

Michigan Re-Entry Plan 2020 and Beyond

Health and Physical Education Considerations and Recommendations

Dr. Deb Berkey, Editor



Acknowledgements

This document was developed through a collaborative effort among representatives of the Michigan Department of Education (MDE), Michigan Elementary and Middle School Administrators Association (MEMSPA), Michigan School Health Coordinators' Association (MISHCA) and the Society for Health and Physical Education (SHAPE-Michigan).

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Table of Contents

Title Page	Page 1
Acknowledgements	Page 2
Executive Summary	Page 3
Introduction	Page 4
Re-Opening Considerations Elementary Physical Education	Page 5
In-Person Delivery Recommendations	
Re-Opening Considerations Elementary Physical Education Hybrid/Distanced Learning Delivery Recommendations	Page 5
Secondary Physical Education Hybrid/Distanced Learning Delivery Recommendations	Page 6
Elementary Level	Page 7
Health Education Strategies and Modifications	
Secondary Level	Page 7
Health Education Strategies and Modifications	
Physical Education Content Recommendations: K-2	Page 8
Physical Education Content Recommendations: 3-5	Page 9
Physical Education Content Recommendations: 6-8	Page 10
Physical Education Content Recommendations: 9-12	Page 11
Health Curricular Concepts: K-12	Page 12

Michigan Re-Entry Plan 2020 and Beyond: Health and Physical Education Considerations and Recommendations

Executive Summary

Health and Physical Education may be taught in-person, online or a combination of the two to support the health, active lifestyle of students. The conditions imposed by COVID-19 have directly impacted students in many ways. Physical inactivity has facilitated incidence of obesity. Physical distancing has promoted social isolation and emotional instability. The content of health and physical education provide unique opportunities to promote skills in the motor, fitness, cognitive and social emotion domains that support student achievement. Among these skills are stress management, cross-curricular learning, perceptual motor skills that enhance academic achievement, weight management, nutrition, substance abuse and communicable disease control.



In these times of a national pandemic in a state that is in the top ten in the nation for cases and deaths due to COVID-19, the mental, emotional and physical well-being of students is paramount to their success as learners. Health and Physical Education has much to contribute towards this end. The Michigan Department of Education recommends the Whole School, Whole Community, Whole Child (WSCC) model as a framework for promoting and supporting the whole child and its' application to the current pandemic. The core tenets of students' health, safety, engagement and support have never been more important whether the school year starts with distance, in-person or a hybrid approach to instruction.

Health and Physical Education teachers are prepared to be at the forefront of helping students navigate through these unprecedented times. Current conditions call for a shift to prioritize social and emotional-health skills, infectious disease prevention and individualized nutrition and fitness goal development. Health and Physical Education teachers are trained to teach skill development in these and related areas. Efforts are already underway to assist and support health and physical education teachers in Michigan to adapt their teaching methods and strategies for remote and in-person instruction under COVID-19 restrictions.

Of all subject areas taught in schools, Health and Physical Education are the ONLY two that address the “physical” aspects contributing to developing a well-rounded and healthy student. The goal is to teach students to be individuals who are health literate, which is “the ability to obtain, process and understand basic health information and services to make appropriate health decisions which is essential to promote healthy people and communities” (SHAPE America). Focusing on lifetime fitness, wellness, hygiene and social and emotional learning will help our students develop both physical literacy and health literacy in these uncertain times.

The content suggested in this plan focuses on the development of health skills that are critical to student success. The recommendations for in-person physical education focus on conducting courses outdoors in stations or restricted personal spaces where the emphasis is skill instruction. Strategies to motivate students to practice and play with a purpose at home is encouraged. It is recommended that both health and physical education post and prepare online materials to support students and their parents. In addition, health and physical education teachers should take the lead to provide activity resources for classroom teachers to promote physical activity across the school day and staff wellness programs to support the wellbeing of all teachers and staff in the schools.

Finally, school districts are encouraged to utilize technology tools (i.e., activity trackers, heart rate sensors) and applications that support personal contact (ZOOM, Google Meet) between the teachers and the students regardless of instructional format. Using such tools support the acquisition of data that will help drive curricular decisions to study program impact

Introduction



In these times of a national pandemic in a state that is in the top ten in the nation for cases and deaths due to COVID-19, the mental, emotional and physical well-being of students is paramount to their success as learners. Health and Physical Education has much to contribute towards this end. The Michigan Department of Education recommends the Whole School, Whole Community, Whole Child (**WSCC**) model as a framework for promoting and supporting the whole child and its' application to the current pandemic. The core tenets of students' health, safety, engagement and support have never been more important whether the school year starts with distance, in-person or a hybrid approach to instruction.

