

# 2020-2021 Physical Education Instructional Guidance for Diverse Learning Settings

Office of Standards and Instructional Support  
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**COLORADO**  
Department of Education

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### Attribution

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### Full Document and Other Support

For the full version of this document that contains all content areas, and for other standards, content, and instructional support, see [the website for the Office of Standards and Instructional Support](#)

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## Purpose

When CDE describes **best, first instruction**, it is assumed that instruction is occurring in a traditional environment: teachers and students gathered together in a classroom, working in small groups, large groups, and individually, and that there are no safety risks posed by having people in close proximity of each other or touching shared objects. Due to COVID-19, we can no longer assume that this traditional environment is possible or preferable under the current circumstances. Districts and schools have had to consider other options, including hybrid/blended learning, online-only options, or switching to remote learning on an emergency basis when circumstances require it. For most educators, this has created challenging teaching conditions—not only is teaching under these non-traditional settings challenging compared to the classroom environments teachers are accustomed to, but the uncertainty of the moment makes long-term planning and preparation especially difficult.

The purpose of this document is to provide some guidance under these uncertain times for each of the content areas addressed by the Colorado Academic Standards. While some compromises are inevitable when shifting instruction to non-traditional settings, maintaining high-impact instruction (or the highest-impact instruction under the circumstances) requires adherence to certain principles, practices, and strategies. Teaching is a very complex endeavor and while it isn't possible to cover every approach, tool, or practice for every situation, this document aims to inform educators about what teaching should ideally look like given a variety of instructional settings.

## Teaching and Learning in Diverse Learning Settings

In March of 2020, schools in Colorado made on-the-fly decisions and took quick action to change the way teaching and learning worked across the state. Several terms emerged to describe the different settings school was happening in, such as *online*, *virtual*, *remote*, and *at home*. To attempt to clarify the language used to describe these settings, this document refers to the following categories:

- **In-person learning:** Face to face instruction within a brick and mortar structure.
- **Hybrid/blended learning:** A combination of in-person learning and remote learning.
- **Online-only learning:** Online learning in Colorado refers to schools that are providing online course offerings on a full or part-time basis. Students who engage in online learning in this context are enrolled in an approved school or program or may be taking an online course to supplement.
- **Remote learning:** Education that occurs away from a school building in response to emergency situations such as COVID-19 or natural disaster. Remote learning seeks to offer continuous educational opportunities that may or may not build upon previously taught content. Remote learning is both a temporary and longer-term option. Remote learning may include digital resources and/or hard copy resources and may include synchronous or asynchronous instruction and/or self-paced independent study work.

Even with these categories and definitions, other variations are possible. For example, in-person learning *with* an enforcement of social/physical distancing will certainly have some constraints that in-person learning *without* social/physical distancing. Similarly, online and remote learning looks very different when it is conducted synchronously rather than asynchronously.

## Content-Specific Resources to Support Diverse Learning Settings

CDE's top priority continues to be the health and safety of all students, educators, and communities in Colorado. To help schools plan for educational continuity while the suspension of in-person learning is in effect, we have curated a list of best practices for remote learning and teaching including free web-based resources to help keep students academically engaged. We recognize that the multitude of resources for remote learning can be overwhelming so we have collected and organized material by content area and grade level that may be useful as educators develop plans for their students. While remote learning through the Internet provides a great deal of flexibility in learning opportunities, educators should also consider utilizing hard copy resources (e.g., packet work, textbooks).

There is no requirement for districts to offer remote learning via the Internet, but if educators decide to go this path, they should strive to include equitable access to instruction for all students. Equitable access does not require that all students receive instruction in the same format e.g., online instruction). Districts should consider the individual learning needs of students in determining how to best meet individual needs. Click [here](#) for a curated list of resources across content areas.

