

2020-2021

School Reentry Considerations:

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

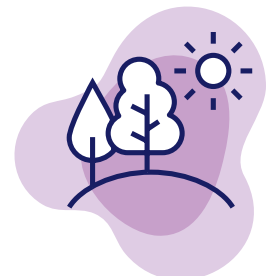
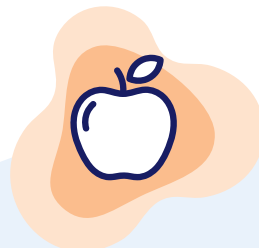


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The recommendations and strategies provided herein are obtained based on guidance for schools provided by the Centers for Disease Control and Prevention (CDC) and national recommendations for physical education, health education, recess, and classroom-based 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.



Introduction



The COVID-19 pandemic has dramatically changed how schools operate and has brought to the forefront the importance of prioritizing the health and well-being of all students. As schools prepare to create a new model for learning in the fall, finding new ways to support students' physical, mental, and social-emotional health is paramount. Schools must offer physical education and health education as part of a well-rounded education for all students during COVID-19, regardless of whether they will be providing in-school learning, distance learning, or using a hybrid learning approach.

This document provides schools with recommendations and considerations for school reentry for K-12 physical education, health education, and physical activity. It will be updated as necessary to incorporate changes in national guidance or recommendations.

During a global health crisis, developing physically literate and health literate students is more important than ever. Health literacy is defined by SHAPE America as, “the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one’s own health and the health of others” ([SHAPE America, 2015](#)). Physical literacy can be defined as, “the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person” ([SHAPE America, 2014](#)). Certified health education and physical education teachers are best equipped to deliver this necessary skills-based and standards-based instruction.

As schools work to adjust their models of student learning during COVID-19, it’s important to [differentiate between physical education and physical activity](#), and for school leaders to understand their role in providing students with opportunities for both. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store or taking the stairs. Schools should offer recess and classroom-based physical activity as opportunities for students to engage in physical activity throughout the school day. Additionally, physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. An effective physical education program, along with a skills-based health education program, provides learning opportunities, appropriate instruction, and meaningful and challenging content for all students.

These school reentry considerations are 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. Returning to school during the COVID-19 pandemic will require modifications and may feel overwhelming and challenging to school staff, teachers, and students. Recommendations included in this document are to be used as considerations by school staff to make decisions appropriate for their school or district’s circumstances. Additional resources for health and physical education teachers on adapting specific instructional practices during COVID-19 will be forthcoming from SHAPE America.

The recommendations and strategies included in this document are based on the guidance for schools provided by the Center for Disease Control and Prevention (CDC) included here: [Interim Guidance for Schools and Day Camps](#), [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#) and [Considerations for Schools](#). The considerations below are also based on national recommendations for [physical education](#), [health education](#), [recess](#), and [classroom-based physical activity](#).

As schools prepare for the upcoming school year, they may be operating under different models of learning based on their geographical location, level of COVID-19 community spread, feedback from families and the school community, and state or local regulations. Included in this document are overarching strategies for schools to consider for reentry as well as considerations for the models of learning listed below.

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

- Physical education
- Health education
- Recess
- Classroom-based physical activity

■ **Distance learning**

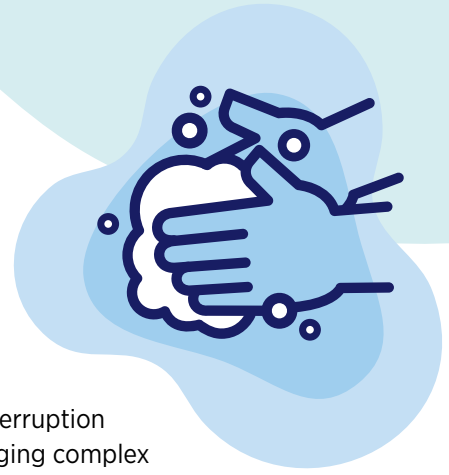
- Physical education
- Health education

■ **Hybrid learning** (defined as a combination of in-school instruction with physical distancing and distance learning)

- Physical education
- Health education



Considerations for School Reentry



While it's critical for schools to develop school reentry plans that ensure the health and safety of students and staff, it is also important for educators and administrators to take into consideration the effects caused by social and physical distancing and the previous closure of schools. Students and staff have been affected mentally, physically, socially, and emotionally due to the abrupt interruption of their daily lives. They have had to adjust to a new normal, and many are managing complex emotions such as anxiety, fear, loneliness, and grief.

These feelings should be acknowledged, and teachers and school leaders should recognize how these feelings might affect student learning when developing units, assessments, and learning experiences for the return to school. Instruction in health and physical education can help students manage these emotions through the development of health skills, participation in physical activity, and overall development of health and physical literacy.

Below are school-wide strategies for school reentry as well as teaching strategies for health and physical education related to equity, inclusion and accessibility; social and emotional learning (SEL); and a trauma-sensitive learning environment. Also included below are recommendations for conducting an at-home student survey and strategies for student assessment. The following overarching strategies should be considered no matter what model of learning the school is operating under.

School-Wide Strategies for School Reentry

As schools prepare plans for reentry, they must first comply with all state, city or county, and school district guidelines for COVID-19. Schools should also follow guidance provided by the CDC and create a school-wide COVID-19 response team to prepare and implement reentry plans. This response team will be responsible for putting in place the necessary protocols to ensure school staff and students can attend school safely — which includes providing guidance on how to [stop the spread](#) of COVID-19, [properly wash hands](#), [promote everyday protective measures](#), and [properly wear a face covering](#).