Health and Physical Education teachers are prepared to be at the forefront of helping students navigate through these unprecedented times. Current conditions call for a shift to prioritize social and emotional-health skills, infectious disease prevention and individualized nutrition and fitness goal development. Health and Physical Education teachers are trained to teach skill development in these and related areas. Efforts are already underway to assist and support health and physical education teachers in Michigan to adapt their teaching methods and strategies for remote and in-person instruction under COVID-19 restrictions.

Physical Education is the provision of developmentally appropriate instruction that is standards-based and designed for the acquisition of motor skills, knowledge and personal social skills that will facilitate a lifelong healthy, active lifestyle (MDE). Physical education provides unique learning opportunities that contribute to promote physical literacy (SHAPE-America). Physical literacy is 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 (Mandigo, Francis, Lodewyk & Lopez, 2012).

It is critical to note the difference between physical education and physical activity. Physical education teaches the concepts and skills necessary to ENGAGE in meaningful activity. Given the circumstances of COVID-19, the program recommended in this plan is focused on skills necessary for lifelong physical activity and social emotional literacy that may be delivered in multiple instructional formats.

Health education is dynamic and adapts to addressing emerging health issues and trends that arise. During the pandemic, which may or may not include re-entry in schools, health education topics that must be included in the curriculum are social and emotional health, stress management, nutrition, infectious disease prevention skills, conflict management, and bullying prevention. Currently, the Michigan Model for Health,™ is being adapted to make lessons more user ready for teachers for distance instruction starting in the fall.

For the most effective health education instruction, health skills must be taught and practiced. These skills are: accessing information, analyzing influences, interpersonal communication, decision making, goal setting, self-management and advocacy. While it is challenging to teach health skills in a distance instruction format, some skill development can be promoted, especially if a hybrid format (in-person and distance teaching combined) is able to be used.

Of all subject areas taught in schools, Health and Physical Education are the ONLY two that address the "physical" aspects contributing to developing a well-rounded and healthy student. The goal is to teach students to be individuals who are health literate, which is "the ability to obtain, process and understand basic health information and services to make appropriate health decisions which is essential to promote healthy people and communities" (SHAPE America). Focusing on lifetime fitness, wellness, hygiene and social and emotional learning will help our students develop both physical literacy and health literacy in these uncertain times.

**Re-Opening Considerations
Elementary Physical Education
In-Person Delivery Recommendations**

- 1- To the extent possible, conduct classes outside.
 - a. Local procedures might include meeting students at classroom, using closest exit, hand-washing before and after each session.
 - b. Social skills of responsibility, respect for others best effort and cooperation should be included in social distancing procedures.
 - c. Only movement activities that can be safely taught within personal distancing guidelines should be included (Please see suggestions below that articulate with MDE and SHAPE-America Standards.)
 - d. No equipment should be shared by students.
 - e. Sanitization procedures should be established by local districts.
 - f. Awareness of mask restrictions will be followed at all times.
- 2- Emphasize stress management and well-being in each class session.
- 3- In collaboration with classroom teachers, include cross curricular content (i.e., spelling words, simple math, and perceptual-motor skills) in each lesson.
- 4- Post course content/resources on school website and/or developed for use by students and parents at home.
- 5- Physical education teachers should serve as a resource for classroom teachers to provide cross-curriculum ideas, brain breaks and strategies to include movement and social emotional across the school day.
- 6- Consider a modified schedule of instruction.
 - a. Reduce number of students by assigning an A and B group who could alternate attendance in PE and Music.
 - b. For traveling teachers, assign personnel to building by term or grading period.

**Re-Opening Considerations
Elementary Physical Education
Hybrid/Distanced Learning Delivery Recommendations**

- 1- Physical educators (PE) should develop program website using district approved platforms (Google Classroom, Canvas, etc.) that includes instruction, assignments, parental resources, motivational strategies (logs, reports, etc.) to support in-person or distanced delivered curriculum.
- 2- PE personnel should become familiar with and be prepared to teach in person using platforms such as Zoom, Google Meet, etc. ensuring personal contact with students a minimum of once weekly.
- 3- In collaboration with classroom teachers, embed social-emotional concepts, spelling, reading and simple math concepts in all live and recorded classes.
- 4- Develop standards-based distanced learning lesson formats that may be delivered live, posted or distributed to students via written format.
- 5- Identify and use interactive, cost-effective monitoring devices and applications such as heart rate and movement sensors that may be used as motivational tools and in program, student and teacher effectiveness.
- 6- Develop guidelines for parents to use as a resource for encouraging students to be active to address obesity and social emotional well-being.

