



Introduction

During this challenging time, helping young people stay healthy and physically active has become more important than ever. The Society of Health and Physical Educators (SHAPE) Washington, our state organization that serves as a voice for health and physical education in Washington state, is striving to provide factual, up-to-date information and resources to support the entire educational community, both in the home and school

setting. We will continue to work with health and physical education professionals and OSPI to gather a variety of distance-learning resources — many requiring no specific technology or equipment — to provide schools with ideas, suggestions, and solutions for teaching and self-care. You can expect more of these resources to come online in the future.

Our mission is to continue to advocate for student wellness, health and physical education. Students need each of these content areas desperately for both their physical and mental welfare. While we are aware that individual schools and districts are making decisions that best suit their specific needs, we want to encourage all physical education teachers to be allowed to continue to teach in their gyms and outside locations at all grade levels. While it may be a possibility for other subjects to teach in grade level classrooms, we do not believe it is a feasible option for physical education and would strongly encourage all administrators to rethink this recommendation.

While physical educators may be able to provide students with some type of physical activity in classrooms, they cannot adequately address our state standards in that environment. SHAPE Washington encourages you to remember there is a difference between Physical Education (PE) and Physical Activity (PA). To better define the two terms:

Physical Education: teaching the skills and knowledge necessary to lead a healthy and active lifestyle. Provides appropriate instruction, learning opportunities, meaningful and challenging curriculum, and assessment for all children aligned to state standards.

Physical Activity: using the skills and knowledge to participate in physical activities for a lifetime. Bodily movement that results in energy expenditure. This may include recess, recreational activities, intramurals, walking, using the stairs, jumping rope, and yardwork as some examples.

Without quality physical education our students will be missing the foundations necessary for a lifetime of quality physical activity.

SHAPE Washington is committed to helping districts and schools in Washington state set re-entry guidelines that are safe, research-based and standards focused. We are aware re-entry is fluid and district dependent. However, we implore you to continue regular physical education as a part of the regular school day for the health and well-being of all students. Please note our efforts and rationale below.

Action steps include:

Developing school re-entry guidelines: SHAPE America, the national organization for health and physical education, in consultation with the CDC and state and district leaders, has worked diligently to create health and physical education re-entry guidelines for schools. This includes specific, evidence-informed guidelines and operating procedures to keep school communities mentally and physically safe as we shape a new approach to learning. SHAPE America has included this guidance in their School Reentry Considerations for schools.

Developing new professional development and resources: Through their partnership with the CDC, SHAPE America has created new tools to ensure schools have ongoing support for implementation of the re-entry guidelines throughout the upcoming school year. Since social distancing and isolation have had such a profound impact on student learning and mental health, SHAPE Washington is providing practical, trauma-informed resources — including training videos for preservice teachers — to meet students where they are physically and emotionally.

SHAPE WA is creating tutorial videos that will cover different on-line teaching platforms. The introductory tutorials will summarize how to use the software and the second round will discuss how to apply health and physical education lessons through these platforms.

SHAPE Washington has been actively looking at ways we feel we can safely and effectively conduct Physical Education in gyms and outdoor settings in order for physical educators to best meet the needs of students. Throughout this process we have reviewed OSPI's reopening schools planning guide 2020 along with the current recommendations from SHAPE America and have come up with guidelines for discussion that we feel should be taken into consideration.

Recommendations:

Teaching Space and Physical Distancing

The current space for teaching Physical Education is larger than a classroom. Students can participate safely in the gym or outside (no desks, tables, chairs in the way) while continuing to social distance. For example, jumping rope can be done safely in the gym while social distancing, but not safely in the classroom.