Prior to school reentry, teachers and staff should be properly trained in required safety protocols and on any new protocols recommended by the school-wide COVID-19 response team. Consider conducting the training virtually, or, if in-person, ensure that physical distancing is maintained. Teachers and staff should also receive sufficient professional development on distance learning strategies and technologies, hybrid learning, and flipped classrooms to prepare for multiple models of learning that may be implemented. In a [flipped classroom](#), what is normally done in class is completed at home and what is normally completed as homework is done during class time (Bergmann & Sams, 2012).

Schools should proactively engage and communicate with students and families throughout the process of developing a plan for reentry. Students and families may be concerned or nervous about the uncertainty associated with the COVID-19 pandemic and will want assurance that proper precautions are in place to protect the health and safety of students and school staff. Ensure that all school stakeholders can provide feedback on the school reentry plan and can share any safety or health concerns directly with school administration.

Teaching Strategies for School Reentry

EQUITY, INCLUSION AND ACCESSIBILITY

Equity, inclusion and accessibility must first be considered when planning curricular units, assessments, and learning activities for students. The pandemic has increased the equity gap in education and has highlighted disparities in student and teacher access to digital devices, learning materials, and the internet.

According to a report released by the Pew Research Center, when schools were closed 15 percent of U.S. households and 35 percent of low-income households with school-age children did not have a high-speed internet connection at home (Pew Research Center, 2020).

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.

Considering the logistical and emotional needs of students is extremely important, especially for those who may already have disadvantages prior to the COVID-19 pandemic. Schools should make sure that students can receive and access the course content necessary to learn.

Health and physical education teachers should address the below considerations when planning for school reentry, whether schools are operating under a model of in-school instruction, distance learning, or hybrid learning. These questions will provide important insights, which will help 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 critical component of educating today's youth and a key component of health and physical education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. Right now, ["children of all ages are struggling"](#) with the ensuing stress and trauma. While [adversity impacts learning](#), these effects can be mitigated by strong, trusting relationships and opportunities to develop social and emotional learning (SEL) skills" (Darling-Hammond, 2020). Many administrators and educators have struggled to effectively incorporate SEL throughout the culture of their school, even prior to COVID-19. Physical education and health education naturally support and align with [CASEL's SEL core competencies](#). These skills can be developed through distance learning, hybrid, or in-school instruction.

The [Crosswalk for SHAPE America National Standards & Grade-Level Outcomes for K-12 Physical Education and CASEL Social and Emotional Learning Core Competencies](#) (PE/SEL Crosswalk) aligns CASEL's SEL competencies and related skills to SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education. This document serves as a resource for those aligning SEL competencies into the existing National Standards and can be a foundational document to help states and/or districts develop specific guidance that incorporates their own policies, standards, or guidance for SEL.

The National Health Education Standards (NHES) and SEL core competencies crosswalk will be released summer 2020. In the meantime, many of the NHES are aligned with or support CASEL competencies.

The below considerations for SEL are important for health and physical education teachers to think about when planning for school reentry, whether schools are operating under a model of in-school instruction, distance learning, or hybrid learning.

Specific considerations related to SEL:

- **Use the PE/SEL crosswalk 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?

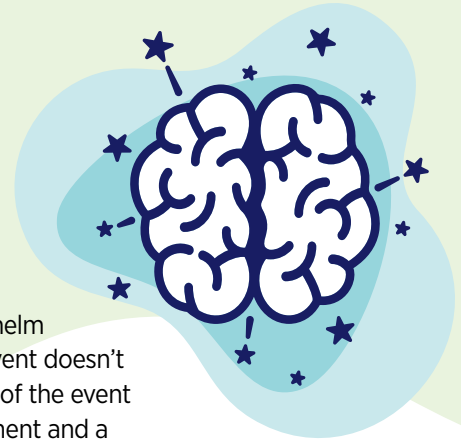
TRAUMA-SENSITIVE LEARNING ENVIRONMENT

Mental health experts anticipate that many students will have experienced trauma related to the COVID-19 pandemic. Students will not be prepared to engage in learning if they do not feel physically and emotionally safe. A trauma-sensitive mindset can be applied to all facets of education: teaching strategies, behavior management, assessment, and policies. Creating a trauma-sensitive learning environment in health and physical education — and throughout the school — will be imperative to help students ease the impacts of trauma on their life.

“Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope” (Rice and Groves, 2005). It’s important to note that an event doesn’t have to be life-threatening to be traumatic; it’s the child’s response and interpretation of the event that matters. Trauma impacts the brain and can have lasting effects on child development and a student’s ability to learn.

Strong relationships and connections with students are at the heart of creating trauma-sensitive learning environments. In preparing for reentry into schools, educators should allocate more time to fostering relationships and building community within their classes than they might have done prior to the COVID-19 pandemic.

The below considerations for [creating a trauma-sensitive environment](#) are important for health and physical education teachers to think about when planning for school reentry, whether schools are operating under 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?

AT-HOME STUDENT SURVEY

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 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.

