Duval County Public Schools
Reentry Considerations:
2020 2021
K-12 Health Education, Physical Education, Recess, and Physical Activity
DCPS Health & Physical Education Department Contact Information

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Principals and Teachers,

Since the onset of the COVID-19 pandemic, the Health Education & Physical Education (HEPE) team has been working steadily to make shifts in our instructional practices that prioritize the health and safety of our students, families, employees, and the community we serve. The development of best practices through this frequently changing health crisis is a historic undertaking, but we are committed to returning stronger—together.

During a global health crisis, developing physically literate and health literate students is more important than ever. Certified health education and physical education teachers are best equipped to deliver this necessary skills-based and standards-based instruction. As we work to adjust models of student learning, it’s also important to differentiate between physical education and physical activity, and for school leaders and teachers to recognize their role in providing students with opportunities for both. An effective physical education program, along with a skills-based health education program provides learning opportunities, appropriate instruction, and meaningful and challenging content for all students.

In the shift to our new way of work, finding engaging ways to support student’s physical, mental/emotional, and social health is paramount. This document will provide you with numerous recommendations and considerations for school reentry for K-12 physical education, health education, and physical activity. We are committed to providing updates as necessary that will incorporate changes in national and local guidance. Returning to school during the COVID-19 pandemic will require modifications that may feel overwhelming and challenging to school staff, teachers, students, and families. However, Team Duval has already shown our resiliency, creativity, and flexibility to ensure that every student receives a quality, well-rounded education, every day. We are proud to be working alongside you; should you need additional support, our team is available for you.

To our amazing HEPE teachers, we understand your concerns; we hear your feedback, and we will continue to work with you in creating safe, engaging classrooms for our students—whether it’s virtually or face to face—you are never alone.

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

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

Per Florida Rule FDACS5P-1.003, schools are required to maintain Healthy School Teams. It is the recommendation of the district that individual schools utilize Healthy School Teams to provide guidance on protocols and procedures related to the implementation of the content within document.

Within this document, are school-wide strategies for school reentry as well as teaching strategies for health and physical education related to equity, inclusion and accessibility. Also included are strategies for student assessment. The following overarching strategies should be considered no matter what model of learning the school is operating under.
Teaching Strategies for School Reentry

EQUITY, INCLUSION AND ACCESSIBILITY

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

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

Existing feelings of stress, anxiety, fear, and anger can be exaggerated when students lack necessary access to the internet, physical activity equipment, or devices to complete assignments. Additionally, the individual needs of students with disabilities, and culturally and linguistically diverse learners must be considered.

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

Health and physical education teachers should address these considerations when planning for school reentry, whether schools are operating under a model of in-school instruction, distance learning, or hybrid learning. These questions will provide important insights, which will help set realistic expectations and accurately prepare lesson materials, so students can be successful.
The number of students who have access to the internet or a device at home to complete assignments for schools operating under a distance learning or hybrid learning model

- How many computers are available in the household?
- Will students be completing assignments primarily from their cellphones? Will this cause limitations (e.g., accessing materials, data limitations)?
- Are there other siblings in the home and how old are they?

The demographics or specific circumstances of your students

- Are parents/guardians or family members working from home?
- Have parents/guardians or family members lost their jobs?
- Do any my students have difficult home lives (e.g., history of abuse, parental substance abuse)?
- How can I consider how to teach sensitive topics (e.g., assault prevention, abuse, sexual violence) with students who may have experienced or are experiencing this type of trauma?
- What is culturally important or relevant to my students right now? (i.e., How might my students be feeling about demonstrations/protests in response to police brutality?)
- Have any of my students lost loved ones due to COVID-19?
- How do my own experiences differ from those of my students?

Access to materials/equipment at home

- What materials can my students use at home to complete assignments?
- Are there materials that I consider to be “easily accessible” (e.g., laundry basket, socks, toilet paper, towels) that my students might not have access to?
- Will asking my students to use physical activity equipment/materials be realistic for a range of settings (e.g., house, condo, apartment)?
- Do my students mostly live in apartments or places with limited space or access to safe outdoor areas?

Students with IEPs or 504 plans

- What students in my class have disabilities or specific needs?
- How can I meet their needs (e.g., closed caption, providing materials ahead of a scheduled meeting time, sending recordings of meetings afterward, visual aids, tutorials, individual virtual meetings)?
- Can any of the accommodations or modifications be used for all of my students?
- Will wearing face coverings impact students’ ability to interpret emotions and facial expressions and ability to hear speech?

English-language learners

- How will I make assignments available?
- How will I communicate with parents/guardians?
- What additional aids will I need to help students understand assignments?
- Who can I use as a resource for help in supporting English-language learners?
- Will wearing face coverings impact students’ ability to hear speech and understand what is being said?
Regardless of the delivery method, the goal of physical education and health education remains the same: to develop a student’s physical and health literacy. It is important that assessment be incorporated as part of any well-designed health and physical education program. Additionally, state- or district-level requirements for assessment must be considered and adapted as necessary to fit the school’s current model for learning.

