this time of COVID-19, is to use the [SHAPE America at-home student survey](#). The survey will help you design appropriate learning experiences and serve as the first step in building a meaningful relationship with students..
- Allow students to choose activities and describe how the selected activity impacts their flexibility, cardiovascular health, muscular strength, and endurance.
- Include activities and assignments using technology when feasible.
- Remind students of being safe while moving in the home. This is a great time to teach them about safety in their surroundings.
- Balance screen time and activity time.
- Hold dedicated office hours so students can reach you, or schedule phone or other means of communication for student check-ins.
- Explore using parks or green spaces for outdoor learning and activities.
- Include Social and Emotional Learning as much as possible. [Health Moves Minds will be a great resource.](#)

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## Online Physical Education Sample Week 1 Lesson Plan

### by Mark Housel, Beeler Elementary School, in NJ

This sample lesson plan showcases how you can create normalcy and communicate your routines by creating some of your own video messaging to students and parents recording videos on your phone and uploading to YouTube. You can use a combination of creating your own videos or finding videos from the internet to share.

How to Upload Videos from Your Phone to YouTube- This [tutorial shows you exactly how to upload a video from your phone to YouTube.](#)

#### Introduction

Week 1 Message for KIDS - <https://youtu.be/J2I-JPS14Ew>

Week 1 Message for PARENTS - [https://youtu.be/\\_fcjUEtmJCs](https://youtu.be/_fcjUEtmJCs)

- Warm Up - [https://docs.google.com/presentation/d/1QQwLJ4\\_ROFWipvlqPe\\_UGA-iLnyuDljBVSZaGPHUA2A/edit?usp=sharing](https://docs.google.com/presentation/d/1QQwLJ4_ROFWipvlqPe_UGA-iLnyuDljBVSZaGPHUA2A/edit?usp=sharing)

Try one of the following exercise videos or do both

- Paper Dance with Mr. Housel - <https://youtu.be/Cvm21HBraYw>
- Avengers Exercise Video - <https://youtube.com/watch?v=jyWyBern6q4>

Try one of the following

- Walk a Mile with Nick (alone or with family) - <https://youtu.be/X7OzRLb2aKY>
- Option: Walk a REAL mile outside (if you can)

#### Catching Challenges

- Toss and catch challenges- <https://youtu.be/07SSTlUpdn0>
- Partner step back challenge- <https://youtu.be/ZBqFJUJ2BAE>

#### Closing activity

The Beeler Bear Dance with Mr. Housel- [https://youtu.be/ITWEJ\\_dpiUU](https://youtu.be/ITWEJ_dpiUU)

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## 10 . Health Education Considerations

While teaching health education, consider classroom spacing and disinfecting shared materials. In addition, CDC guidelines should be followed regarding physical distance, masking, handwashing and sanitation (Society of Health and Physical Educators [SHAPE] America. The following offers other considerations provided by SHAPE America for health educators.

- Health educators should consider how to create activities lessons and units that keep equity, inclusion and accessibility, SEL, and a trauma-sensitive learning environment at the forefront. Many of the considerations are interrelated and 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.
- One strategy that can be used to gather the important information you need to know about how your students will learn best especially during this time of COVID-19, is conducting an at-home student survey. The survey will help you design appropriate learning experiences and serve as the first step in building a meaningful relationship with students.
- You can find the [survey document from SHAPE America here.](#)
- During distance learning, educators should continue to address all Healthful Living Standard Course of Study standards for Health Education by selecting associated activities that require little or no touch by students.
- [Utilize the SHAPE America Distance Learning Supplement \(by grade levels\)](#)
- Turn desks or tables to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced 6 feet or more apart.

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## 10. Health Education Considerations Continued

- Keep each student's belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas. Consider purchasing baskets to hold individual student belongings if previously mentioned spaces are not available.
- Ensure adequate supplies for all students to eliminate sharing of high-touch materials such as textbooks, instructional materials, equipment, etc. to the extent possible.
- Clean and disinfect supplies after student use and between class periods.
- To assist health educators, this section includes a variety of educational technology apps, virtual learning platforms, and other engaging services to improve instruction both inside and outside the classroom.
- Students can still work in groups on skills based in programs like google doc, google slides, etc.

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## 11. Dance Education Considerations

- Dance teachers should adjust the curriculum as needed.
- Ventilate the dance room if in person and assure 6 feet physical distancing at all times.
- Consider concentrating on dance history, vocabulary and individual projects during periods of high risk or distance learning.
- Depending on the size of the dance space and determined number of students, proper layout of the classroom will need to be made to follow social distancing guidelines.

### Barre:

- Dancers need to stand at least 6 feet (2 meters) apart or 43 square feet (4 square meters).
- Mark with tape or some other indicator.
- Wipe down the barre before and after each use.
- Dynamic exercises with larger movement should be avoided to minimize air turbulence in the room.

### Center

- For stationary center work, dancers should be able to maintain 8-10 feet distance.
- Normal breathing should be encouraged over forced breath cues, as forced exhalation spreads larger droplets farther distances.

This section taken from

[www.marylandpublicschools.org/about/Documents/DCAA/PE/FINALDRAFTPhysicalEducationTogether.pdf](http://www.marylandpublicschools.org/about/Documents/DCAA/PE/FINALDRAFTPhysicalEducationTogether.pdf)

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# Other Resource Links

**NC SHAPE:**  
**Online Teacher Ready to Go**  
**Resources**

**SHAPE AMERICA: COVID 19 Resources**

**Kaiser Permanente and Partners:**  
**Back to School Playbook**

**Playworks: Return to Play and Recess**  
**Play At Home**

**Action for Healthy Kids: Covid and At Home**

**Active Schools: Comprehensive School PA**

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