Sample information to collect in an at-home student survey:

- **Available technology for the student to use for learning;**
- **If the student has access to technology, what kind of device will they be mostly using (e.g., cell phone, laptop/computer, tablet, a shared device/computer)?**
- **Other siblings residing in the home and their ages;**
- **Household items students have available to use for physical education (provide a list of at-home equipment and allow students to circle what they have);**
- **Available school supplies;**
- **What they are most excited about in preparing to return to school?**



- **What they are most concerned about in preparing to return to school?**
- **What are their goals for the new school year?**
- **What content areas do they want to learn the most about? (Provide a list of health and PE content areas and have students rank them.)**
- **Which skills do they feel they need most right now? (List the key health and physical education skills and have students rank them.)**
- **What is one word that best describes them?**
- **What is their favorite _____ (e.g., color, animal, food, type of music)?**
- **Hobbies or interests (e.g., television shows, sports, hidden talents);**
- **Name one thing they liked and one thing they did not like about distance learning;**
- **Ask families to share anything else they feel would be helpful for you to know.**

Once the information has been gathered, educators should keep survey responses confidential and review the results. Determine what scenarios and circumstances are the most prevalent among students and use that information to guide the development of units, lessons, and learning experiences.

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. Additionally, state- or district-level requirements for assessment must be considered and adapted as necessary to fit the school's current model for learning.

Specific considerations related to assessment:

- **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.**

In-School Instruction With Physical Distancing

If the school district deems it safe and appropriate to reopen school buildings based on [CDC guidance](#) and state and local regulations, many new protocols and precautions must be put in place to ensure the health and safety of school staff and students. For in-school instruction, create protocols that allow staff and students to maintain physical distancing guidelines and remain 6 feet apart throughout the entire school day.

All teachers should be aware of the school-wide COVID-19 response team's plan 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. Schools should also consider accommodations that allow staff and students with underlying medical conditions (that put them at higher risk for severe illness) the opportunity to work or learn from home.

Schools should consider ways to maintain student and staff groupings that are as static as possible by having the same group of students stay together in a learning cohort — all day for young students and as much as possible for older students. Limit non-essential visitors on school grounds and in classrooms. Consider if and/or when it may be appropriate to cancel or reschedule field trips, inter-group events, and extracurricular activities, based on local community COVID-19 guidelines.

Below are specific considerations for in-school instruction with physical distancing for physical education, health education, and recess.

Physical Education

Physical education provides K-12 students with a planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, teamwork, self-efficacy, and emotional intelligence. The skills and knowledge gained by students through physical education are especially important during the COVID-19 pandemic.

SHAPE America and CDC [recommend](#) that all students participate in daily physical education in grades K-12, with instruction periods totaling 150 minutes per week in elementary school and 225 minutes per week in middle school and high school.

Below are considerations for the physical environment, personal hygiene, equipment safety & sanitation, and instructional strategies for physical education.



PHYSICAL ENVIRONMENT

Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart. If available facilities do not have sufficient space, class sizes should be adjusted appropriately to allow for physical distancing of 6 feet apart.

Classes should not be combined, and class size should not be increased for physical education instruction. More space for instruction may be required for physical education class due to increased respiration of students when participating in moderate-to-vigorous physical activity.

Evaluate available outdoor spaces on school property. When possible, use outdoor spaces for physical education instruction. When outdoors, avoid the use of playground equipment, benches, or other permanent structures.

If students are required to remain in the same classroom for all instructional periods throughout the day, have physical education teachers rotate through classrooms to deliver instruction. Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available.

If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.

Consider postponing or modifying units of instruction that take place in school weight rooms or swimming pools and/or consult local community COVID-19 guidelines on the use of these type of facilities.

Coordinate with classroom teachers and the school-wide COVID-19 response team on a plan for transporting students from the classroom to the physical education space (e.g., gymnasium, outdoors, multipurpose room). Give students guidance on how to safely transition between classrooms while still maintaining physical distancing. Plan time to practice these transitions with students.

Provide visual guides and signs on floors and in hallways to help facilitate physical distancing as students and staff move from classroom to classroom. Ensure that students and staff with disabilities have proper accommodations and guidance to follow these cues.

Advise students to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. It is recommended that schools eliminate the use of locker rooms and the requirement that students must change into a physical education uniform for participation in physical education.

Plan to incorporate marked off areas (e.g., poly spots, cones, visual aids, signs) to ensure physical distancing among students and reduce cross contamination. Sanitize all equipment between class periods.

Consult with the school-wide COVID-19 response team and [CDC guidance](#) on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles). Surfaces like walls and floors do not require additional sanitation and will only require standard cleaning. Ensure that cleaners and disinfectants are stored properly and out of reach of students.

Drinking fountains should be cleaned and sanitized frequently or deemed out of service. Encourage students and staff to use individual water bottles.

PERSONAL HYGIENE

Have students and staff wash or sanitize hands as they enter and exit the class. Teach students proper hand hygiene, respiratory etiquette, and physical distancing guidelines. Use CDC downloadable resources on [handwashing](#) as visual cues and reminders.

Face coverings should be worn by staff and encouraged for students (particularly older students) if feasible and are most essential in times when physical distancing is difficult. Teachers who provide instruction to English-language learners or students with hearing impairments may need to make modifications, such as wearing a clear face covering.

Face coverings are not recommended for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Ensure proper physical distancing and air flow when students are unable to wear face coverings.

Consult with the school-wide COVID-19 response team and school nurse on proper protocol for students with asthma or other underlying conditions which may prohibit them from wearing face coverings.

Consult with the school-wide COVID-19 response team and the school nurse on proper protocol for students wearing face coverings when participating in moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions.

Use CDC guidance to teach students how to properly [wear and remove face coverings](#) and why they are important for protecting students and staff from the spread of COVID-19.

Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions.



