

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

Prepared By:

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



Panelists and Presenters:

Erin Centeio
Stacy Furness
Holly Alperin
Scott Todnem
Deanne Romero
Melanie Lynch

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 (25 minutes) (Erin, Stacy, Holly)
- Panelist presentations (~30 minutes):
 - Scott Todnem (10 minutes)
 - Deanne Romero (10 minutes)
 - Melanie Lynch (10 minutes)
- Question and Answers (20 minutes)

Carly Wright

Vice President, Advocacy and Equity, Diversity, and
Inclusion, SHAPE America

Erin E. Centeio

Associate Professor, University of Hawai'i at Mānoa
Chair of Professional Preparation Council, SHAPE America

Stacy Furness

Associate Professor, University of Wisconsin River Falls
Member of Professional Preparation Council, SHAPE America

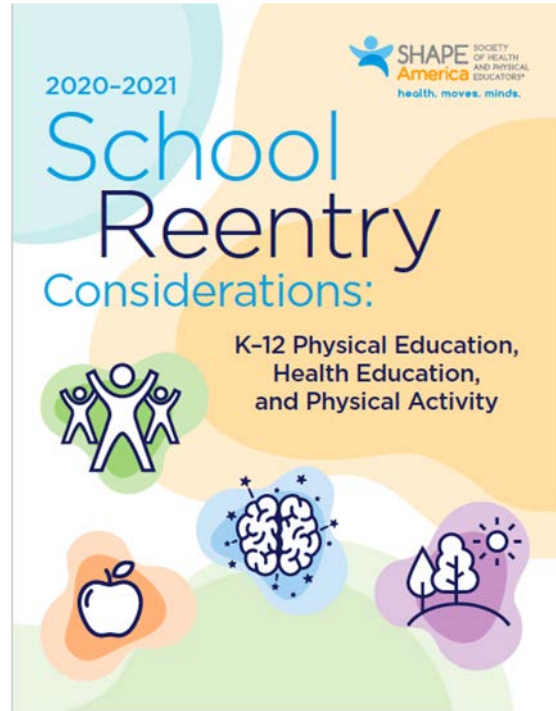
Holly Alperin

Clinical Assistant Professor, University of New Hampshire
Member of the Health Education Council & publications committee, SHAPE America
Author, The Essentials of Teaching Health Education

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:

- [SEL and HE best practices](#)
- [SEL introduction](#)
- [Health.Moves.Minds](#)
- [SHAPE America blog post](#)

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](#)

Models of Learning

- **In-school instruction with physical distancing**
 - Health Education
 - Classroom-based physical activity
- **Distance learning**
- **Hybrid learning**
 - Defined as a combination of in-school instruction with physical distancing and distance learning



In-School Instruction With Physical Distancing

Classroom-based Physical Activity

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

Additional Resources:

[Springboard to Active Schools](#)

General Physical Environment Considerations



- Location and facilities considerations
- Class size and structure considerations
- Provide visual reminders of physical distancing practices
- Coordinate with other classroom and special education teachers
- 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
 - 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)
- Ensure 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
- Maybe add these healthy behaviors into your health education content through a designated skill (decision making -- keeping others and self safe)

Additional Resources:

CDC Communication Resources

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

Student and Teacher Hygiene and Safety



- Teachers and students should wash or sanitize hands frequently
 - 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
 - Even when sitting in the classroom if not 6 feet apart
- Ensure highly touched areas are sanitized often

Equipment/Supplies 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 resources
- Clean and disinfect frequently touched surfaces and shared resources
 - Desks, chairs, books, doors (even push), handles, floor
- Safely apply and store cleaning and disinfectant supplies
- Keep student's belongings separate

Instructional Strategies

- A skills based approach is best practice for delivering high quality health education
- There are 7 key health skills:
 - Analyzing influences
 - Accessing valid and reliable information, products and services
 - Interpersonal communication
 - Decision making
 - Goal setting
 - Self-management
 - Advocacy for self and others

Resources available:

https://www.shapeamerica.org/publications/products/appropriatepractice_schoolhealth.aspx

