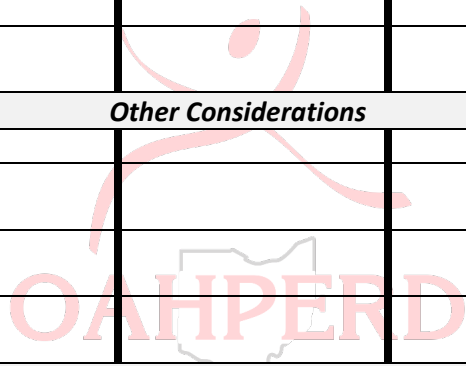


Physical Education Planning Guide: Curriculum Overview

Instructional Format		In-School Learning (Limited Restrictions)					In-School with Physical Distancing					Physical Distancing in Classroom Physical Education					Blended (Online & In-Person)					Distance Learning Synchronous					Distance Learning Asynchronous				
Risk		High					Moderate					Low					Minimal														
Content	Ohio Standards	1A	2A	3A	4A	5A	1A	2A	3A	4A	5A	1A	2A	3A	4A	5A	1A	2A	3A	4A	5A	1A	2A	3A	4A	5A	1A	2A	3A	4A	5A
	Activities/ Topics	1B	2B	3B	4B	5B	1B	2B	3B	4B	5B	1B	2B	3B	4B	5B	1B	2B	3B	4B	5B	1B	2B	3B	4B	5B	1B	2B	3B	4B	5B
	Safety & Disease Prevention	<i>Essential (E)</i>					<i>Modified (M)</i>					<i>N/A (N/A)</i>					<i>E</i>					<i>M</i>					<i>N/A</i>				
	Safety & Disease Prevention																														
<i>Instructional Delivery Considerations</i>																															
Technology																															
Disease Prevention																															
Equipment																															
Space																															
Safety																															
Hydration																															
Restroom or Locker room																															

Instructional Format	In-School Learning (Limited Restrictions)	In-School with Physical Distancing	Physical Distancing in Classroom Physical Education	Blended (Online & In-Person)	Distance Learning Synchronous	Distance Learning Asynchronous
Risk	High	Moderate		Low	Minimal	
Climate & Culture (Behavior & Relationship Building)						
Physically & Emotionally Safe Environment						
Building Relationships with & between Students						
Creating a Sense of Belonging						
Promoting Positive Behaviors						
Other Considerations						
Resources						
Materials & Equipment						
Professional Development						
Advocacy & Public Relations						
Whole Child Initiatives						
Engaging & Supporting Families						
Comprehensive School Physical Activity Programs						
Social-Emotional Learning Connections						
Teacher Self-Care & Promoting Staff Wellness						



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Definitions

Instructional Format - Instructional format is our learning environment where we will deliver instruction.

- *In School Learning* – Limited changes or modifications for Covid-19
- *Physical Distancing* – Meeting the CDC and Ohio guidelines to keep students physically distance (i.e. 6 feet apart)
 - *Physical Distancing Classroom* – Physical Education in the classroom while students are physical distancing
- *Blended* – Students would attend school in-person, but also have class meetings online.
- *Online Synchronous* – Distance-learning where students and teachers meet in real-time. The teacher and students would interact with each other during the lesson.
- *Online Asynchronous* – Distance learning where students complete the activities on their own time. They could be completing activities, watching lectures, etc.

Risk

- The categories of risk (High, Moderate, Low) are related to the principle of the more people a student or staff member interacts with, and the longer the interaction the higher the risk of COVID-19 spread. ([CDC](#), 2020)

Content

- Content is focused on creating student learning. It includes our learning outcomes, standards, and activities.
 - Learning Outcomes/Standards - We should address what standards/learning outcomes are Essential (must meet), Supportive (could meet depending on time, resources, and need), Not applicable (probably unable to meet in the given context).
 - Activities – Include suggested activities that could align with the learning outcomes. This is not a list of required topics or lesson ideas, rather opportunities or suggestions.
 - Essential – means the topic can definitely be implemented in this instructional format
 - Modified – the topic can be implemented in this instructional format, but modifications are needed. List the modifications or considerations.
 - Not Applicable (N/A) – The topic cannot be implemented in this instructional format. Find another topic and/or another instructional format to deliver this topic.

- Safety and Disease Prevention is how you will address Covid-19 and how to teach your students to limit the spread of disease (hand washing, equipment, desks and classroom space, etc).
 - In the content section this is how we are teaching students the skills to be healthy.

Delivery

- Technology – How are we delivering instruction? What tools do we use? How can we use them to deliver based on our instructional format?
- Safety and Disease Prevention is how you will provide a physically safe environment to prevent the spread of Covid-19.
 - This could include consideration about desks, equipment, face masks and maintaining physical distancing.
- Hydration, Locker room and Restroom are categories to consider how you will manage these aspects in each of the relevant instructional formats.

Climate and Culture

Physically & Emotionally Safe Environment - includes measure ensuring there is enough space available. Rules, guidelines and expectations for activities are safe. that students appropriately use equipment, that transitions are planned for and efficiently completed, and that active supervision occurs to ensure on-task behavior. Emotionally safety ensures an environment that encourages safe risk -taking, avoiding embarrassing and singling out students, and creating an environment where appropriate peer-to-peer interactions occur. At no time should stereotyping based on gender, race, culture, socio-economic status, or sexual orientation occur.

- *Building Relationships with & between Students* – Activities and intentions to develop relationships and connectedness between students.
- *Creating a Sense of Belonging* – Cultivating an environment where students feel respected, accepted and supported by teachers and peers.
- *Promoting Positive Behaviors* – Developing positive prosocial behaviors that create a positive learning environment for all students.

Additional Questions to Consider

Self-Care

- How is Self-Care for the teachers and staff being addressed in your district?
- How can you help support the school staff health, wellness and self-care?

Whole School, Whole Child, Whole Community

- How does your work align with the goals of the Whole Child to create healthy, safe, supported, engaged and challenged students?
- *Physical Education* – How are you integrating the Comprehensive School Physical Activity Program (CSPAP). CSPAP includes physical education; physical activity during the school day including in the classroom and recess; staff involvement, family engagement, and before/afterschool physical activity (Find more here: <https://www.shapeamerica.org/cspap/what.aspx>)

Advocacy

- What organizations or stakeholders need to hear the message about the importance of physical education in supporting healthy and physically active students?
- What is the message that needs to be sent?



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Professional Development

- What topics, information or support do you need to deliver instruction or conduct activities?
- Resources – Is there additional equipment, resources, or technology needed to implement your plan?
- Instructional materials – What instructional resources need to be developed?