## Equity Considerations for Learning Across Settings

Regardless of the instructional setting, or how it changes in 2020-2021, we suggest you consider the following do support students and their families:

- Support **flexible scheduling and limited technology access when shifting to hybrid/blended or remote** learning settings. Student learning should not be solely dependent on access to devices and the internet. Encourage approaches that can be pursued without technology and/or asynchronously to set students up for success.
- Engage students in **meaningful** explorations, investigations, inquiries, analysis, and/or sense-making. Equitable learning experiences should be both responsive to the current need as well as meaningful to learners.
- When in remote or hybrid settings, encourage students to engage in **activities that already happen in their homes with materials that families already have** (especially so families do not need to purchase additional supplies). Families in poverty may be experiencing several of the considerations described above, along with additional concerns including regular access to meals, utilities, health services, or shelter. Undocumented students and students receiving special education services may face challenges in accessing resources that they need. Encourage educators to prioritize the physical, mental, and emotional well-being of all students.
- Help students make **explicit connections to their interests and identities**.
- **Invite family members to be a partner** in students' learning. Students and families may need to juggle home, caretaking, school, and work responsibilities. Consider a menu of options for learning experiences that allow for different types and levels of engagement during remote learning.
- Provide students with **choices for how they engage, what they investigate/research, or how they demonstrate learning**.
- Support students in **self-reflection** related to content and process to support their learning.
- **Exercise sensitivity** when referencing the current pandemic as a topic for instruction.

- Encourage, support, and facilitate **first-language family participation** in the learning across multiple settings. Take steps to bridge the gap in access to bilingual and native language resources that support learning for students and their families.

## General Considerations for Standards-Aligned Instruction

The guidance provided below gives educators insights into “traditional” teaching practices and how shifts in those teaching practices can lead to student learning experiences that are more authentic and engaging in diverse learning settings. These shifts support instructional alignment with the 2020 Colorado Academic Standards.

Learning experiences should look less like...	Learning experiences should look more like...
<p><b>An attempt to recreate school at home during learning:</b></p> <ul style="list-style-type: none"> <li>• assuming a <b>strict “school day” schedule</b></li> <li>• <b>requiring special materials</b> (e.g. materials not commonly found at home)</li> <li>• pacing with the <b>planned scope and sequence in remote learning environment</b></li> <li>• assigning <b>readings</b> to stay “caught up”</li> <li>• packet of <b>worksheets and busy-work</b></li> <li>• all learning experiences happen <b>virtually</b></li> </ul>	<p><b>Flexible goals and structures for learning</b></p> <ul style="list-style-type: none"> <li>• <b>extended time</b> for learning and reflection</li> <li>• use of <b>commonly available materials</b></li> <li>• <b>purposeful selection of learning targets</b></li> <li>• allowing students to <b>explore their interests</b></li> <li>• <b>meaningful, manageable tasks and projects</b></li> <li>• <b>opportunities to learn without the use of devices or the internet</b></li> </ul>
<p><b>Teacher-centered instruction</b></p> <ul style="list-style-type: none"> <li>• virtual lectures/classes that all students <b>synchronously</b> attend</li> <li>• teachers <b>delivering information and assignments</b></li> <li>• teacher instruction and feedback as the <b>primary mode</b> of facilitating learning</li> </ul>	<p><b>Purposeful teacher-student interactions</b></p> <ul style="list-style-type: none"> <li>• <b>optional</b> opportunities to connect with teachers and peers <b>virtually and at a variety of times</b></li> <li>• teachers providing <b>coaching, feedback, and encouragement</b></li> <li>• encouraging <b>students to engage in learning and reflection with their families and communities</b></li> <li>• encouraging <b>self-reflection</b> on what students learn and how they learn it</li> </ul>
<p><b>Assignments to “get through” content</b></p> <ul style="list-style-type: none"> <li>• <b>emphasizing memorizing content</b> or “checking off” tasks on lists</li> <li>• asking students to <b>complete tasks that are irrelevant, lack authenticity, or are redundant in nature</b> (e.g., “busy work”)</li> <li>• trying to cover content through a volume of activities or skipping from topic to topic</li> </ul>	<p><b>Assignments that promote authentic learning</b></p> <ul style="list-style-type: none"> <li>• <b>connecting experiences to household activities</b>, like cooking, fixing things, or gardening, community interactions</li> <li>• asking students to <b>identify relevant problems</b> in their lives and <b>leverage content knowledge</b> to address them</li> <li>• allowing students to <b>deeply explore concepts, topics, phenomena (science), and/or problems of interest</b> through investigation, analysis, research, and other sense-making strategies to build understanding and practice over time</li> </ul>