Specific considerations related to assessment:

**Understand that assessment happens in many ways — and can be assessment for learning or assessment of learning.**
- Assessment for learning gives feedback to students to help them improve on the area being assessed but is not for grading purposes. (It’s important to give your students feedback, especially if you are using a distance learning or hybrid model of instruction.)
- Assessment of learning allows students to demonstrate the skills and knowledge they have learned in health and physical education.

**Use backward planning to develop assessments.**
- What are your specific goals for your students?
- How will you measure their progress toward those goals?
- What opportunities will you provide for your students to work toward these goals?

**Provide a variety of assessments that address all course related specific standards.**

**Offer opportunities for students to choose how they will demonstrate their knowledge and skills.** This is a more equitable approach that sets up students for success.

**Use formative assessments to determine what concepts students understand and what students may be struggling with.**

**Use simple rubrics so your students understand how they will be assessed and what they will be assessed on.**
As we enter the school year, many new protocols and precautions must be put in place to ensure the health and safety of school staff and students. For in-school instruction, create protocols that allow staff and students to maintain physical distancing guidelines and remain 6 feet apart throughout the entire school day. All staff and students are required to wear face coverings throughout the day, except during physical activities in which the facial covering is an obvious impediment to learning.

All teachers should be aware of the district's/school's plan for sanitation, how to implement a plan for accommodating sick students, and how to monitor any patterns of illness or other concerns that may arise. Schools should also consider accommodations that allow staff and students with underlying medical conditions (that put them at higher risk for severe illness) the opportunity to work or learn from home.

Schools should consider ways to maintain student and staff groupings that are as static as possible by having the same group of students stay together in a learning cohort — all day for young students and as much as possible for older students. Limit non-essential visitors on school grounds and in classrooms. The following are specific considerations for in-school instruction with physical distancing for health education, physical education, and recess.
Health education provides students with the knowledge and skills necessary to practice healthy behaviors and teaches students how to recognize the influence of responsible decision-making on quality of life. By providing effective health education programming, schools can help students develop health literacy skills, so they are able to access information, resources, and services in order to maintain a healthy lifestyle. The development of these skills by students is especially important during the COVID-19 pandemic.

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

**PHYSICAL ENVIRONMENT**

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

Class size should be considered when scheduling students for health to ensure proper social distancing practices within the classroom. Classes should not be combined, or class sizes increased for health education instruction.

In the classroom, space desks or tables at least 6 feet apart. Turn desks or tables to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced 6 feet apart.

Keep each student's belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas. Consider purchasing baskets to hold individual student belongings if previously mentioned spaces are not available.

Ensure adequate supplies for all students to eliminate sharing of high-touch materials such as textbooks, instructional materials, etc. to the extent possible. Clean and disinfect supplies after student use and between class periods. The use of online textbooks is recommended.
INSTRUCTIONAL STRATEGIES

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

- Analyzing Influences
- Accessing Valid and Reliable Information, Products and Services
- Interpersonal Communication
- Decision-Making
- Goal Setting
- Self-Management
- Advocacy for Self and Others

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

The health skills are not in order of importance, and health educators can choose any content to teach a particular skill. Additionally, educators can combine skills. For example, students can analyze the influences (Standard 2) of a person’s decision and use interpersonal communication (Standard 4) to write a response. Students can use interpersonal communication to advocate after analyzing influences of a decision. It is important to note that when combining skills, the teacher should conduct assessments only on the current skill being taught.

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## PERSONAL HYGIENE

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

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

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

Consult with the Healthy School Team and school nurse on proper protocol for students with asthma or other underlying conditions which may prohibit them from wearing face coverings.

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

Recognize and address the stigma that may occur as a result of COVID-19 when students cough or sneeze or are unable to wear face coverings due to underlying conditions.
Physical education provides K-12 students with a planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, teamwork, self-efficacy, and emotional intelligence. The skills and knowledge gained by students through physical education are especially important during the COVID-19 pandemic.

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

The following are considerations for the physical environment, instructional strategies, personal hygiene, and equipment safety & sanitation, for physical education.
### Physical Environment

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

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

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

If students are required to remain in the same classroom, or if weather prohibits outside instruction, physical education teachers may rotate through classrooms to deliver instruction. Ensure that physical education teachers are familiar with the classrooms and spaces where instruction will be delivered so they may adjust their lessons and activities appropriately based on the space available.

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

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

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

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

Students are encouraged to come to school dressed in clothes that are appropriate for participation in physical education, whether indoors or outdoors. It is a school-based decision to eliminate the use of locker rooms based on space and enrollment.