EQUIPMENT SAFETY & SANITATION

Consult with the school-wide COVID-19 response team and [CDC guidance](#) on proper physical education equipment sanitation procedures.

Inventory physical education equipment at the school to identify which pieces of equipment can be easily and effectively sanitized. Cloth or porous materials are more difficult to properly sanitize than vinyl or plastic materials.

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. Properly clean and disinfect equipment between classes. 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.

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.

Equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an [EPA-approved disinfectant](#) that is effective for COVID-19 and is safe for that piece of equipment (check manufacturer recommendations). Disinfectants should only be used on materials that students are not likely to put in their mouths.

Staff should be properly trained on how to safely apply disinfectant and have access to the appropriate personal protective equipment needed. Ensure sufficient ventilation when applying disinfectants. Follow the directions listed on the disinfectant label. Make sure disinfectants are stored appropriately and out of reach of students. Always consult with the school-wide COVID-19 response team before creating a plan for sanitizing equipment.

Some materials (porous or cloth material) cannot be effectively cleaned and should be removed from instructional areas (e.g., area rugs, pillows, cushions).

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.

INSTRUCTIONAL STRATEGIES

Continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

Teachers should use a microphone and speaker when delivering instruction to students. 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.

Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).

Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.

Include opportunities for student choice and incorporate student-suggested activities when appropriate.

Ensure lessons are planned around the available space for instruction.

Identify activities and units that can enhance the development of health education skills (e.g., self-management, interpersonal communication).

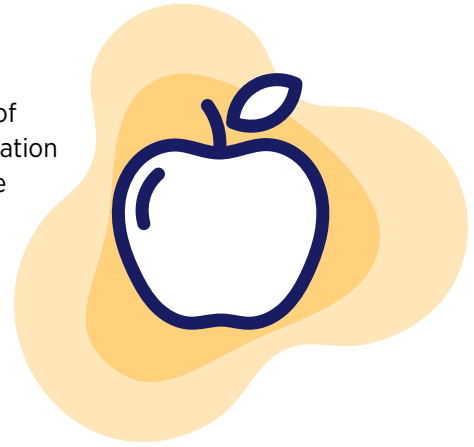
View the [School Reentry Considerations: K-12 Physical Education In-School Instruction With Physical Distancing Supplement](#) document for examples of National Standards and Grade-Level Outcomes that physical educators should focus on during in-school instruction, with accompanying example activity ideas and strategies for implementation. This list is not meant to be exhaustive, but to provide some specific examples that hopefully serve as a catalyst for educators to generate additional ideas.



Health Education

Health education provides students with the knowledge and skills necessary to practice healthy behaviors and teaches students how to recognize the influence of responsible decision-making on quality of life. By providing effective health education programming, schools can help students develop health literacy skills, so they are able to access information, resources, and services in order to maintain a healthy lifestyle. The development of these skills by students is especially important during the COVID-19 pandemic.

Below are considerations for the physical environment and instructional strategies for health education.



PHYSICAL ENVIRONMENT

Follow all [CDC guidelines](#) for classrooms regarding physical distancing, healthy hygiene habits (including face coverings), and sanitation.

In the classroom, space desks or tables at least 6 feet apart.

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 apart.

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.

INSTRUCTIONAL STRATEGIES

A [skills-based approach](#) is a best practice for delivering high-quality health education. The seven key health skills are:

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

All seven key health education skills are important, but teachers should consider focusing on certain skills and content that are more relevant during the COVID-19 pandemic. The table below includes examples of key health education skills along with example lessons, activities, and content that can be used to teach that particular health skill.

The health skills are not in order of importance, and health educators can choose any content to teach a particular skill. Additionally, educators can combine skills. For example, students can analyze the influences (NHES Standard 2) of a person's decision and use interpersonal communication

(NHES Standard 4) to write a response. Students can use interpersonal communication to advocate after analyzing influences of a decision. It is important to note that when combining skills, the teacher should conduct assessments only on the current skill being taught.

| 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 | • 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 | • 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 | • 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 | • Nutrition, self-care, health-promoting habits, stress management |

Recess

[Recess](#) should not be eliminated if schools are operating under a model of in-school instruction with physical distancing. Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents, which can improve strength and endurance, enhance academic achievement, and increase self-esteem. Recess also helps students practice social skills such as cooperation, following rules, problem-solving, negotiation, sharing, and communication. Opportunities for free play, to engage in physical activity, and to practice social skills are especially important during the COVID-19 pandemic.

Below are considerations for recess.

Provide recess or free time to engage in safe physical activity daily for [all K-12 students](#) whenever possible. Recess should provide opportunities for all students to be active and allow for free choice by students.

Do not withhold recess as punishment for a student.

Evaluate available indoor and outdoor spaces on school property that can be used for recess. Identify multiple areas where recess can be held for different cohorts of students to minimize crowding. Whenever possible, use outdoor spaces for recess.

If using indoor spaces for recess, keep the doors and windows open to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the school-wide COVID-19 response team to ensure the ventilation system is working properly and to ensure opening doors and windows is safe for students and staff.

(continued)

The school-wide COVID-19 response team should develop a plan for transporting students from the classroom to the designated recess area. Give students guidance on how to safely transition between areas while still maintaining physical distancing. Plan time to practice these transitions with students.

Provide adequate adult supervision for recess. Ensure recess supervisors are trained in strategies to assist students in maintaining physical distancing and student conflict resolution, especially considering the impact of potential student trauma caused by COVID-19.