## Instructional Guidance by Content Area

CDE's Office of Standards and Instructional Support stands behind the saying, "All Students, All Standards." The Colorado Academic Standards define learning goals in each content area. By providing a high-quality, standards-based educational experience for students in each of the content areas, schools open doors of opportunity to students' futures. By experiencing high-quality teaching and learning in a variety of content areas, upon graduation students should be prepared to seek out and find success in multiple career fields, college majors, or other future endeavors connecting to any one or more of the content areas for which Colorado has academic standards.

Unlike other sources of guidance for the 2020-2021 school year, the guidance below gives equal preference to each content area. **This is not a guide for narrowing the curriculum down to mathematics and English language arts.** Instead, it is our goal that schools consider the guidance provided and strive to offer well-rounded, enriching, opportunity-creating educational experiences for all students, regardless of the instructional setting.

## Physical Education

Instructional strategies and rich learning experiences should be developmentally appropriate, meaningful and challenging and provide multiple opportunities to engage in learning, so students will have the ability to move with competence and confidence in a wide variety of physical activities in multiple environments. These high-level strategies could include but are not limited to, group discussions, cooperative learning, problem solving, role playing, and peer-led activities. Rich learning experiences correspond with the physical, cognitive, and affective domains which can be directly related to the physical, mental, social and emotional development of students. When students are able to personalize information, they can maintain their interest and motivation while accommodating diverse capabilities and learning styles.

The goal for students to achieve during physical education, no matter the learning environment is to become physically literate. Physical literacy, which is having the confidence and competency to demonstrate skills and knowledge to establish and sustain an active lifestyle, can be achieved through developmentally appropriate instructional strategies, rich learning experiences that allow for delivery of meaningful and challenging content.

The table below contains content-specific instructional strategies and tools to help physical educators provide high-quality learning experiences.

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations  PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid	Instructional Strategies
Promote exclusion by allowing student captains to pick teams or by separating students by gender (boys v girls) or skill level (highly skilled v low skilled)	Form pairs, groups and teams in ways that preserve every child's dignity and self-respect	Applications that randomly create groups (e.g., Team Shake)	PD - Incorporate marked off areas on the ground (e.g., color, symbol, number)	Direct Instruction  Peer Learning  Cooperative Learning  Sport Education

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
No identifiable structure	Begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives	Explain and demonstrate class expectations to students, be consistent and start class with a similar greeting/warm up/instant activity	<p>PD/DL/H - What routines and sense of normalcy can you create for your students to feel comfortable?</p> <p>DL/H - How can you prepare students for changes ahead of time?</p> <p>DL/H - Have students share in the chat box how they feel using an emoji/type how they are feeling right then, end class with the same routine?</p> <p>DL/H - Send a weekly schedule or note home, email students with changes with as much lead time as possible</p>	Direct Instruction

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
Does not use effective time management strategies, and devotes little time to developing skill or offering meaningful feedback	Plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis	Increase student engagement by providing maximal practice attempts and participation  Focusing on introduction, reinforcement and mastery of skills over a period of time	PD/H - Have students participate in individual physical activities that comply with physical distancing guidelines and require little or no equipment	Tactical Games  Personalized System for Instruction  Flipped Classroom

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
Skills are taught once a year during the appropriate unit, and then are ignored until the following year	Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness	Curriculum has designed progressions that allow students to build on and practice previously  Progressions are designed that allow students to build on previously learned content and skills by focusing on lifetime activities	PD/DL/H - Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games)  DL/H - Have students at home focus on activities for motor skill development	Direct Instruction  Inquiry Based Learning  Tactical Games  Personalized System for Instruction  Project Based Teaching  Flipped Classroom

