

# SHAPE COLORADO JOURNAL

## President's Message

Welcome to summer SHAPE Colorado members! To say that this school year has been unconventional, is a severe understatement – but I have been so encouraged to see the creativity, patience, understanding and support provided by our Colorado Health Education and Physical Education community! You have come together and provided students in Colorado with the best possible health and physical education experiences under very challenging circumstances...you should be proud of your efforts! For any of you who have been directly affected by COVID-19 – your SHAPE Colorado family is thinking of you...

In addition to the challenges posed by the global pandemic, our world is experiencing a critical awakening that is long overdue. As the President of SHAPE Colorado, I want to affirm my belief that Black lives matter and emphasize that our organization is committed to the promotion of justice for all people of color. Actions, however, speak louder than words; therefore, I want to share with you some of the actions we will be taking as an organization. We will actively be in search of opportunities to engage with health and physical education teachers of color and those who teach within ethnically and racially diverse communities. In addition, we have begun work on a grant application that would provide funds to amplify health equity (through physical education) for people of color. Further, we have made the decision to revisit our strategic plan and will be revising the plan in order to enact all our strategic goals through a lens of equity, diversity, and inclusion. SHAPE Colorado is committed to learning, listening, and supporting students and teachers of color as we do our part to end the racial injustices that exist within Colorado.

To all of the teachers who are retiring: I am so sorry that you were not able to finish out your last school year with your students – on behalf of them and all of your peers, congratulations and thank you for everything you have done for our profession! To all the teachers who were not able to say a proper goodbye to graduating/progressing students: I feel your pain and I hope that you can re-connect with those students at another time to get those hugs, high fives and smiles (even if they are virtual or at a distance). Continued on next page...



Jaimie McMullen  
SHAPE CO  
President

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- SHAPE CO**
- shape.co**
- SHAPEColorado**

## President's Message (continued)

Despite the uncertainty we all feel right now; the work of the SHAPE Colorado Board continues! We met virtually for our May board meeting and all of our committees are continuing to connect so they can keep their work moving forward on behalf of our members.

On May 15<sup>th</sup> and 16<sup>th</sup> the SHAPE Colorado Board participated in our 1<sup>st</sup> Annual 24hr Exercise Relay! This fundraiser, organized by Loren Glen, Laurie Gaudreault, Cole Kennedy and Deanne Romero from our membership committee, was done in conjunction of SHAPE America's health.moves.minds service-learning initiative and as a board we raised \$1483! During the relay, someone from the Board was being active every minute of the 24hr period – we saw people cycling, hiking, rowing, gardening, dancing and many other creative activities! Special thanks to Loren Glen for coordinating the event and to our technology superstar Ben Wells, who made sure the whole event was livestreamed. If you missed it, you can watch a [10min recap!](#)

Advocacy will be increasingly important during the upcoming year(s) – especially when it comes to funding for K-12 and higher education. Rest assured that we will do everything we can to keep you abreast of the developments at the State Capitol and will continue to do our part to advocate on behalf of the health and physical educators in Colorado. Please keep an eye out for calls to action – as we are going to need to continue to be loud as we fight for more funding and better policies that will benefit our profession! We also recently drafted a letter to the Colorado Joint Budget Committee asking for their continued support for K-12 health and physical education programs. Read more in the [Advocacy during Pandemic](#) article.

We are continuing to move ahead with the planning of our [2020 SHAPE Colorado Convention](#), which is scheduled for October 8-10. We are working closely with the venue, and considering all recommendations put forth by public health officials as we make decisions related to the status of the convention. We will keep our members in the loop as decisions are made throughout the summer.

I have found myself using the term “unprecedented” more times than I can count – and while it is very cliché, we most definitely are charting unprecedented waters right now. [SHAPE America](#), in conjunction with the CDC will be providing guidance throughout the summer that relates specifically to physical education environments and has recently released their [School Reentry Considerations for K12 Physical Education, Health Education, and Physical Activity](#). As an organization, we will continue to keep you updated as we learn more about what school reopening might look like in Colorado. Until then, keep an eye out for summer (virtual) professional development opportunities, chances to network with other Colorado health and physical educators, and important advocacy resources.

Until we meet again, stay well!

Jaimie  
[Jaimie@shapeco.org](mailto:Jaimie@shapeco.org)



## Join the 2020/2021 SHAPE Colorado Board!

Are you passionate about health and physical education? Have you wondered how you could get involved with SHAPE CO and take your passion to the next level? Well, now is your chance! Read this article for information and instructions!

The SHAPE CO board meets throughout the year in-person and online to do the work of the association on behalf of our members. Generally, board meetings consist of whole group work and small group work where committees work on specific tasks. Current SHAPE CO committees include: Advocacy, Convention, Awards, Professional Development, and Membership. In addition, we have targeted groups who work on behalf of emerging leaders, and pursuing fundraising opportunities, among other things!

We are looking for a diverse group of passionate and enthusiastic health education and physical education professionals to join our board for the 2020/2021 board-term year!

2020/2021 will be an exciting year for SHAPE CO. The board will be busy working on initiatives centered around virtual/remote learning support, health education, programs to help support Colorado schools with fundraising efforts, continuing our advocacy work, and other exciting opportunities. The SHAPE CO board is full of dedicated educators who provide vital contributions to the association, plus we know how to have fun!! Please consider joining us next year as we continue to educate and inspire Coloradans to achieve active, healthy lifestyles!

Members of SHAPE CO that are interested in joining the 2020/2021 Board of Directors must complete their intent to self-nominate for a board position by clicking on the link below and completing the form and/or notify Terry Jones ([terry@shapeco.org](mailto:terry@shapeco.org)) by **August 26th** to be added to the slate of officers that will be voted on by the membership at the Annual SHAPE Colorado Convention. Board term is one year.



