Enjoy this electronic issue of The Bulletin. Thank you to all contributors for the following

Amanda Amtmanis
Social Emotional Learning

Bonnie Edmondson
Newly Revised Master of Science Program in School Health Education

Mike Ginicola
Apps DuJour

Nick Kline
OPEN Tools and Resources

Rob Silliman
Unintended Outcomes

Joe Velardi
CAS – Opioid Curriculum

Additional News

CTAHPERD Fall Conference & Awards Reception Photos
New Member Benefit from PE Central
CTAHPERD Regional Workshop
SHAPE America National Convention

Thank you Conference Chair and Past President Jan Bishop for a great conference!

Thank you Norwich Free Academy dancers under the direction of Ashley Caldeira, CTAHPERD VP Elect for Dance!

Congratulations to ECSU – 3 peat winners of the Dee Perrelli College Bowl!
In our work on Standard 4 and developing our social emotional learning, we have been weaving SEL into our PE activities. In this activity, students worked with a partner to cover all of the spaces on their game board by taking turns dribbling to different spots around the gym that named an emotion that would be an appropriate response to a variety of different scenarios. The game had levels. In level 1, a shooter simply needed to hit the rim or backboard in order to collect the card. Once the team completed their board, they got a new board with different scenarios. In level 2, they had to hit the rim or score the basket to get a card and they could not repeat emotions. In level 3 (new board, new scenarios), they had to actually make the basket to collect the card and they had to score at least once at each of the 4 baskets in the gym to complete their board which made them think a little bit harder about which emotions someone might feel in each of their different situations.

This activity allowed for many practice attempts for dribbling, shooting and passing (back to your team mate when you have scored and are retrieving your card). It also allowed us to spend some time thinking about our emotions and working on developing empathy.

A great source for Social Emotional Learning resources (like these cards and scenarios) is our pupil personnel staff (school psychologist and school social worker) which is who I borrowed these materials from, as well as Teachers Pay Teachers, which is where they got these resources.
**APPS DU JOUR**

Mike Ginicola, VP Elect Dance
Stratford Public Schools

**Tabata Pro ($3.99)**

Tabata Pro was made for professional trainers and athletes who need a HIIT (high intensity interval training) timer, but it works great for any educator who needs a simple app to control the timing for lesson activities such as stations or centers. Are you someone who has trouble keeping track of station switches in class? Tell the app how many station changes you want, and how long each should run for, along with how much time in between (so they can clean up their previous stations and get to the next one). Hit “start” and walk away to help students. The app will do the work for you. It’s fully customizable and has a split screen for multitasking. Each split has a Workout DJ that plays music you set from your playlists during the session.

**iDoceo ($11.99)**

iDoceo is a powerful teaching assistant that I’ve used for 3 years on the iPad. You can add an unlimited number of students and classes. It’s a bit costly, but once you buy it, you get the full app and unlimited updates. There are no additional subscriptions or in app purchases. iDoceo works completely offline, with no internet connection required. All your data is only stored locally in your iPad, not in cloud or external servers. Therefore student data is secure!

**Unintended Outcomes from Student Created Games**

Rob Silliman, President Elect
Plainville Public Schools

I have been struggling for years to find the right lesson during CT Fitness Assessment season for my 4th and 5th graders. Students had difficulty hearing the cadences when the rest of the class did a whole group game and stations created rigid time blocks that were a difficult fit into testing. Last year, I decided to try student created games. Students worked in groups to create games with a focus on the components of fitness. They worked in small groups for several classes to plan and practice teaching their game. Then they had the opportunity to teach the game to the whole class.

The lesson itself went well, but the greatest benefit was an unintended one. As students started to teach their games, they started to notice that parts of the game were not safe, were too difficult/easy, or created too much waiting time. Students were constantly “revising” and “editing” their games based on their own observations and feedback from their peers. Student also noticed that the behavior of their students greatly determined the success of the game, no matter how well the game was planned.

Debriefing discussions after the games made the whole process worthwhile. Students reflected, “I now understand why we have certain rules to make the game safe, even though they make the game less fun” and “Teaching is really hard, especially when people are talking when you try to give directions.” Students noticed the value and importance of reflecting on their game, just as their writing in class, as a way to improve both. They reflected on the difficulties of teaching and the balance of, “too much talking and not enough directions.” It was amazing to see the pride that students had in themselves and their work as they shared their final product with the group.

