***SUPPORTING CONSIDERATIONS:
RECESS/CLASSROOM PHYSICAL ACTIVITY/ ATHLETICS***

***PREPARATION***

**Communications**

* Have we communicated with parents about what recess will look like (will they have access to playgrounds, scheduling of, etc.)? Emphasize that it can change as the phases and community needs change.
* Do we have a plan for how it looks over time and for different phases?
* Who and how will communication be updated and disseminated for parent and community communication at the building level (on the COVID-19 section of the schools’ website, social media, etc.)?
* How can we be sure to include parental & youth voice? (Ongoing two-way communication as part of the school wellness conversation- [*See Family, Student & Community Engagement Document under conditions for learning on Launchne.com*](https://www.launchne.com/continuity-of-learning/instruction/district/))
* Staff: What is our school's communication plan (e.g. staff meetings, departmental structure- [*See An Introduction Document under conditions for learning on Launchne.com*](https://www.launchne.com/continuity-of-learning/instruction/district/))?
* Afterschool programs: How will all processes and safety concerns be shared accordingly?
* How is the importance of physical activity for students' well-being and learning shared with parents and staff? (*See UNO and Wellbeing Partners* [*Module 1: Importance of PA*](https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/))

**Teacher and Staff Supports**

* How will teachers gain information about the proper use of brain breaks and classroom physical activity? (*See UNO and Wellbeing Partners* [*Modules 2-5*](https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/))
* How do we ensure that teachers are still getting plan time and breaks if the classrooms are utilized for multiple purposes (e.g. PE, art, music, recess, lunch)?
* How are we planning to meet staff wellness needs and opportunities for them to be physically active?

***IMPLEMENTATION***

**School Learning Environments**

 ***RECESS***

* How can we ensure that recess is provided?
* Have we created a plan for recess that enables kids to play while meeting expectations for physical distancing? What does play on the playground at recess look like with 6 ft. physical distance?
	+ How can we utilize classrooms or additional spaces (in or outdoors) to ensure physical distancing?
	+ Can we organize structured activities that promote social interaction while maintaining physical distancing?
	+ How can programs such as [painted play spaces](https://schoolspringboard.org/event/increasing-active-play-at-recess-through-painted-play-spaces/) be harnessed to create recess zones to space out free play?
	+ Can we coordinate with our Physical Education teacher(s) to tie into their curriculum and pre-taught skills and activities?
	+ Are there students that can help plan and organize these activities?
	+ Single class recess is fun for kids and continues to provide cognitive, social, emotional, and physical benefits to kids and teachers.
* Have we considered how we will conduct indoor recess space and hold after school programs? Does our plan limit the use of equipment sharing and space considerations?
	+ How will teachers and staff plan to manage taking turns in shared spaces and to ensure that all spaces in the building and outdoors are utilized?
	+ Have we trained staff and students on proper etiquette and safety for space use for physical activity purposes?
	+ What will be used for inside recess equipment; who and how will it be sanitized between uses?
		- What activities are available that require little to no, or disposable equipment? (e.g. [GoNoodle](https://app.gonoodle.com/login), [Sanford Fit](https://fit.sanfordhealth.org/resources/fitboost-activity) or [Sanford fitFlow Yoga](https://fit.sanfordhealth.org/resources/fitflow-activity), UNL Pick & Play [K-2](https://food.unl.edu/documents/Pick%20%20Play%20NEP%20K-28.28.12.pdf) & [3-5](https://food.unl.edu/documents/Pick%20%26%20Play%20NEP%203-5.pdf), paper ball, UNO and Wellbeing Partners [Modules 4-5](https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/))
* Will hand sanitizer need to be utilized in more places within the buildings?
* What is our plan for playgrounds and equipment use - cleaning, sanitizing and sharing? (CDC does not require disinfection, just daily cleaning of outdoor equipment)
	+ Can the playground be separated into sections by grades/classes? Zoning of playground space by class allows for physical distancing and equipment use while reducing sharing.
	+ How will students be trained to effectively utilize recess zones? How will the zones be marked?
	+ Will playground equipment (e.g. balls, jump ropes) be used? If so, do we have a plan for rotating equipment to limit or eliminate sharing (e.g. class bins)?
	+ Can a schedule or rotation be created for zones and equipment use per day?
	+ Are drinking fountains accessible? Can students bring their own water bottles? What is the procedure for refilling water bottles?
	+ Do we have a plan for facemask use during recess?