## Advocacy during Pandemic

SHAPE Colorado continues to advocate for students in the mist of the COVID-19 pandemic. In May, the SHAPE Colorado board composed a letter to the state's Joint Budget Committee (JBC) encouraging them to support K-12 education and the Comprehensive Quality Physical Education Instruction Pilot Program. Below you will find the correspondence.



Pam Rogers  
SHAPE CO  
Board Member

Colorado's Joint Budget Committee is charged with studying the management, operations, programs, and fiscal needs of the agencies and institutions of Colorado state government. In light of budget shortfalls due to COVID-19, the JBC has had to make difficult decisions to reduce expenditures. As of May 21, the committee set aside \$3.965 billion of General Funds for K-12 education. That figure, a placeholder, is \$448 million less than the appropriation for the 2019-20 School Finance Act. The more important decision will be the allocation of those funds across the school districts which will be determined through the still to be written School Finance Act. SHAPE Colorado is waiting to learn about the full impact of these cuts on health and physical education programs and more specifically the pilot program.



Dear Esteemed Members of the Joint Budget Committee,

The Society of Health and Physical Educators (SHAPE) Colorado would like to thank you for your work and endless commitment to K-12 education. As you work on the state budget, we ask that you minimize cuts to school districts in order to support the growth and development of the whole child.

As you know, one of our top priorities this past year was passage of the Comprehensive Quality Physical Education Instruction Pilot Program. Quality physical education enhances academic achievement, helps students to achieve higher fitness levels, reduces health risks associated with obesity, and contributes to mental wellness.

We are extremely thankful that you recognized the importance of this grant program, which was demonstrated through your addition of it to the budget forecast in February. We understand that due to the COVID-19 pandemic there may be changes to various programs, however are asking that you not repeal this program. The Comprehensive Quality Physical Education Instruction Pilot Program is necessary as we continue to consider ways to support the health and wellbeing of children and young people in Colorado.

Now, more than ever, we truly appreciate your leadership and service. Thank you for always putting Colorado's children at the forefront of your work.

Members of SHAPE Colorado Board

## Convention 2020

Wow! Who would have thought that we would be wondering if we would be able to hold our amazing convention this year? Right now, it is a wait and see game. Usually we open Exhibitor registration on June 1<sup>st</sup> but we are going to hold off for the time being.

In the meantime, we do have some great session proposals and incredible presenters lined up for Pre-Convention. At this time, we are still looking for session proposals. If you have something that you've always wanted to share or know someone who has great ideas, please submit your proposal [here!](#)

If you have any questions, please email me at [convention@shapeco.org](mailto:convention@shapeco.org).

Stay safe, stay healthy, stay active!



Donna Carey  
SHAPE CO  
Convention  
Manager



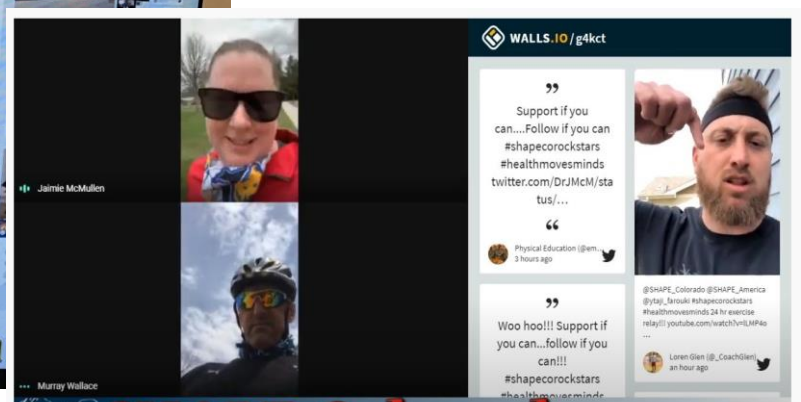
**health.moves.minds.™ 24 Hour Exercise Relay**

The SHAPE Colorado Executive Board participated in a health.moves.minds. Fundraiser to raise money for underfunded physical education programs across the state. The event raised \$1,483 and 50% of that will go directly to selected programs in the form of a Gopher gift card to help them purchase needed equipment.

The event consisted of a 24 hour virtual exercise relay with (several) 30 minute time slots designated for each participant. Yes - at least one person from the board was being active during the entire 24 hours...even in the middle of the night!! The event started at 12pm on Friday May 15th and ended at 12pm on Saturday May 16th. The event was live streamed on Youtube and people posted their adventures on social media platforms with using the hashtag #shapecorockstars. At the end of each participant's exercise time slot, the participant would "pass the baton" through the screen and the next participant would start their exercise time. Through the course of the event, there were over 450 viewers of the live stream.



Loren Glen  
SHAPE CO  
Board Member



Thank you to everyone who donated, participated, and supported the SHAPE Colorado Board in the health.moves.minds. fundraiser. Click the link to watch the 24 Hour SHAPE CO & HMM Exercise Relay in 10 minutes! [https://www.youtube.com/watch?v=yABG1xp\\_qxM](https://www.youtube.com/watch?v=yABG1xp_qxM)

For more information on health.moves.minds and to register your school for an event, please visit <https://www.shapeamerica.org/events/healthmovesminds/> or email Loren Glen at [gle019457@adams12.org](mailto:gle019457@adams12.org)

## Brian Hull is the 2020 SHAPE America High School Teacher of the Year!

SHAPE Colorado would like to congratulate Brian Hull who was recently awarded the 2020 SHAPE America High School Teacher of the Year – recognizing him as the top high school physical education teacher in the nation!