“Choice and Voice”

I am not sure why it surprises me when a lesson that allows for choice and voice is so successful. This lesson once again reminded me how engaged students will be when they have ownership of their learning. Content is content; what makes a lasting impression is not what students learn but how they learn.
CTAHPERD Region II Workshop 2019

Title: Teaching about Sexual Violence and Consent
Dates/day, time: Thursday, March 7, 2019, 4-6PM (snow/inclement weather date: Thursday, March 14, 2019, 4-6PM)
Location: Staples High School, Room 186
Address: 70 North Ave, Westport, CT 06880

Presenters: Jessica Feighan from The Center for Sexual Assault Crisis Counseling and Education
Jessica Feighan is the Director of Education, Outreach, and Operations at The Center. She schedules all of the community education, organizes the outreach, and supports the Executive Director with operational policies and procedures. She brings with her two years of retail management and five years of experience in education. Jessica received a Bachelor’s Degree in English and a minor in Theater from The University of Rhode Island and a Master’s Degree in Elementary Education from Sacred Heart University.

Jennifer Mittene, CTAHPERD Region 2 Director; Health and Physical Education teacher, Staples High School, Westport CT; Recent CTAHPERD Vice President for Health.

Description of workshop: This workshop will begin with a presentation from an educator from The Center for Sexual Assault Crisis Counseling. She will speak on the topics of Sexual Harassment and Assault. Following the presentation will be an introduction of activities teachers can use to teach the concept of consent in a health or physical education class by

Additional information about the Center:
The Center for Sexual Assault Crisis Counseling and Education, located in Stamford, provides a variety of programs and services to the eight towns of lower Fairfield County. We provide services for primary and secondary victims, ages 14+. Free, confidential crisis counseling in English, Spanish, and Haitian Creole Support groups:
• English speaking, Spanish speaking, ASCA (Adult Survivors of Child Abuse) 18+
• LGBTQ+ Survivors 16+
• Trauma-Informed Yoga and Art Therapy
• Writing Release Workshop for Survivors
• Ongoing support groups for various organizations and schools throughout the community
• 24-hour hotline in English and Spanish by trained, certified advocates
• Includes hospital and police accompaniment
Prevention Education
• Age and developmentally appropriate conversations in elementary, middle, and high schools
• Sports teams
• Child Sexual Abuse and Mandated Reporting
• Sexual Harassment in the Workplace
• Colleges (NCC and UConn Stamford)
• Churches, DV Task Forces, Live Girl, Parents, Boys and Girls Clubs, Camps, School Staff, etc. (anyone who wants any sort of training or conversation/presentation around sexual violence)
SAFE Program – Sexual Assault Forensic Examiners
• Train medical staff to complete forensic exams on patients

Registration closing date: March 1, 2019 – Questions: Call Jennifer Mitteness at: 203-341-1266

Online registration is $25. http://www.cvent.com/d/m6q7sf
Mail in registrations discounted fee is $20. (Make check out to CTAHPERD)

Send to: Jennifer Mitteness, Staples High School, 70 North Ave, Westport, CT 06880
$20 for CTAHPERD members, $40 for non-CTAHPERD members
$5 for retired members, Free for CTAHPERD undergraduate student members

Name: ____________________________________________________________________

School/Agency: ____________________________________________________________________

CTAHPERD Membership Number: ________________ (must be current as of March 31, 2019)

Address: ____________________________________________________________________

Phone: ______________________________  Email: ______________________________

Amount enclosed: ________________

Newly Revised Master of Science Program in School Health Education

Southern Connecticut State University is currently accepting applications for the first cohort of the newly revised Graduate Program in School Health Education. This program prepares educators for leadership roles in the field of school health education. Our mission is to prepare leaders with the skills and knowledge to coordinate, teach, and advocate for school health education programs for grades pre-K through twelve. Additionally, this program meets the requirements for certified teachers seeking a cross-endorsement in health education.