Have students and staff wash or sanitize hands before and after recess. Use CDC downloadable resources on [handwashing](#) as visual cues and reminders.

Significantly limit or eliminate the use of playground equipment or play structures. If playground equipment must be used, it requires normal, routine cleaning. Targeted disinfection may be appropriate for high-touch surfaces like railings. Consult with the school-wide COVID-19 response team and [CDC guidance](#) on playground and recess play equipment sanitation procedures.

Use painted play spaces or create play areas with stencils or cones to designate zones to help students identify how to safely comply with physical distancing guidelines and to provide sufficient opportunities for free choice during recess.

Encourage recess games and activities that do not require physical contact or for students to be in close physical proximity with each other.

Limit the use of recess play equipment (e.g., balls, frisbees) and eliminate the use of equipment that would be passed between or shared by multiple students.

If using play equipment, keep extra materials available in case a piece of equipment becomes dirty or unsanitary during an activity.

Play equipment that will be touched or handled by students should be cleaned with soap and water and then disinfected with an [EPA-approved disinfectant](#) that is effective against COVID-19 and is safe for that piece of equipment (check manufacturer recommendations). Disinfectants should only be used on materials that students are not likely to put in their mouths.

Classroom-Based Physical Activity

While maintaining physical distancing measures is critical in mitigating the spread of COVID-19, classroom teachers can still provide opportunities for students to be active throughout the school day (in addition to physical education and recess). Incorporating activity breaks during classroom learning can increase the amount of time students are physically active throughout the day and limit the amount of time they are sedentary.

SHAPE America partner [Springboard to Active Schools](#) provides schools with key resources to easily implement strategies for classroom physical activity. Classroom-based physical activity improves students' concentration and attention, behavior, motivation and engagement in the learning process, and academic performance.

Providing opportunities for classroom-based physical activity can be used as a strategy to mitigate feelings of stress and anxiety brought on by the COVID-19 pandemic. [CDC guidelines regarding physical distancing](#) should be followed when engaging in classroom-based physical activity. If deemed safe by school administrators, open the doors and windows to the classroom to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity. Consult with the school-wide COVID-19 response team to ensure the room's ventilation system is working properly.



Distance Learning for Physical Education and Health Education

Depending on the local circumstances surrounding COVID-19, schools may need to provide distance or remote learning for students. Even when students are learning at home, health and physical educators should provide students with guidance and activities to help them meet the [national recommendation](#) of 60 minutes or more of moderate-to-vigorous physical activity daily for children and adolescents ages 6-17.

School districts and schools must create equitable distance learning opportunities for all students, including those students without access to the internet, mobile devices, or other equipment. Health and physical educators should follow guidelines from their district or school regarding distance learning when creating curricular units, assessments, and learning activities.

This section includes general considerations and strategies for distance learning for physical education and health education. Teachers should also use the suggestions provided in the *Teaching Strategies for School Reentry* section (Equity, Inclusion and Accessibility; SEL; Trauma-Sensitive Learning Environment; Conducting an At-Home Student Survey; and Student Assessment) to determine what content and skills to focus on. Teachers should continue to provide an array of learning activities for students to complete at home that provide opportunities to work toward the National Health Education Standards and all National Standards for K-12 Physical Education.

The specific considerations below are important to think about when operating under a distance learning model for physical education and health education:

■ Develop connections

- Teachers must make more of a concerted effort to connect when in a distance learning environment. Students need to feel like part of their school community and that they are cared for in order to learn. Develop strategies to connect with students if your school/district will not be facilitating online learning or if students will not be able to meet online due to limited accessibility at home (e.g., create assignments focused on getting to know each other, facilitate pen pals).
- Create many opportunities for students to share and connect with one another.

■ Assess your curriculum

- Do an inventory of your current curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students' access to technology). There may be lessons or activities within your current curriculum that can easily be adapted for students to complete at home or online.
- Consider if your students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)

■ Communicate expectations

- 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).



- Make sure expectations are realistic for students, especially for younger students if they require assistance from an adult to complete assignments. Consider the home dynamics of your students as referenced earlier in the section on Equity, Inclusion and Accessibility.
 - Re-communicating to students and parents is important. Don't just explain it one time. Explain it each week.
 - Reach out to those who aren't engaging and figure out what their individual situation is so you can determine a solution together.
 - Be patient and understanding. Not all students are in the same situation and you don't know what could be going on at home.
 - Be flexible. Understand that there are many factors that contribute to successful distance learning and some of those factors may be out of your control. Educators may need to make modifications or change the direction of a lesson/activity to make it work. Remember to be flexible with students and yourself as well.
- **Create consistency**
 - Think about your regular daily classroom routines and procedures. How can you translate them into an online environment? This will help students feel a sense of familiarity while reinforcing the sense of community for the class. Teachers might ask students to participate in a group moment of pause or reflection activity.
 - Can special events or activities still be done remotely (e.g., [At-Home Family Field Day](#))?
 - Consider using videos or pictures of yourself teaching so students can hear your voice and see your face.
 - **Make content accessible for all learners**
 - Think about your students and what individual needs they may have. Often, modifications to address a specific need for one student can be used to enhance learning for all students. Will you need to provide video captioning, transcripts, or graphic organizers for students?
 - Choice is important. Allow students to have a choice with each lesson that will meet them at their own skill level.
 - Provide content using a variety of methods to ensure all students can access it.
 - Connect with special education specialists or ELL teachers for support.
 - Consider whether you can use [Universal Design for Learning](#) with your students.