Brian currently teaches physical education at Bruce Randolph School in Denver Public Schools and he is a member of the SHAPE Colorado Board, serving on the Developing Leaders Committee. Brian believes that physical education is very important for all students and he likes to help students understand that everyone can be successful. In his physical education classes, he implements various forms of technology, and all of his students have the luxury of wearing heart rate monitors and pedometers daily.

In response to this receiving this honor, Brian said:  
“Receiving the National TOY award from SHAPE America really seems surreal. I still cannot believe it. This is the biggest honor I could have ever imagined receiving. When I reflect back, I think my work ethic and all of my hard work that I’ve put into my P.E. program the last six years has really paid off. I always try to remind myself that it’s not always the big things you accomplish with your students that mean the most-the small things that add up together can mean just as much and can have the biggest impact.”

You can relive the moment Brian found out he was the winner by clicking [HERE](#).

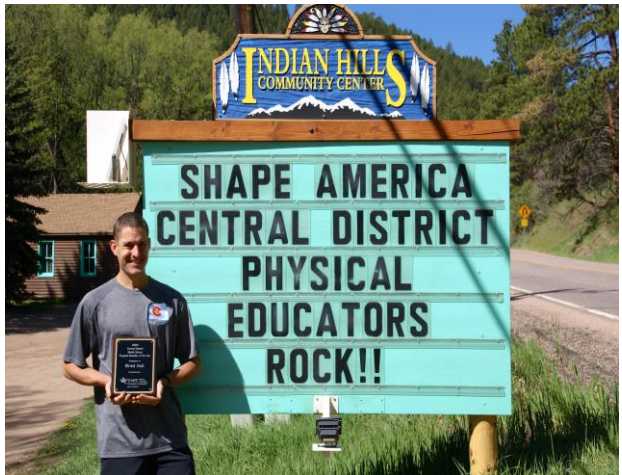
Congratulations Brian – we are very proud of you!





# Colorado Wins Big in Central District!

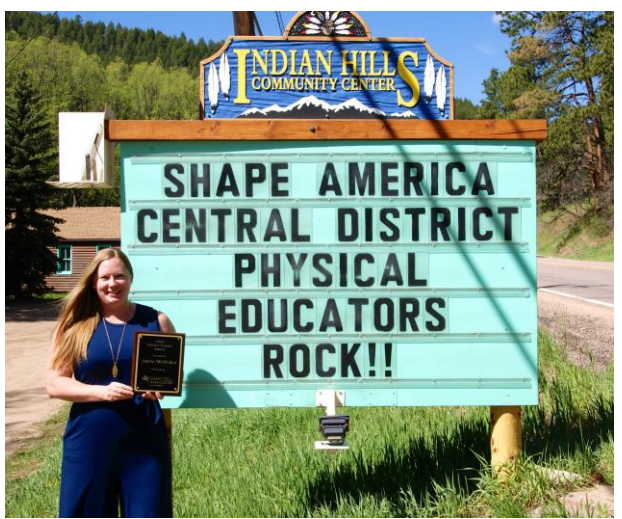
SHAPE Colorado board members Brian Hull, Brad Hull and Jaimie McMullen, and Aurora Physical Educator, Clayton Ellis were recently recognized as SHAPE America Central District Award winners! These awardees recently met at the famous Indian Hills Community Center sign to receive their plaques and pose for some (safe) photos! Congratulations to this group of dedicated professionals!!



Brad Hull: Central District Middle School Teacher of the Year



Brian Hull: Central District High School Teacher of the Year



Jaimie McMullen: District Scholar Award



Clayton Ellis: Central District Mark Harvey Legacy Award



## Teaching and Learning in the Virtual World: The JeffCo Experience

What will physical education look like for students and teachers when schools restart next fall? It's the question on everyone's mind, but one that no one knows for sure. The one thing we do know with certainty is schools and programs will look very different than they ever have before. The remote learning environment we find ourselves in as a result of the COVID-19 pandemic is challenging conventional thinking and calling for new and creative solutions. The steps we take now will help determine how successful we are in the fall.



David Yonkie  
SHAPE CO  
Board Member

Remote learning is creating seismic shifts in the way teachers teach and students learn. The uncertainty is part of what makes planning so difficult. In JeffCo Schools, the district I work in, like most across Colorado and the country, we are developing restart plans that include both remote and some hybrid learning models. District leadership is using feedback from staff, building Principals, families and community partners to help inform their planning. The most recent version of the JeffCo Restart Plan can be viewed by following this [link](#). It's important to remember that the JeffCo Restart Plan is a "work in progress" and other districts may be taking different approaches. The final form is not expected to be released until early July. Notably absent in this draft is a specific reference to, or details about how students will engage in the electives in general, or P.E. specifically.

Now more than ever, the arts and physical education in particular matters! Electives coordinators, such as myself, have been busy collaborating with one another and with our counterparts in other districts to preemptively address the questions and challenges we will face this fall. During these unprecedented pandemic and economics times, we want to make sure the importance of our work isn't over shadowed by, shall we say "competing interests." We can't afford to wallow in self-pity and hope someone else solves our problems. Now is the time to show our grit, creativity and adaptability. Now is the time to speak in one clear, loud and consistent voice to say that our students' health and physical fitness is vital to their well-being and P.E. teachers are best suited to meet those needs! If we fail to impress the value in our work now, we do so at our own peril.

Continued on next page...



## Teaching and Learning in the Virtual World: The JeffCo Experience (continued)

JeffCo Schools Office of Curriculum & Instruction is developing guidelines, talking points for teachers, building principals and central administration to serve as a road map to inform safe practices should the restart plan include any face-to-face learning. These documents, while not all-encompassing, and still a “work in progress,” will align with state and local health department guidelines to help ensure student and teacher health and safety.