Students will be engaged in a contemporary program addressing curriculum development; selection and design of assessment strategies; skills-based teaching strategies; program planning, promotion, and evaluation; advocacy; and health communications. This graduate program is designed to support the individual learners through real-life experiences and whenever possible, application within their current school communities. Courses in this 30-credit program are offered in online, hybrid, or on-ground format (planned launch in Fall 2019).

For Additional Information
Bonnie J. Edmondson, EdD, Associate Professor
Graduate Program Coordinator, School Health Education
Southern Connecticut State University
Edmondsonb1@southernct.edu
203-392-5360
CTAHPERD Fall Conference 2018
Awards Reception, Thursday, November 15, 2018

Bronson Starsiak, Simsbury
Young Advocate Award

Luke Clavet, ECSU
Gibson-Laemel Scholarship

Amy Gagne, CCSU
Gibson-Laemel Scholarship

Amanda Torres
Milford Public Schools
Outstanding Program Award

Danielle McAuley, Joe Velardi
Regional School District 15
Outstanding Program Award

Macdonough Elementary Staff
Middletown Public Schools
Recognition Award for Advocacy and Support
Kathleen Walling was honored posthumously with the Pathfinder Award.

Tracy Tyrrell, Wallingford
Elementary PE TOY

Bryan Plona, Berlin
Middle School PE TOY

Darren Robert, ECSU
Professional Service Award

Deborah Petruzello, Middletown
Professional Service Award

Edward Manfredi, Farmington
Professional Honor Award

Andrew Chasse
Honorary Layman Award
DEAR CTAHPERD MEMBERS

My name is Nick Kline and I am from Cortland, NY where I taught physical education for 10 years. I obtained my National Board Certification in 2012.

Although I loved teaching, I had the opportunity to collaborate with a team of physical education professionals. We formed a development council to create OPEN (www.OPENphysical.org). This FREE customizable resource was designed to increase physical activity and promote high-quality PE.

If you have time, you can also view a highlight video http://tinyurl.com/OPEN7-15. I would be happy to discuss how OPEN can positively support the physical education teachers in your district. Please reach out to me by email at nkline@usgames.com.

OPEN has FREE tools and resources to support:

- **Early Childhood**
  - OPEN – Early Childhood (EC)™ is practical and easy to use. Lessons will focus on one of these six categories: Health/Wellness, Locomotor Skills, Manipulative Skills, Movement Concepts, Social & Emotional Development, and Balance.

- **OPEN K-12**
  - OPEN has many great features, including depth of knowledge questions, assessment options, Danielson reflection guides, Marzano strategies, and more. OPEN was created using a backwards design to align with the National Standards and Grade-Level Outcomes. Attached is a sample activity called “Jump Rope Battle Bags.” Customize this lesson by using an exercise (i.e. push-ups) in place of jump roping.

- **60+ Activities**
  - In this section, OPEN has games and activities for staff that work with after-school programs and summer camps. The ‘60’ represents the sixty minutes of moderate-to-vigorous physical activity (MVPA) that the CDC recommends youth get every day.

- **Active Classrooms**
  - OPEN’S Tools for Creating Active Classrooms is a new resource designed specifically for classroom teachers who understand the value of routine physical activity for their students. This growing collection of resources features active games and learning activities designed to build academic language vocabulary for healthful living and nutrition education.

- **Active Homes**
  - The tools and resources on the page are designed to help families enjoy physical activity together as a way to enhance physical and emotional health and well-being. Also attached are DEAM Calendars that you can send home to increase family engagement.

If you have any questions, please do not hesitate to let me know.

Sincerely,

Nicholas Kline

Nicholas Kline, vact  Email: nkline@usgames.com  Mobile: 607-423-4403
Dear CTAHPERD,

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”
TOOLS FOR LEARNING

JUMP ROPE

JUMP ROPE BATTLE BAGS

INTERMEDIATE (3-5)

STUDENT TARGETS

- Skill: I will do the correct number of consecutive jumps in a row using a self-turned rope.
- Cognitive: I will identify the fitness components that this activity enhances.
- Fitness: I will explain why this activity can enhance my fitness.
- Personal & Social Responsibility: I will work cooperatively with my partner.