Consult with the Healthy School Team and [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/ways-to-prevent-spread.html) on proper sanitation procedures for cleaning high-touch surfaces in your facility (e.g., doorknobs, tables, handles). Surfaces like walls and floors do not require additional sanitization and will only require standard cleaning. Ensure that cleaners and disinfectants are stored properly and out of reach of students.

Drinking fountains should be cleaned and sanitized frequently or deemed out of service. Encourage students and staff to use individual water bottles.
 Continue to address all state standards for K-12 physical education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal fitness), Standard 5 (personal and social responsibility), and Standard 6 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

Teachers should use a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.

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

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

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

Ensure lessons are planned around the available space for instruction.

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

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

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

Face coverings should be worn by staff and students during transitions from class to physical education. When physical distancing guidelines can be maintained, masks are not required for use during physical education activities.

Consult with the Healthy School Team and school nurse on proper protocol for students with asthma or other underlying conditions which may prohibit them from wearing face coverings.

Consult with the Healthy School Team and the school nurse on proper protocol for students wearing face coverings when participating in indoor moderate-to-vigorous physical activity, especially for students with asthma or other chronic conditions.

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

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

After transitioning from classroom to areas of physical activity, it is recommended that masks be placed in individually labeled baggies or attached to student lanyards for storage during the physical activity.
Consult with the Healthy School Team and CDC guidance on proper physical education equipment sanitation procedures.

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

Limit the use of physical education equipment by assigning individual pieces of equipment to each student (preferred) or grouping students in small cohorts of no more than six students that share equipment for the duration of the instructional period.

For equipment that will be touched or handled by students, properly clean and disinfect equipment between classes. If there is not equitable access to equipment for all students or if equipment cannot be properly cleaned and disinfected between classes, avoid the use of equipment altogether.

If using equipment, keep extra materials available in case a piece of equipment being used by a student becomes dirty or unsanitary during a lesson or activity.

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

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

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

Keep each student's belongings in a separate, safe and clean space such as individually labeled cubbies, lockers, or areas. Consider purchasing baskets to hold individual student belongings if previously mentioned spaces are not available.

The HEPE department plans to provide industrial grade sprayers for all schools and the initial provision of solution to disinfect any equipment used during physical education instruction. As mentioned earlier in the document, if utilized, it is recommended to form small cohorts of students to minimize the sharing of equipment.
**RECESS**

*Recess* should not be eliminated as it is required for 20 minutes daily for all students in grades K-5 per Florida State Statute 1003.455. Recess helps students achieve the recommended 60 minutes of physical activity per day for children and adolescents, which can improve strength and endurance, enhance academic achievement, and increase self-esteem. Recess also helps students practice social skills such as cooperation, following rules, problem-solving, negotiation, sharing, and communication. Opportunities for free play, to engage in physical activity, and to practice social skills are especially important during the COVID-19 pandemic.

Below are considerations for recess.

**RECESS CONSIDERATIONS**

- Provide recess or free time to engage in safe physical activity daily for all K-5 students whenever possible. Recess should provide opportunities for all students to be active and allow for free choice by students.

- Do not withhold recess as punishment for a student as indicated in Board Policy Chapter 8.45.

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

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

- Schools will develop a plan for transporting students from the classroom to the designated recess area and give students guidance on how to safely transition between areas while still maintaining physical distancing. Plan time to practice these transitions with students.
RECESS CONSIDERATIONS (continued)

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

Have students and staff wash or sanitize hands before and after recess. Use CDC downloadable resources on hand-washing has visual cues and reminders.

Significantly limit or eliminate the use of playground equipment or play structures. If playground equipment must be used, it requires normal, routine cleaning. Targeted disinfection may be appropriate for high-touch surfaces like railings. Consult with the Healthy School Team and CDC guidance on playground and recess play equipment sanitation procedures.

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

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

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

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

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

After transitioning from classroom to areas of physical activity, it is recommended that masks be placed in individually labeled baggies or attached to student lanyards for storage during the physical activity.
While maintaining physical distancing measures is critical in mitigating the spread of COVID-19, classroom teachers can still provide opportunities for students to be active throughout the school day (in addition to physical education and recess). Incorporating activity breaks during classroom learning can increase the amount of time students are physically active throughout the day and limit the amount of time they are sedentary.

Springboard to Active Schools provides schools with key resources to easily implement strategies for classroom physical activity. Classroom-based physical activity improves students’ concentration and attention, behavior, motivation and engagement in the learning process, and academic performance.

