President Message– Mary Ellen Alger  
mealger@nec.edu

**Making Professional Development a Priority!**

As our fall newsletter reaches your mailbox, the school year is well under way, fall sports are reaching mid-season form, and your NHAHPERD Board is gearing up for our annual conference. This year’s conference theme is “Make Life Better Moving”, and will be held at Waterville Valley on November 15 – 16, with a pre-conference workshop on November 14. Conference Coordinator, Melody Gray, has facilitated a great line up of sessions. We look forward to welcoming a great group of professionals for two days of collaboration, networking, socializing, and professional development. Speaking of Making Life Better Moving, the 1st Annual NHAHPERD 5k Run/Walk, held in June, was a great success, and planning is in progress for the 2nd Annual 5K June 2, 2019. We wish to express our thanks to all who volunteered, promoted, and participated in this new event! We have set our sights on making this next 5K event even bigger, with a focus on family fun and physical activity! There are many other professional development opportunities for PE, Health, Adapted PE, Dance, and Recreation professionals. SHAPE America provides varied resources as webinars, podcasts, and online courses, with topics including the ongoing discussion about the value of recess, the School Health Index, and the Every Student Succeeds Act (ESSA) funding. Several resources are open to both members and non-members. www.shapeamerica.org/prodev/default.aspx

Interested in $$ to support your program? Consider writing a proposal for the NHAHPERD Program Enhancement Equipment Grant. This process is simple, and designed to be user-friendly. The purpose of these grants (3 grants of $250 awarded annually), is to support “the purchases of equipment that will enhance teaching and programming at the K-12 levels in NH schools”. See page 10 of this newsletter for a copy of the application process. Whatever you chose, make the most of the many professional development opportunities available in NH, New England, & beyond. See you at Waterville Valley!

Shannon Szepan - President Elect  
sszepan@litchfieldsd.org

Welcome back to a brand new school year! I hope that everyone’s year is off to a fabulous start and find ourselves refreshed and ready to bring our “A” game into every class. Although, I struggle with defining what my “A” game is like all of us do. I often think it is just going through the motions or is it putting myself out there to engage my students in the content area regardless of how they may perceive me. My “A” game is a lot of putting myself out there to show the students the passion that I have for the subject and the material that they will be learning. So as we start the new year, it has left me with one question: How do I bring the “A” game to every physical education class, every health class, and every block for five days a week? According to Merriam-Webster’s dictionary “A” game is defined as one’s highest level of play or performance. One’s highest level of performance, wow that is a lot to reach every minute of each class period, but I truly believe our students deserve each one of our A game regardless of the time of day that they walk through the doors of our classrooms. When I asked my daughter what sets your teachers apart from others, she simply stated “the enthusiasm and passion to make me learn the subject.” When I asked myself what sets others apart, I had the same thoughts enthusiasm and passion. When I read the book “Teach Like a Pirate”, enthusiasm and passion were cornerstones to Dave Burgess philosophy (Great book for student engagement). These two elements are what helps me to bring my best performance all day long, because every student deserves my best to help learn concepts of health and physical education. I believe if I display great enthusiasm and passion, about even the driest topic, I am able to create fun, innovative games and or lessons that makes the content more enjoyable. Although with this enthusiasm and passion, takes a great deal of courage to step outside the normal and not fall into the same rut. Sometimes this courage will set us far apart and deliver the best lesson or it will allow us to fall flat on our faces. It’s the courage to push and try new lessons that may engage student learning in ways that we never could have imagined. My challenge to all of you is how are you going bring your A game everyday and what will drive you to teach at your highest level every minute?
Conference Updates: ‘rô Make Life Better Movingrô!’
Melody Gray, Conference Program Coordinator, Past VP Dance—graymelody2@gmail.com

We have over 62 fantastic sessions lined up for you! We are thrilled to have Brandon Herwick as our Keynote speaker this year. Brandon is an elementary school Physical Educator from New York who started his career teaching in Brooklyn and now teaches near his hometown in upstate NY. Brandon is an OPEN National Trainer and past leader for People to People Student Ambassadors. Brandon loves to dance, is a Zumba Instructor and is the current NYSAHPERD Dance Section President. He has coauthored the OPEN K-2 Dance module, OPEN Grades 3-5 Dance module, and is working on the OPEN Middle and High School Dance Modules. Brandon comes from a family of teachers, which has helped him grow up with and maintain an insatiable hunger to learn. Brandon believes that we all have a moving story, that each of our stories have tremendous value and that everyone’s story is worth telling. He will be presenting two sessions, be sure to check them out!

You can look forward to attending several new health education sessions this year as well as new presenters! Sessions include, “Healthy Relationship Education in the Classroom”, “Health Education Performance Tasks”, “Health: Sex Ed.”, “Skills Based Health Ed. 101”, “Building Your Skills-Biased Health Education Toolbox”, “American Parkour”, “Intro to Hip-Hop and Step Dances”, “Rookie Rugby”, “Large Scale Board Games”, “Integrating Yoga and Mindfulness K-12”, “Yoga Fitness”, “Responsibility Through Physical Education”, “Using Technology to Enrich Health & Physical Education lessons”. Keep on the look out for more of your favorite returning presenters!

Find your Zen because this year there will be several interactive and lecture style Yoga sessions. You can also look forward to attending sessions on circus arts, skateboarding, and several assessment based sessions presented by New Hampshire’s leaders in Physical Activity and Health.

Wednesday night Lynn Johnson will be holding a session titled, Competency-Based Physical Education Workshop: Physical Education in NH ~ 2018 and Beyond! This workshop will provide participants with the opportunity work with others to help them move their program forward in the Competency-Based Physical Education transition process and well as discuss ways in which Competency-Based curriculum has impacted the quality of their physical education programs. Participants are encouraged to bring their identified competencies; assessments and examples of lessons that reflect competency-based physical education. Participants will be able to work on materials appropriate for where they are in the process as well as interact with others who are at different places in the transition process. Current information will be shared regarding competency-based physical education as well as any updates from the State of New Hampshire DOE.

Stay over Thursday night; get involved in our Awards Banquet Dinner, Silent Auction, FREE Ice Cream Social & Trivia Team Night!! Friday’s new schedule has several great sessions before lunch. After lunch make sure you check out our closing sessions that include, “First Push: Introduce Students to Skateboarding”, “Using Technology to Enhance, Enrich & add Excitement to PE and Health lessons”, “Beyond The Mat: Yoga”, and “Responsibility Through Physical Education”. Don’t forget about the wrap up raffles and giveaways at 2:00! Hope to see you all there!

The ‘Draft’ schedule is up on the website under the conference tab. Our conference app will be also be ready mid October. Watch your email constant contact messages for updates—not receiving our NHAHPERD Email News? Sign up on our home page, right hand bottom corner ‘Join our Email List’, also FB & Twitter. Any additional questions or concerns, contact: Dianne L. Rappa, E.D.; drappa@roadrunner.com; 747-3508.
Lynn V. Johnson recipient of the NHAHPERD Meritorious Achievement Award

Lynn is currently a Professor in the Health and Physical Education Teacher Certification program at Plymouth State University. She has received multiple awards at the national, regional, and state levels. Most recently the Outstanding Professional Award for College Teaching from NHAHPERD.

Lynn has worked closely with NHAHPERD to provide professional development workshops for physical educators as they transition to competency-based physical education including assessment and grading.

Her work is highlighted by a high standard of excellence, an authentic investment in the successes of her students, and a personal pursuit to continue learning along each new professional challenge. This is exemplified by her leadership roles, scholarly work in presentations and publications, as well as her service to our profession. She is highly respected by colleagues, peers, mentors, and her students.

Lynn was recognized as part of the Excellence in Education (EDies) Award Ceremony on June 9, 2018. As a Collaborative Partner with the EDies program, NHAHPERD is proud to present Lynn as our recipient for 2018.

OPPORTUNITY KNOCKS!