Recommendations include:

- a focus and emphasis on activities that ensure safe distancing such as utilizing outdoor teaching spaces, dual and individual games and activities, circuit and station work, standards 2, 3 & 4 (nutrition, SEL, personalized fitness, principles of training, safety)
- reduced emphasis on activities where safe distancing cannot easily be controlled such as team type sports, temporary suspension of dress out requirements and off-campus activities such as bowling, or golf
- vigilant sanitizing practices that include washing of hands before, during and after class, encouraging single-use equipment, and limiting the sharing of common equipment
- arrival and dismissal procedures that maintain safe distancing such as markers on the floor
- class sizes that do not exceed a ratio of one teacher to nine students
- additional supports for students with special needs, and
- temporary suspension of all before & after school intramural activities and extracurricular

A copy of the JeffCo Secondary P.E. Hybrid Plan with additional details may be viewed [here](#), and the elementary plan [here](#). The elementary plan includes considerations for art and music, which may be of interest to your teammates! We also created a resource for calculating sections and minutes based on class sizes of one teacher to nine students. This could be a tool to help build daily schedules, applies to a variety of models and ensures that teachers see all students for equal time once per week. Click [here](#) to see the tool.

Below is a short list of some of our teacher’s favorite resources you can use to help support remote learning and while still emphasizing rigor and relevance for our students.

[Distance Learning for Physical Education](#)  
[OPEN Online Physical Education Network](#)  
[Spark eAcademy](#)  
[DareBee](#)  
[Dynamic P.E. ASAP](#)  
[Presidential Youth Fitness Program](#)  
[Asphalt Green](#)

In JeffCo, we don’t have all the answers, but we do have some. Together, we will rise to the challenges of COVID-19. Keep asking questions and seeking solutions... the health and well-being of our students depend on us!

## SHAPE CO Member Spotlight

### Shannon Worth

Health and Physical Education  
Aspen High School

### What is your "why" for teaching Physical Education/Health?

*This answer has definitely evolved. While I've studied and been passionate about movement since I attended Springfield College, it wasn't until years later that I realized I had been taught our motto "Spirit Mind and Body" by the culture. I now believe all of our children need to be taught to take care of their spirit, minds and bodies equally and that saying hi to everyone you see in the hallway (with a smile if you can), taking time out of your day to practice mindfulness, and quality spending time cultivating new connections and working on current relationships (which was the culture I learned at Springfield) is just as important as making sure your body moves how and as often as it is supposed to to stay fit. I'm in this field to teach, model and help students practice living a more successful existence with balance of their spirit, mind and body.*

### Favorite best practices game/activity to teach?

*I use Ubuntu cards and all their activities whenever I form a new group and use it as a theme for understanding we all have different backgrounds but can also find a connection; and we are better together than alone.*

<https://store.high5adventure.org/products/ubuntu-cards>

### What is your best trick in your teaching toolkit?

*Having a personal yoga practice that reminds me to teach and speak with love, and continue to practice skills like patience, balance and responding vs reacting.*

### Why did you become a SHAPE Colorado member?

*I was a member of MAHPERD when I taught in Massachusetts and attended the annual conference. Because I left teaching for a few years, I knew the best way to get caught up and learn about the differences in teaching PE/Health in Colorado would be to attend a conference with like-minded people, so I went to the conference and became a member right away (and it was worth it of course)*

### One interesting fact about yourself?

*I was a world champion powerlifter!!*



# LEAD A COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP) AT YOUR SCHOOL



[UNCactiveschools.com](http://UNCactiveschools.com)



## Physical Education and Physical Activity Leadership Master of Arts in Teaching

There has been a dramatic shift in how K-12 schools are incorporating physical activity into the school day. Schools are now asked to implement comprehensive school physical activity programs (CSPAP). In this new environment, school professionals need to take on a broader role leading physical activity and health promotion efforts within and beyond the school day.

### OFFERED ONLINE WITH SUMMER EXPERIENCES IN COLORADO

This program will prepare you to thrive as a leader of physical activity, fitness and health promotion. You will also gain advanced knowledge and practices in physical education.

### PROGRAM COORDINATOR

Dr. Brian Dauenhauer

[brian.dauenhauer@unco.edu](mailto:brian.dauenhauer@unco.edu)

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- This MAT can be completed in 21 months (5 terms)
- Fall and Spring semesters are completely online
- Summer courses involve a two week experience on our Greeley, Colorado campus



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## We Are All Optimists

Every person in education is an inherent optimist. We believe that good is in front of us and ahead of us. We believe in the vast possibilities of the future. I believe a champion teacher is all who nurture those around us. We think, wonder, and worry our students when they are not in our classrooms or even arm's reach anymore. *Are they reading? Are they playing outside? Is anyone talking to them? Are they scared?* We lose sleep thinking and are constantly pondering how we may make things better. After all, that is what teaching is: the hope that we can make this world better... by way of the academics we teach, the healthy habits we model, and the social understanding of how we are to treat one another with kindness. We begin with the little ones and hope that as they grow up, a bit of what we have taught stays with them. I believe champion teachers leave a special part of them with every child: hope.



Judy Brule  
Shaffer Elementary  
Jefferson County Public Schools



As this pandemic has taken our lessons out of the classroom and put them into the digital realm, we find ourselves rediscovering the importance of connection and relationships. That was the most difficult part—the distance. I proudly teach kindergarten, and it is a whirlwind of a show we put on to keep the kids engaged and redirect their attention in the classroom. It is a frenzy of laughter, curiosities, energy, and amazing chaos. After all, they are five years old—but that is the whole of their lives. And I get to be part of it—what a tremendous honor.

