



Physical Education Webinar

Q & A

7/15/2020

These questions were answered by practicing teachers and university faculty. They do not necessarily represent the position of SHAPE America or the CDC; however, they are based on CDC and SHAPE America guidance and considerations, as well as previous experience in the field of physical education.

PE Equipment and Sanitization

- **What kind of recommendations are available for equipment used in P.E.? Can we use a ball that can be shared by others? Do we disinfect everything after use?**
 - The CDC recommends that if any equipment is used and then is to be used by another students or person, it should be sanitized. Please discuss individual sanitation policies with your administration. Risk is going to change depending on the type of sanitation protocol followed. Are students still adequately spread out, are they outside or inside, what type of equipment is being used, etc.? This all plays a role in your decision-making process. If the equipment is being kicked it is lower risk than if it is being thrown to other children. Ideally, no group games that involve direct touch from one student to another should be played, even without equipment.
 - Make sure to follow your district/building procedures that designate which sanitizing products you may use. Your state athletic association, high school athletic director, or high school athletic trainer may also be able to help.
- **Should a student disinfect equipment/area after use or should it be a teacher?**
 - This is going to be a decision that is determined by your administration. The best option is that an adult who is trained in sanitizing disinfects equipment. If students are disinfecting, there is more room for error and possible harm to the student to occur. However, if educated properly and strict oversight occurs, it is possible for it to be carried out without incident.

- What is the recommendation for "who" does the sanitation throughout the day, considering classes meet back-to-back? Teachers are dismissing students, greeting the new students, establishing rapport, and preparing to teach.
 - See suggestions and comments above about considerations for teacher and student sanitation. Teachers might have to alter classroom management and instant activity strategies as well as schedules to accommodate sanitation.

Facemasks

- I would like more thoughts about students wearing masks during physical education. Do you have some research or recommendations for wearing/not wearing masks during moderate to vigorous activity? *(we can update as more information becomes available)*
 - As this is a new issue, there is little to no research about facemasks during exercise, especially among youth in physical education. It is best to follow the CDC guidelines that are available. As of right now, those can be found here (however, new guidelines are set to be released the week of July 13th):
 - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
 - There is research about face mask use in general to slow the spread and protect others at this website.
 - From what has been suggested, anytime you are having trouble breathing the CDC recommends not wearing a mask. During vigorous (and sometimes moderate) this is the case and therefore according to the CDC right now a mask would not be worn at that time. However, it is critically important to take other precautions if face coverings cannot be worn such as physical distancing and proper ventilation.
 - Cloth Face Coverings (From the CDC)
 - Teach and reinforce the use of [cloth face coverings](#). Face coverings may be challenging for youth (especially younger children) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Information should be provided to staff and students on [proper use, removal, and washing of cloth face coverings](#).
 - Note: Cloth face coverings should **not** be placed on:
 - Babies or children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cover without help

- [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have [symptoms](#). Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
 - Here is a recent publication from the CDC:
<https://www.cdc.gov/media/releases/2020/p0714-americans-to-wear-masks.html>
- **Face Mask recommendations!**
 - See above about literature on facemasks. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>
- **Also, wearing masks outside, especially in our climate here in Texas with temps in the 90s and above.**
 - Yes, hot weather is an issue with the comfortability of masks. If you are going to have your students outside, keep them at least six feet or more apart if they are not going to be wearing masks.
 - Follow CDC suggestions for mask wearing (see above) and take precautions when in hot weather as you typically would if youth are exercising outside.
- **The suggestion is to wear masks as much as possible and at a minimum, when 6 foot distancing is not possible. Correct? I feel like I can't breathe in a mask if I move briskly for a short amount of time. What should we do for kids as we ask them to raise their heart rates?**
 - The type of activity that is offered might have to be modified if students are limited to indoor spaces where physical distancing and proper ventilation is not possible. Depending on the number of students in classes, as well as ventilation, raising heart rates to a moderate to vigorous nature might not be safe given the circumstances. However, if students are outside, without masks, stay at least six feet apart and are moderate to vigorous there is a lower risk of spread.
 - Things we can do are low-medium activities, focus on students' needs, utilize health. moves. minds and Social Emotional Learning as much as possible. Things will be different, check out [SHAPE Virtual Learning Elem PE Resources](#) and Example documents in the [SHAPE America K-12 School ReEntry Considerations](#).