TEACHING CUES

- Elbows In
- Wrist Circles
- Two Feet Together
- Jump to a Rhythm

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 9 low profile cones for boundary and mid line
- Jump rope for each student
- 12 hula hoops
- 12 dice
- Bean bags (about 5 bags per hoop)

Set-Up:
1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the mid line
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area

Activity Procedures:
1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team’s beanbags and be the team with the fewest remaining bags when the game is over.
3. You’ll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a beanbag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you’ll both run to 1 of your team’s hoops, take 1 bean bag each, and toss it into 1 of the other team’s hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Grade Level Progression:
- 3rd: Play the game as described.
- 4th & 5th: Increase intensity with a star jump (or other exercise) in between jumps and running to collect a bean bag.
TOOLS FOR LEARNING JUMP ROPE

JUMP ROPE BATTLE BAGS

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to use an “invisible” jump rope when playing this activity.
- Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- Students focus on turning a shortened rope beside them, without jumping.
- Pair students with limited mobility with students with full mobility. One student turns a rope, the other jumps.

ACADEMIC LANGUAGE

Consecutive, Cooperate, Health-Related Fitness, Vertical, Praise, Accept, Actively Involve

STANDARDS YOU COME ADDRESS

- Standard 1 [E4.3] Jumps and lands in the vertical plane using a mature pattern (3).
- Standard 3 [E3.3-5] Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); identifies the components of health-related fitness (4); differentiates between skill-related and health-related fitness (5).
- Standard 4 [E4.3-5] Works cooperatively with others (3a); praises others for their success in movement performance (3b); praises the movement performance of others both more- and less-skilled (4a); accepts “players” of all skill levels into the physical activity (4b), Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- DOK 1: What are the components of health-related fitness?
- DOK 2: How did this activity help to enhance your health-related fitness?
- DOK 3: How could we adapt this activity to focus on other aspects of health-related fitness?
- DOK 1: What does it mean to actively involve someone?
- DOK 2: How is our class environment affected when you work to actively involve others?

TEACHING STRATEGY FOCUS

Help students practice skills: Jump Rope Battle Bags adds variety to jump rope lessons while providing ample opportunity for students to practice basic jumping skills. This unique, game-based practice environment provides challenge and interest while helping students develop skill competency and confidence.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>Commercials during practice. Perform 4 sets of each, do any pool. Do a walk.</td>
</tr>
<tr>
<td>Friday</td>
<td>Commercials during practice. Perform 4 sets of each, do any pool. Do a walk.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Commercials during practice. Perform 4 sets of each, do any pool. Do a walk.</td>
</tr>
<tr>
<td>Wednesday</td>
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</tr>
<tr>
<td>Sunday</td>
<td>Commercials during practice. Perform 4 sets of each, do any pool. Do a walk.</td>
</tr>
</tbody>
</table>

**February Drop Everything and Move**

**DEAM Calendar**

- Teacher: [Name]
- Name: [Name]
## March Calendar

**Saturday**
- **9:** Play with a friend.
- **10:** Jump jacks.
- **11:** Minute exercise.
- **12:** Drink water.
- **13:** Jumps over fence.
- **14:** March. Take 5 minute break.
- **15:** Dance.
- **16:** Minute exercise.

**Sunday**
- **1:** Play with a friend.
- **2:** Minute exercise.
- **3:** Dance.
- **4:** Minute exercise.
- **5:** Dance.
- **6:** Dance.
- **7:** Minute exercise.
- **8:** Minute exercise.

**Monday**
- **9:** Minute exercise.
- **10:** Dance.
- **11:** Minute exercise.
- **12:** Dance.
- **13:** Dance.
- **14:** Minute exercise.
- **15:** Dance.
- **16:** Minute exercise.

**Tuesday**
- **1:** Minute exercise.
- **2:** Dance.
- **3:** Dance.
- **4:** Dance.
- **5:** Dance.
- **6:** Dance.
- **7:** Dance.
- **8:** Dance.

**Wednesday**
- **9:** Dance.
- **10:** Dance.
- **11:** Dance.
- **12:** Dance.
- **13:** Dance.
- **14:** Dance.
- **15:** Dance.
- **16:** Dance.