Providing opportunities for classroom-based physical activity can be used as a strategy to mitigate feelings of stress and anxiety brought on by the COVID-19 pandemic. CDC guidelines regarding physical distancing should be followed when engaging in classroom-based physical activity. If deemed safe by school administrators, open the doors and windows to the classroom to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.
Duval HomeRoom for Physical Education & Health Education

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

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

This section includes general considerations and strategies for distance learning for physical education and health education. Teachers should also use the suggestions provided in the Teaching Strategies for School Reentry section (Equity, Inclusion and Accessibility; and Student Assessment) to determine what content and skills to focus on. Teachers should continue to provide an array of learning activities for students to complete at home that provide opportunities to work toward the Florida Sunshine State Health Education and Physical Education Standards.

The specific considerations that follow are important to think about when operating under a distance learning model through Duval HomeRoom for physical education and health education:
Teachers must make more of a concerted effort to connect when in a distance learning environment. Students need to feel like part of their school community and that they are cared for in order to learn. Develop strategies to connect with students if your school/district will not be facilitating online learning or if students will not be able to meet online due to limited accessibility at home (e.g., create assignments focused on getting to know each other, facilitate pen pals).

Create many opportunities for students to share and connect with one another.

Do an inventory of the curriculum and determine which lessons or activities can be repurposed as at-home work or for online use (depending on students’ access to technology). There may be lessons or activities within your current curriculum that can easily be adapted for students to complete at home or online.

Consider if your students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)

Think about your regular daily classroom routines and procedures. How can you translate them into an online environment? This will help students feel a sense of familiarity while reinforcing the sense of community for the class. Teachers might ask students to participate in a group moment of pause or reflection activity.

Can special events or activities still be done remotely (e.g., At-Home Family Field Day)?

Think about your students and what individual needs they may have. Often, modifications to address a specific need for one student can be used to enhance learning for all students. Will you need to provide video captioning, transcripts, or graphic organizers for students?

Choice is important. Allow students to have a choice with each lesson that will meet them at their own skill level.

Provide content using a variety of methods to ensure all students can access it.

Think about your students and what individual needs they may have. Often, modifications to address a specific need for one student can be used to enhance learning for all students. Will you need to provide video captioning, transcripts, or graphic organizers for students?

Choice is important. Allow students to have a choice with each lesson that will meet them at their own skill level.

Provide content using a variety of methods to ensure all students can access it.

Connect with special education specialists or ELL teachers for support.

Consider whether you can use Universal Design for Learning with your students.

Be sure to explain class expectations to parents/guardians and students and convey the relevance/importance of what students will be learning. Explain where they can find materials, how they will submit their work, and what to do if there is a problem (e.g., internet goes down, they can’t find an assignment).

Make sure expectations are realistic for students, especially for younger students if they require assistance from an adult to complete assignments. Consider the home dynamics of your students as referenced earlier in the section on Equity, Inclusion and Accessibility.

Re-communicating to students and parents is important. Don’t just explain it one time. Explain it each week.

Reach out to those who aren’t engaging and figure out what their individual situation is so you can determine a solution together.

Be patient and understanding. Not all students are in the same situation and you don’t know what could be going on at home.

Be flexible. Understand that there are many factors that contribute to successful distance learning and some of those factors may be out of your control. Educators may need to make modifications or change the direction of a lesson/activity to make it work. Remember to be flexible with students and yourself as well.
Hybrid Learning for Physical Education & Health Education

In the hybrid learning model, students attend school in person on a staggered schedule. When not attending school in person, students participate in distance learning through Duval HomeRoom.

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

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

- 6 feet apart
The School Reentry Considerations: K-12 Physical Education In-School Instruction with Physical Distancing Supplement, the School Reentry Considerations: K-12 Physical Education Duval HomeRoom Supplement, and the instructional strategies outlined earlier in this document for health education provide examples of specific learning activities that can be utilized by health and physical educators. Educators can use strategies, guidance, and activity examples from both the in-school instruction with physical distancing section and the Duval HomeRoom for hybrid instruction.

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

- **DEVELOP CONNECTIONS**
  Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).

- **INDIVIDUAL PHYSICAL ACTIVITIES**
  In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).

- **FLIPPED CLASSROOM**
  Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).

- **SYNCHRONOUS LEARNING**
  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.

- **STUDENT-DIRECTED INSTRUCTION**
  Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).

- **STUDENT CHOICE WITH TEACHER ENGAGEMENT**
  Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.
APPENDICES
The following table provides examples of Next Generation Sunshine State Standards & Grade-Level Outcomes for K-12 Physical Education along with accompanying example activity ideas and strategies for implementation.