Instructional Strategies

Key Health Education Skill	Example Lessons/Activities by Skill	Content Suggestions Specific to COVID-19
Analyzing influences (NHES Standard 2)	<ul style="list-style-type: none"> • Influences on Health Decisions • Power Through Empowerment Unit 	<ul style="list-style-type: none"> • Mental/emotional health, suicide prevention, social justice
Accessing valid and reliable information, products, and services (NHES Standard 3)	<ul style="list-style-type: none"> • Choosing Wisely: Product/Services Evaluation • Trash or Trust • Grades 6-8 Evaluating Information • High School Locating and Evaluating Health Information 	<ul style="list-style-type: none"> • Disease prevention, finding accurate and valid information
Interpersonal communication (NHES Standard 4)	<ul style="list-style-type: none"> • Put It to Practice • Providing Help • Healthy and Unhealthy Relationships from Advocates for Youth 	<ul style="list-style-type: none"> • Substance abuse, self-care, conflict resolution
Self-management (NHES Standard 7)	<ul style="list-style-type: none"> • A Lesson in Prevention • The Daily Big 3 • The Daily Big 3, Version 2 	<ul style="list-style-type: none"> • Nutrition, self-care, health-promoting habits, stress management

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
- Consider [project-based learning](#)
- Allow for optimal student choice and opportunities to engage directly with teachers
- Consider how students can demonstrate learning and skill development
- Provide learning that advances knowledge and skill - not just repetitive

Student Assessment

- Understand that assessment happens in many ways — and can be assessment for learning or assessment of learning
- Use backward 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

Scott Todnem

Scullen Middle School, Naperville, Illinois
2019 National Health Teacher of the Year
(Twitter: [@ScottAmpersand](https://twitter.com/ScottAmpersand))

Starting From Scratch

- New group of students?
 - Distance & Hybrid: Introduce yourself as usual
 - Common sense: Positivity and energy shine through
 - “Getting to Know You” activities: Ask questions, be willing to watch/listen to answers

Skills-Based

- National Standards
 - Skills permeate: Weave content where it best fits
 - Keep integrity of a unit: Intro, Modeling, Practice, Feedback
 - Grade level & course length dependent
 - One at a time? Or “break the rules” a bit? (New or experienced?)

Set Priorities & Remain Flexible

- Scope & Sequence
 - What's truly important? Keep valuable content!
 - Multiple student groups? What needs to occur first?
- Assignments & Projects
 - “Target” due dates
 - Multitask without overwhelming (project running in “background”)

Resources

- LifeIsTheFuture.com - Check out “The Classroom” tab
 - Goal Setting ([Wellness Plan](#))
 - Self-Management/SEL ([Mindfulness Activities](#))
 - Decision Making ([Is It Consensual?](#))
- Class [YouTube](#) page
 - Analyzing Influences ([Shoelace Jumprope](#))
 - Self-Management ([Tennis Ball Resiliency](#))
- [Life Is The Future](#) Podcast
 - Search student-led podcasts (Seasons 1 & 2)

Deanne Romero

Health Learning Leader at Riverdale Ridge High School, Colorado
2017 Central District Health Teacher of the Year
SHAPE Colorado, President Elect

Maintaining/Building Relationships

- Weekly check-ins
 - Personal touch (ex. What is your favorite way to spend free time)
 - Focus on SEL (what is your level of stress right now, what do you think is contributing to the stress, check all options below that you have tried or would like to try to use to relieve stress)
 - Provide opportunities for students to interact



Delivering Content

- Use a variety of strategies to engage students
 - Weekly updates posted on LMS
 - Lesson videos - YouTube
 - Reminder announcements on LMS
 - Live one hour classes
 - Two hour office hours twice a week



Tools to demonstrate learning while engaging learners

- Google slides with pear deck add on
 - Enhances slidedeck by making it interactive. Great way to check for understanding
- Screencastify
 - Video tutorials
- Flipgrid - video sharing tool
 - Question of the day
 - Exit tickets
 - Dissection of scenarios



Tools to demonstrate learning while engaging learners

- Padlet - Virtual bulletin board
 - Question of the day
 - Exit ticket
 - Collaboration
 - Gratitude board
- Edpuzzle - interactive video lessons
 - Embed questions in videos to check for understanding of skill
- Quizizz - interactive quiz (like Kahoot)
 - Formative assessment



Tools to demonstrate learning while engaging learners

- Poll everywhere - Online polling platform
- Google forms for weekly check-in (SEL focus)



Melanie Lynch

North Allegheny Intermediate High School, PA

Member of the Health Education Council, SHAPE America

2016 National Health Teacher of the Year

OPEN National Trainer

Past-President of SHAPE PA

TIPS FOR HAVING STUDENTS HIGHLY ENGAGED IN LEARNING ONLINE

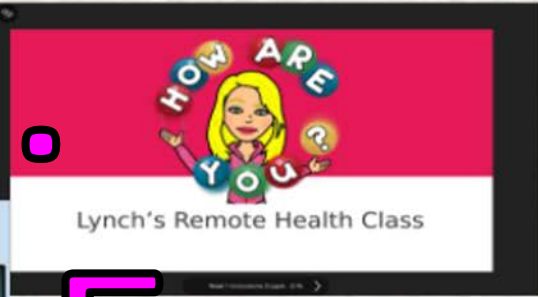
1.