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
<p>One object is used for most ball-oriented activities, students play large mass activity games and in the game situation, most players touch the ball only rarely.</p>	<p>Allow students ample opportunity to participate</p> <p>Classes maximize opportunities for all students to learn and be physically active</p>	<p>Small-sided games (e.g., 1 v1, 2 v2, etc.)</p> <p>Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines</p> <p>At least half of class time is spent in moderate-to-vigorous activity</p>	<p>PD - In Person w/Physical Distancing</p> <p>DL - Distance Learning</p> <p>H - Hybrid</p> <p>PD/H - Have students participate in individual physical activities that comply with physical distancing guidelines and require little or no equipment</p> <p>DL/H - Have students at home focus on activities for motor skill development</p>	<p>Direct Instruction</p> <p>Peer Learning</p> <p>Cooperative Learning</p> <p>Tactical Games</p> <p>Sport Education</p> <p>Personalized System for Instruction</p> <p>Demonstration or Modeling</p>

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
<p>“One size fits all” instruction, using primarily a direct teaching style, regardless of learning style or student response</p>	<p>Variety of direct and indirect teaching styles to provide for student's success, depending on lesson objectives and content and students’ varied learning styles</p> <p>Provide opportunities for students to choose tasks or equipment that is developmentally appropriate to allow for success</p>	<p>Challenge by Choice</p> <ul style="list-style-type: none"> <li>• Allow students to have a choice with each lesson that will meet them at their own skill level</li> </ul> <p>Intra-Task Variation- Adjust the skill level of a task or activity for a group or individual</p> <p>Teaching by Invitation</p> <ul style="list-style-type: none"> <li>• Invite individual students to engage in an activity with a challenge to keep engagement and motivation</li> </ul>	<p>DL/H - Think about your students and what individual needs they may have</p> <p>DL/H - Will you need to provide video captioning, transcripts, or graphic organizers for students?</p> <p>DL/H - Provide content using a variety of methods to ensure all students can access it</p>	<p>Inquiry Based Learning</p> <p>Peer Learning</p> <p>Cooperative Learning</p> <p>Sport Education</p> <p>Personalized System for Instruction</p> <p>Project Based Teaching</p> <p>Universal Design Learning</p> <p><a href="http://udlguidelines.cast.org">http://udlguidelines.cast.org</a></p>

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations  PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid	Instructional Strategies
Content and activities are controlled tightly, and students rarely have input regarding rules, activities covered, or equipment used for practice	Students guide choices in matters such as equipment, rule modification or type of skill practice	Create a variety of opportunities for students to be involved in choice	PD/DL/H - Students create a game using limited amount of equipment focusing on physical activities and locomotor movements	Peer Learning  Cooperative Learning  Project Based Teaching  Flipped Classroom
Activities are always taught command style, with no attempt to stimulate analysis or evaluation	Critical-thinking and problem-solving tactics using higher-order questions are emphasized	Offer opportunities for students to choose how they will demonstrate their knowledge and skills.	PD/DL/H - Have students provide feedback through writing, videos, journaling, etc. about activities and/or experiences	Inquiry Based Learning  Tactical Games  Project Based Teaching

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
<p>No effort is made to connect physical education instruction to community offerings, recreation opportunities or family involvement</p> <p>Knowledge gained in physical education is not linked to life examples</p>	<p>Extend experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle</p>	<p>An effort is made to encourage activity in other aspects of students' lives</p> <p>Motor skill development, physiological and biomechanical concepts, health-enhancing physical activities that lead to a physically active lifestyle, and opportunities to develop appropriate social behaviors are included</p>	<p>H - Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting</p>	<p>Inquiry Based Learning</p> <p>Project Based Teaching</p> <p>Flipped Classroom</p>