How would you like to…
Work with health, physical education, recreation, and dance professionals from across NH
Learn more about your professional organizations at the state, regional, and national levels
Find another avenue for professional development
Help in planning the NHAHPERD annual conference and stay at the conference for free

Beverly King is “retiring” as NHAHPERD long-time Secretary after the December board meeting, and the board is looking for someone to fill that position. Your primary responsibility would be to take minutes at the board’s monthly meetings (from September to June), although the meetings in January and February are often conducted via conference calls. You should also be willing to assist at the NHAHPERD Conference and other NHAHPERD-sponsored events.

If you are interested or want more information about this important position, please contact Dianne Rappa, NHAHPERD Executive Director, at drappa@roadrunner.com or call 603-747-3508.

got handouts?

Every NHAHPERD conference registrant will receive a hard copy handout booklet. Again for 2018 we purchased 2GB thumb drives to use with our duplicator.
If you wish to purchase a handout thumb drive please be prepared to pay $5 cash/check & drop off at main lobby table outside the Waterville Valley room for copying & pick up at end of day.
**STUDENT CORNER**

KrysTina Heywood, Student Rep to the Board;
kmheywood@plymouth.edu

Hey students! Are you worrying about how you’re ever going to find a job after college? Or that your resume isn’t as appealing as others in your major? Well I have some tips for you!

1. **Get Involved**
   If your major has a club definitely get involved in that so you can give back to not only your school but also your profession. Also getting involved in the community is a great way to give back! Even showing up early to classes and seeing if there is anything that you can help with could open up some doors for you later on.

2. **Attend Conferences**
   Attending SHAPE America conventions is a great opportunity to learn and network, but there are also many other conferences that you can attend. NHAHPERD is great because you are able to learn and network with local teachers, and if you plan on staying in NH you may also find a job while there.

3. **Present**
   We are still learning, not only as students but as professionals in our field. You don’t have to know everything there is to know, and your professors will help guide you. If you put yourself out there and present information to others it just one ups your resume.

4. **Network**
   This goes along with getting involved, but even if you are a shy person like me, make it a point to introduce yourself to someone new because you never know what connections may come in handy one day.

**There are many sessions led by and for students planned throughout the NHAHPERD two day conference. Be sure to check out the draft room grid on the last pages of this newsletter and the Conference Schedule App that will be available on the website mid October.**

***Sign up to be a presider at one or more sessions. Contact your university/college professors or our Executive Director, Dianne L. Rappa; drappa@roadrunner.com**

---

**Fajita Stuffed Chicken:** Modified From Paleo Leap

**Ingredients**
- 4 Chicken Breasts, pounded
- 1 Bell Pepper - sliced
- 1 Red Onion - sliced
- Juice from 1 lime
- 1/4 cup olive oil
- 1 clove garlic (minced)
- 2 Tbsp fresh cilantro, minced
- 1/2 tsp cumin
- 1 tsp chili powder
- 1 tsp dried oregano
- 1/4 tsp cayenne pepper
- salt and pepper to taste
- salsa
cilantro (garnish)
Mexican style shredded cheese (optional)

**Directions:**
Pre-heat grill to medium high heat.
In a bowl, combine the lime juice, olive oil, garlic, cilantro, cumin, chili powder oregano, cayenne pepper, salt, and pepper.
Lay the chicken flat and fill with peppers and red onion, and spice mixture.
Roll the chicken tightly, secure with toothpicks if needed (soak in water first so they don't burn).
Brush chicken with the remaining spice mixture, making sure the chicken is well covered.
Grill over med-high heat, covered for 20-25 minutes, turning every 4-5 minutes.
Serve with salsa and cilantro. Sprinkle with Mexican cheese if desired.
SET YOUR SITES!

Contributed by: Karyn Misenheimer; karynmisenheimer@gmail.com

Website Watch:

www.jeopardyLabs.com
JeopardyLabs allows you to create a customized jeopardy template without PowerPoint for free. The games you make with the simple editor can be played online from anywhere. You can also browse other jeopardy templates created by other people.

Apps:

FitnessMeter - Test and Measure by Sten Kaiser ($1.99). FitnessMeter is an advanced timing and measurement tool, useful for various forms of fitness testing. Aimed at both coaches evaluating multiple athletes and individuals monitoring their performance, the app can be applied to a variety of different tests to measure speed, agility, jumping altitude and overall physical condition. Includes: Flying Sprint, Sprint and Shuttle, Beep Test, Repetitions, and Vertical Jump.

Strength Stack by Michael Volkin, LLC (Free, but can upgrade to full version for $9.99). This exercise system designed by a former military fitness expert combines gameplay with bodyweight exercises to get users engaged in physical fitness. Exercises can be done on their own or as games pitting individuals or groups against one another for an intense fitness challenge. Difficulty is progressive and you can start at any level. All exercises shared have video links that demonstrate proper execution. The bodyweight resistance component means no equipment necessary.

“TURN LIFE ON!”
By Deanna Lavoie, PE Teacher—d4tennis@gmail.com

Do you enjoy physical activities, games, challenges, trying new things, good food and meeting new people like I do? If so, you’ll love Club Getaway, a camp for adults. It’s a great opportunity for some outdoor adventures. I think it’s important for physical education and recreational program professionals to experience activities and challenges that we might find ourselves expecting our students to try. We really should have a sense of what our students are feeling and thinking leading up to, during and after participating in their assigned tasks.

I was fortunate enough to attend the sports and adventure weekend camp in August and had a blast! My greatest take-away was facing my fear of falling off the high ropes elements. I felt really accomplished and inspired by the time I left camp because I really didn’t plan to challenge myself on anything more than the zip lines. We were very busy playing games and also got to hike part of the Appalachian Trail. Each camp weekend offers choices like the high ropes course, rock climbing and some team building fun, but I recommend the sports-themed weekend. We had “Color Wars”, archery tag, ultimate frisbee, beach volleyball, slip ‘n slide kickball, dancing, hiking, biking and more. Did I mention there is free wine at dinner, a bar and live music at night? The cabins are even air-conditioned!

The drive to Kent, CT was a solid 4 hours from southern NH, but it goes quickly with good conversation. Why not get a group of adventurous friends together or some NHAHPERD members for a new experience? I definitely plan to go back next summer. Feel free to email me d4tennis@gmail.com if you want more information or check out the website: https://www.clubgetaway.com/camp-for-adults/

Another option would be to bring a group of colleagues to the Browne Center in Durham, which could serve as professional development as also provides some experiential learning for yourself. (Sounds like I’m on the payroll here, but I’m just a happy customer. Should I ask for compensation?)
The Importance of Prescriptive Feedback - Views From a Ten Year Old
By Karyn Misenheimer, kmisenheimer@sau81.org

We all know that feedback is important. It essentially is what we use to let students know when they are correctly executing a new skill, or how we provide students information on their performance to improve their current skills. Students receive feedback in many ways. One way is from the outcome. Kids who try something and adjust because they did not get the outcome they desire. Other times it is descriptive feedback, the “good jobs,” and “nice work” comments that we use to motivate and provide a positive environment for kids. However, as my own children have taught me, it is the prescriptive feedback, the one or two things we say that improves performance that really makes an impact.

My own children have been involved in organized “sports” for several years now. Though they have dabbled in team sports, they prefer to participate in activities more individual in nature; gymnastics, karate, swimming, running. Over the past several months, when talking to them about their activities we have heard some comments about why they like what they do, and their love of these activities has everything to do with the feedback they receive.

My oldest son has been involved in karate for seven years. He has moved up the ranks with great success. Each year his school participates in a couple tournaments, for which he picks a couple forms he will compete with. Each time a tournament comes around we have the same struggle. I think his form looks great, and he says it’s not. It’s all about the feedback. The tiny little movements I don’t know are supposed to be or aren’t perfect. The focused feedback on the one or two changes that make his form good or great. Every time a tournament comes around, when he is putting in extra practice time, he is craving specific, prescriptive feedback to ensure his basic movement looks advanced rather than intermediate. The specific feedback he has been getting from his karate instructors, that make him confident enough to compete.

