BEPA 2.0
BE Physically Active 2Day!

Guidance for Delivering Activities Remotely

- October 2020 -
We recognize that the 2020-2021 school year brings an abundance of new challenges to teachers, including the challenge of having to teach remotely. Now more than ever, school serves as an equalizing opportunity for your students to engage in physical activity.

This document seeks to provide some guidance for teachers to be able to confidently deliver live, classroom-based physical activity breaks virtually using BEPA 2.0.
Guidance for Teachers – Live Remote Instruction

Before Activity:
- Feedback from teachers has shown that it is beneficial to have **two instructors** facilitating an activity to help things run smoothly.
  - For example, one instructor (the teacher) can lead the activity, while the other instructor (teacher’s aide, student teacher, SNAP-Ed Education Program Assistant, etc.) can monitor the students on screen to provide feedback and ensure everyone is staying on task. *Please note that two instructors may not be necessary to deliver simpler activities, such as "The Breakfast Song" on page 46 of your BEPA 2.0 activity book.*
- If you do not have access to an additional instructor that can support you, that’s okay! Delivering activities is entirely possible with just one teacher.
- **Clear adequate space** around you so that you can complete the activity without any hazards. Make sure there is enough cleared space that you can scoot back and have your whole body in view of the camera. This will also help **eliminate distractions** in the room that could take a student’s attention away from participating in the activity. If you know you will be delivering an activity during class, clear your space ahead of time to allow for smooth transitions into the activity.

Set-Up:
- Remind students to be **dressed appropriately** – students may be in clothes that are acceptable to wear at home, but are not suitable for being physically active. Remind them to be mindful of what surface they are being active on; it may not be safe for a student to wear socks without shoes on a hardwood floor.
  - This goes for you too! Make sure you are wearing clothes and footwear that are comfortable and appropriate to be active in.
- Remind students to **clear adequate space** around them for the given activity just as you did. Use the space you created as an example of how much room a student should make.
- Determine how you will **provide instructions** regarding the activity to your students. Additionally, **gather any necessary materials** for completing the activity.
- Use **music** during your activities! If you play music from your computer, make sure to adjust your virtual classroom’s settings to share the computer sound. Alternatively, tell students to play their own music to follow along with at home!
  - Please be aware of potential copyright infringement when playing music in the background of your class, particularly if
you are recording your virtual session. There are options to use copyright-free music, public domain music, and royalty-free music in your classrooms to avoid the hassle. Alternatively, as stated above, students can play their own music at home.

- Make sure students can **HEAR** you – test your microphone before the activity, or simply ask students whether they are able to hear you. **Project your voice** when you are leading the activity. You are likely further away from your computer’s microphone than you typically are while teaching, so it is important that you are still audible to the students. If you are playing music, make sure it doesn’t drown out the sound of your voice.

- Make sure students can **SEE** you – if you are using your whole body for the activity, you need to keep your whole body in view of the camera. This is particularly important if you are not staying in the same spot for the duration of the activity.
  - Being seen includes having **adequate lighting** – make sure your light source is in front of you (behind the camera) or above you, not behind you. Having lights behind you can make you appear like a silhouette, making it difficult for students to see you.

- Prior to starting, **mute all participants** and ask students to **turn on their cameras** so you can see them perform the activity.

**Provide Instructions and Direction:**

- Inform students whether they need to **grab equipment** – for example, students can use a rolled up pair of socks as a bean bag for the game “Bean Bag Balance” found on page 52.

- Tell students **which direction you want them to face** – if you need to see their whole body for the activity, remind them to scoot away from the camera.

- If applicable, **provide instructions** for the student to guide them through the activity.
  - For simple activities, verbally tell the students the instructions.
  - For more complex activities or activities that require students to follow along with a song, you could pull up a Word document on screen with the activity’s instructions or write instructions on a white board behind you. Please note that if you do share your screen with students, they may not have a large view of your video. Another option would be to send a link to students in the chat with a file of the instructions that
they can pull up in a separate tab while still watching your video.

- **If you do use text in your background, make sure students can read the writing. If the text appears backwards, the instructor must change the camera view in their settings:**
  - In Zoom: Click on the “^” next to the video icon → select “Video Settings” → uncheck “Mirror My Video”

- Make sure everyone is ready when you begin!

**Deliver the Activity:**

- **If two instructors** are available to present the activity:
  - One instructor leads the activity, demonstrating movements for students and following along with the instructions. Provide any necessary cues for students, both verbally and visually, just as you would if you were still in the classroom. If you see a student doing a great job, let them know! This instructor should “spotlight” their video in the virtual classroom platform so that students can clearly see them leading the activity.
    - In Zoom: Click on the “^” next to the video icon → select “Video Settings” → select “Spotlight my video when speaking”
  - The other instructor keeps an eye on the students’ cameras, providing additional feedback and making sure students are following along. Additionally, look for other input from students via the virtual classroom platform being used (“raise-hand” features, chat, etc.).

- **If one instructor** is available/necessary to present the activity:
  - Perform the duties of both instructors – lead the activity, provide cues, keep an eye on the students, and make sure that students have fun! This instructor should still “spotlight” their video in the virtual classroom. The instructor can then change their personal view to make it where they are able to see all students participating in the activity (i.e. using the “gallery view” of virtual classroom platforms).

  - Since you may be unable to see your class in-person this year, delivering these activity breaks is a great time to **engage with your students**. Not only will it get them up and moving, but it provides them with a different perspective of their teacher.

**Check-In and Follow-Up:**

- Once you have finished your activity, check back in with your class. Have students set aside any equipment used during the activity and get settled in to begin learning again. Remind students to **drink water** to stay hydrated!
- Read students the “Did You Know?” section of your BEPA 2.0 activity book that corresponds with the activity you just completed.
- Ask students to demonstrate and discuss what they learned during the activity by reading the “Show and Tell!” section of your BEPA 2.0 activity book.

- Lastly, connect the activity to ways that students can be physically active at home by providing them with the take home sheet for the activity or using a suggestion from the “Try This At Home” section of your BEPA 2.0 activity book.