



PHYSICAL EDUCATION

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Colorado Health and Physical Education Council
2025 Summit

Presented by: Brett Fuller



Proud to be the exclusive home
for SPARK products and services!

SESSION OBJECTIVES

- Participate in SPARK PE activities
- Learn instructional and management strategies to increase MVPA
- Explore ways SPARK assesses in PE
- Experience SPARK curricular materials
- Be able to use tomorrow what you learn today

ICEBREAKER Grades 3-6

SPARK PHYSICAL EDUCATION GRADES 3-6

Quick Draw

Learning Objectives

- Students will demonstrate aerobic capacity, muscular strength, and muscular endurance.
- Students will be able to move safely in a variety of pathways in general space.
- Students will be able to work safely and cooperatively with a partner.

Learning Targets

- I can do curl-ups, push-ups, and a variety of other physical exercises.
- I can move safely in general space.
- I can work safely and cooperatively with my partner.

Teaching Cues

- Show your best form on all tasks.
- Complete all repetitions for each task.
- Hustle back to your lines when finished.

PREP

- 6 cones (for boundaries)
- Music and player (optional)

SET

- Create a large (30 x 30 paces) activity area with 2 cones forming a mid-line.

TEACH

1. Lesson Objective

- The object of **Quick Draw** is to warm up major muscle groups and build muscular strength and endurance.

2. Instructions

- As you enter the activity area, find a partner. Stand on the opposite end line from your partner.
- On the signal, jog to meet your partner in the middle.
- One partner (designate from which line) calls, "Quick Draw" when they meet.
- On "Quick Draw," you both flash 1 hand in front (as though shaking hands) with either index fingers showing or 2 fingers showing.
- If you and your partner have the same number (1/1 or 2/2), both do 5 curl-ups. If different (1/2), both do 5 push-ups.
- Then jog back to your original lines.
- (Repeat several times, varying the 2 tasks every few rounds.)

3. Sample Prompts:

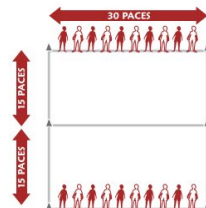
- Crab dips/jumping jacks
- Forward lunges/choice of stretch
- Plank/curl-ups with a twist
- Arm circles/knee-to-chest curls
- Wing the dishrag/back-to-back get-up
- Make up your own pair of tasks

4. Challenges

- After completing your task, how quickly can you and your partner return to your lines?

REFLECTION QUESTIONS

- How does being physically active benefit you?
- What components of fitness did you work on today?
- What exercise was the most challenging for you? What steps could you take to improve?





MISSION STATEMENT

SPARK is a research-based organization dedicated to creating, implementing and evaluating programs that promote lifelong wellness.

San Diego State University
Brought to you by: Gopher Sport

SPARK Background

- Originally funded in 1989 by Heart, Lung, and Blood Institute of N.I.H.
- SPARK is the conduit that moves research to practice
- Over 40 publications proving SPARK programs ***work and last!***
 - “Children are our most valuable natural resource.”
 - Herbert Hoover

SPARK RESULTS

Students receiving SPARK improved

- MVPA to over 50% of class time
- Physical fitness scores
- **Sport skills (throw, catch, kick)**
- **Scores on academic tests**
- Enjoyment of Physical Education (PE)
- Activity levels away from school
- Quantity and quality of instruction
- **The effects were lasting!**



Blue outcomes = unique to SPARK

SPARK

- Spark Manuals
 - K-2
 - 3-6
 - Middle School
 - High School
 - plus more
- Sparkfolio
- SPARK App!
- SPARKfamily.org



Physical Education Middle School

SPARK PHYSICAL MIDDLE EDUCATION SCHOOL

Sepak Pass and Serve (Sepak Takraw)

Learning Objectives

- Students will pass to others with accuracy.
- Students will control the ball using proper technique.
- Students will communicate and cooperate with their group.