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

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

### K-2 GRADES

<table>
<thead>
<tr>
<th>Florida Standards for K-12 Physical Education</th>
<th>Examples of Grade-Level Outcomes</th>
<th>Examples of Activity Ideas/Strategies</th>
</tr>
</thead>
</table>
| Motor Skills and Movement Patterns (FL PE Standard 1) | • Locomotor  
• Balance  
• Underhand throw  
• Catching  
• Dribbling with hands  
• Dribbling with Feet | • Tossing to self and target games  
• Striking activities (e.g., rackets, paddles)  
• Creative movement  
• Movement stories, teachers read a story as students act it out  
• Kicking |
| Movement Concepts (FL PE Standard 2) | • Space  
• Pathways, shapes, levels  
• Speed, direction, force | • Space Jamming  
• Obstacle courses (avoid students touching objects)  
• Personal/general space activities  
• Movement to rhythms/beats  
• Incorporate strategies for self-regulation (try these Skills Posters for Grades K-5)  
• Have students make observations to physiological changes (e.g., heart rate, sweating) in their body before, during and after activity  
• Take a Selfie, p. 4  
• Create a class list of activities students can do outside of school  
• Dance  
• Stretching, yoga |
| Health-Enhancing Fitness (FL PE Standard 3) | • Physical activity knowledge  
• Engages in physical activity  
• Fitness knowledge  
• Nutrition | • Stretching  
• Vigorous physical activity  
• MyPlate |
| Personal Fitness (FL PE Standard 4) | • Benefits of Fitness | • Have students explain the importance of the new routines and rules  
• Have students suggest classroom norms and contribute to class decisions |
| Personal and Social Responsibility (FL PE Standard 5) | • Rules and etiquette | • Have student rate their mood before and after physical activity (Try using the Emoji Rating Scale)  
• Have students share their perceived difficulty of new activities  
• Have students share their perceived enjoyment for activities |
| Value Physical Activity (FL PE Standard 6) | • Challenge  
• Self-expression and enjoyment | |
## Florida Standards for K-12 Physical Education

### Motor Skills and Movement Patterns (FL PE Standard 1)
- Locomotor
- Balance
- Underhand throw
- Catching
- Dribbling with hands
- Dribbling with Feet

### Movement Concepts (FL PE Standard 2)
- Space
- Safety Considerations
- Speed, direction, force
- Game strategies/tactics

### Health-Enhancing Fitness (FL PE Standard 3)
- Fitness knowledge

### Personal Fitness (FL PE Standard 4)
- Personal fitness program

### Personal and Social Responsibility (FL PE Standard 5)
- Working with others
- Rules and etiquette

### Value Physical Activity (FL PE Standard 6)
- Challenge
- Self-expression and enjoyment

## Examples of Activity Ideas/Strategies

### Grade-Level Outcomes

### Examples of Activity Ideas/Strategies
- Tossing to self and target games
- Striking activities (e.g., rackets, paddles)
- Creative movement
- Movement stories, teachers read a story as students act it out
- Kicking

- Obstacle courses (avoid students touching objects)
- Personal/general space activities
- Movement to rhythms/beats
- Analyze video selfies of skill performance
- Invisible bubble soccer (low speed, 3-foot separation between players, small sided games)

- Incorporate strategies for self-regulation (try these Skills Posters for Grades K-5)
- Create a class list of activities students can do outside of school
- Dance
- Stretching, yoga
- Track and field
- Fitness stations
- Agility ladder activities
- Scavenger hunts

- Develop an exercise plan
- Develop a nutrition plan
- Assess personal fitness level

- Incorporate opportunities for students to provide feedback/praise within activities
- Have students explain the importance of the new routines & rules
- Have students suggest classroom norms and contribute to class decisions
- Walk & Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11)

- Have student rate their mood before and after physical activity (try using the Emoji Rating Scale)
- Have students share their perceived difficulty of new activities
- Have students share their perceived enjoyment for activities
- Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood
- Self-reflection assignments/assessments
## IN-SCHOOL INSTRUCTION WITH PHYSICAL DISTANCING SUPPLEMENT