As the school year came to a close, I was able to visit every single one of my student's homes and say goodbye to them while respecting social distancing. I wore an inflatable dinosaur costume that I could sanitize in between visits as I did get some fantastic spontaneous and parent-approved hugs. It was returning to that connection with the kids that filled me with so much joy. It was a wonderful experience! I hope that every single one of my students carries the knowledge that I believe in them, that they will be part of the good in life, and that they will make this world a better place. After all, I am indebted to them as the kids have certainly made my heart a better place. I am an optimist.

## Guide to Social Distanced Physical Education



Patrick Hughes  
Physical Education Teacher  
Hanoi, Vietnam

We all are thinking about it and what will it look like. When schools open up their doors and allow students to return sometime in the future, what does that mean for schools, and moreover, what does that look like for physical education with the implementation of mask-wearing protocols and social distancing activities?

I currently teach in Vietnam at an international school, and we have been back at school for a solid month now. I want to acknowledge that no one school is going to go through the same motions, expectations, or guidelines; however, I would like to share some perceptions and personal guidelines to try to help your transition as smooth as it can be.

### Masks in Physical Education



Photo by Kate Trifo

There are conflicting arguments on whether or not the amount of decreased oxygen intake causes cardiac stress whilst during intermediate exercise, however, there is data that the some of the exhalations of carbon dioxide is quickly brought back into the body due to the restriction of masks during MVPA, "Facepiece dead volume accumulates exhaled carbon dioxide in the voids between the respirator and the face and returns it to the respiratory system during the next inspiration. This carbon dioxide then acts as a respiratory stimulant. Because carbon dioxide is a psychoactive gas, dead volume may also produce discomfort and a performance decrement at low-intensity work." (Johnson, 2016).

When you are required to masks in P.E. you need to be patient with your lessons and not try to overdo it. One-fourth of my class, if not more was dedicated to water breaks that consisted of 3-5 minutes sometimes longer depending on the heat. Also, focus on activities that do expend a vast amount of energy; not only do students need to get used to operating with masks on, but they are not used to exercise in a normal capacity. Start slow and start simple.

## Guide to Social Distanced Physical Education (continued)

### Social Distancing in Physical Education

Best advice: use that innovative flow you have been using in online learning, as you are going to have to get creative in our planning and implementation of purposeful physical education.

#### Week 1: Social Distancing Olympics

This a great way to incorporate short bouts of energy as well as being able to use your own equipment for throwing events. For discus, javelin, and shotput, teach them the fundamentals of how to complete the movements using their own shoe. This way they still have object manipulation but there is no risk of sharing equipment.

#### Week 2: TGFU Games

The beauty of TGFU is there are many ways to create or adapt games where everyone is distanced and can still use their own equipment.

Week 3: We reached the point where we can share equipment but need to sanitize and disinfect frequently. For this purpose, I stuck with TGFU in the sense that we were able to "change the game" where we could be closely engaged with other group members.

From then on, you can cater the way you advance your units and curriculum depending on how your school and region lighten up restrictions.

### SEL Check-Ins

This may be the most important part of returning to school, and you need to check in with your students and promote conversations. Students are scared, vulnerable, and have so much on their minds before they may even be ready to engage in a physical environment. Do not intrude if they are uncomfortable talking, but you need to give them time to re-adapt to the "world"

#### References

Johnson, A. T. (2016). Respirator masks protect health but impact performance: A review. *Journal of Biological Engineering*, 10. <https://doi.org/10.1186/s13036-016-0025-4>

## SHAPE CO Member Spotlight

### Sheila Love

Health and Physical Education  
Overland Trail Middle School

#### What is your "why" for teaching Physical Education/Health?

*Why PE? Why not! I can directly influence students love of being healthy and fit. And to live a healthy happy lifestyle. Without understanding the importance of being physically active, making smart nutritional choices, and living a healthy lifestyle bad things can happen.*

#### What is your best trick in your teaching toolkit?

*Being crazy. Not caring if I look like a fool. I always try to have fun so the students will.*



#### Favorite best practices game/activity to teach? (include a link to lesson plan or video)

*Rock climbing. We at OTMS have a 40' high 3 route climbing wall. Kids learn how to belay and climb. Talk about trust! Watching the kids overcome their fears and summit, or just going a little higher than last time is amazing. Students build communication skills. Encouraging others to go higher, to challenge themselves, try it. Do it. Some take on climbing disabled: blindfolded, tying an arm or leg up. They race for time. It is so awesome to watch it all unfold in front of me how much the kids can accomplish.*



#### Why did you become a SHAPE Colorado member?

*I became a member to have access to incredible resources and people.*

#### One interesting fact about yourself?

*Skiing is life. Skied Arapahoe Basin July 4th. Opened A Basin in October. Closed it for Covid19 in March. Re-opened it just yesterday May 27th. 1 of 600 who won the lottery to do so.*

#### Your two favorite apps you use in your classroom?

*I don't use a lot of apps in PE. Not enough time since I only see my kids 2 days a week. I have used Coaches Eye. And the app that splits the class into teams or partners. YouTube for quick videos.*



## Overwhelmed by Ideas

When all classes moved online, I first felt the emotion of panic. “How do I teach PE online?” My mind immediately went to fitness, but of course, Physical Education is so much more than just fitness. For a few days, my mind raced with ways to make the adjustment and make it an easy transition on my students. After a few days, I thought “Surely, someone else is posting ideas about what to do.” Like many others, I turned to social media to see how other PE teachers were handling the same crisis. I immediately began to feel something new: the feeling of being overwhelmed.