Learning Targets

- I can pass to others with accuracy.
- I can control the ball using proper form.
- I can communicate and cooperate with my group.

Teaching Cues

- Accuracy matters. Keep passes below eye-level with controlled movements.
- Stay ready. When the ball is in play be ready to move to receive a pass.
- Communicate. Talk to other team members when controlling and passing the ball.

PREP

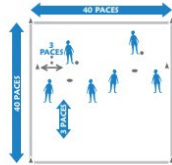
- 4 cones (for boundaries)
- 1 cone per 3 students
- 1 spot marker per 3 students
- 1 ball (10" dia volleyball trainer or beach ball) per 3 students


SET

- Create a large (40 x 40 paces) activity area.
- Form groups of 3 and place in a triangle; 1 spot marker in the center of each triangle.
- Place cone 3 paces from the triangle between the group and the perimeter of activity area.

TEACH

- Lesson Objective**
 - The object of **Sepak Pass and Serve** is to work with your group to pass and play the ball using the Sepak Takraw ball-control skills you have been practicing.
- Instructions**
 - On signal, toss the ball to any group member.
 - Toss it so it can be controlled using feet or thighs and then served (with foot) over the cone (net).
 - Score a point each time a ball is served beyond the cone.
 - Continue until the signal.
 - (Allow plenty of time for practice.)
- Challenges**
 - How many points can your group score before the signal?



 UNIT: World Games | LESSON 6: Sepak Pass and Serve (Sepak Takraw)

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Physical Education Middle School

[illegible]

Scale: 3 Demonstrates all cues all the time with no mistakes
2 Demonstrates 2 or more cues all the time with no mistakes
1 Demonstrates 1 cue all the time with no mistakes
0 Cannot demonstrate any of the cues



Physical Education Middle School

Learning Objectives

- Students will demonstrate body and spatial awareness in a group situation.
- Students will accept challenges with others.
- Students will engage in physical activity with responsible interpersonal behavior.

Learning Targets

- I can move safely from my spot to same spot on the other side.
- I can follow directions and apply strategies with my group to complete a challenge.
- I can communicate respectfully and follow rules to help solve a problem.

Teaching Cues

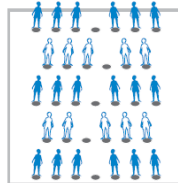
- You must stay on a spot marker at all times.
- You may move forward only, one at a time.
- Only 1 student can be on a spot marker.

PREP

- 7 spot markers per 6 students

SET

- Create a "log" for each group of 6 by placing 7 spot markers in a straight line.
- Form groups of 6; all standing on a spot marker on their log.
- Students leave the center spot marker empty and all students face the empty spot marker.



TEACH

1. Lesson Objective

- The object of *Logjam* is to work together and move from your spot markers, so you mirror your original positions on the opposite side.

2. Instructions

- Your goal is to move 3 group members from their original spots to the 3 spot markers on the opposite side of the log.
- This is not a race. Take your time and follow the rules.
- Take turns being the leader. Try a new leader each time you attempt to get out of your logjam.

The Rules

- You must stay on a spot marker at all times.
- You may move forward only.
- Only 1 person on a spot marker at a time.
- Only 1 person may move at a time.
- You may either move to an open spot or move around someone facing you to an open spot.
- You may not move around someone facing the same direction you are going.
- If your group gets stuck, start over.

3. Challenges

- How quickly can your group complete the task?
- Can you do it again starting in a different order?



Physical Education Middle School

SPARK PHYSICAL EDUCATION MIDDLE SCHOOL

Cross the Pond

Learning Objectives

- Students will demonstrate body and spatial awareness in a group situation.
- Students will actively engage and accept challenges with others.
- Students will be able to explain the role of a leader in an activity.

Learning Targets

- I can move while staying in contact with spot markers and my group.
- I can problem solve with my group to successfully meet a challenge.
- I can explain the qualities of a good leader.