Locker Rooms

- **What about locker room use? Any recommendations?**
 - There are a lot of questions about locker room use. This is shared space that could be easily contaminated. Follow guidelines from your school. The CDC recommends enclosed areas, with little ventilation that is shared spaced not be used. The SHAPE America School Reentry Considerations recommend that locker rooms be closed and

that students come to school in clothing prepared to participate in physical education. See some of the guidelines released for youth sport and also shared bathroom areas:

- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/shared-congregate-house/guidance-shared-congregate-housing.html#specific-communal-rooms>
- This might be the perfect time to reexamine your department's routines and procedures about locker room use and changing for physical education. Many secondary physical education programs are moving away from changing to make the learning environment safer, comfortable, and more enjoyable for students. Locker rooms can be very dangerous and traumatic for our students.
- **Addressing hygiene practices without changing/having locker rooms at the secondary level?**
 - It is important that as a teacher you are planning your content to be appropriate for your students and the given situation. Knowing that there are likely not going to be locker rooms if you are in a face-to-face environment you might need to adjust your lessons so that students are comfortable participating while not changing out for PE. You can also encourage students to bring deodorant, a wash cloth to wipe off, or a different shirt that could be changed into without the use of a locker room.
- **Are other teachers going to allow students to change into PE clothes? Using locker rooms?**
 - See information above.

Online Teaching and Technology

- **What's the best wireless mic system for a PE class?**
 - One good one is the ION Pathfinder 4 and another one is the Block Rocker. Both can Bluetooth to your phone for music and have a mic for speaking. You can also purchase compatible wireless mics for them. They have long lasting batteries and are loud enough for outside.
 - <https://www.amazon.com/Pathfinder-Bluetooth-Portable-Wireless-Charging/dp/B088LT46CR>
 - https://www.amazon.com/ION-Audio-Block-Rocker-Plus/dp/B07C32XSH1/ref=sr_1_2?dchild=1&keywords=block+rocker&qid=1594853688&s=electronics&sr=1-2
 - A secondary teacher has been using the Samson brand wireless mic and speakers for indoor instruction prior to COVID and will continue to use them this fall.

- Samson wireless mic headset: https://www.amazon.com/Samson-Airline-Fitness-Wireless-Frequency/dp/B01ID9KA40/ref=sr_1_3?crid=2Q8KY095ZWY7A&dchild=1&keywords=samson+wireless+headset+microphone&qid=1594933292&srefix=samson+wire%2Caps%2C177&sr=8-3
 - Samson wireless bluetooth speaker: https://www.amazon.com/Samson-Expedition-Rechargeable-Microphone-Bluetooth/dp/B00HXE4AWK/ref=sr_1_4?dchild=1&keywords=Samson+Expedition+XP106wDE+Rechargeable&qid=1594933569&sr=8-4
- **I have had 5th grade students who are in my Zoom PE classes with their video and audio off. I don't know if they are actually participating. How have other teachers dealt with this?**
 - It is important to be sensitive to students in this situation. Engage with the student and reach out to them to try and better understand why they have their mic and video off.
 - Create assignments that ask for reflections about participation in the activities that you are doing to try to engage them more.
 - Maybe try breakout rooms on Zoom to try and make the environment less intimidating.
 - Establish norms and etiquette procedures for online class periods (and allow students to be a part of that process).
- **What are some of the better tech platforms to help keep students engaged and hold them accountable?**
 - It depends on how you are going to be using it. I would suggest integrating a learning management system such as Google Classroom, Blackboard, Canvas, etc. with other technology tools. These could include Quizlet, Zoom, Flipgrid, Screencastify, etc. (see resources for links)
 - Having a central location that houses information and gives clear direction, coupled with purposefully used technology and assignments will help to engage your learners in the online environment.
- **What are your thoughts on using 6' grids, in lower elementary? (I can leave a 6' grid empty in between). I feel it would give young learners a better sense of distancing, and it would provide a border. They would also have a large movement space.**
 - This sounds like a great idea if you have enough space to make it happen. Let us know how it goes!

- **The struggle when online in the spring, a lot of students didn't want to show themselves... so, how do you see if they are doing the movement correctly? If you can't see students doing activities via remote learning, how do you assess?**
 - Keeping in mind that all students are in at-home different situations is important, this is part of being a trauma-sensitive teacher. If you are having them participate in physical activity with you in a live environment, you might want to think about not having the requirement to see them in that live environment. If you are assessing something that you would like to see, maybe give them alternatives to being live, such as scheduling a one-on-one session with them or giving them the option to submit a video instead. Choices are always good.
- **If teaching online, do you do an activity lesson? For example, a yoga presentation... how do you monitor while you are moving yourself?**
 - Teaching online could include physical activity, such as yoga, but should also include activities and content that touches on all five of the national standards. Utilizing and teaching to different standards and learning styles is essential.
 - The type of content that is taught online and how it is taught is going to heavily depend on grade level and context of students and community as well. See resources for online and hybrid teaching options for more ideas. Links can be found above and on the resources document from this webinar.
 - Just as you are monitoring your students in a classroom you can monitor your students live, in a virtual classroom. You do need to take into account various situations where students might not have their cameras live, and in this case could give other choices to show competence in the activity that you are leading. Additionally, with the proper software and permissions, recordings could be done in order for the teacher to go back and watch the live session.