### 6-8 GRADES

### Florida Standards for K-12 Physical Education

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples of Grade-Level Outcomes</th>
<th>Examples of Activity Ideas/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor Skills and Movement Patterns (FL PE Standard 1)</td>
<td>• Dance and rhythms • Net/wall games</td>
<td>• Create a fitness or dance routine that represents your feelings about the new school routine • Cycling • Badminton, tennis, handball or other rackets and balls students might have available</td>
</tr>
<tr>
<td>Movement Concepts (FL PE Standard 2)</td>
<td>• Space • Safety Considerations • Speed, direction, force • Game strategies &amp; tactics</td>
<td>• Obstacle courses (avoid students touching objects) • Personal/general space activities • Movement to rhythms/beats • Analyze video selfies of skill performance • Invisible bubble soccer (low speed, 3-foot separation between players, small sided games) • Self-regulation activities (try a Mindful Minute, p. 3 and the Skills Posters for Grades 6-8) • Stretching, yoga • Pilates • Dance • Agility ladder activities • Body weight strength activities • Physical activity log • Outdoor pursuits • Juggling (select equipment or materials that can be properly cleaned • Fitness stations • Musical Spots-Fitness Edition • Take a HALTED Selfie, p. 4</td>
</tr>
<tr>
<td>Health-Enhancing Fitness (FL PE Standard 3)</td>
<td>• Physical activity knowledge • Engages in physical activity • Stress management</td>
<td>• Develop an exercise plan • Develop a nutrition plan • Assess personal fitness level • Find Someone (some tasks will have to be adjusted/removed to fit within social distancing parameters) • Walk &amp; Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11, 18) • Self-reflection assignments/assessments • Scavenger hunts • Have students suggest classroom norms and contribute to class decisions • Daily Check-In Poster • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood</td>
</tr>
<tr>
<td>Personal Fitness (FL PE Standard 4)</td>
<td>• Personal fitness program</td>
<td>• Stretching, yoga • Pilates • Dance • Agility ladder activities • Body weight strength activities • Physical activity log • Outdoor pursuits • Juggling (select equipment or materials that can be properly cleaned • Fitness stations • Musical Spots-Fitness Edition • Take a HALTED Selfie, p. 4</td>
</tr>
<tr>
<td>Personal and Social Responsibility (FL PE Standard 5)</td>
<td>• Personal responsibility • Accepting feedback • Working with others • Rules and etiquette</td>
<td>• Find Someone (some tasks will have to be adjusted/removed to fit within social distancing parameters) • Walk &amp; Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11, 18) • Self-reflection assignments/assessments • Scavenger hunts • Have students suggest classroom norms and contribute to class decisions • Daily Check-In Poster • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood</td>
</tr>
<tr>
<td>Value Physical Activity (FL PE Standard 6)</td>
<td>• Challenge • Self-expression and enjoyment</td>
<td>• Find Someone (some tasks will have to be adjusted/removed to fit within social distancing parameters) • Walk &amp; Talk activities that provide opportunities to practice respectful/active listening (scenario ideas, pp. 8-11, 18) • Self-reflection assignments/assessments • Scavenger hunts • Have students suggest classroom norms and contribute to class decisions • Daily Check-In Poster • Self-reflection assignments/assessments • Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood</td>
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## Florida Standards for K-12 Physical Education

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<tr>
<th>Florida Standards for K-12 Physical Education</th>
<th>Examples of Grade-Level Outcomes</th>
<th>Examples of Activity Ideas/Strategies</th>
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<tbody>
<tr>
<td>Motor Skills and Movement Patterns (FL PE Standard 1)</td>
<td>Lifetime activities</td>
<td>Tennis, badminton or other racket games, Dance, yoga, Pilates, Outdoor pursuits</td>
</tr>
<tr>
<td>Movement Concepts (FL PE Standard 2)</td>
<td>Space, Safety Considerations, Speed, direction, force, Game strategies/tactics</td>
<td>Obstacle courses (avoid students touching objects), Personal/general space activities, Movement to rhythms/beats, Analyze video selfies of skill performance, Invisible bubble soccer (low speed, 3-foot separation between players, small sided games)</td>
</tr>
<tr>
<td>Health-Enhancing Fitness (FL PE Standard 3)</td>
<td>Physical activity knowledge, Engages in physical activity, Stress management</td>
<td>Stress management activities (try these Skills Posters for Grades 9-12 or Mindfulness and a Mindful Minute), Incorporate a Daily Check-In Poster, Yoga, Dance, Pilates, Creating fitness plans, Physical activity log, Fitness testing and goal setting, Outdoor pursuits, Activity swap — students create activities/challenges and share with each other, Identify/evaluates the ability to participate in activities in the community</td>
</tr>
<tr>
<td>Personal Fitness (FL PE Standard 4)</td>
<td>Personal fitness program</td>
<td>Develop an exercise plan, Develop a nutrition plan, Assess personal fitness level</td>
</tr>
<tr>
<td>Personal and Social Responsibility (FL PE Standard 5)</td>
<td>Personal responsibility, Working with others, Rules and etiquette</td>
<td>Scavenger hunts, Self-reflection assignments/assessments, Have students suggest classroom norms and contribute to class decisions, Create activities that allow for student leadership</td>
</tr>
<tr>
<td>Value Physical Activity (FL PE Standard 6)</td>
<td>Challenge, Self-expression and enjoyment</td>
<td>Self-reflection assignments/assessments, Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood and self-care</td>
</tr>
</tbody>
</table>
During Duval HomeRoom, educators should continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of distance learning.