 ***CLASSROOM PHYSICAL ACTIVITY***

* How can we ensure that classroom physical activity is provided?
* How can more hands-on kinesthetic learning in classroom/afterschool programs be integrated safely?
* Have we trained staff and students on proper etiquette and safety for space use for physical activity purposes? (*See UNO and Wellbeing Partners* [*Modules 1-5*](https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/))
	+ What activities (brain “breaks” or active learning) are available? (e.g. [GoNoodle](https://app.gonoodle.com/login), [Sanford Fit](https://fit.sanfordhealth.org/educators), [the walking classroom](https://www.thewalkingclassroom.org/), [Walkabouts](http://www.activedinc.com/actived/), UNL Pick & Play [K-2](https://food.unl.edu/documents/Pick%20%20Play%20NEP%20K-28.28.12.pdf) & [3-5](https://food.unl.edu/documents/Pick%20%26%20Play%20NEP%203-5.pdf)*,* UNO and Wellbeing Partners [Modules 4-5](https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/))

**Athletics**

See [NSAA Guidelines for the Fall 2020 Season](https://nsaa-static.s3.amazonaws.com/textfile/covid/2020FallGuidance.pdf).

 **School Learning Supports**

* Do we have access to the required equipment for indoor recess or classroom PA (big screens for visual learning with speakers if sound is needed, balls, etc.)?
* Has guidance for paraprofessionals working with students before, during and after school and on recess been trained over safety considerations, activity options and overall plan?
* Have we planned space accommodation for individuals with crutches, wheelchairs or equipment to participate in indoor recess or physical activity?

***RESOURCES***

**Physical Activity/Youth Sports**

* DHHS Reopening Sports: <http://dhhs.ne.gov/Documents/COVID-19-June-1-Statewide-Sports-Reopening-Guidelines.pdf>
* Mass gatherings:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/Mass-Gatherings-Document_FINAL.pdf>

* Youth Sports: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>
* NSAA Guidance: <https://nsaahome.org/>
* CDC Parks and Recreational Facilities: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/visitors.html>
* The Guardian Article: Prioritize Play When Schools Reopen, Say Mental Health Experts

<https://www.playworks.org/northern-california/2020/05/15/how-schools-can-approach-recess-in-the-2020-school-year/>

* Springboard to Active Schools: Active Classrooms Webinar <https://schoolspringboard.org/resources/webinar-active-classrooms-101-get-up-and-moving/>
* Springboard to Active Schools: Painted Play Spaces for Playgrounds <https://schoolspringboard.org/resources/webinar-increasing-active-play-at-recess-through-painted-play-spaces/>
* Global Recess Alliance Guidelines and Statement:

<https://globalrecessalliance.org/wp-content/plugins/pdfjs-viewer-shortcode/pdfjs/web/viewer.php?file=https://globalrecessalliance.org/wp-content/uploads/2020/07/GRA-Statement-7.14.2020.pdf&dButton=false&pButton=true&oButton=false&v=1.5.1#zoom=auto>

* SHAPE America Reentry guidance: <https://issuu.com/shapeamerica/docs/school_rentry_considerations_k-12_pe-health-pa/1?ff&backgroundColorFullscreen=%2363c4ee>
* NSAA 2020 Fall Season: <https://nsaa-static.s3.amazonaws.com/textfile/covid/2020FallGuidance.pdf>
* UNO and Wellbeing Partners Classroom PA Video Series: <https://www.thewellbeingpartners.org/change/activate-youth/classroom-physical-activity-video-series/>
* UNL Extension Pick & Play: [K-2](https://food.unl.edu/documents/Pick%20%20Play%20NEP%20K-28.28.12.pdf) & [3-5](https://food.unl.edu/documents/Pick%20%26%20Play%20NEP%203-5.pdf)