Last November my son decided to stop participating in an activity he loved. When asked why he wanted to stop he responded with, “we are not doing much stuff to make me better. They keep saying “good job,” but I want to do a better job.” He no longer felt challenged, and no longer felt like he was getting the feedback he needed to advance in his sport. That is when we moved from land to the water and he took up swimming. He loved lessons, and quickly moved up to swim team. He would be ready for practice without any prompting. When we ask what he likes so much about swimming his answers always are the names of the coaches followed by “tells me so much good stuff.”

Our daughter also expressed a similar desire for specific feedback. She has recently had a substitute gymnastics coach. She was so excited when she finished class the first day with this sub. She said, “I like (the other coach) but this one doesn’t just say “good job.” They really tell you what you are doing wrong, like point your toes more or straighten this better.” Again, prescriptive feedback.

I watch my kids play in the yard, on the trampoline, or in the pool. I watch kids on the playground at school. They are always teaching each other new things. If you listen closely you’ll hear phrases like “no, like this” or “you have to…” the feedback they give each other when playing is mostly specific and prescriptive. We can learn a lot from kids. Appropriate immediate feedback about their performance is important for skill development and improvement. Mixed in with descriptive feedback (thumbs up, good jobs, and keep it ups) we can develop skillful, confident, lifelong movers.
Need $$ for Professional Development, Conferences??
Apply for the $500 Dianne L. Rappa Scholarship

The Dianne L. Rappa Scholarship was established to honor this outstanding individual for her long and devoted service to NHAHPERD and the people of New Hampshire. This scholarship is awarded to NHAHPERD members for professional development activities. Four scholarships of up to $500 each may be awarded annually. The professional development activities should allow the recipients to better provide quality programs by positively impacting their knowledge and abilities. The scholarship may be used for professional development activities such as course tuition, conference attendance, and/or equipment purchase. Other activities will be considered as long as they are consistent with the NHAHPERD mission.

Scholarship recipients will be expected to share their newly acquired knowledge and abilities with other NHAHPERD members. Recipients will be expected to retain their NHAHPERD membership for a minimum of three years. Complete the scholarship application and TYPE all information.

Inclusion of a personal resume with the application is required. It must not exceed two pages. Letters of support need to be included with the application. A maximum of two letters will be accepted. The completed application form, with supporting materials, must be returned to NHAHPERD Awards Chairperson. Curt Martin, P.O. Box 114, Contoocook, NH 03229; cwmsoccer@comcast.net. All information will be confidential for the biographical summary which may be used for publication if applicant receives the award. Include all of the following: Date: Name: Home Address: Home Telephone #: School Address: School Telephone #: E-mail: Description of the activity: Describe the benefits from your participation in this activity: Describe how you would share your new knowledge and skills: Describe how you would better serve your profession as a result of this experience: Write a short biographical sketch (no more than 100 words) which may be used for publication: Please provide the name & telephone # of two individuals submitting letters of recommendation.

NHAHPERD AWARDS—Curt Martin, NHAHPERD Awards Chair, cwmsoccer@comcast.net

Unfortunately, summer has come to a halt and it is time to get back into the teaching mode. The start of a new school year brings many opportunities for you, your students, and your colleagues. As the Awards Chair, it is my job to facilitate the selection of award recipients and to prepare materials for the NHAHPERD Awards Banquet held at the annual NHAHPERD Conference. This year the celebration will take place Thursday night November 15th. There were many great nominees this year for the different awards and a number of the nominees chose to complete the application process so they could become a candidate for the different awards. There will be award recipients in 9 of 10 categories this year. I would like to invite each and everyone you to attend the Awards Banquet and celebrate and congratulate all the award recipients. So, when you register for the conference do not forget to buy a ticket for the banquet. If you have already register for the conference and forgot to buy a ticket for the banquet just contact Executive Director Dianne L Rappa and let her know you want to attend this prestigious event. ($30/$35 onsite)

My second request is to be thinking of colleagues that you feel are deserving of recognition for all they have done for the students, school, community, and colleagues, and nominate them for a NHAHPERD Award for 2019. A listing and description of the awards can be found in past newsletters or you can go to www.nhahperd.org to find the information. It is very easy to nominate some one as you can see at the top of the award description page. With out you NHAHPERD will not have nominees for the awards. So please take the time to nominate a colleague. Send your nominations to me: cwmsoccer@comcast.net
Laura Short, VP Health; laura.short2@gmail.com
Hi All!
I hope the 2018-2019 academic year has started off well for you! From what I have seen on social media, things are going amazing. I myself have been teaching Health and Wellness with SNHU throughout the summer and have found myself enjoying the time teaching as opposed to being on a “break.”

One of my NH colleagues was able to retain a position that was better suited for his teaching style, but he needed some guidance with Elementary Lesson Planning. I shared with him some of the information from my M.Ed Colloquium from the University of New Hampshire. The title was “To preview or not to preview; that is the question?” The idea of the research was to see if previewing students on the autism spectrum was beneficial to their retention of content to be learned in the physical education setting. What I shared with my colleague included lesson plans, preview plans for students on the autism spectrum, a pre-review for students on the autism spectrum, and an assessment for all students. What I learned from my research is that the students on the spectrum did retain information better, but so did my other students. This lesson is something that I took to heart and have applied in every classroom (even virtual) since I completed that research in December 2007. I am happy to share my findings with anybody who would like to see, as well as how I have implemented in in my classroom. Additionally, the work I did was used in an article written by my professor and cooperating teacher, and can be found in the article cited below.


October is Health Literacy Month
Jarrod Brooks, VP Health – jarrod.brooks@sau19.org

Schools across New Hampshire should be celebrating Health Literacy Month during October! What is Health Literacy? “Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others.” (Shapeamerica.org). The goal of health education is to provide students with the knowledge and skills needed to lead healthy, lifelong lifestyles. This is best obtained through a skills-based health curriculum. Through dialect a health literate student can assess their own general health needs and make changes to their lifestyles in order to meet these needs. This dialect can also be used as an assessment tool to analyze the effectiveness of the health curriculum being used in schools. Shape America offers a fantastic document that can be used to guide you through creating a best practices health curriculum in your schools.

For more information please visit:

Cool Cues For Skill Building - available for purchase & at Conference

NHAHPERD's "Cool Cues For Skill Building", is still a hot seller at $5.00 (Contact Dianne Rappa at: PO Box 123, Bath NH 03740; drappa@valley.net). Why? The answer is simple, teaching through cues not only makes it easier for students to piece together what they are learning but it helps teachers to know about each student's progress. And, teaching through cues makes teaching and learning more interactive.
Happy Fall! I hope that you are still riding the energy and enthusiasm of the new year. I look forward to seeing many of you at the Conference. You will see that more and more health education sessions are happening this year – a great testament to the awesome work of health teachers in New Hampshire. Is there something you wish was being offered related to health education, but don’t see it? Let us know so that we can be sure to include it at next year’s conference. Better yet, DO YOU HAVE A SESSION YOU WANT TO SHARE? – let us know as we are always looking to highlight good work.

In this article, I want to share with you some resources from SHAPE America, if you have not seen them already. Over the last 3-4 years more and more resources for health educators have been developed and are really changing (and updating) the face of health education. All of the below resources were created by health educators in the field from across a variety of K-12 and higher education settings and represent diverse geographic and educational settings. Find each resource by visiting the SHAPE America website – www.shapeamerica.org - and using the bolded heading as the search criteria.

**Health Education is a Critical Component of a Well-Rounded Education** – This position statement provides rationale for why health education is an essential part of ALL students’ education and should be included as a standard part of the curriculum. (FREE)

**Teacher’s Toolbox** - The *Teacher Toolbox* is a compilation of skills-based health education resources that can help you to integrate more skills into your teaching. Additionally, there are other categories including adapted physical education, early childhood, elementary PE, secondary PE, coaching, and research. (FREE)

**Appropriate Practices in School-Based Health Education** – This document provides a detailed blueprint for designing and delivering health education that meets national, state and local standards and frameworks. Created by SHAPE America and a task force of exemplary health educators, *Appropriate Practices in School-Based Health Education* lists best practices for creating a positive and inclusive learning environment, implementing skills-based sequential, comprehensive curriculum — aligned with the National Health Education Standards and other relevant frameworks, employing instructional practices that engage students in learning and in developing their health-related skills, assessment that measures student growth, knowledge and health-related skill development, advocating for a positive school culture toward health and health education, and maintaining high standards of practice. This can be used both to examine your current health education program and at the higher education level to prepare pre-service health educators. (FREE)

**Online Health Education Curriculum Builder** - This series of five individual courses is designed to offer individual block of learning that naturally builds teacher skills and understanding — one learning experience at a time. Module topics include National Health Education Standards, Curriculum Mapping in Health Education, Unit and Lesson Planning in Health Education, Assessment in Health Education, and Instructional Strategies in Health Education. (Fee for modules).