Below are recommendations for what Next Generation Sunshine State Standards & Grade-Level Outcomes should be prioritized specifically while students are at home. This list is not meant to be exhaustive, but to provide some specific examples that hopefully serve as a catalyst for educators to generate additional ideas. Be sure to collect a student inventory of available household items. Additionally, some educators maybe able to find safe ways to incorporate some of the activities provided in the In-School Instruction with Physical Distancing supplement.
## Florida Standards for K-12 Physical Education

### Motor Skills and Movement Patterns (FL PE Standard 1)
- Locomotor
- Balance
- Underhand throw
- Catching
- Dribbling with hands
- Dribbling with Feet

### Movement Concepts (FL PE Standard 2)
- Space
- Pathways, shapes, levels
- Speed, direction force

### Health-Enhancing Fitness (FL PE Standard 3)
- Physical activity knowledge
- Engages in physical activity
- Fitness knowledge
- Nutrition

### Personal Fitness (FL PE Standard 4)
- Benefits of Fitness

### Personal and Social Responsibility (FL PE Standard 5)
- Rules and etiquette

### Value Physical Activity (FL PE Standard 6)
- Challenge
- Self-expression and enjoyment

## Examples of Grade-Level Outcomes

- Tossing to self and target games
- Striking activities (e.g., rackets, paddles)
- Creative movement
- Movement stories, teachers read a story as students act it out
- Kicking

- 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

- Incorporate strategies for self-regulation (try these Skills Posters for Grades K-5)
- Sharing physical activity calendars for students to use at home
- Have students identify healthy and unhealthy foods in their home
- Mindfulness activities

- Stretching
- Vigorous physical activity
- MyPlate

- Have students explain the importance of the new routines and rules
- Have students suggest classroom norms and contribute to class decisions

- Have student rate their mood before and after physical activity (Try using the Emoji Rating Scale)
- Have students share their perceived difficulty of new activities
- Have students share their perceived enjoyment for activities

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### Florida Standards for K-12 Physical Education

<table>
<thead>
<tr>
<th>Motor Skills and Movement Patterns (FL PE Standard 1)</th>
<th>Examples of Grade-Level Outcomes</th>
<th>Examples of Activity Ideas/Strategies</th>
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</thead>
<tbody>
<tr>
<td><strong>Locomotor</strong></td>
<td>Jumping and landing</td>
<td></td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>Catching and tossing challenges</td>
<td></td>
</tr>
<tr>
<td><strong>Underhand throw</strong></td>
<td>Striking activities</td>
<td></td>
</tr>
<tr>
<td><strong>Catching</strong></td>
<td>Kicking</td>
<td></td>
</tr>
<tr>
<td><strong>Dribbling with hands</strong></td>
<td>Dribbling</td>
<td></td>
</tr>
<tr>
<td><strong>Dribbling with Feet</strong></td>
<td>Activities that include other family members or siblings in the home</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Movement Concepts (FL PE Standard 2)</th>
<th>Have students create an obstacle course in their home or with sidewalk chalk, take pictures and share with the class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space</strong></td>
<td>Have students create their own pathways and travel through them while dribbling</td>
</tr>
<tr>
<td><strong>Pathways, shapes, levels</strong></td>
<td>Incorporate mindfulness (try these Skills Posters for Grades K-5)</td>
</tr>
<tr>
<td><strong>Speed, direction force</strong></td>
<td>Share physical activity calendars for students to use at home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health-Enhancing Fitness (FL PE Standard 3)</th>
<th>Have students explain the importance of the new routines &amp; rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness knowledge</strong></td>
<td>Have students suggest classroom norms and contribute to class decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Fitness (FL PE Standard 4)</th>
<th>Develop an exercise plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal fitness program</strong></td>
<td>Develop a nutrition plan</td>
</tr>
<tr>
<td><strong>Assess personal fitness level</strong></td>
<td>Assess personal fitness level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal and Social Responsibility (FL PE Standard 5)</th>
<th>Incorporate check-ins into the daily routine (try using Emoji Rating Scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working with others</strong></td>
<td>Have students rate the difficulty of new activities</td>
</tr>
<tr>
<td><strong>Rules and etiquette</strong></td>
<td>Have students rate activities for enjoyment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value Physical Activity (FL PE Standard 6)</th>
<th>Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge</strong></td>
<td>Self-reflection assignments/assessments</td>
</tr>
<tr>
<td><strong>Self-expression and enjoyment</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Florida Standards for K-12 Physical Education

#### Motor Skills and Movement Patterns (FL PE Standard 1)
- Dance and rhythms
- Net/wall games

#### Movement Concepts (FL PE Standard 2)
- Space
- Safety Considerations
- Speed, direction, force
- Game strategies/tactics

#### Health-Enhancing Fitness (FL PE Standard 3)
- Physical activity knowledge
- Engages in physical activity
- Stress management

#### Personal Fitness (FL PE Standard 4)
- Personal fitness program

#### Personal and Social Responsibility (FL PE Standard 5)
- Personal responsibility
- Accepting feedback
- Working with others
- Rules and etiquette