Curriculum and Distancing Ideas

- **In my school the PE teachers will be repurposed to help the classroom teachers but will be expected to bring activities/movements with low respiration, hoping SHAPE can help with resources to share ideas with of course distancing.**
 - Check out some of the classroom physical activity break activities that are provided by SHAPE America partners such as <https://schoolspringboard.org/classroomphysicalactivity/>
 - Making the appropriate choices for activities to use will depend on grade level but websites like GoNoodle, Cosmic Kids Yoga, SPARK PE, CATCH, Fitbound and HipHopPublic Health might be great places for you to start. There are also lots of at-home resources posted on SHAPE America's website that might be able to be repurposed in the classroom.
 - <https://www.shapeamerica.org/covid19-resources.aspx>

- **Spacing in gym... with 2 classes/teachers. Activities to use with 70 people safely and within guidance.**
 - As per CDC guidelines, schools should be following safe physical distancing guidelines. If there is room in a gym for two teachers and 70 students to be spaced six feet apart, then the types of activities are going to be limited to those that can be done safely in that space. Try using a flipped classroom approach where students might learn content, see examples and visuals, practice stationary, perform skill tests in one spot and then they are asked to move individually outside of the class. Also, try to go outside and explore other areas within the school grounds to hold physical education class when/if possible.
 - Elementary examples: mini-station work, partner follow the leader or mirroring activities, body weight activities, yoga, dance/creative movement, locomotor movements, pathways, hiking, scavenger hunts, SEL activities, etc.
- **What are great resources for physical education activities using limited or no equipment?**
 - SHAPE America COVID-19 Resources
 - <https://www.shapeamerica.org/covid19-resources.aspx>
 - Dynamic PE ASAP from the research-based Dynamic PE curriculum has a FREE website & lets you search lessons based upon equipment needs. Create a FREE teacher account to view content.
 - <https://www.dynamicpeasap.com/>
 - My PE Packs - a FREE site with program activities you can do with little to no equipment designed specifically to help meet distancing, reduce equipment sharing & links to standards. Create a FREE teacher account to view content.
 - <https://mypepack.gophersport.com/my-pe-programs/>
 - OPEN Physical Education is creating lessons and will be releasing them beginning in August. Create a FREE teacher account to view content.
 - <https://openphysed.org>
- **How can we modify swimming classes so we limit exposure and reduce the chance of covid transmission?**
 - If it is a chlorinated pool, students still must be able to be six feet apart and in their own “space.”
 - You could rotate students to do dry land activities on the deck and some students in the pool, all while keeping the proper distance as an example. Obviously, this will vary depending on each situation.
 - Here are pool guidelines from the CDC

- **What curriculum should a teacher address in person vs. what they should address when remote when in a hybrid model?**
 - Curriculum should be student and community driven. There is no cookie cutter curriculum that is going to be best for all situations. Utilizing curriculum from different entities that work towards the national standards and consider concepts of SEL and trauma-sensitive teaching would be ideal. This will vary depending on your students and community.
 - Utilize free SHAPE resources for [elementary](#) and [secondary](#), [health. moves. minds.](#) as well as resources for [OPEN](#) and [Dynamic PE](#) to create units that are meaningful to your students. There are other curriculums such as [SPARK](#) or [CATCH](#) that are not free but can be good resources for both Hybrid and face-to-face instruction. Whether they are in an in-person class or a face-to-face model should not influence the resources, however, how you are utilizing the resources might vary.
 - This may be a time to teach more of the standards that usually get less attention.
 - It's also important to “practice” procedures for how the class will run just as we would in person.
- **What are great resources for physical education activities using limited or no equipment?**
 - See the examples in [SHAPE America K-12 School Reentry Considerations](#).
- **Has anyone thought about each family having a bag of equipment at school for their children to use during PE class?**
 - This is something that has been brought up as a viable option if your district/school is fortunate enough to have the means to do this.
 - It could also be done in a “check out” fashion where the equipment gets checked out and then returned and sanitized and sent back out to another student.
 - Some equipment companies are doing packages for individual students such as this one here. They are also willing to make individualized “packs”
 - <https://mypepack.gophersport.com/>
 - Potential physical activity bag items: jumprope, small ball, dice, deck of cards, plastic bags, frisbee, ziploc bag with name on it, etc.
- **Will we be able to hold swimming classes in the pool without risking infection? What is the alternative so the students can still learn how to swim without getting into the pool?**
 - See the answer to the swimming pool question above.
 - Depending on age, stroke development for swimming can occur outside of the pool with minimal equipment. Some of this could occur if you have to limit the amount of students in the pool.
 - Kicking technique