Secondary Level: Middle and High School Physical Education In-Person Strategies and Modifications

1- To the extent possible, conduct classes outside.

- c. Social skills of responsibility, respect for others best effort and cooperation should be included in social distancing procedures.
- d. Only activities that can be safely taught within personal distancing guidelines should be included (Please see Appendix A for suggestions that articulate with MDE and SHAPE-America Standards.)
- e. No equipment should be shared by students.
- f. Sanitization procedures should be established by local districts.
- g. Awareness of mask restrictions should be followed at all times.

2-Class content should focus on student wellness including stress release, mindfulness, fitness and outdoor pursuits that promote lifelong activity and social distancing

3-Course content/resources should be posted on school website and/or developed for use by students during inclement weather or at-home.

4-Physical education teachers should serve as a resource for staff wellness programs.

5-Consider a modified schedule of instruction.

- a. Reduce number of students by assigning an A and B group who could alternate attendance in PE and Health.
 - a. Sub-divide classes and alternate activity and applied assignments within a class period.
- b. Encourage or require students to come to school dressed for activity on class days to eliminate use of locker room.

Secondary Level: Middle and High School Physical Education Hybrid and Distanced Learning Strategies and Modifications

- 1- Physical educators (PE) should develop program website using district approved platforms (Google Classroom, Canvas, etc.) that includes instruction, assignments, parental resources, motivational strategies (logs, reports, etc.) to support in-person or distanced delivered curriculum.
- 2 PE personnel should become familiar with and be prepared to teach in person using platforms such as Zoom, WebEx, etc. to ensure personal contact with students a minimum of once weekly.
- 3- Class assignments, when possible, should include social networking and collaboration among students.
- 4- Consider using a flipped classroom and/or projects based format within the program.
- 5- Develop standards-based distanced learning lesson formats that may be delivered live, posed or distributed to students via written format.
- 6- Identify and use interactive, cost-effective monitoring devices and applications such as heart rate and movement sensors that may be used as motivational tools and in program, student and teacher effectiveness.
- 7- Develop guidelines for parents to use as a resource for encouraging students to be active to address obesity and social emotional well-being.
- 8- Develop a system that facilitates parent involvement where practical.

Elementary Level
Health Education Strategies and Modifications

The Classroom or Health Teacher will:

- 1- Develop distance learning lessons that students can utilize if school remains closed or a hybrid approach is used for instruction. (Note: Regional School Health Coordinators <https://mishca.org/who/> will have adaptive teacher strategies for remote teaching from the Michigan Model for Health™ curriculum to share with classroom and health teachers in early August).
- 2- Maintain the social distancing arrangement that the school has established for classroom spaces for in-person instruction
- 3- Prioritize initial health-related skills instruction on managing stress, anxiety, fear and other emotions (mindfulness, deep breathing, journaling, etc.) and skills related to hygiene and communicable diseases (hand washing, don't touch face, cover when coughing and sneezing).
- 4- (In a hybrid teaching approach) utilize in school class instruction to focus on health skill development and distance instruction on core concepts and application of skills

Secondary Level
Health Education Strategies and Modifications

The Health Teacher will:

- 1- Develop distance learning lessons that students can utilize if school remains closed or a hybrid approach is used for instruction. (Note: Regional School Health Coordinators <https://mishca.org/who/> will have adaptive teacher strategies for remote teaching from the Michigan Model for Health™ curriculum to share with classroom and health teachers in early August).
- 2- Maintain the social distancing arrangement that the school has established for classroom spaces for in-person instruction
- 3- Reinforce habits that prevent the spread of communicable disease and hygiene habits in classroom (hand sanitizer, cough in elbow, garbage bags for used tissues/wipes).
- 4- (In a hybrid teaching approach), utilize in school class instruction to focus on health skill development and remote instruction on core concepts and application of skills. For distance instruction, the teacher determines what health skills and concepts will require a synchronous approach (live teacher interaction with students) and which can be taught using an asynchronous approach (independent student learning).
- 5- Instruct students initially on health skills related to social and emotional and mental health, managing stress and communicable disease prevention related to COVID 19 transmission.