**Suggested Job Interview Question for Prospective Health Education Teachers** – this tool offers hiring managers with a tool and questions specifically focused on finding highly qualified candidates to teach health education. (FREE)
NHAHPERD PROGRAM ENHANCEMENT GRANT
Application

Name: __________________________________________
Address: ________________________________________
School: _________________________________________

Level of School: ___ Elementary (K-5) ___ Middle (6-8) ___ Secondary (9-12)
Number of students impacted by this equipment: _______ Grades: _______
List quantity, cost and description of equipment:

(Please respond to each of the following questions in 1 or 2 paragraphs)

How will the acquisition of this equipment enhance your program’s content?

How will the acquisition of this equipment enhance your teaching practice?

How will the acquisition of this equipment benefit your students?

**The Program Enhancement Grant is sponsored by the past presidents of NHAHPERD awarding 3 grants of $250 annually. Funds are designated for the purchase of equipment that will enhance teaching & programming at the K-12 levels in NH schools.

Criteria: 1. Must be current NHAHPERD member; 2. Receive award only once; 3. Must submit a programmatic play & student outcomes for equipment requested; & 4. Use of equipment must follow the SHAPE America/NASPE guidelines on Developmentally Appropriate Practices in PE. The application must include a letter of support from applicant’s supervisor indicating program budget for year & specifically identify the account source, school/district for deposit of these funds.

2018 NHAHPERD ANNUAL FALL CONFERENCE—Lodging Information
NOVEMBER 14—16 Waterville Valley, NH

ONE number to call with more lodging options!!

!!!MAKE YOUR OWN ROOM RESERVATIONS AT THE WATERVILLE INNS!!!
Please Call Waterville Valley Central Reservations at: 800-GO-VALLEY (800-468-2553)

Town Square ($214: sleep 1-8); Silver Fox ($105: sleep 1 – 4); Valley Inn ($105: sleep 1- 4)

Ask for NHAHPERD Conference Room Rates Before November 1st!
Rates include 9% Rooms/Meals Tax

Also this year register for the conference online at our website with Event Brite or by mail!
www.nhahperd.org
Breathe NH - Elizabeth Whalley, VP Recreation, ewhalley@sau45.org

Breathe NH Fun Pass Books are being discounted! Purchasing a Breathe NH Fun Pass book allows tons of coupons to fun New Hampshire Parks and Attractions. And yes, this coupon book does have discounts for multiple ski mountains! The pass book contributes to a great cause and benefits the nonprofit Breathe NH organization.

Breathe NH has operated under a few different names since it was founded in 1916. This organization’s focus is on critical issues relating to lung health. The group provides educational programs, advocate for public health, and support scientific research to prevent, eliminate, and treat lung disease. There are many great resources on the organization's website. One timely topic that Breathe NH helping educate youth on is vaping. Please go to Breathe NH’s website https://www.breathenh.org/ and check out all the links to resources, sign up for the newsletter and youtube channel. To purchase the Breathe NH Fun Pass book go to the fun pass tab on the website. Certain town recreation departments are also selling the Pass books. To check for a list of town recreation departments selling the pass go to https://www.nhrpa.com/Breathe-NH-Fun-Pass.

STAYING ON TASK - Kyle Donovan, Past VP Recreation—kyle.donovan3@gmail.com

Since my transition from teaching high school to elementary school, I’ve found myself working through a few personal and professional boundaries. One of the biggest obstacles I have faced is keeping my younger students attentive and on task. Given the limited time we have with our students, keeping them focused and engaged is essential to achieve our daily goals.

I start my day off breaking my students into daily teams as I take attendance. This allows me to group the students together in teams that I know will keep them less distracted in nonsense chatter and more focused on our class. In a world where the average attention span is decreasing, it is important to limit distractions as much as possible.

Breaking students into teams early on is also an effective way of having teams made for different activities throughout the class. When starting new exercises, have the students face you without anything in the background. If going outside, consider giving directions inside first before braving the outside elements. It is the small details that make the large difference in engaging our students.

Starting in a new school can be challenging, so use your resources to better understand the makeup of the class. Speak to teachers about groups of students who might not work well together, or ask about other areas they may think the class could use work in. The more knowledge about the students the better and the more on task time for the students the better the lessons will go!

Good luck everyone and have a great year!
The Lieberman-Brian Inclusion Rating Scale (LIRSPE) is a tool that can be used to support physical educators when planning, instructing and assessing students, so that all students, including those with disabilities, can be active and contributing members in the general physical education (GPE) setting. The tool addresses multiple components of the classroom environment such as introductions, support, equipment options, and classroom management protocols that will ensure students are accessing the curriculum and learning the content in accordance with the SHAPE America grade level outcomes. The tool can be used by educators to help identify areas of strength and areas in need of improvement in GPE. The tool can also be used in teacher education programs to help pre-service teachers learn about inclusive physical education environments. Most importantly, LIRSPE supports teaching professionals in making lifetime physical activity a priority for all students.

The LIRSPE is aligned with the principles of Universal Design for Learning (UDL). UDL is a research-based set of principles to guide the design of learning environments that are accessible and effective to all. In order to impact different type of learners, UDL focuses on multiple means of representation, multiple means of action, expression and multiple means of engagement. Training materials, including a video, *Universal Design for Learning in Physical Education*, features strategies based on the UDL framework specific to physical education, the tool and accompanying rubrics are available through NCHPAD [https://www.nchpad.org/1702/6814/Universal~Design~for~Learning~in~Physical~Education](https://www.nchpad.org/1702/6814/Universal~Design~for~Learning~in~Physical~Education).

In addition to the video, please find elements of the published scale below to familiarize you with some of the components.

<table>
<thead>
<tr>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start of Class</strong></td>
</tr>
<tr>
<td>• When the general physical education teacher welcomes the children into the gymnasium all of the children in the class are together including the children with disabilities</td>
</tr>
<tr>
<td>(Children with disabilities do not walk into the gymnasium late)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children with disabilities are sitting/standing with their peers and included in the instructions of the introduction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warm-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The class does the warm-up together with children performing at their own pace</td>
</tr>
<tr>
<td>(For example, children run as many laps as they can in X mins vs. requiring X laps in X mins).</td>
</tr>
</tbody>
</table>
### Speed of Play Within the Lesson
- Speed of play is varied based upon present level of performance of all children including children with disabilities so as not to leave anyone behind

(Examples include: volleyball - players use a beach ball to slow down the speed of the game; floor hockey - players use a Frisbee instead of a ball or puck; softball - hit ball off a tee; or basketball – eliminating the five second rule)

### Differentiated Instruction
- Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles

(Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling)
- The lesson provides a variety of choices to execute skills

(This may be done in stations, within the task, and task-to-task)

### Demonstrations
- Use various members of the class including children with disabilities to demonstrate skills to the class

(Only when you know they can demonstrate the skill being taught and that they would enjoy doing so)

### Use of Paraeducator
- Support staff assists the child in learning as needed
- Lesson is provided to the paraeducator before the class and explains their role throughout the lesson

### Peer-partner (when possible)
- When using partners the student with a disability has opportunities to partner with a same-aged peer (if appropriate) and not only the paraeducator when possible
- Paraeducator encourages social interactions with peers in the class when possible

### Closure
- The whole class is together and present when the teacher presents the closure/warm down of the class.

For more information on the use of the scale please go to https://www.nchpad.org/1702/6814/
Universal~Design~for~Learning~in~Physical~Education

For support implementing aspects of the scale, please contact Dr. Michelle Grenier, michelle.grenier@unh.edu

---

**Silent Auction Duty Call!**
Angela Figallo McShane, alfigallo@gmail.com

Welcome back to school! Turn in your Professional Development Requests for NHAHPERD as our conference is around the corner and it’s going to be a great one! Returning to the conference this year is our SILENT AUCTION! Dozens of items—Ski Tickets, snowshoes, restaurant gift cards, sport memorabilia, jewelry, maple syrup, movie tickets, equipment, books, art, +++! This was a great way for us to raise money to support ‘up and coming’ professionals in our field & NHAHPERD initiatives.