- OSPI Pg. 18 - Practice physical distancing (6 feet) within each group of students as much as possible.
- SHAPE America Pg. 13 - Plan to incorporate marked areas (poly spots, cones, visual aids, signs) to ensure physical distancing among students.
- SHAPE America Pg. 13 - Select a location for physical education instruction where students and staff can respect physical distancing guidelines.
- SHAPE America Pg. 13 - Classes should not be combined and class size should not be increased for physical education instruction.
- SHAPE America Pg. 13 - 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.
- SHAPE America Pg. 13 – When using the gym, multipurpose room, or classrooms for instruction, keep the doors open if possible, to maximize circulation and air flow. If there is a ventilation system, make sure it is working properly.
- OSPI Pg. 19 - Keep students outside as weather and space permits. Physical education can be taught outside as the weather and space allow. Adequate teaching space, storage, and communication systems need to be in place to teach outdoors effectively.
- SHAPE America Pg. 16 - Ensure that planned lessons and activities are adjusted appropriately and are safe for the space being used.
- Elementary physical education teachers expected to teach in grade level classrooms need to be given classroom space and/or be allowed to move desks for students to be able to move appropriately to

participate in classroom movement activities. Physical education teachers also need time to clean and sanitize equipment, change equipment, and move from class to class.

- SHAPE America Pg. 13 – For middle schools and high schools have students come to school dressed in clothes appropriate for physical education activities, whether indoors or outdoors. (Recommended that schools eliminate the use of locker rooms and the requirement that students must change to participate in physical education). Physical distancing may not be able to safely take place in locker rooms as well as being able to clean and sanitize them between classes.
- SHAPE America Pg. 15 – Middle school and high school physical education students need to leave everything in their hall lockers if locker rooms are not going to be used. Each student should have an individual, safe, and clean space to put their belongings if they are brought to physical education class.
- Establish guidelines between the classroom and the gym/outside so transitions can be done successfully.
- OSPI Pg. 19 - Reduce the number of students in the halls at one time. Stagger the release of classes to limit interactions of multiple students in a confined area.
- SHAPE America Pg. 13 - Give students guidance on how to safely transition between classrooms while still maintaining physical distancing.
- SHAPE America Pg. 13 - Make sure students with disabilities have proper accommodations and guidance to follow physical distancing guidelines.
- Elementary schools need to consider staggering specialist start/stop times so that the halls do not have classes going to the gym at the same time as classes going to the music room/library/art room (e.g., physical education starts at 8:15, music starts at 8:30...). Designate entrance and exit doors and consider using outside entrances. Another possibility would be for classes to have back-to-back PE/Music so students switch after 30 minutes rather than adding an additional transition in the hallway.
- SHAPE America Pg. 13 - Coordinate with classroom teachers on a plan to transport students from the classroom to the physical education space (gym, outdoors, multipurpose room).
- SHAPE America Pg. 13 – Consider postponing or modifying units of instruction that take place in weight rooms due to the difficulty in being able to safely physically distance and the cleaning and sanitizing of equipment between each student use.
- SHAPE America Pg. 13 – Consider postponing or modifying units of instruction that take place in swimming pools. Consult local community guidelines on use of this type of facility.
- SHAPE America Pg. 13 – Encourage students to use individual water bottles to eliminate the use of drinking fountains.

Use of Equipment

Elementary, middle, and high school physical education teachers should consider combining equipment districtwide so a school will have several class sets of equipment to use. Units would be scheduled to allow equipment to rotate from school to school. This would allow one class to use equipment while another set is being cleaned and sanitized to be ready for another class. It will be difficult to transport several class sets of equipment AND sanitize the equipment if physical education teachers are moving from classroom to classroom.

If combining of equipment districtwide is not feasible then physical education teachers should consider allowing time in between classes to clean and sanitize equipment by ending class earlier than normal or having back to back classes doing different units which use different pieces of equipment or use no equipment at all.

- OSPI Pg. 23 – Students should sanitize hands as they enter and exit the class and hands should be cleaned and sanitized often and after using equipment.
- OSPI Pg. 23 - Limit shared teaching materials to those you can easily clean and sanitize.
- OSPI Pg. 25 – Use disposable gloves where safe and applicable to prevent transmission on equipment or other items that are shared. (This applies predominantly to the physical education teacher since they will be touching equipment after students have handled it.)

- SHAPE America Pg. 15 - Identify which pieces of physical education equipment can be easily and effectively sanitized. (Yoga mats, juggling scarves, etc. may be difficult to properly sanitize due to their cloth and/or porous material).
- SHAPE America Pg. 13 - Physical education teachers need to be provided time to clean and sanitize all equipment between class periods.
- SHAPE America Pg. 15 -Assign each student their own piece of equipment for that class period as much as possible or do not use equipment.
- SHAPE America Pg. 15 - 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.

