



Considerations for Physical Education

"The COVID-19 pandemic has illuminated the need for schools to consider students' physical, mental, and social-emotional health above all else."

– SHAPE America Reentry Considerations

Social Emotional Support:

Physical Education promotes student engagement and well-being.

- [Integrating Social Emotional Learning \(SEL\) into Physical Education](#) is a researched practice that can be expanded to ensure well-being, academic progress and student engagement.
- Physical Educators should make a focused effort to **connect** with students in a remote learning environment and create opportunities for students to share and collaborate with one another.
- Be patient and expect some regression of social abilities and skill development; students will have probably experienced [trauma](#) related to the pandemic.
- Create daily routines to incorporate Social Emotional Learning (SEL) skills (e.g., instant activities/warm-up, introductions, and closures).

Relevance:

Physical Education is an essential part of a K–12 education.

- Under Washington state law, physical education is part of [basic education](#) and a requirement for [high school graduation](#); it is also part of a well-rounded education in federal law ([Every Student Succeeds Act](#)).
- To create more scheduling flexibility for districts, OSPI issued an emergency temporary rule change to the weekly minute requirement of [WAC 392-410-135](#), effective August 24, 2020 to December 24, 2020. Please see OSPI [bulletin](#) for more information.
- Access to physical education is an equity issue. The Seattle-King County [State of Play](#) report reveals that students of color have less access to physical education, physical activity, and sports than white students.
- Students who are more physically active will be healthier during a pandemic.

Integration of Physical Education Standards:

Plan for curriculum and instruction thoughtfully.

- Align all physical education lessons and instruction to both [K–12 Standards and appropriate Grade Level Outcomes](#); this practice maintains credibility and importance of content to both administrators and parents.
- Educators may need to shift the focus of their instruction to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity). Where possible, incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate, and meet [Department of Health guidance](#) (for general ideas, see instructional strategies [SHAPE America](#), page 16).

Instructional Practices:

Physical Education supports healthier students.

- Chunk remote learning time into sections of instructional time interspersed with student exercise and activity.
- Consider [flipped classroom](#), [Universal Design for Learning](#) and/or [project based learning](#) to be creative with time and space for instruction.
- Address all five K–12 physical education learning standards by selecting associated activities that require simple equipment at home (see creative ideas from Federal Way's [Dana Henry](#)).

Assessment:

Monitor student growth and development regularly.

- Offer feedback, student choice, and self-reflection to improve student development; consider a [fitness log](#) for students to monitor their own physical activity.

Special Considerations for Physical Education:

- [Differentiate between physical education and physical activity](#), and understand the importance of providing students with opportunities for both.

Resources:

- [SHAPE America School Reentry Considerations](#)
- [Department of Health \(DOH\) K–12 Schools reopening guidance](#) (for any cleaning, disinfecting equipment, distancing students, etc. follow DOH guidance)