I am the coordinator for this event so please email me with 1. An Item you can donate for auction 2. The Amount the item is worth, and 3. Your name and email address. The Auction will last all day on THURSDAY at the conference where bids close at 9:00 p.m. alfigallo@gmail.com

NHAHPERD NEWS 13 FALL 2018
Using Teaching Styles and Instructional Models to Optimize Whole Child Learning

Eric Carpenter, Past VP PE, eric.carpenter@keene.edu

A common mantra for physical educators is ‘we help the whole child learn’. Strategies that focus on whole child learning include: planning with national standards, writing student learning objectives for psychomotor (physical), cognitive (mental), and affective (social-emotional) domains, and assessing student progress toward grade level outcomes. The purpose of this piece is to: (a) remind us that we are not alone in using a whole child approach and (b) challenge our community to reflect on instructional approaches being used to achieve learning objectives and help students progress toward outcomes.

Whole Child Approach

Quality school health and physical education programs contributing to a ‘well-rounded education’ has always made sense and now we have policy with the same message thanks to the Every Student Succeeds Act (ESSA) signed in 2015. Before ESSA, the Center for Disease Control (CDC) and ASCD (Association for Supervision and Curriculum Development) created the Whole School, Whole Community, Whole Child Model (WSCC) to improve learning and health in schools. WSCC components consist of:

<table>
<thead>
<tr>
<th>Health Education</th>
<th>Physical Education &amp; Physical Activity</th>
<th>Nutrition Environment &amp; Services</th>
<th>Health Services</th>
<th>Social &amp; Emotional Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Wellness</td>
<td>Physical Environment</td>
<td>Counseling, Psychological, &amp; Social Services</td>
<td>Family Engagement</td>
<td>Community Involvement</td>
</tr>
</tbody>
</table>

In 2016, SHAPE America published, ‘Using the Whole School, Whole Community, Whole Child Model to Ensure Student Health and Academic Success’ a position statement supporting school adoption of the WSCC. SHAPE highlighted best practices in Health Education, Physical Education, and Physical Activity that relate to WSCC components. Finally, this document reiterated that physical education is “a planned, sequential standards-based program of curriculum and instruction designed to develop motor skills, knowledge, and behaviors for active living” (SHAPE America, 2016, p. 2).

Review of New Hampshire K-12 Physical Education Guidelines revealed the term ‘optimum’ to emphasize expected program impact on student learning. Specifically, the What is Physical Education section states, “Quality Physical Education should promote, through a variety of planned activities, each student’s optimum physical, mental, emotional, and social development, and should provide activities and sports that all students enjoy and can pursue throughout their lives.” (NH Physical Education Guidelines, 2005) From SHAPE America to NH Guidelines, the assumption is that physical education programs are focused on getting results that can show student learning in all domains.

Teaching Styles & Instructional Models

Using a variety of teaching styles (Mosston & Ashworth, 1994) and/or experimenting with instructional models for physical education are ways we can ensure a holistic instructional approach. Both teaching styles and instructional models encourage a combination of direct and indirect forms of instruction. Which teaching styles and/or instructional models are you using to optimize whole child learning?

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Teaching Style</td>
<td>Direct Instruction Model</td>
</tr>
<tr>
<td>Practice Teaching Style</td>
<td>Cooperative Learning Model</td>
</tr>
<tr>
<td>Reciprocal Teaching Style</td>
<td>Tactical Games Model</td>
</tr>
<tr>
<td>Self-Check Teaching Style</td>
<td>Sport Education Model</td>
</tr>
<tr>
<td>Inclusion Teaching Style</td>
<td>Teaching for Personal &amp; Social Responsibility</td>
</tr>
<tr>
<td>Guided Discovery Teaching Style</td>
<td>Inquiry Teaching Model</td>
</tr>
<tr>
<td>Convergent –or- Divergent Teaching Styles</td>
<td>Peer Teaching Model</td>
</tr>
<tr>
<td>Learner Designed Teaching Style</td>
<td>Personalized System of Instruction (PSI)</td>
</tr>
</tbody>
</table>
Lauren Manteau, VP Elect PE – lmanteau@sau23.org

Hello everyone. I hope “Back to School” has all treated you well! My name is Lauren Manteau, I am the Vice President Elect for PE. I have started a new position in the northern part of the state and I have some very wiggly kiddos! I have been searching for some awesome idea’s to help them in and outside my classroom. In my search I came across this new trend, at least new to me, called Sensory Paths. Pictured below, and I am in the process of creating a DonorsChoice.org grant for the items to help me fund this Sensory Path Project. So what is a Sensory Path? Sensory Paths are different combinations of locomotor skills that allow students to take a break. The sensory path provides students with a connection between physical education and education. This is currently based for the elementary level, it has hopping ABC’s, numbers, “balance beams,” applying upper body pressure by pushing on the wall & other skills that allow students to think in a slightly different manner & providing a break allowing them to calm their bodies. My goal is to create this environment in a hallway at one of my schools, at the least, to see if I can provide them with this educationally productive break time.

For more information on the place where this sensory path pictured go to www.sensorypath.com.

Sarah Flaherty, Past VP PE, sflaherty@windhamsd.org; Instagram: @ms.flaherty Phys.ed.class

Hello Physical Education teachers…. welcome back to school! The students are so lucky to have the most energetic, enthusiastic, and fun loving teacher in the school (pssst… that’s you!) I am Sarah Flaherty, one of the physical educators at Windham Middle School in Windham, NH. This is my third year on the NHAHPERD board serving as the Past VP of PE. As you know, many many many students in your school would pick physical education as their favorite class. One way to start off the year on a good foot with the students is to use icebreakers and team challenges. On the hottest day of the year (so far), which happened to be our second day of physical education class, our students played “Floor is Lava”. In this challenge, we made eight teams of 7-9 students. Each group had a pile of equipment (two hula hoops, a jump rope, a poly spot, and a pinnie) and had the goal of successfully getting the whole team cross the gym floor without falling into the lava. Students were allowed to have as many people on/in the equipment as they needed. If anyone stepped off into the lava, the whole team must pick up equipment and restart.

Before we sent them on their challenge, we talked about the importance of making sure the whole group could be successful. We gave the example that not everyone is able to jump 6 ft from one hula hoop to another; maybe due to having shorter legs or a broken ankle. We also talked about the importance of character and honesty; and prepared our students to call themselves and their own group members “out” because the teacher’s eyeballs cannot always see every single thing that is happening in the room. We have a sign in the gym that says “Character is who you are when no one is watching”, which we refer students to often. As the challenged continued, we praised students on their honesty when they had to restart, for trying out different ways to move across, and to changing a plan to help another student be successful. We also added and removed equipment based on a group’s need. We made sure to debrief with each group once the challenge was complete to find out why they were or were not successful. Sidenote: one of my groups were able to cross using only two hula hoops and a pinnie, and squishing eight 8th grade bodies into a single hoop. They attributed their success to practicing before with more equipment, being comfortable with each other and trusting they were safe to all fit in one hoop.

There you go, congratulations, you just secured the title of “Favorite Class in School”. Enjoy your first few months!
Recreation Programs That Support the Development of Youth Self-Regulation
By: Tess Patry, VP Elect Recreation; tnpatry@gmail.com

Youth are faced with a variety of obstacles during their adolescence that can influence their path into their health during adulthood and make it difficult. An important factor that aids youth in navigating some of the challenges they are faced with is being able to effectively self-regulate.