Elizabeth Sharp  
SHAPE CO  
Board Member

As I followed hashtags, subscribed to YouTube channels, and scoured websites, I became daunted with the amount of information that was being posted. “What is best for my students? What is realistic for my students? What is something I can accomplish with my own technology skills? What will fit best into the culture of the school?” These and many other questions flew around my head as I finally closed the laptop lid and walked away discouraged.

PE teachers are good at sharing ideas with one another. We put on killer conventions with great sessions, we freely share videos and lesson plans, and we have a google folder for everything you could possibly teach. However, it is very easy to become overwhelmed by the magnitude of great ideas, become frustrated with your own abilities, and just close the laptop and walk away. I want to share a few practical ideas to help you sort through the plethora of information so that you can be more successful with planning for the unique Fall semester that we are all anticipating.

**(1) Remember your Context.** Each school, each teacher, and each child is unique. Only you know what will work best for your school. Do your kids have access to laptops? Is it common for your students to have jump ropes, balls, and other PE type equipment at home? Do most of your students live in apartments or suburban houses with backyards? You also need consider the context of your school administration and the expectations that they have for your classes. List out some of the characteristics of your context. Post them in a place near your computer. As you come across great ideas, first glance at your context list. If the idea fits within your context, then move onto #2. If the idea doesn't fit, then just move on.

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## Overwhelmed by Ideas (Continued)

**(2) Evaluate your Technology Skills.** Another source of frustration during this time has been teachers trying to tackle new ideas that they are unable to be successful with due to their own technology skills. It is important to know what you are capable of when looking at ideas. If you see an idea that requires skills you do not have, you can always teach yourself new skills, but that will take some time. Be realistic with what you can do now and make a goal to learn one or two new skills each month or semester, depending on your other responsibilities. After making sure the great idea fits into your context, decide if you have the skills to execute the idea or a way to learn the necessary skills. If so, move on to #3.

**(3) Create a list/folder for organizing/storing ideas.** With the amount of ideas that are being shared, it is important that you stay organized. You can use whatever method you are most comfortable with; a google folder, saving links to a Pinterest board, creating a word document with links to the ideas, etc. I find that having the ideas listed in one spot (with links to any information) is helpful. I can quickly glance at this list for ideas (that already fit into my context {#1} and are within my technology skills {#2}), find the accompanying documents and links, and start to develop the idea for my students.

**(4) Only develop one idea at a time.** When you have a great list of ideas, it can be tempting to dive in and start trying to make everything work at once. However, that is a recipe for disaster and potential discouragement. Look at your list, pick one idea, and develop it well. Once it is ready to go, let it simmer for a day or overnight. When I look at a new idea the next day, I usually find things that could be confusing for my students or I discover problems with the information. If possible, test out your idea on colleagues, neighbors, or even your own kids to make sure that the idea will run smoothly. Once it is developed and you “launch” it, you can look at your great list and start working on the next idea.



These four steps might seem simple, but they help me stay organized instead of becoming overwhelmed with so many great ideas. Remember, our goal is not to be the “coolest” PE teacher on Twitter and to follow every trend. Our goal is to teach quality Physical Education to our students, no matter what method we are using.

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### PROGRAM HIGHLIGHTS

- Sport Pedagogy (Teaching)
- Technology for Coaches
- Injury Prevention
- Sport Psychology
- Training and Conditioning Principles
- International Coaching Perspectives
- Applied Coaching Research
- Sport Administration for Coaches

### PROGRAM COORDINATOR:

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UNIVERSITY OF  
**NORTHERN COLORADO**

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## My Heart For Kids: Beyond The Gym

As teachers, we continually reflect on our teaching practices and how we can better meet the needs of our students. Recently, as we have entered this remote learning environment, I have been reflecting even more. Schools across districts and states are using a variety of practices to reach their students. I have been checking in with about 60 students per week from grades 1-4 through one-on-one scheduled conferences, while other colleagues have been pushing out a variety of remote teaching videos or hopping on class conferences. For 19 years I have been accustomed to getting to know 500 + students on a face to face basis; to be honest, checking in with specific students virtually has been a change for me as an educator. I pride myself on knowing the name of and at least one thing about every student. Due to the fact that in an elementary setting as a physical education teacher, you get to see every child in the school every year, we get to know our kiddos even more. I also cherish being at a K-8 school where I am fortunate to have them in a variety of ways throughout each year even if they are not in physical education (PE). Imagine my despair when I found out my contact with them would be limited. I would only be conferencing with four classes of elementary students for 10 minutes per week, and only a few of my middle school students by my choice and theirs, since attending electives became optional.



Tia Ziegler  
Chappelow K-8  
Arts Magnet  
School

The first week was miserable trying to learn a new platform, schedule conferences around the classroom teacher, and holding back my tears when I did see a little face staring back at me. The following week I was determined to do some form of PE. A good portion of you have been on the frontline since the beginning creating excellent content to be shared and for this I am grateful! But for me who is not the most computer savvy, I considered it a good day if I was able to get on a schedule to see kids and not throw the computer against the wall. I started simple with a rock, paper, scissors fitness activity and moved to some scavenger hunts and fitness videos. Yet, I was not satisfied. I began to experience the feeling that even though I was serving one student at a time with a quick activity, it was not good enough compared to what other teachers were doing. I began comparing myself daily to my colleagues within my district, state, or across the globe. Some days were harder than others when my specials' team and I would have several students in a row not show up to see us. (Note; we were the third area to check in). This format was especially hard since my music teacher is retiring after 31 years in the district.

Continued on next page...