View the [School Reentry Considerations: K-12 Physical Education Distance Learning Supplement](#) for examples of National Standards & Grade-Level Outcomes that physical educators should prioritize with distance learning. This list is not meant to be exhaustive, but to provide some specific examples that hopefully serve as a catalyst for educators to generate additional ideas.

Some of the activities included in the [School Reentry Considerations: K-12 Physical Education In-School Instruction With Physical Distancing Supplement](#) may also be appropriate to use in a distance learning environment. For additional activity ideas and best practices view the [Guidelines for K-12 Online Physical Education](#).

Hybrid Learning for Physical Education and Health Education

In the hybrid learning model, students attend school in person on a staggered schedule. For example, some students attend school in the mornings while others attend in the afternoons, or attendance is staggered by days of the week. When not attending school in person, students participate in distance learning.

When developing their curricular units, assessments, and learning activities, health and physical education teachers following the hybrid model should use the strategies and considerations listed above for in-school instruction with physical distance learning. Any considerations listed above for the in-person with physical distancing and distance learning models of student learning should also be applied in the hybrid learning model.

Here are additional considerations for health and physical education teachers that are specific to the hybrid learning model:

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a [flipped classroom](#) approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., [project-based learning](#) or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

The [School Reentry Considerations: K-12 Physical Education In-School Instruction With Physical Distancing Supplement](#), the [School Reentry Considerations: K-12 Physical Education Distance Learning Supplement](#), and the [instructional strategies](#) outlined earlier in this document for health education provide examples of specific learning activities that can be utilized by health and physical educators. Educators can use strategies, guidance, and activity examples from both the in-school instruction with physical distancing section and the distance learning section for hybrid instruction.

Although returning to school will present many challenges for communities, educators, families and students, health and physical education provides a vital opportunity for students to gain the knowledge and skills to be physically, mentally, and emotionally healthy.

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Additional COVID-19 School Reentry Resources

- Centers for Disease Control and Prevention Guidance and Considerations
 - [Interim Guidance for Schools and Day Camps](#)
 - [School Decision Tool](#)
 - [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
 - [Considerations for Schools](#)
- [An Initial Guide to Leveraging the Power of Social and Emotional Learning](#) – CASEL
- [School Reentry Considerations for Supporting Student Social and Emotional Learning and Mental and Behavioral Health](#) – American School Counselor Association and National Association of School Psychologists
- [Supporting Marginalized Students in Stressful Times: Tips for Educators](#) – National Association of School Psychologists
- [Global Recess Alliance](#)
- [Return to Play Considerations](#) – The PLAY Sports Coalition and National Council on Youth Sports
- [Guidance for Opening Up High School Athletics and Activities](#) – National Federation of State High School Associations
- [Return to Play, COVID-19 Risk Assessment Tool](#) – Aspen Institute

Appendix

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

The following table provides examples of [SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education](#) along with accompanying example activity ideas and strategies for implementation.

Educators should continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate.

NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing. This list is not meant to be exhaustive, but to provide some specific examples that hopefully serve as a catalyst for educators to generate additional ideas. Some activity suggestions will require modification to meet physical distancing guidelines.

This document will be updated as necessary to incorporate changes in national guidance or recommendations.

| | National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|-------------------|--|--|--|
| GRADES K-2 | 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. E1-E5 Locomotor • S1. E7 Balance • S1.E13 Underhand throw • S1. E16 Catching • S1. E17 Dribbling with hands • S1. E18 Dribbling with feet | <ul style="list-style-type: none"> • Tossing to self and target games • Striking activities (e.g., racquets, paddles) • Creative movement • Movement stories, teachers read a story as students act it out • Kicking |
| | 2 (movement concepts) | <ul style="list-style-type: none"> • S2. E1 Space • S2. E2 Pathways, shapes, levels • S2. E3 Speed, direction force | <ul style="list-style-type: none"> • Space Jamming • Obstacle courses (avoid students touching objects) • Personal/general space activities • Movement to rhythms/beats |
| | 3 (health-enhancing fitness) It is not developmentally appropriate to have students engage in fitness testing at this grade-level. | <ul style="list-style-type: none"> • S3.E1 Physical activity knowledge • S3. E2 Engages in physical activity • S3. E3 Fitness knowledge • S3.E6 Nutrition | <ul style="list-style-type: none"> • Incorporate strategies for self-regulation (Try these Skills Posters for Grades K-5) • Have students make observations to physiological changes (e.g., heart rate, sweating) in their body before, during and after activity • Take a Selfie, p. 4 • Create a class list of activities students can do outside of school • Dance • Stretching, yoga |
| | 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. E5 Rules and etiquette | <ul style="list-style-type: none"> • Have students explain the importance of the new routines and rules • Have students suggest classroom norms and contribute to class decisions |
| | 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. E2 Challenge • S5. E3 self-expression and enjoyment | <ul style="list-style-type: none"> • Have student rate their mood before and after physical activity (Try using the Emoji Rating Scale) • Have students share their perceived difficulty of new activities • Have students share their perceived enjoyment for activities |