Self-regulation is the ability for a child to be able to plan, guide, & monitor their thoughts, feelings, behavior, & motivation to achieve goals they have set for themselves. There is a variety of evidence that promotes family, school and athletics as youth contexts that support the development of young people’s self-regulation skills. There are new studies that now show that recreation programs are also an important context that can promote self-regulation skill development.

When designing a recreation program that will be effective, practitioners should create fun and enjoyable activities that also include developmental attributes and positive social aspects to incorporate self-regulation skills that are goal oriented, challenging and skill building. Recreation programs have the ability to teach youth how to plan, guide, and monitor their efforts they put forth. Cognitive processing, motivation and self-directed behaviors are products of these types of activities. By including social context within recreation programs, participants are provided meaningful opportunities to develop the skills to build healthy relationships between peers and adults.

Well-planned and executed recreation programs can provide critical growth opportunities for young people. These programs may directly address this critical aspect of positive youth development if recreation professionals intentionally and proactively work to incorporate self-regulation.

For further information on this topic reference the research study provided bellow!

Dear Health and Physical Educators:

The New Hampshire's Governor's Council on Physical Activity & Health was formed in 1991 by Executive Order of Governor Judd Gregg. For over a quarter century, the Council has been promoting a healthy, active lifestyle for all citizens of New Hampshire.

We would like to take this opportunity to connect with health and physical educators in our state. The incredibly important work you provide in the daily lives of New Hampshire’s youth and communities is key to keeping our state healthy. As a Council, it is with this in mind we seek your thoughts about our current work and reach out to you for engagement and direction for the years to come.

Over the past few years, the Governor’s Council on Physical Activity and Health has been working on a series of strategic priorities. At this year’s NHAHPERD Conference we will share those with you and discuss ways health and physical educators and the Council can work together in the years ahead. Last year the Council revised its Mission, Vision and Goal Statements. Today they read:

**Mission:** The Governor’s Council on Physical Activity and Health promotes a healthy, active lifestyle through education and advocacy for a healthier New Hampshire.

**Vision:** “Our New Hampshire communities embrace & support an active and healthy culture for all.”

**Goal Statement:** “Expand awareness of the Council’s role in promoting & improving physical activity & health in New Hampshire.”

To accomplish our goals we must expand relationships across our state with our “partners in health.” With the common goal of advancing healthy lifestyles for all of our citizens, we look for partners that are able to create more awareness around and participation in our three major events:

- The Granite Walk of Ages
- The Granite State 90 Day Challenge
- Nominations for our annual Outstanding Achievement Awards

We hope to meet you in November! Look for our session offered on Friday and come to our table in the exhibit area. As always, have a physically active and health-inspired day. More info at: www.nhmoves.org

Sincerely,
Debi Clark Valentine, Chair -NH Governor’s Council on Physical Activity & Health
Marcia McCaffrey, Dept. of Education, Education Consultant – PE and the Arts
As we enter the new school year, SHAPE America is excited to announce more details around SHAPE America’s new signature initiatives. These new community & school-based programs will offer more choices for educational fundraising & service-based activities that support effective health & physical education programs. Over the last few months, members have given us much feedback about future programs — and we listened when you said you want to support worthy causes, but in a fun & simple way. This fall you will have the opportunity to join SHAPE America as it takes its first steps in this new MOVEment!

**Virtual Race**

Health and physical literacy can be a life-changer for all children. SHAPE America knows that a focus on effective instruction and implementing an evidence-based, standards-based curriculum with measurable objectives for all students has the power to help students live their best lives. It’s a simple, but powerful belief that drives everything we do.

As part of our goal to build 50 Million Strong, SHAPE America is dedicated to giving back to communities in high-need areas across the country. As such, SHAPE America is making the commitment to support 10 eligible schools through the SHAPE America **Impact Schools** grant program, to help grow and build effective health and physical education programs within their schools.

The SHAPE America **Impact Schools** grant program will provide much needed funds to schools to enhance health and physical education programs in high-need areas across the nation, while helping teachers continue their studies and build expertise that improves student outcomes. In the next few weeks, we will launch a community-based virtual race which will give you the opportunity to directly support the development of these critical funding opportunities for HPE programs in high-need areas across the country. Get your sneakers ready. Our **virtual race will start mid-October** and culminate the week of Giving Tuesday (November 27)! With this race, you choose your starting line — whether that’s on your treadmill, neighborhood street or nearby school track — and complete the race distance on your own time, at your own pace. Register as an individual or as a team with your friends, colleagues or students. With dedicated educational materials, you can even incorporate the race into your classroom or employee wellness program if that works for you!

**School-Based Pilot Program**

In January 2019, we will pilot an educational school-based program targeted at the elementary level. The program will be offered on a limited basis during the pilot period, with a national kick-off expected for the 2019-2020 school year. This program will focus on core areas related to health and wellness and will include new standards-based classroom and event resources for teachers. During these pilot tests, a portion of the proceeds will be donated back to participating schools.

SHAPE America will also be working with our state affiliates to pilot, build and grow these programs over the coming year. With both new initiatives, a portion of the funds raised will be used to support both SHAPE America and the state affiliates as we work toward our collective goal of putting all children on the path to health and physical literacy.

Ready to make an impact in your community? In the upcoming weeks, be on the lookout for more about the programs and ways in which you can join SHAPE America’s new MOVEment!

Looking to become one of our 10 Impact Schools? The program application portal is now open! www.shapeamerica.org/grants/SHAPE_America_Impact_Schools_Application.aspx

If you have any questions, feel free to email SHAPE America at ytaji-farouki@shapeamerica.org.
Jacqueline Laufman, VP Elect - Dance, jacqueline.laufman@gmail.com

“A real education has to give equal weight to the arts, the humanities, and to physical education.”

-Sir Kenneth Robinson, TED Talk 2013

Creativity expert Sir Ken Robinson challenges the way we’re educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

A popular speaker at TED conferences, Robinson has given three presentations on the role of creativity in education, viewed via the TED website and YouTube having over 80 million times.

Bring on the Revolution
Here Sir Ken Robinson outlines three principles crucial for the human mind to flourish – and how current American education culture works against them. In this poignant, funny follow-up to his fabled 2006 talk, Sir Ken Robinson makes the case for a radical shift from standardized schools to personalized learning -- creating conditions where kids’ natural talents can flourish. (2013) https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution

Changing Education Paradigms
Crafted with animated-illustrations, this talk is truly amazing and fast paced! In 2010, the Royal Society for the Encouragement of Arts, Manufactures & Commerce animated one of Robinson’s speeches about changing education paradigms. Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures (rather than undermines) creativity. The video was viewed nearly half a million times in its first week on YouTube and as of December 2017 has been viewed more than 15 million times. (2010) https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Cultivating Creativity
Sir Ken Robinson makes an entertaining and profoundly moving case for creating an education system that nurtures (rather than undermines) creativity. Robinson's presentation "Do schools kill creativity?" is the most watched TED talk of all time as of last year, currently 52 million views. (2006) https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

NHAHPERD & PE Central have teamed up!
NHAHPERD Members can receive 10% off Online Professional Development Courses
With over 50 courses in Physical Education/Health to choose from, Including some Graduate Courses!
PLUS, when you purchase a course, you'll be supporting NHAHPERD.
5% of sales through the link below, go to support our association!
To receive 10% off use coupon code: NHAHPERD during checkout. To get started copy and paste the web address below in your browser, then click on the link from there.

https://www.pecentral.org/nh/
In the summer of 2009, I spent many an hour on my tractor going round and round in circles on my 120 acre hay and beef farm fields thinking about retirement. Even though I was only 59 years old, the Berlin School District had a 3 year retirement plan, whereby you could submit your letter of intent, get a nice little financial stipend for each of the 3 years, and retire either the first or second year, but you had no choice but to retire after the 3rd year. That would put me at 62 years of age, eligible for not only my pension but social security too.