## My Heart For Kids: Beyond The Gym (continued)

As I came into my last week of one-on-one conferences something occurred to me. I had my “regulars” and realized that we strengthened our relationship through talking and learning new things together. They would light up when they saw me, were excited to tell me about their weekend and family, and even help me out with PE ideas and technology issues. I noticed former students in high school helping their little brother or sister get on to my conference, and I even had a third grader teach me an online math game. I experienced some tears with one 3rd grader and his mom as he lost his older cousin in a car accident. I had several middle school girls who I had in PE, but really started connecting and talking to me in a small group setting. To quote 6<sup>th</sup> grade Adele, “Yes, Mrs. Ziegler I want to meet today, I need to talk to someone other than who I live with.” My weekly 6th grade lunch group also brought me to happy tears watching them see each other and talk online for the first time. I realized once again that each educator is unique and special in their own way. We need to quit comparing ourselves to others and be confident in what we do for our students whether it is in the gym or in a virtual learning environment. Above all, we need to continue to support each other in terms of content as we move forward as educators. I would like to give a shout out to our PE teachers near and far for the outstanding support of content and ideas they have continually shared. I must also give recognition to the K-12 elective teachers in Greeley/Evans School District 6 for an incredible amount of time, work, and care as we navigated these new waters together for our students, focusing on social emotional learning along with individual content areas. I am District 6 and proud to be a PE teacher more than ever.

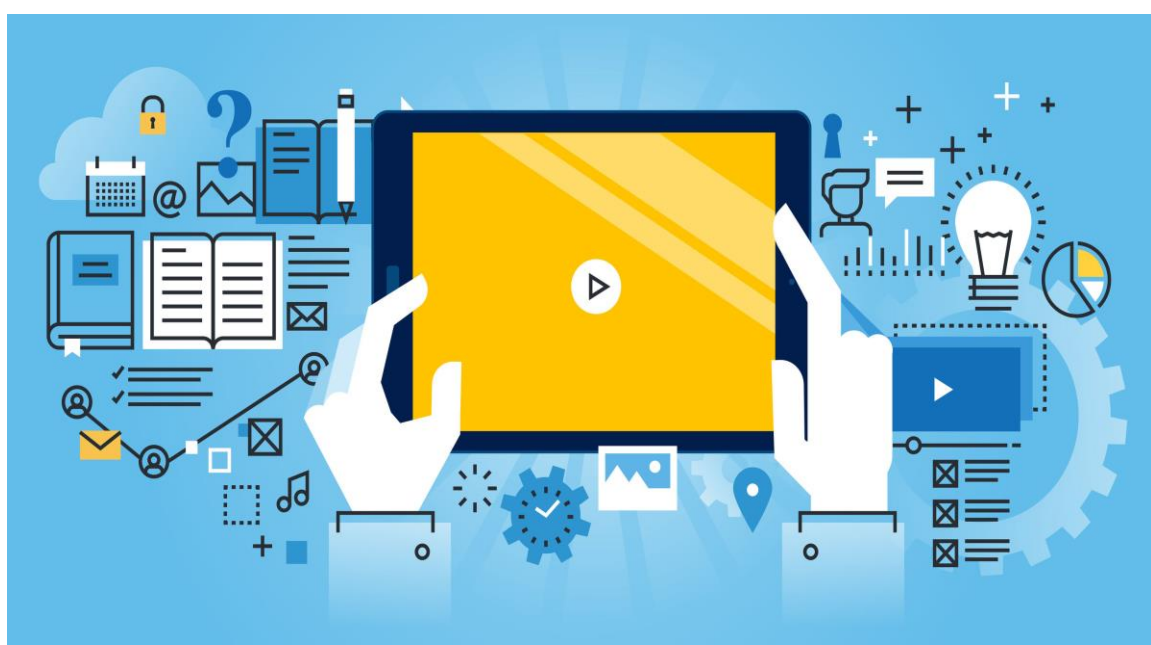


## Online Tech Tools in Health and Physical Education

While uncertainty looms around what the coming school year will look like, it is important to think about how you might approach a variety of possible teaching scenarios. Whether you are teaching in a face to face or online setting, online teaching tools are abundant and can be effective to help with your instruction and assessment tasks. If you are teaching in a face to face setting, using online tools to provide other instruction and deliver assessments outside of class time can provide more time for activity in class. If you are teaching in an online setting, you may deliver content and assess students synchronously (learners interact in real time) and/or asynchronously (learners interact in their own time).



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Taemin Ha  
UNC  
PhD Student

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No matter what situation you are in, you should consider the ways in which you will deliver and assess your content and the specific tools you will use to do so. The table on the following page provides a list with description, example, and cost of online technology tools that can aid the delivery of health and physical education in a remote teaching environment.

Continued on next page...

## Online Tech Tools in Health and Physical Education (continued)

Online Tool	Description	HPE Example	Cost
<a href="#"><u>EdPuzzle</u></a>	Interactive videos with embedded questions, notes, audio, and comments. Tracks student views and comprehension.	Teachers can create videos on components of physical fitness with embedded quiz questions throughout to assess student learning.	Basic: Free Pro: \$9.50/month
<a href="#"><u>FlipGrid</u></a>	Create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, and students can post video responses that appear in a tiled grid display. Students can provide peer feedback comments.	Teachers and students can create a grid about cues related to proficient skill performance and encourage peers to record short videos about the topic.	Free
<a href="#"><u>Kahoot</u></a>	A game-based learning platform that engages students through a variety of game-like elements, including quizzes, puzzles, flashcards, etc.	Teachers can introduce a topic or review for a summative assessment on nutrition topics to get students more focused and assess deeper understanding in a fun environment.	Basic: Free Pro: \$3/month Premium: \$6/month
<a href="#"><u>Poll Everywhere</u></a>	Pose questions and students respond via text or web in real-time. Includes open-ended, multiple-choice, and word clouds, among others.	Teachers can create word clouds of performance-related fitness and health-related fitness, and then teachers and students can discuss the differences between two fitness areas.	K-12 Basic: Free K-12 Premium: \$50/year
<a href="#"><u>Seesaw</u></a>	Students use built-in tools, such as draw and record, collage, and video to demonstrate understanding through the creations of digital portfolios	Students can document their at-home physical activities with video recordings and collages representing their choices for the week.	Basic: Free Plus: \$120/year
<a href="#"><u>Gimkit</u></a>	A quiz tool where students answer questions on their own device at their own pace. Has a monetization component where students build up in-game cash that can then be used to purchase in-game upgrades.	Teachers can create a group quiz competition to assess students' knowledge of techniques, strategies, health-related fitness, etc. The In-game cash element can improve student engagement and motivation.	Basic: Free Pro: \$4.99/month Pro Pass: \$9.99/month