Shared Equipment Guidelines for Counties in Phase 3 (WIAA Guidelines)

- If equipment (balls) is being shared it should be done in groups of 5-10 or less with the same ball used in each group. The group of 5-10 will use the same ball throughout the entire class and it will not be shared with another group.
- Balls may be thrown/passed/shared, provided students wash their hands before and after class.
- Clean and sanitize the balls after each class.
- Ideal equipment use is 1 ball per student.
- Individual drills requiring the use of equipment is permissible, but the equipment must be cleaned and sanitized prior to use by the next student.

Instructional Strategies

- SHAPE America Pg. 16 - Continue to address all 5 National Standards for K-12 physical education by selecting associated activities that require little or no use of shared equipment by students.
- SHAPE America Pg. 16 – Physical education teachers may need to shift their focus to Standard 3, Standard 4, and Standard 5 which involve little to no equipment. Incorporate Standard 1 and Standard 2 activities as are safe and appropriate.
- Distribute and collect equipment in a way that keeps at least 6 feet between students. Have students pick up and put back equipment in different areas around the perimeter of your teaching space to keep physical distancing appropriate.
- SHAPE America Pg. 16 – Focus on individual movement concepts and skills (e.g., dance, body weight fitness activities, mindfulness, throwing and/or kicking at a target, etc.).
- SHAPE America Pg. 16 – Include student choice opportunities as appropriate.
- SHAPE America Pg. 16 – Incorporate health education skills and other subjects into the physical education class as appropriate.
- SHAPE America Pg. 21 – Create consistency and practice expectations as there will be new expectations students have not experienced in your physical education class before.
- If using a whistle be at least 12 feet away from students and face away from them as you blow your whistle so you are not directly blowing respiratory droplets in the direction of your students. It is preferable that physical education teachers use an electronic whistle instead.

Physical Education Intensity

The more intense the physical activity students are engaged in, the greater the physical distance required for safety.

- When students are walking or running, a vacuum or slipstream is created. This could cause respiratory droplets to spread much farther than the prescribed 6 feet of physical distancing. If the droplets do not get the time to settle down, before another person starts walking or running behind the first person, the second person will walk or run through a dense cloud of droplets.

- Droplets can evaporate quickly, but humidity plays a role in keeping the particles in the air longer, which is something to consider during the opening weeks of school.
- To avoid droplets, students should not walk or run directly behind another person. Instead they should walk or run side by side or in a staggered formation.
- When walking or running outdoors without a mask, students should avoid walking/running in another student's vacuum or slipstream.
- The recommended distance when exercising outdoors without a mask is 15 feet from others when walking, 33 feet when running.

From B. Blocken, F. Malizia, T. van Druenen & T. Marchal. (2020) Towards aerodynamically equivalent COVID-19 1.5m social distancing for walking and running. http://www.urbanphysics.net/COVID19_Aero_Paper.pdf

Wearing Face Coverings

Face coverings should be worn by physical education teachers and students (as determined by your school policy) if feasible and are most essential when physical distancing is difficult. Consult with 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. Physical education teachers must educate their students that different masks have different levels of airflow, depending on the thickness of the material and they must give their students the freedom to stop activity if they have difficulty breathing.

- American Council on Exercise article Para 3 – Most individuals can perform their workouts while wearing a face covering.
- American Council on Exercise article Para 3 – Students need to monitor how they feel during the activity/exercise and if they feel lightheaded, dizzy, or short of breath they need to stop immediately.
- American Council on Exercise article Para 7 – Physical education teachers need to begin class with a light warm-up and encourage students to be active/exercise at a low-to-moderate level. Use the Rating of Perceived Exertion (RPE) scale and teach students the level they should be working in.
- American Council on Exercise article Para 7 – Physical education teachers need to allow time for themselves and their students to gradually adjust to the wearing of a face covering while being active.
- Physical education teachers need to keep in mind they may see their students less than normal so they may never get to a level of activity they would without face coverings.
- Suggest students have a second face covering to put on after physical education class if they get sweaty under their face covering.
- Remind students to wash their face coverings often with the suggestion from the CDC being daily.
- SHAPE America Pg. 14 – Physical education teachers who provide instruction to English-Language Learners (ELL) or students with hearing impairments may need to make modifications, such as wearing a clear face covering, in order to effectively communicate with their students.
- SHAPE America Pg. 14 - Face coverings are not recommended for anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.
- SHAPE America Pg. 14 – 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.
- SHAPE America Pg. 14 – 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.
- SHAPE America Pg. 16 – Physical education teachers should use a microphone and speaker or voice amplifier when teaching. The use of a face covering and the need for students to be physically distanced will make it difficult for instructions to be heard.