Since the fall of 1978, I had been a physical education/health teacher, coach and athletic director at Berlin Junior High, and Hillside Elementary School in Berlin, NH, and a member of the NHAHPERD since then. I had the privilege of attending Plymouth State College/University graduating from there in 1976, with many of you who I used to see either at reunions at PSC and/or at the NHAHPERD conferences at Waterville Valley, as well as coached/with and against over the years. One good friend and fellow PSC alumni (’76) who I have seen every year at the conference and at numerous functions, especially field hockey games in the North Country, who is one main reason our association has been so successful and vital to all involved is Dianne Rappa.

Following up with just a little more of my background, I graduated from the Thompson School of UNH, with a degree in Forestry Technology, joined the U.S. Navy in May of 1969, spent 6 years (4 active, 2 inactive) there, and came out of active duty in August of 1973, headed, after some life-altering experiences, to pursuing a career in the physical education/coaching/recreation field. After graduation I worked as an athletic director at the NH Technical College in Berlin, as a recreation director in Whitefield, NH and finally landing a job as a teacher at BJHS, also doubling up as a volunteer recreation director in Milan for many years.

I have coached most every sport from elementary school to small college athletics, and everything in between, and even spent one year as the Berlin Middle School Assistant Principal with Tony Urban as my boss. My wife, Melinda and I raised 3 boys, who were all involved in sports, particularly baseball and basketball throughout their elementary, junior high school, high school and college. In the middle of all of that and particularly the past 20 years of so, I have run a 120 acre beef and hay farming operation on the family farm which has been in the family for the past 97 years. So I have been a relatively busy guy most of my adult life.

So when this retirement thing came to reality, I wasn’t sure how I would respond. I had the 3 years to think about it, plan for it and clean out my files and office that I had “lived” in for 34 years, which, at that time, was over half my life. In the spring of 2012, I walked out the gymnasium doors on High Street for the last time. There was a part of me that was relieved and a part of me that grieved. I went “cold turkey” from the teaching and coaching life, vowing I would not be a substitute teacher and no matter how hard AD’s tried (and they did) I did not take on any coaching jobs. Bus trips from Berlin south were not on my “to do” list! There were no more sleepless Sunday nights, thinking of the week ahead, no more burning the midnight candles strategizing about the big game coming up, or how to handle a troubled child or getting the budget submitted by the deadline. Ah, such welcome relief!

I was no longer on the big stage, with hundreds of little eyes watching my every move from 7:30am-2:30pm, for 180 days a year, 6,120 days for a career. No longer would I be dictated by the time, by the bells or by the schedules. No more sitting around in faculty meetings having the principal reading the faculty manual to us on a hot, sunny day in late August. Instead I could sleep in, do my chores on the farm at my leisure; all I had was my herd, my machines, my labor and my land. My wife was still working her full-time job, the kids were out of the house, and unfortunately our 13 year old Golden Retriever had to be put down that spring, so despite the relief I was lonely. I was able to tackle some projects that had been put off for 30+ years, and I could sleep till 7:00am and stay up late for Sunday, Monday and Thursday night football without suffering the next day in school.

The digital clock next to my side of the bed was moved to Melinda’s.

But I silently suffered physiologically, and as we physical education teachers always stressed, physically, mentally, emotionally and socially. I did get involved with delivering food boxes to older shut-in people, worked in some food pantries and visited once a week at DD in Berlin, as was still involved with church activities, and later coached an adult Special Olympics Basketball team. But there was something missing. Being relatively healthy over my years of teaching, various aspects of my health even suffered.

I still found myself thinking about standing at my post in the gym at 7:30am, greeting the 300 or so kids that came through the gym at that time and being in that same spot at 2:10pm, to say good bye to those same kids. There were no practices to organize and run, no bus trips, no after school activities to supervise. What I was missing, was what I loved about teaching-ministering to children/students/athletes, seeing them excel and show joy in the gym, talking to them about their lives, their goals, and as a golden apple award I received one time states, “one who sees the dreams and yearnings of every student as an opportunity to motivate and guide each toward a tomorrow of great promise”. I enjoyed the relationships with some of the teachers and administrators I worked with, but I truly missed the kids! To those of you who genuinely love what you do, you know exactly what I am talking about.

For those of you who are contemplating retirement, it is a good idea to have a plan to enjoy those years ahead. Maybe retirement isn’t the right word, because in my case I just stopped doing one thing and concentrated on doing something else. How one responds to retirement is based on how much you enjoyed what you were doing while you were “working”. I hear many people, teachers included, who did not like what they were doing, are glad to be out of the rat race and are totally enjoying retirement, much more than they did when they were working. Others complain no matter what!

I personally have no regrets about retiring from teaching in the Berlin School system-it was time, from a physical and emotional point of view. But it doesn’t mean I stopped doing what I enjoyed and felt I was fairly successful at. I just needed some time to rest up, recover and eventually move on. Now I have 6-10 young teens who help me out here on the Enman Farm-I can teach them about fitness, techniques of throwing hay bales, splitting wood and weeding gardens, in addition to working together as a team and gaining physical and social strength. I meet with adults weekly for coffee and conversation, with no time restrictions. The local paper hired me to be a part-time sports’ reporter, working with local sports’ teams, and writing human interest stories and including various topics all relating to my lifetime work-athletics and people.

Find a passion that fits you and go for it now. We aren’t getting any younger.
**Need Financial Help to Attend NHAHPERD for your School?**

Envelope Postmark Date: ________________

APPLICATION FOR NHAHPERD SUBSTITUTE PAY GRANT PROGRAM
WATERVILLE VALLEY CONFERENCE CENTER
NOVEMBER 14 – 16, 2018

PLEASE FILL IN BELOW:

NAME: _______________________________________________________

*Please check preferred mailing address

_____ School/Business Address    _____ Home Address

Work: __________________________ Home: __________________________

email: __________________________ email: __________________________

** PRIMARY AREA OF INTEREST: (Please check appropriate area(s)**

____ Physical Education  ____ Health  ____ Recreation  ____ Dance

** LEVEL OF EMPLOYMENT: (Please check appropriate area(s)**

____ Preschool  ____ Elementary  ____ Middle  ____ Secondary

____ College/University  ____ Agency  ____ Other: _______________

Professional Membership: Member  Yr. Join  Attend Convention, Yr.

State AAHPERD: ___________  ___________  ___________

SHAPE America: (AAHPERD) ___________  ___________  ___________

Other Membership: (NRPA, YMCA) ___________  ___________  ___________

I would like to attend the NHAHPERD Fall Conference in Waterville Valley on the following dates: _______________________________

Signature of administrative authorization:

__________________________________  _______________________

Signature  Position

Amount required for substitute reimbursement: $ _______________

There are five $75/person grants available for NHAHPERD members –
(if selected, your school/agency will be reimbursed upon your attendance.)

Please return to: Dianne Rappa, Chair, P.O. Box 123, Bath, NH 03740

Deadline: November 1, 2018? 's: 747-3508; drappa@roadrunner.com
Dear NHAHPERD,

Thank you again for all that you do to support physical education. Let me know how I can help you!

Northeast Regional Manager
Nick Kline
nkline@usgames.com
607-423-4403
Twitter: @PEtop5

Physical Education Checklist:

OPEN Curriculum Resource
OPENphysed.org is free, customizable, and aligned with the national standards.
OPEN has resources to support K-12 physical education, recess/after-school, active classroom, & early childhood.

Quality Equipment
As you plan PE budget, contact us for a hassle-free quote. US Games (www.usgames.com) has a 100% satisfaction guarantee. Mention this ad for a discount!

Professional Development
Our Presenter’s Network (www.usgames.com/presenters) has grown substantially!
Each workshop is tailored to meet the needs and expectations of both teachers and administration.

FitnessGram
Teachers can’t manage what they don’t assess. Visit their website for more information: www.fitnessgram.net. The latest software updates have made this fitness assessment tool better than ever.