## Remote/Online Teaching and Learning for Health and Physical Education



Jan Megarry  
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During my many years of teaching, I considered the idea of offering exercise classes online but never thought it would become a reality until Covid 19. My first thoughts were: “Who me?” “What will I teach them?” “Where? From home?” and “How can I do it?” “Online chats?” “Verbal descriptions?” After the initial shock that I was being forced to teach physical education online, I began to formulate a number of ideas make it to happen.

The school decided to use Google Classroom and Hangout Meet as our mode of reaching students. Originally it would be students exercising together for 30 minutes once a week during our Hangout Meet. We discovered students had limited space for exercising and were unable see one another. My biggest concern was the attitude that PE wasn’t as important as other the core subjects.

I created fitness tables listing the exercises and descriptions with a space to fill in the date for each exercise. Later, I created a form with pull down menus that provided a variety of options, including time and date. I provided an alternative form to write in the activities they choose to do including time and date. Students could choose which form would work best for them.

Parents working from home created a need for families to schedule each day allowing parents to maintain their jobs and students time to meet with teachers and complete homework. I needed something that would spark enough interest to keep students active that would fit into their schedule. I came up with online videos that encourage students to exercise with me and make it fun. I worked with the owner of Perfect Fit Wellness Center in Falcon, Colorado to record exercise sessions and post them on his website with a password for students to access any time of day.

I called these videos ‘Challenge Videos’. I varied the exercises in each video so the students could get a whole-body workout each time they would exercise with me on the video. Each video lasted between 15 to 20 minutes, and at the end of each video I would give students a challenge. This is an example of what a video would contain:

- 5 Scoop Push Ups
- 10 Froggie Heels to Heaven
- 20 Mountain Climbers
- 10 Side Knee Lifts
- 10 Single Leg Bridges
- 10 Hip Flexors
- 10 Front Lunges
- 10 Back Lunges
- 10 Rotational Lunges
- 10 Side Lunges

Challenge: Place an object on the back of your hand, pull your hand out from under the object, and catch the object before it hit the floor (working on hand eye coordination)

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## Remote/Online Teaching and Learning for Health and Physical Education (continued)

The workout and the challenge had two purposes:

- 1) Help students realize they are capable of meeting a physical goal or challenge
- 2) Help students understand the importance of exercise.

Examples of the challenges are: throwing a sock ball at a target for 30 seconds and count how many times they were able to hit the target; use their hand as a bat and see how many times they could hit the sock ball; hold their knee and ankle while standing on one foot for 60 seconds; do Ranger Push Ups with hands in a diamond over their head and push their body off the floor; bridge to the shoulders, kick their feet in the air and come to a standing position. These are only a few of the challenges I did with my students.

I gave students an optional special assignment where they would choose five exercises and create pictures or videos to share showing either “Baby Shark Workout” or “Exercise Bloopers and Blunders.” Parents became part of the project and helped film the routines. I used my one day per week for online live meetings to teach health and safety. We covered topics such as Safe2Tell, Being Positive Through the use of Positive Affirmations, Cyber Safety, and Ways to be Healthy rather than trying to perform exercises in a confined space and fulfilled the health requirement.

While creating a virtual field day to complete the year, I found OPENPhyzed.org National Virtual Field Day. My ideas and more were already in a usable format and accessible to teachers across the country. The parents and teachers were provided with activity cards, a scorecard card, a list of needed materials, and directions for the field day. The OPENPhyzed.org site had videos demonstrating each of the challenges which was emailed to parents and teachers for use. It was such a fun and exciting day. A big THANK YOU to OPENPhyzed.org for allowing us to use their resources.

Doing physical education via online technology is difficult and time consuming. However, in the end it became very rewarding.

## Submit YOUR Article for the Next SHAPE CO Journal!

The SHAPE Colorado Journal is published on a quarterly basis. The purpose is to keep members up to date with happenings around the state, share teaching ideas, and provide information relevant to the SHAPE Colorado mission.

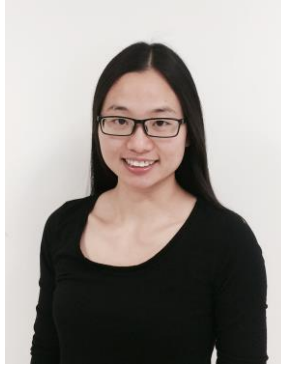
Submissions should be between 300 and 400 words and have appropriate citations where necessary (research articles can be longer – please contact editor). Authors are encouraged to include photos to help emphasize key article points. Please proofread articles prior to submission.

Anyone may submit articles to the journal. Prospective authors should submit their article, name of article, professional headshot to accompany article and any other materials needed for publication using the submission form.

Each journal will offer a theme, but the submission does not have to follow it. It can be written based on anything that meets the SHAPE Colorado Mission and Vision. The author may choose to have an “Editor/Peer-reviewed” process (typical) or a “Blind Review” process (for scholarly articles).

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