- Stroke development (lay on mat or scooter)
 - Ocean and water safety
 - Breathing techniques
- I am curious to know if there are any resources for PE units to do given the following: Outside, in the snow, and with minimal equipment because we are told that classes cannot share equipment. I have 27 different classes and am at three schools so I can no longer bring equipment from school to school
 - Here is a good blog about winter activities in PE
 - <http://www.pheamerica.org/2018/winter-physical-activities-c-o-l-d-e-r-can-be-better/>
 - Some other activities that we've seen in the snow with little equipment
 - Capture the snow flag
 - Certain obstacle courses could be set up with minimal equipment
 - Geocaching
 - Scavenger hunts
 - Ultimate Frisbee in the snow
- PE when you lose your gym? Also when there is inclement weather.
 - You should check out resources that allow you to host PE outside and units that would be culturally relevant for your students in the outside environment.
 - Depending on the situation, if there is a winter season, you might have to provide physical education in the classroom. Using a flipped classroom approach might be useful in this type of situation where you teach knowledge content (with some classroom physical activity breaks) and then ask students to be active at home.
 - You can also do activities that might be conducive to classroom learning, but you need to make sure that it is age appropriate and that you are still working towards the standards and creating physically literate individuals.
 - Check out the elementary and secondary resources on SHAPE's website
 - https://www.shapeamerica.org/publications/resources/teachingtools/teachers_toolbox/Teachers_Toolbox_Elementary_PE.aspx
 - https://www.shapeamerica.org/publications/resources/teachingtools/teachers_toolbox/Teachers_Toolbox_Secondary_PE.aspx

Recess Questions

- **Are your schools allowing interaction with other students during recess? Ours are not.**
 - Again, this is going to be context specific. There are some schools who are allowing recess. It is not going to be the recess that we have known traditionally. Some only allow a walking path with physical distancing, some will disallow the use of playground equipment, some will only allow class clusters out at one time. Make sure to create a situation that works with your administrators still allowing students to be physically active.
 - Many states/districts have not released specific guidelines about recess (or even school reopening) yet.
 - Consider adding more sensory pathway activities outdoors or utilize other stencil activities to provide more options for students.

Advocacy

- **Concern: several of our districts are planning to use elementary PE teachers (as well as other specialists) as classroom assistants to facilitate small class sizes in an attempt to social distance. I have been using the SHAPE resources & this document to advocate, but can you touch on additional steps we can take to fight for PE inclusion in the school day for those of us who don't have statewide requirements for elementary PE? (Many districts are shortening the school day to accommodate contractual teacher planning time.)**
 - Point to importance of the whole child and how offering a well-rounded education is a cornerstone of the Every Student Succeeds Act.
 - <http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Essentials-for-Educators.pdf>
 - <http://www.ashaweb.org/wp-content/uploads/2016/10/ACL9.pdf>
 - <https://www.shapeamerica.org/advocacy/essa.aspx>
 - Use these new advocacy tools that were just released by SHAPE America
 - https://www.shapeamerica.org/advocacy/news/Online_Advocacy_Day.aspx

Other General K-12 Questions

- **Are the CDC guidelines going to be "watered down"?**
 - SHAPE America will do their best to help you interpret the CDC guidelines for situations that would be specific to physical education. Please keep checking back for additional information and updates.