Hybrid Schedule

Many districts are working to create some form of a hybrid schedule. Of the current Hybrid models being explored, the ones gaining the most traction involve either one week at school and one week at home or going to some sort of AB schedule (AABB or ABAB). To meet social distancing guidelines best practice would be for physical education teachers to not combine classes. For most schools that would double the number of classes teachers would be working with. It is recommended that face-to-face time be spent focused on Physical Education (PE) and home-time instruction focused on Physical Activity (PA) to practice skills and concepts taught in class.

- SHAPE America Pg. 22 – Use a flipped classroom model where students learn about and practice a skill or topic at home and then learn more about it at school (e.g., students watch a video on a simple line dance and practice it at home and then the teacher explains it in more depth and reviews it in class; students watch their teacher in a synchronous class teach them how to self-toss and catch, students practice the skill at home and then review the skill and get feedback from their teacher in class).
- SHAPE America Pg. 22 - Students should practice previously taught skills at home and then apply it to a class activity when at school in physical education.
- SHAPE America Pg. 22 – Students practice motor skill activities at home (e.g., underhand/overhand throwing; self-toss and catch; play catch with a guardian/sibling; dribbling, passing and shooting a basketball; dribbling and passing a soccer ball; running; skipping; galloping, etc.).
- SHAPE America Pg. 22 – Provide synchronous learning opportunities but also record lessons for students who do not have real-time access.
- SHAPE America Pg. 21 – Provide content using a variety of methods to make sure all students can access it.
- Physical education teachers need to assess their curriculum and determine what must be taught face-to-face and what could be taught online/at home.
- If applicable, physical education teachers need to think about how they could have students use technology to demonstrate a skill through video using Flipgrid or Seesaw; or have students watch a video and answer questions or complete an assignment using edpuzzle; or follow along with a lecture and answer questions or take a quiz using Nearpod.
- Physical education teachers need to include Social and Emotional Learning into online/at home activities.
- SHAPE America Pg. 21 – Connect with special education specialists or ELL teachers for support as needed.

Remote Teaching 2.0

For teachers who are teaching remotely please make sure to use concepts from the hybrid schedule as well as from the information below which pertains specifically to remote teaching.

- SHAPE America Pg. 20 – Physical education teachers need to use strategies to connect with students and for students to connect with each other. Physical education teachers also need to develop strategies to connect with those students who do not have access to the Internet.
- SHAPE America Online Pg. 7 - Try to interact weekly if possible, with students through phone calls, emails, or video calls.
- SHAPE America Pg. 21 – Create videos of yourself teaching so students can hear your voice and see you.
- SHAPE America Pg. 20 – Communicate constantly and consistently with guardians and students on assignment expectations and due dates.

- SHAPE America Pg. 21 – Find a way to communicate with those students who are not engaged in the class and figure out together how they can become engaged.
- SHAPE America Pg. 21 – Be flexible with students as there may be factors out of their control, they will not be able to help. Be able to make modifications to lessons and activities to make them work for all students. Be flexible with yourself as well.
- SHAPE America Pg. 21 – Provide modifications for all your students as they can be used to enhance learning. (e.g., closed captioning, transcripts, graphic organizers, etc.)
- SHAPE America Pg. 21 – Give students choice in lessons to meet them at their skill level.
- SHAPE America Online Pg. 7 - Give opportunities for students to design, monitor and evaluate their own fitness and physical activities including reflecting on their successes and setbacks.
- SHAPE America Pg. 21 – Try to recreate activities or events, such as field day, remotely.

Conclusion

Once again, we realize the challenges that districts are facing do not have simple solutions. We look forward to continuing this conversation and providing support to find a solution that is best for students.