(continued)

| National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--|--|---|
| 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. E1-E5 Locomotor • S1. E7 Balance • S1.E13 Underhand throw • S1. E16 Catching • S1. E17 Dribbling with hands • S1. E18 Dribbling with feet | <ul style="list-style-type: none"> • Tossing and target games • Striking activities (e.g., racquets, paddles) • Creative movement • Movement stories, teachers read a story as students act it out • Kicking |
| 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3. E3 Fitness knowledge | <ul style="list-style-type: none"> • Incorporate strategies for self-regulation (Try these Skills Posters for Grades K-5) • Create a class list of activities students can do outside of school • Dance • Stretching, yoga • Track and field • Fitness stations • Agility ladder activities • Scavenger hunts |
| 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. E4 Working with others • S4. E5 Rules and Etiquette | <ul style="list-style-type: none"> • Incorporate opportunities for students to provide feedback/praise within activities • Have students explain the importance of the new routines & rules • Have students suggest classroom norms and contribute to class decisions • Walk & Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11) |
| 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. E2 Challenge • S5. E3 self-expression and enjoyment | <ul style="list-style-type: none"> • Incorporate check-ins into the daily routine (Try using Emoji Rating Scale) • Have students rate the difficulty of new activities • Have students rate activities for enjoyment • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood • Self-reflection assignments/assessments |

(continued)

Grades 6-8

| National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--|---|---|
| 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1.M1 Dance and rhythms • S1. M12-M15 Net/wall games | <ul style="list-style-type: none"> • Create a fitness or dance routine that represents your feelings about the new school routine • Cycling • Badminton, tennis, handball or other rackets and balls students might have available |
| 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3.M1 Physical activity knowledge • S3. M2-5 Engages in physical activity • S3.M18 Stress management | <ul style="list-style-type: none"> • Self-regulation activities (Try a Mindful Minute, p. 3 and the Skills Posters for Grades 6-8) • Stretching, yoga • Pilates • Dance • Agility ladder activities • Body weight strength activities • Physical activity log • Outdoor pursuits • Juggling (select equipment or materials that can be properly clean) • Fitness stations • Musical Spots- Fitness Edition • Take a HALTED Selfie, p. 4 |
| 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. M2 Personal responsibility • S4.M3 Accepting feedback • S4.M4 Working with others • S4. M6 Rules and etiquette | <ul style="list-style-type: none"> • Find Someone.... (some tasks will have to be adjusted/removed to fit within social distancing parameters) • Walk & Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11, 18) • Self-reflection assignments/assessments • Scavenger hunts • Have students suggest classroom norms and contribute to class decisions |
| 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. M3 Challenge • S5. M4 Self-expression and enjoyment | <ul style="list-style-type: none"> • Daily Check-In Poster • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood |

(continued)

| | National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--------------------|--|--|--|
| High School | 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. H1 Lifetime activities | <ul style="list-style-type: none"> • Tennis, badminton or other racket games • Dance, yoga, pilates • Outdoor pursuits |
| | 2 (movement concepts) | <ul style="list-style-type: none"> • S2.H2 movement concepts principles and knowledge | <ul style="list-style-type: none"> • Create a plan to improve on or learn a new skill, implement the plan, and document progress toward learning the new skill or improving on a skill |
| | 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3.H4 Physical activity knowledge • S3. H6 Engages in physical activity • S3.H14 Stress management | <ul style="list-style-type: none"> • Stress management activities (Try these Skills Posters for Grades 9-12 or Mindfulness and a Mindful Minute) • Incorporate a Daily Check-In Poster • Yoga • Dance • Pilates • Creating fitness plans • Physical activity log • Fitness testing and goal setting • Outdoor pursuits • Activity swap — students create activities/challenges and share with each other • Identify/evaluates the ability to participate in activities in the community |
| | 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. H1 Personal responsibility • S4. H2 Rules and etiquette • S4.H3/H4 Working with others | <ul style="list-style-type: none"> • Scavenger hunts • Self-reflection assignments/assessments • Have students suggest classroom norms and contribute to class decisions • Create activities that allow for student leadership |
| | 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. H2 Challenge • S5. H3 Self-expression and enjoyment | <ul style="list-style-type: none"> • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood and self-care |

* SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.

K-12 Physical Education Distance Learning Supplement

During distance learning, educators should continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations it may not be possible to address all Grade-Level Outcomes due to the constraints of distance learning.

Below are recommendations for what National Standards & Grade-Level Outcomes should be prioritized specifically while students are at home. This list is not meant to be exhaustive, but to provide some specific examples that hopefully serve as a catalyst for educators to generate additional ideas. Be sure to collect a student inventory of available household items. Additionally, some educators maybe able to find safe ways to incorporate some of the activities provided in the In-School Instruction With Physical Distancing supplement.

This document will be updated as necessary to incorporate changes in national guidance or recommendations.

| | National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|------------|--|--|--|
| Grades K-2 | 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. E1-E5 Locomotor • S1. E7 Balance • S1.E13 Underhand throw • S1. E16 Catching • S1. E17 Dribbling with hands • S1. E18 Dribbling with feet | <ul style="list-style-type: none"> • Tossing to self • Target games • Striking activities (e.g., racquets, paddles) • Creative movement • Movement stories, teachers read a story as students act it out • Kicking |
| | 2 (movement concepts) | <ul style="list-style-type: none"> • S2. E1 Space • S2. E2 Pathways, shapes, levels • S2. E3 Speed, direction force | <ul style="list-style-type: none"> • Have students create an obstacle course in their home or with sidewalk chalk, take pictures and share with the class • Have students demonstrate personal and general space |
| | 3 (health-enhancing fitness) It is not developmentally appropriate to have students engage in fitness testing at this grade-level. | <ul style="list-style-type: none"> • S3.E1 Physical activity knowledge • S3. E3 Fitness knowledge • S3.E6 Nutrition | <ul style="list-style-type: none"> • Incorporate mindfulness (Try these Skills Posters for Grades K-5) • Sharing physical activity calendars for students to use at home • Have students identify healthy and unhealthy foods in their home • Mindfulness activities |
| | 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. E5 Rules and etiquette | <ul style="list-style-type: none"> • Have students suggest classroom norms and contribute to class decisions |
| | 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. E2 Challenge • S5. E3 Self-expression and enjoyment | <ul style="list-style-type: none"> • Incorporate check-ins into the daily routine (Try using Emoji Rating Scale) • Have students share their perceived difficulty of new activities • Have students share their perceived enjoyment for activities |