**Thursday**
- **1:** Minute exercise.
- **2:** Dance.
- **3:** Dance.
- **4:** Dance.
- **5:** Dance.
- **6:** Dance.
- **7:** Dance.
- **8:** Dance.

**Friday**
- **9:** Dance.
- **10:** Dance.
- **11:** Dance.
- **12:** Dance.
- **13:** Dance.
- **14:** Dance.
- **15:** Dance.
- **16:** Dance.

**Teacher Name**
- **March Calendar**

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**Drop Everything and Move**

**Dear Parents,**

This month, we will be focusing on **Chair Yoga** and **Chair Dancing**. Please encourage your child to participate in these activities every day. If they are unable to participate due to illness, please let us know.

**March Themes:**
- **Super Sunday**
- **Thank You Friday**
- **Thank You Monday**
- **Thank You Tuesday**

**March Activities:**
- **Family Fun Day**
- **Friend Day**
- **Family Fun Day**
- **Friend Day**

**March Challenges:**
- **Write 30 different sentences.**
- **Play outside for 20 seconds.**
- **Write a story with 5 different words.**
- **Take a walk around the block.**
- **Read a book.**
- **Do 3 push-ups.**
- **Play a game with a friend.**
- **Listen to music and dance.**

**March Goals:**
- **Read 25 books.**
- **Do 25 minutes of exercise.**
- **Write 50 different sentences.**

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**March Mindfulness:**

- **Inhale for 5 seconds.**
- **Exhale for 10 seconds.**
CT AHPERD MEMBERS RECEIVE 10% OFF

ONLINE PD COURSES for PE Teachers
Earn PD Hours at Your Convenience.

Receive PD Hours AND Support Your Regional AHPERD!
When you purchase courses through the link below,
PEScentral gives 5% of the sale to CTAHPERD!

Make sure to use the link below and CTAHPERD at checkout to receive 10% off!

www.pescentral.org/ct

PHYSICAL EDUCATION COURSE TOPICS

Assessment in PE
Interactive Games
Teaching Games for Understanding
Models for Teaching
Using PE Apps
Twitter for PE
iPad Toolkit for PE
Sports Ed Model
Project Based Learning
PE for Preschool

Classroom Management
Limited Space Solutions
Adapted PE
Locomotor Skill
Literacy in PE
Math in PE
Stem in PE & Health
Yoga
Dance
Effective Protocols

Gamification
Using Plickers
Developing Rubrics
Kickboxing
Movement Concepts
Developing Lessons
Creating Games
Self Defense
STEM in PE

www.pescentral.org/ct

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CAS Endorses Opioid Curriculum

The Connecticut Association of Schools has endorsed “Operation Prevention” as a recommended curriculum for opioid abuse prevention for Connecticut schools. CAS took this action in order to help school districts comply with the state mandate requiring that opioid abuse prevention be taught in Connecticut schools.

Operation Prevention is a curricular program sponsored by the DEA in conjunction with Discovery Education. It is a national, government sponsored curriculum used in areas across the United States. “Operation Prevention is a comprehensive, open source program that has content for all grades and can be implemented in all districts.” said CAS Executive Director, Glenn Lungarini.

A team of health educators from Connecticut reviewed the program and found it to be a highly valuable resource for teaching about opioids. The program is structured for elementary, middle, and high school students. It contains PowerPoint presentations, videos, worksheets, assessments, and classroom activities. There is a teacher’s guide and a parent information sheet. All materials are free and can be downloaded at: www.operationprevention.com

“CAS remains committed to serving our schools and fostering healthy and active lifestyles in our students.” said Lungarini.

While the curriculum can be used as a stand-alone resource, teachers, department heads and administrators are encouraged to make modifications or add content and materials to suit their school program.

For more information contact Joe Velardi at jvelardi@casciac.org

SAVE THE DATE!
MARCH 21, 2019

Health Education Regional Workshop
200 Day Hill Road, Windsor, CT 06095
First Floor Conference Room
9:00 am to 2:30 pm

Details will be announced in the E News and website!
REGISTER AND POST THIS BADGE FOR ALL TO SEE!
EARLY BIRD REGISTRATION DEADLINE FEBRUARY 13!

https://convention.shapeamerica.org/Convention/registration.aspx