Stress Management
Relaxation Methods

LYNCH

2.



3.

5.

4.



HEALTH EDUCATION

6.

Creating My Calm



Background

- This week we are going to learn about the dangers of vaping. Above is a picture of a Calm Room that I have created.
- Click on this [link](#) to see the interactive version of this room. Notice every item that you click has a link to some form of stress management.
 - Some are relaxation ideas and some are physical activity ideas.

Task

- You will be creating your own calm room with items that you find relaxing. You can link to articles, videos, websites. If you click [here](#), you will get a copy of my calm room and you can then edit all of the links. You may remove images and add others, but please do not use any of my links. Also, personalize this project to reflect your own calm room. Here is a [tutorial](#). Start the video at 3:51
- You must have at least 15 unique links.
- When you are finished, fill out the [google form](#). Remember, you must set your document to the proper share settings so I have access to grade it and borrow your stress management ideas. Good luck, Tigers.

Created by @MelanieLynch52

Be the **REASON** someone **SMILES** today



TREAT EVERYONE WITH KINDNESS



Welcome to Lynch's Calm Room. Click on all of the items for a wellness adventure. Enjoy. I miss you all very much.



FEED ME!



ASSESSMENT



Calm Room

Your email address (mlynch@earthalliegheny.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Last Name *

Your answer

First Name *

Your answer

Period *

Choose

Please place your link of your calm room here. Remember to set the share settings so I can grade it. *

Your answer

What was your favorite link from your calm room and why? Please include the link and the explanation. *

Your answer

How do you see yourself using this calm room? *

Your answer

Name three ways that calm rooms are healthier than vaping. *

Your answer

Write a paragraph (yes a full paragraph) telling me what you learned from the vaping information presented to you. *

Your answer

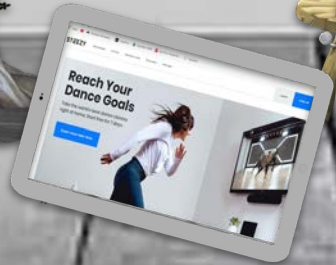


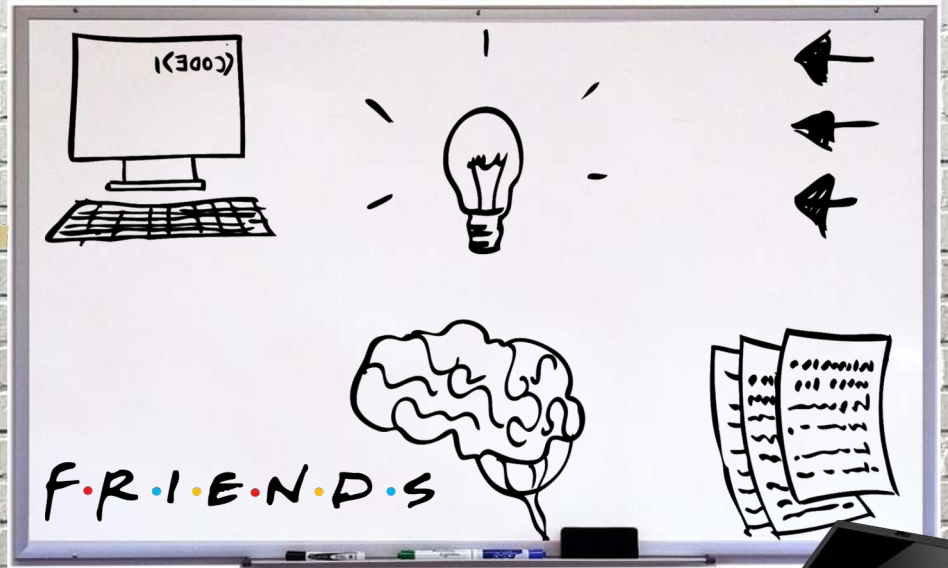
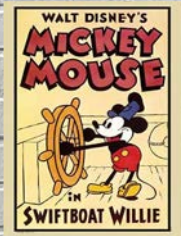
_____	<input checked="" type="checkbox"/>
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_____	<input checked="" type="checkbox"/>

My Calm Room

YES
YOU
CAN







PHYSICAL EDUCATION CAN BE USED IN HE



Directions

Step 1: Look through the [virtual room](#) and choose some of the activities to perform.