#### Value Physical Activity (FL PE Standard 6)
- Challenge
- Self-expression and enjoyment

### Examples of Activity Ideas/Strategies

- **Motor Skills and Movement Patterns (FL PE Standard 1)**
  - Create a fitness or dance routine that represents your feelings about the new school routine
  - Cycling
  - Badminton, tennis, handball or other rackets and balls students might have available

- **Movement Concepts (FL PE Standard 2)**
  - Create an obstacle course that emphasizes fitness concepts
  - Choreograph movement to music
  - Analyze video selfies of skill performance
  - Respond to discussion about tactical changes on video snippets of sport gameplay

- **Health-Enhancing Fitness (FL PE Standard 3)**
  - Self-regulation activities (try a Mindful Minute, p. 3 and the Skills Posters for Grades 6-8)
  - Share ideas for at-home physical activity (try Mind & Body Bingo, p. 12)
  - Stretching, yoga
  - Pilates
  - Dance
  - Body weight strength activities (students can create their own weights using milk/water jugs)
  - Physical activity log
  - Outdoor pursuits
  - Creating fitness plans
  - Activity swap — students create activities/challenges and share with each other
  - Juggling
  - Fitness stations

- **Personal Fitness (FL PE Standard 4)**
  - Develop an exercise plan
  - Develop a nutrition plan
  - Assess personal fitness level

- **Personal and Social Responsibility (FL PE Standard 5)**
  - Self-reflection assignments/assessments
  - Scavenger hunts
  - Have students suggest classroom norms and contribute to class decisions

- **Value Physical Activity (FL PE Standard 6)**
  - Self-reflection assignments/assessments
  - Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood
  - Physical Activity Chart
<table>
<thead>
<tr>
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<th>Examples of Activity Ideas/Strategies</th>
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<tr>
<td><strong>Motor Skills and Movement Patterns</strong>&lt;br&gt;(FL PE Standard 1)</td>
<td>- Lifetime activities</td>
<td>- Tennis, badminton or other racket games&lt;br&gt;- Dance, yoga, Pilates&lt;br&gt;- Outdoor pursuits</td>
</tr>
<tr>
<td><strong>Movement Concepts</strong>&lt;br&gt;(FL PE Standard 2)</td>
<td>- Space&lt;br&gt;- Safety Considerations&lt;br&gt;- Speed, direction, force&lt;br&gt;- Game strategies/tactics</td>
<td>- Create an obstacle course that emphasizes fitness concepts&lt;br&gt;- Choreograph movement to music&lt;br&gt;- Analyze video selfies of skill performance&lt;br&gt;- Respond to discussion about tactical changes on video snippets of sport gameplay</td>
</tr>
<tr>
<td><strong>Health-Enhancing Fitness</strong>&lt;br&gt;(FL PE Standard 3)</td>
<td>- Physical activity knowledge&lt;br&gt;- Engages in physical activity&lt;br&gt;- Stress management</td>
<td>- Daily Check-In Poster&lt;br&gt;- Skills Posters for Grades 9-12&lt;br&gt;- Skills Posters for Grades 9-12&lt;br&gt;- Mind &amp; Body Bingo, p. 12&lt;br&gt;- Yoga&lt;br&gt;- Dance&lt;br&gt;- Pilates&lt;br&gt;- Creating fitness plans&lt;br&gt;- Physical activity log&lt;br&gt;- Fitness goal setting&lt;br&gt;- Outdoor pursuits&lt;br&gt;- Activity swap — students create activities/challenges and share with each other&lt;br&gt;- Identify/evaluates the ability to participate in activities in the community</td>
</tr>
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<td><strong>Personal Fitness</strong>&lt;br&gt;(FL PE Standard 4)</td>
<td>- Personal fitness program</td>
<td>- Develop an exercise plan&lt;br&gt;- Develop a nutrition plan&lt;br&gt;- Assess personal fitness level</td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility</strong>&lt;br&gt;(FL PE Standard 5)</td>
<td>- Personal responsibility&lt;br&gt;- Working with others&lt;br&gt;- Rules and etiquette</td>
<td>- Scavenger hunts&lt;br&gt;- Self-reflection assignments/assessments&lt;br&gt;- Have students suggest classroom norms and contribute to class decisions&lt;br&gt;- Create activities that allow for student leadership</td>
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<tr>
<td><strong>Value Physical Activity</strong>&lt;br&gt;(FL PE Standard 6)</td>
<td>- Challenge&lt;br&gt;- Self-expression and enjoyment</td>
<td>- Self-reflection assignments/assessments&lt;br&gt;- Provide opportunities for reflection and discussion around the benefits of physical activity especially related to improving mood and self-care</td>
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