<p>No adaptations are made for students, who are overweight or have disabilities and/or they are marginalized as those who “can’t do it.”</p>	<p>Lessons/activities are adapted for students who are overweight and have disabilities and are encouraged to undertake appropriate levels of activity for their own improvement</p> <p>The special education process for students with disabilities is implemented as outlined in student's IEPs and/ or the school's accommodations</p>	<p>Distance and pace runs are made appropriate</p> <p>Connect with special education specialists or ELL teachers for support</p> <p>Allow students to have a choice with each lesson that will meet them at their own skill level</p>	<p>PD/DL/H - Consider for students with IEPs or 504 plans</p> <p>PD/DL/H - Consider how to meet all students’ needs (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings)</p> <p>PD/DL/H - Can any of the accommodations or modifications be used for all of my students</p> <p>PD/DL/H - Consider students who are English-language learners</p> <p>PD/DL/H - How will I communicate with parents/guardians?</p> <p>PD/DL/H - What additional aids will I need to help students understand assignments?</p> <p>PD/DL/H - Will wearing face coverings impact students’ ability to hear speech and</p>	<p>Direct Instruction</p> <p>Peer Learning</p> <p>Cooperative Learning</p> <p>Sport Education</p> <p>Personalized System for Instruction</p> <p>Demonstration or Modeling</p>
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Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations  PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid	Instructional Strategies
			understand what is being said?	
Highly skilled students are permitted to dominate activities and certain activities are identified as more appropriate for girls and boys	All students, regardless of developmental level and ability, are challenged at an appropriate level and have equal opportunities to participate and interact with the teacher	All students are encouraged, supported and socialized toward successful achievement in all content  Gender-neutral language is used	DL/H - Provide content using a variety of methods to ensure all students can access it  DL/H - Considerations for student demographics or specific circumstances for equitable access to materials and resources  DL/H - Do students have access to materials/equipment at home?  DL/H - What materials can my students use at home to complete assignments?	Inquiry Based Learning  Personalized System for Instruction  Project Based Teaching  Flipped Classroom

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations  PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid	Instructional Strategies
Unsafe practices are allowed or ignored and students are permitted to ignore the safety of others in the class or use equipment unsafely	Every effort possible is made to create a safe learning environment for students	<p>Activities are selected carefully to ensure that they match students' ability levels and are also safe for all students</p> <p>Classes are closely monitored and facilities and equipment are maintained and inspected regularly for safety hazards</p>	<p>PD/H - Ensure lessons are planned around the available space for instruction.</p> <p>DL/H - Will asking my students to use physical activity equipment/materials be realistic for a range of settings?</p> <p>DL/H - Do my students mostly live in apartments or places with limited space or access to safe outdoor areas?</p> <p>DL/H - Consider if your students can participate safely in the selected activities</p>	<p>Direct Instruction</p> <p>Inquiry Based Learning</p> <p>Personalized System for Instruction</p> <p>Demonstration or Modeling</p>

<p>Games with no obvious learning purpose or goal other than to keep students “busy, happy and good” are used</p>	<p>Curriculum has an obvious scope and sequence based on standards with goals and objectives that are appropriate for all students and that are derived from state standards</p>	<p>Activities and games are selected, designed, sequenced and modified to maximize learning, fitness/skill enhancement and enjoyment</p> <p>Strategies, tactics, exercise science, anatomy and fitness concepts are included in curriculum and instruction</p> <p>Students are well educated to become wise consumers of the fitness/wellness industries</p>	<p>PD/DL/H - Shift the focus of their curriculum to health-enhancing fitness, personal and social responsibility and value of physical activity and incorporate activities for motor skills and movement patterns and movement concepts that are safe and appropriate</p> <p>DL/H - Do an inventory of your current curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students’ access to technology). There may be lessons or activities within your current curriculum that can easily be adapted for students to complete at home or online</p>	<p>Direct Instruction</p> <p>Inquiry Based Learning</p> <p>Peer Learning</p> <p>Cooperative Learning</p> <p>Project Based Teaching</p> <p>Flipped Classroom</p>
<p>Students are expected to be “busy, happy and good,” with no emphasis on</p>	<p>Programs are designed to guide students to take responsibility for their own</p>	<p>Clear goals and objectives for student learning and performance are</p>	<p>PD/DL/H - Be sure to explain class expectations to parents/guardians and students and convey the</p>	<p>Direct Instruction</p> <p>Inquiry Based Learning</p>