(continued)

| National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--|--|--|
| 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. E1-E5 Locomotor • S1. E7 Balance • S1.E13 Underhand throw • S1. E16 Catching • S1. E17 Dribbling with hands • S1. E18 Dribbling with feet | <ul style="list-style-type: none"> • Jumping and landing • Catching and tossing challenges • Striking activities • Kicking • Dribbling • Activities that include other family members or siblings in the home |
| 2 (movement concepts) | <ul style="list-style-type: none"> • S2. E1 Space • S2. E2 Pathways, shapes, levels • S2. E3 Speed, direction force | <ul style="list-style-type: none"> • Have students create an obstacle course in their home or with sidewalk chalk, take pictures and share with the class • Have students create their own pathways and travel through them while dribbling |
| 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3. E3 Fitness knowledge | <ul style="list-style-type: none"> • Incorporate mindfulness (Try these Skills Posters for Grades K-5) • Share physical activity calendars for students to use at home • Create a class list of activities students can do outside of school • Create a fitness or dance routine representing your feelings about distance learning • Stretching, yoga • Scavenger hunts • Jumping rope • Mindfulness activities |
| 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. E4 Working with others • S4. E5 Rules and etiquette | <ul style="list-style-type: none"> • Have students explain the importance of the new routines and rules • Have students suggest classroom norms and contribute to class decisions |
| 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. E2 Challenge • S5. E3 self-expression and enjoyment | <ul style="list-style-type: none"> • Incorporate check-ins into the daily routine (Try using Emoji Rating Scale) • Have students rate the difficulty of new activities • Have students rate activities for enjoyment • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood • Self-reflection assignments/assessments |

(continued)

Grades 6-8

| National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--|---|--|
| 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1.M1 Dance & rhythms • S1. M12-M15 Net/wall games | <ul style="list-style-type: none"> • Create a fitness or dance routine representing your feelings about distance learning • Cycling • Badminton, tennis, handball or other rackets and balls students might have available |
| 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3.M1 Physical activity knowledge • S3. M2-5 Engages in physical activity • S3.M18 Stress management | <ul style="list-style-type: none"> • Self-regulation activities (Try a Mindful Minute, p. 3 and the Skills Posters for Grades 6-8) • Share ideas for at-home physical activity (Try Mind & Body Bingo, p. 12) • Stretching, yoga • Pilates • Dance • Body weight strength activities (students can create their own weights using milk/water jugs) • Physical activity log • Outdoor pursuits • Creating fitness plans • Activity swap — students create activities/challenges and share with each other • Juggling • Fitness stations |
| 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. M2 Personal responsibility • S4.M3 Accepting feedback • S4.M4 Working with others • S4. M6 Rules and etiquette | <ul style="list-style-type: none"> • Self-reflection assignments/assessments • Scavenger hunts • Have students suggest classroom norms and contribute to class decisions |
| 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. M3 Challenge • S5. M4 Self-expression and enjoyment | <ul style="list-style-type: none"> • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood • Physical Activity Chart |

(continued)

| | National Standards for K-12 Physical Education | Example Grade-Level Outcomes | Example Activity Ideas/Strategies |
|--------------------|--|--|---|
| High School | 1 (motor skills and movement patterns) | <ul style="list-style-type: none"> • S1. H1 Lifetime activities | <ul style="list-style-type: none"> • Tennis, badminton or other racket games • Dance, yoga, pilates • Outdoor pursuits |
| | 2 (movement concepts) | <ul style="list-style-type: none"> • S2.H2 movement concepts principles and knowledge | <ul style="list-style-type: none"> • Help someone learn a new skill |
| | 3 (health-enhancing fitness) | <ul style="list-style-type: none"> • S3.H4 Physical activity knowledge • S3. H6 Engages in physical activity • S3.H14 Stress management | <ul style="list-style-type: none"> • Daily Check-In Poster • Skills Posters for Grades 9-12 • Skills Posters for Grades 9-12 • Mind & Body Bingo, p. 12 • Yoga • Dance • Pilates • Fitness and activity tracking apps • Creating fitness plans • Physical activity log • Outdoor pursuits • Activity swap — students create activities/challenges and share with each other • Identify/evaluates the ability to participate in activities in the community |
| | 4 (responsible personal and social behavior) | <ul style="list-style-type: none"> • S4. H1 Personal responsibility • S4. H2 Rules and etiquette • S4.H3/H4 Working with others | <ul style="list-style-type: none"> • Scavenger hunts • Self-reflection assignments/assessments • Have students suggest classroom norms and contribute to class decisions • Create activities that allow for student leadership |
| | 5 (value of physical activity) | <ul style="list-style-type: none"> • S5. H2 Challenge • S5. H3 Self-expression and enjoyment | <ul style="list-style-type: none"> • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood |

* SHAPE America. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.