How to Access OPEN
Step 1: Visit www.OPENPhysEd.org
Step 2: Select “Register for FREE”
Step 3: Fill in your information
Step 4: Go to “Curriculum Resources”
## DRAFT Schedule—Thursday November 15, 2018

### Registration in Speakeasy

**Exhibits with morning refreshments**

<table>
<thead>
<tr>
<th>Time</th>
<th>Waterville Valley</th>
<th>Osceola Snows</th>
<th>Tecumseh</th>
<th>Tyler Springs</th>
<th>Deep Woods</th>
<th>True Grit</th>
<th>Cascades</th>
<th>Sports Center 1</th>
<th>Sports Center 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 - 4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:45</td>
<td>Keynote set-up</td>
<td>2017 Teacher of the Year Award Winners</td>
<td>Favorite Warm Up Activities</td>
<td>Assessment Themed Carpenter</td>
<td>Healthy Relationship Ed. In Classroom Merrifield</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50 - 9:50</td>
<td><strong>Keynote &amp; Business Meeting</strong> - Brandon Herwick—‘☺ Make Life Better Moving ☺!’ Located in Waterville Valley room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Lunch set-up</td>
<td>OPEN K-5 Dance Party Herwick</td>
<td>Yoga Fitness Now Foster</td>
<td>Physical &amp; Health Literacy for all Children Cleland</td>
<td>Skills-Based Health Ed 101 Alperin</td>
<td>The Performing Mind (Part 1) Strombom</td>
<td>Large Scale Board Games Butler</td>
<td>Large Scale Board Games Butler</td>
<td></td>
</tr>
<tr>
<td>11:10-12:10</td>
<td>Lunch</td>
<td>Drum-azing Movement Keeler</td>
<td></td>
<td>Redesigning PE Programs Leavis,Bicchieri, Rich</td>
<td>Building Your Skill-Based Health Ed.Toolbox Alperin</td>
<td>The Performing Mind (Part 2) Strombom</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-1:10</td>
<td>Lunch</td>
<td>Universal Design for Learning Grenier</td>
<td>YOU Can Teach YOGA Too! Patch</td>
<td>Health Ed. Performance Task Woodland/Vallee</td>
<td>Life of an Athlete Coach Training Bresslin</td>
<td>Retiree Network Lunch Meeting</td>
<td>Golf In School Sargent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-2:10</td>
<td>Lunch Breakdown</td>
<td>Drumming In PE McNamara</td>
<td>Using Skill-Based Health Education PSU Students</td>
<td>Girls on The Run is so Much FUN! Cissel</td>
<td>Epilepsy Crowell</td>
<td>Bike-Walk Alliance Bedard</td>
<td>OPEN Instant Activities +FUN = Best Class Ever! Herwick</td>
<td>OPEN Instant Activities +FUN = Best Class Ever! Herwick</td>
<td></td>
</tr>
<tr>
<td>3:20-4:10</td>
<td>Breakout EDU Pollard, Heath</td>
<td>Contra Dancing in NH Laufman</td>
<td>Historical Games Gleich</td>
<td>Panel Discussion: Student Wright</td>
<td>Increasing Skill Competency in Health Ed. Pound</td>
<td>Rookie Rugby Jackson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:20-5:00</td>
<td>Spikeball Tournament/Osceola Snows Tecumseh; Aqua Aerobic 4:30 - 5:15 pm. Sport Center Pool</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30 - 7:00</td>
<td>WV - Cash Bar Social; 7:00 - 7:45 WV - Awards Banquet Plater Dinner for $25/$35 onsite; 7:45 - 8:30 Awards Ceremony Open to All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 - 9:30</td>
<td>Silent Auction ends 9:00 p.m., Free Ice Cream Sundae Social, Trivia Night/Team Prizes following Awards Banquet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# DRAFT Schedule—Friday November 16, 2018

**Plymouth State Alumni Gathering/Breakfast** in Speakeasy  
**Registration** - Main Desk outside Waterville Room  
**Exhibits with morning refreshments**

<table>
<thead>
<tr>
<th>Time</th>
<th>Waterville Valley</th>
<th>Osceola Snows</th>
<th>Tecumseh</th>
<th>Tyler Springs</th>
<th>Deep Woods</th>
<th>True Grit</th>
<th>Cascades</th>
<th>Sports Center 1</th>
<th>Sports Center 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 - 9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 - 2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:50</td>
<td>DX Games Hastings</td>
<td>Drum-azing For Wellness Keeler</td>
<td>Yoga Fitness Now Foster</td>
<td></td>
<td>Your NH Governor's Council PE/HE McCaffery</td>
<td>1st/2nd yr Teacher Panel Poulin</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Alternative Teaching Methods Johnson/PSU Students</td>
<td>Dance Cleland</td>
<td>Integrating Yoga &amp; Mindfulness for (K-5) Biese</td>
<td>Why Every PE Class Needs a Projector Tiller</td>
<td>Presidential Youth Fitness Cucina</td>
<td>What's Happening in NH McCaffrey</td>
<td>Northeast Passage Zendon</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10:00 - 10:50</td>
<td>Circus Skills Davis</td>
<td>Intro to Hip-Hop &amp; Step Dance Patry</td>
<td>Integrating Yoga &amp; Mindfulness for (6-12) Biese</td>
<td>Student Panel Alger</td>
<td>Demo Favorite Activities (PSU Students) Cucina</td>
<td>Nutrition Updates Normandin</td>
<td>Circus Arts &amp; Make Own Equipment Gleich</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 - 12:40</td>
<td>Lunch</td>
<td>No Sessions During Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 - 1:45</td>
<td>Contra Dancing In NH Laufman</td>
<td>First Push - Introduction to Skateboarding Lambert</td>
<td>Beyond The Mat Fish</td>
<td>Physical Activity Program Carpenter, Destani</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluations, Door Prizes, Q &amp; A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NHAHPERD Annual Conference, Waterville Valley – November 14 – 16, 2018

2018 CONFERENCE PREREGISTRATION AND MEMBERSHIP FORM

Name: ___________________________________ *Please circle preferred address (Home/Work)
(Home) School/Business Name: _________________________________
(Work) Address: ___________________________________________
School/Business Name: _________________________________
Address: ___________________________________________
_________________________________
Phone: _____________________________ Phone: _________________________________
_________________________________
Email: _____________________________ Email: _________________________________
_________________________________

*Please check one interest area in each column

<table>
<thead>
<tr>
<th>INTEREST AREA</th>
<th>RESPONSIBILITY</th>
<th>EMPLOYMENT LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Health</td>
<td>____ Teacher</td>
<td>____ Pre to Elementary</td>
</tr>
<tr>
<td>____ PE</td>
<td>____ Student</td>
<td>____ Middle</td>
</tr>
<tr>
<td>____ Recreation</td>
<td>____ Retiree</td>
<td>____ Secondary</td>
</tr>
<tr>
<td>____ Dance</td>
<td>____ Administrator</td>
<td>____ College/University</td>
</tr>
<tr>
<td>____ Other</td>
<td>____ Other</td>
<td>____ Agency</td>
</tr>
</tbody>
</table>

Membership is required for Conference Attendance & IS included: $30 Professional; $15 Student
PREREGISTRATION FEES WITH MEMBERSHIP & HANDOUT BOOK INCLUDED: (check one)

- Professional Two Days - $120 Professional One Day - $90/ Th. Fri. ____
- Student Two Days - $65 Student One Day - $50/ Th. Fri. ____
- Retiree Two Days - $90 Retiree One Day - $70/ Th. Fri. ____
- Preconference Outcomes, Assessment, Competency Workshop Wed. 11/14 – 6 - 8:00 pm: $10
- $30 for Thursday night Awards/Banquet Dinner Ticket – Chicken _ Fish _ Veg _

** Any Dietary Restrictions? _____________________________ TOTAL ENCLOSED: $_____

(S10 increased registration for professionals/students if postmarked after 11/3)

****$25 increased ONSITE registration fee for ALL Professionals and Students

PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740

*Registration Fee includes: handout book, morning refreshments, buffet lunches, exhibits, door prizes, +

*Would you be interested in a 2GB thumb drive w/handouts available for purchase at conference? YES__NO__

Please check if you do not wish to receive a printed newsletter in the mail ____