<p>learning and improvement</p>	<p>behavior and learning</p>	<p>communicated to students, parents/ guardians and administrators</p>	<p>relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem</p> <p>PD/DL/H - Make sure expectations are realistic for students, especially for younger students if they require assistance from an adult to complete assignments and consider the home dynamics of your students</p> <p>PD/DL/H - Communicate to students and parents</p> <p>PD/DL/H - Reach out to those who aren't engaging and figure out what their individual situation is so you can determine a solution together.</p> <p>PD/DL/H - Be patient and understanding. Not all students are in the same situation and you don't know</p>	<p>Personalized System for Instruction</p> <p>Demonstration or Modeling</p> <p>Project Based Teaching</p> <p>Flipped Classroom</p>
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Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations  PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid	Instructional Strategies
			<p>what could be going on at home.</p> <p>PD/DL/H - Be flexible. Understand that there are many factors that contribute to successful distance learning and some of those factors may be out of your control. Educators may need to make modifications or change the direction of a lesson/activity to make it work</p>	

Moving from less like...	Moving to more like...	Examples	Considerations for Diverse Learning Situations	Instructional Strategies
Environment is not supportive or safe for student's social and emotional needs. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class	Plans for, develops and maintains a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the student's peers	Positive interventions can be used to correct behavior and positive behaviors are recognized  How can you check in with students in a safe and supportive way?	PD - In Person w/Physical Distancing  DL - Distance Learning  H - Hybrid  DL/H - Provide opportunities to <a href="#">connect with your students</a> and for students to connect with one another  DL/H - Provide small group check-ins for your students or peer-support groups  PD/DL/H - Spend time in each class connecting with students and find opportunities to connect with students individually	Peer Learning  Cooperative Learning  Sport Education

**Instructional Strategies**

<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teacher as instructional leader</li> <li>• Inquiry Based Teaching</li> <li>• Learn as a problem solver</li> <li>• Peer Teaching</li> <li>• I teach you, then you teach me</li> <li>• Cooperative Learning</li> <li>• Students learning with, by and for each other</li> </ul>	<ul style="list-style-type: none"> <li>• Sport Education</li> <li>• Learning to become competent, literate and enthusiastic sportspersons</li> <li>• Personalized System for Instruction</li> <li>• Students progress as fast or as slow as they need</li> <li>• Project Based Learning</li> <li>• Student directed</li> <li>• Flipped Classroom</li> </ul>
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<ul style="list-style-type: none"> <li>• Tactical Games</li> <li>• Teaching games for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about a topic at home and then come prepared to learn more about the topic in class</li> <li>• Demonstration or Modeling</li> </ul>
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#### Considerations for In-School Learning with Physical Distancing

- Physical Environment
- Personal Hygiene
- Equipment Safety and Sanitation
- Instructional Strategies

#### Considerations for Distance Learning

- Develop connections
- Assess your curriculum
- Communicate expectations
- Create consistency
- Make content accessible for all learners

#### Considerations for Hybrid Learning

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting
- Consider a [flipped classroom](#) approach where students first learn about a topic at home and then come prepared to learn more about it in class
- Consider switching from providing direct instruction to more of a student-directed instruction approach
- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often

#### References

<https://www.sdcoe.net/lls/ccr/Documents/HPE-best-practices-brochure.pdf>

[https://www.iahperd.org/images/enhanced\\_pe/IAHPERD\\_Best\\_Practices\\_fact\\_sheet.pdf](https://www.iahperd.org/images/enhanced_pe/IAHPERD_Best_Practices_fact_sheet.pdf)

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<https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf>

[https://www.shapeamerica.org/advocacy/Reentry/K-12\\_School\\_Re-entry\\_Considerations.aspx](https://www.shapeamerica.org/advocacy/Reentry/K-12_School_Re-entry_Considerations.aspx)

### **Additional Resources**

Reentry P.E. Preparation Checklist

<https://docs.google.com/document/d/1TtEsvHbj2YbHeNKPAgdeOylepueTdxqOTNG9v62nxAw/edit?usp=sharing>

### **Elementary PE Resources**

[https://docs.google.com/document/d/1Muvhn-EOfSMih\\_FMD2f7UOgsTvKEErQzrRKgezIfqa4/mobilebasic](https://docs.google.com/document/d/1Muvhn-EOfSMih_FMD2f7UOgsTvKEErQzrRKgezIfqa4/mobilebasic)