- I am in NYC and health clubs are closed. Indoor group physical activity is not permitted. I have seen studies about singing and woodwind instruments spreading germs further so those activities may not be permitted either, but I have not seen distancing requirements regarding these higher risk activities. It does not seem like the 6 foot rule is appropriate for physical activities. Do you have any further information about this?
 - We can only provide you information based on what is being said today from the CDC, which is currently being active with a six foot distance. If updated, we will make sure to update the answers here.
 - Currently there is no known research on this specifically, but you can find the most up to date information here: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- How are we using the WSCC Model to address issues?
 - The Whole School, Whole Community, Whole Child model should be an integral part of the school.
 - Here is a free resource from SHAPE America of how it can be a model for success in the school:
<https://www.shapeamerica.org/prodev/workshops/wscs.aspx>
- What are your thoughts of a liability on a PE program for PE at home? Should there be a document to cover a teacher and their program?
 - This is going to be specific to each school and local district, as local policy and laws are going to dictate liability.
 - Encourage you to talk to your administrator and district about this.
 - Encourage you to talk to your union, if you are a member, about this.
 - Just as you are held liable in your gymnasium, **if neglect was proven**, you also technically could be held liable in other environments as well. It's important to discuss safety in at-home situations and make sure students are aware of their surroundings, etc.
- I'm on the committee in my district trying to figure out how to re-open schools and we have more questions than answers, and it doesn't seem feasible to have a quality PE and health program given our plan so far?
 - Always consider safety first. Follow SHAPE America and CDC recommendations and try to implement your PE program as close as possible to your original plan. Each school will have its own set of unique challenges and the teachers will have to develop the most beneficial strategy to achieve program goals while considering students' needs.
 - It will be different, but we can adapt. Think about less skill development and more social/emotional learning, physical activity, fitness and individual sport/ activities.

Maybe teach when you have students in person and send home the moderate to vigorous activity/practice while they are at home. health. moves. minds. can provide you with social emotional learning activities.

- **Through all of this I worry about the kids who don't have access to the internet. In our Montana town we did packet pickup for many families in the Spring. Almost all of my content, videos, tutorials, etc. were available on my website. How are you guys planning to reach families who can't get online?**
 - Packet pickup seems to be the way to go. Making sure that you offer offline options for those students. Make sure that you are still varying activities and instructions so that the students can stay engaged. You could also create some project-based learning activities that would supplement worksheets or activities that you might hand out.
 - There are also teachers, who in those cases can't see their students virtually, will schedule one-on-one meetings with them (keeping physical distance of course) to check in, provide skills assessment and feedback, etc. If a teacher has a handful of students who are not online, this might work. It obviously would not be feasible in a larger capacity.
 - Some schools have provided Wi-Fi hot spots to families in need. Local libraries might have hot spots that can be checked out, as well. School districts should create district-wide plans to help provide options for all students to access distance learning equitably.

- **With our school staff returning on Wednesday the 15th of July in Arizona, we are doing Virtual Learning starting on the 22nd of July. How do I go about assessing K-8 skills, when all I have is a written response to my lesson plans? I have 13 different classes over a period of one week.**
 - First, determine your administrator's expectations for assessment this year. What do they expect the end product to look like? Then, prioritize the outcomes you want your students to know, understand, and/or be able to do. Give yourself permission to choose just four outcomes for each grade level. Some can even overlap and repeat. Then, determine the best ways to assess those outcomes within the constraints of your situation this year.

- **What recommendations do you have for working with adapted PE students or other students who may need more direct 1:1 assistance, keeping physical distancing in mind?**
 - Paraprofessionals, adapted PE teachers, PE teachers and classroom teachers may want to consider extra PPE protection, depending on circumstances and level of care that is needed: N-95 face mask, face shield or goggles; gloves; lab

coat or layers that could be removed, if necessary; portable plexiglass; hand sanitizer in a waist pack; walkie talkie in a ziploc bag?

Higher Education

- **Any ideas how will internships be conducted?**
 - We are making an assumption that this is about internships of pre-service teachers into the K-12 schools? If so, we imagine that these will be handled differently across programs and will vary specific to the school context, student population, as well as relationships with the K-12 schools. There are options for interns to work virtually with K-12 teachers to learn how to teach PE online. There are also situations where the intern themselves might be hybrid. It really just depends on the situation. In my personal setting, interns who are almost complete will follow the Department of Education guidance on what their cooperating teacher is doing (online, face-to-face, and hybrid). You have to make the decision along with your College of Education and department administration.
 - Refer to your state licensing board for recommendations. Many school districts could use help with tutoring or providing one-to-one support to students and families in an online environment and students in internships could use virtual teaching as their field hours.
 - Internships may be conducted in 3 ways: face-to-face, hybrid and online. It appears that each State Department of Education (DOE) will set the parameters for how school districts will proceed. In South Carolina for example, the DOE has left it up to the school districts to select how it will operate to best fit each school's needs. According to the DOE, the intern will do whatever his/her cooperating teacher will do for the internship. This implies that interns may have very different experiences, and those who do online internships may miss valuable experience from teaching face-to-face.
- **It may be challenging to do edTPA using the online model of instruction. Any guidance or thoughts about how this will be done?**
 - Pearson does allow students to submit an edTPA in an online environment. See this website for guidance:

http://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceCOVID-19.html