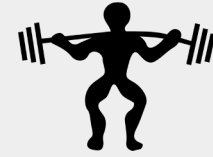
Step 2: Look at the [Key](#) to see what information you are going to research.

Step 3: Submit your links in this [google form](#)





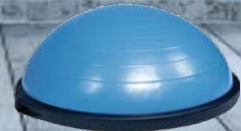
Welcome to Lynch's
Virtual PE Class



Click on the different
objects you see in the gym
to find out what activities
you can choose from.



[Back to
instructions](#)





- Find a video link that gives great instruction on proper running form.



- Find a running app that you would like to explore. Include the link to that app



- Find a link with an infographic on target heart rate zones.



- Find a link that discusses proper hydration when working out.



- Find a link that teaches you the importance of stretching and warming up before exercising



- Find a video of your favorite HIIT workout



- Find or create your own "Pump You Up" Playlist. It must be at least 30 minutes



- Find a link that instructs on the best types of shoes for running.



- Find a video of a workout routine that uses dice, cards or some other fun hook to get your minutes in.



- Find a video of your favorite sport and share the link.



- Find a video link that gives great instruction on proper running form.



- Find a link with an infographic on target heart rate zones.



- Find a link that teaches you the importance of stretching and warming up before exercising




- Find or create your own "Pump You Up" Playlist. It must be at least 30 minutes




- Find a video of a workout routine that uses dice, cards or some other fun hook to get your minutes in.

Find a video link that gives great instruction on proper *




Short answer text

Find a link with an infographic on target heart rate *




Short answer text

Find a link that teaches you the importance of stretching and warming up before *



Short answer text

Find or create your own "Pump You Up" Playlist. It must be at least 30 *



Short answer text

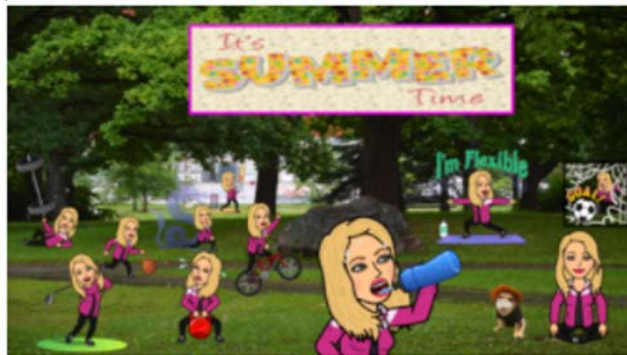
It's
SUMMER
Time



ASSIGNMENT



Summertime Fun



Background

- This week we are going to learn about cardio and getting active by going from the "couch to a 5k".
- There will be a quiz in the google form.

Task:

- You will create your own [bitmoji](#)
- Click [here](#) to make a copy of my virtual summer classroom. You do not need to change the background.
- Delete my bitmojis from the page and place 5 unique bitmojis of you being active in your space. You are going to insert a link to each bit moji with the following: (1 link per bitmoji)
 - 2 links to your favorite workouts
 - 1 link of an outdoor adventure that you like
 - 1 link of an educational video on hydration, safety, technique of an active skill, etc.
 - 1 link about proper nutrition
- Submit the link to your document in the google form. Please set share settings.

Created by @MelanieLynch52

1A



1B

FEEL THE BURN!



2A

NUTRITION

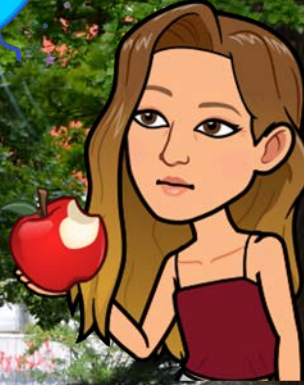


LEG DAY

2B



GYM:TIME



SWEATIN




Click this link to get instructions on your weekly assignment. Click on the document, to get your assignment. Don't forget to set share settings to public.



My Healthy Summer

[Click here for instructions](#)

[Click here for Bitmoji links](#)

Bitmoji You have to copy the picture and then add the link.	Reason why you chose this activity or information
Example 	I chose this resource because it gives the why behind proper hydration. I realize that without water my body will not be as healthy as it could be. Knowing the why behind something gives me more motivation to adapt this healthy behavior.
1.	
2.	



Discussion

Moderator: Ann Paulls-Neal

Health/PE Department Chair, Highland High School, Albuquerque NM
Member of the Physical Activity Council, SHAPE America

- ~25 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/HEschoolreentry](https://www.shapeamerica.org/HEschoolreentry)

Continue the conversation:

#SHAPereentry