Physical Education Content Recommendations Using CDC Guidelines and SHAPE-America/MDE Content Standards

Adapted from: SHAPE America- School Reentry Considerations: K-12 Physical Education Distance Learning Supplement

Grades K-2	National Standards for K-12 Physical Education/MDE	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 to self • Overhand throw/roll and retrieve • Walk, run, jump, hop, gallop, skip • Simple line dances (rhythmic activity) • Striking activities (e.g., racquets, paddles) • Creative movement • 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 • Use Hula Hoops to reinforce spatial concepts • Locatives (beside, behind, over, under, around through)
	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 • Heart rate, effort • Hydration
	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 • Personal Responsibility • Respect for Others
	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

National Standards for K-12 Physical Education/MDE	Example Grade-Level Outcomes	Example Activity Ideas/Strategies
Grades 3-5	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
	2 (movement concepts)	<ul style="list-style-type: none"> • S2. E1 Space • S2.E2 Pathways, shapes, levels • S2.E3 Speed, direction force
	3 (health-enhancing fitness)	<ul style="list-style-type: none"> • S3. E3 Fitness knowledge
	4 (responsible personal and social behavior)	<ul style="list-style-type: none"> • S4. E4 Working with others • S4. E5 Rules and etiquette
	5 (value of physical activity)	<ul style="list-style-type: none"> • S5. E2 Challenge • S5. E3 self-expression and enjoyment

National Standards for K-12 Physical Education/MDE	Example Grade-Level Outcomes	Example Activity Ideas/Strategies
Grades 6-8	1(motor skills and movement patterns)	<ul style="list-style-type: none"> • S1.M1 Rhythmic Activity • 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, pickle ball
	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 • Line Dance • Body weight strength activities (students can create their own weights using milk/water jugs) • Physical activity log • Outdoor pursuits (Orienteering, Geocaching) • Creating fitness plans • Activity swap — students create activities/challenges and share with each other • Juggling • FITT Principle • MVPA • 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 • Reflection on relationship between mood and participation in physical activity • Physical Activity Chart

National Standards for K-12 Physical Education/MDE	Example Grade-Level Outcomes	Example Activity Ideas/Strategies
1(motor skills and movement patterns)	<ul style="list-style-type: none"> • S1. H1 Lifetime activities 	<ul style="list-style-type: none"> • Tennis, badminton, pickleball • Line Dance, Free form Dance • Outdoor pursuits (Orienteering, Geocaching, Cycling) • Frisbee Golf
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 • Video and Analyze skills using apps such as Coaches' Eye or Huddle
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 • Cycling • Pilates • Fitness and activity tracking apps • Creating fitness plans (analyzing personal fitness levels as basis for plan) • Physical activity log • Outdoor pursuits (See above) • Activity swap — students create activities/ challenges and share with each other • Identify/evaluates the ability to participate in activities in the community • MVPA • FITT Principle • Cardiac and Pulmonary Function
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.

Health Curricular Concepts Emphasized During COVID-19 Using CDC Guidelines and MDE Health Content Standards

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

Health Teachers should consider focusing on those health skills and content that are more relevant during the COVID-19 Pandemic. The table below provides some suggestions:

Key Health Education Skill	Content Suggestion Specific to COVID-19
Analyzing influences (NHES Standard 2)	<ul style="list-style-type: none">• Social and emotional health• Reducing stigma around mental health (anxiety, depression, suicide)• Avoiding Substance Misuse
Accessing valid and reliable information, products, and services (NHES Standard 3)	<ul style="list-style-type: none">• Disease prevention and treatment, finding accurate and valid information• Identifying signs of anxiety/depression/suicide and how to get help for yourself and others
Interpersonal communication (NHES Standard 4)	<ul style="list-style-type: none">• Positive Communication Skills, including: Conflict Management and Bullying Prevention• Respecting Personal Space and Boundaries
Self-management (NHES Standard 7)	<ul style="list-style-type: none">• Managing Emotions: Acknowledge feelings, express feelings (Journaling), manage strong feelings, positive self-talk• Stress management: Relaxation techniques like deep breathing, mindfulness, rest• Positive self-care strategies, coping mechanisms, and sleep habits• Personal Hygiene: Hand washing, avoid touching face, covering sneezes and coughs• Safety Hazards: Staying safe when home alone, hazards at home• Internet Safety• Nutrition

For More Information, please, contact:

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Michigan Model for Health Curriculum State Level Resources

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Health Education Instruction Mandates

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