Teaching Cues

- Plan first. Put your plan in action. Revisit the plan.
- This is not a race. Take your time and follow the rules.
- If anyone steps off a spot, the entire group must begin again.

PREP

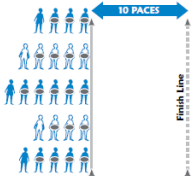
- 4 cones (for start and finish lines)
- 3-5 spot markers per 4-6 students

SET

- Create start and finish lines 10 paces apart.
- Length of lines are 3 paces per group (e.g., 5 groups, 15 paces long).
- Form groups of 4-6.
- Provide each group with 1 less spot marker than number of students (e.g., 6 students = 5 spot markers).

TEACH

- Lesson Objective**
 - The object of *Cross the Pond* is to cross from 1 side of the "pond" (start line) to the other side (finish line) using your spot markers.
- Instructions**
 - This is not a race. Take your time and follow the rules.
 - After hearing the rules, talk as a group, decide on a plan, then try it out.
 - If the plan doesn't work, revise it and try again.
 - Take turns being the Leader. Try a new leader each time you attempt to cross.
- Rules**
 - Your feet may not touch the floor in the pond. They must be on spots.
 - If anyone steps off a spot, the entire group must begin again.
 - Spots must have human contact at all times.
 - If a spot is untouched for an instant, it must be "destroyed" and is removed from the activity.
- Challenges**
 - When you finish the first time, get together and discuss how to improve, then set a new group goal.
 - Can you cross with 1 less spot?





Physical Education Middle School

ASSESSMENT

MIDDLE SCHOOL

SPARK™

COOPERATIVES
Peer Coaching

NAME: _____ DATE: _____

TEACHER: _____ PERIOD: _____

Directions
Give your group a checkmark for each cue that your group demonstrated

<u>Cooperation</u>			
Cues	Trial 1	Trial 2	Trial 3
Group members shared equipment with others			
Group members worked with others toward a common goal			
Group members included all in activity			
<u>Self-Responsibility</u>			
Cues	Trial 1	Trial 2	Trial 3
Group members followed the rules			
Group members played safely and under control			
Group members listened to instructions			
<u>Kindness</u>			
Cues	Trial 1	Trial 2	Trial 3
Group members helped less-skilled classmates			
Group members showed concern for feelings of others			
Group members complimented each other			



Physical Education High School (and Middle School)

Learning Objectives

- Students will demonstrate skills using proper technique.
- Students will work cooperatively to improve skills, knowledge, and performance.
- Students will participate safely, responsibly, and use good communication.

Learning Targets

- I can demonstrate skills using proper form.
- I can work cooperatively to improve my skills, knowledge, and performance.
- I can participate safely, responsibly, and use good communication.

Teaching Cues

Ready

- See ball, anticipate, and adjust your body, perform the skill.

Pass/Deflect

- Hand up, soft, and flat, use "lifting"-type arm action.

Hit

- Arm back, swing fast, follow-through to the target.

PREP

- 1 hoop (or Spikeball™ net) per 4 students
- 1 small bouncing ball (or Spikeball™) per 4 students
- Tournament Format Content Cards
- Character Matters (CM) Content Cards and Assessment
- Roundnet Content Card(s) and Roundnet 101

SET

- Create 1 court (1 ball, 1 hoop) per 4 students.
- Form teams of 2 and place 2 teams per court.

TEACH

1. Lesson Objective

- The object of *Roundnet* is to successfully play the backyard game using the skills, strategies, and character traits learned. You will do this by engaging in practice and applying the skills in a tournament.

2. Instructions

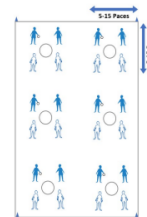
- (Clearly and concisely demonstrate game rules, skills, and strategies.)
- To begin, students stand at least 6' from the net. Play is then initiated with a serve (self-toss and direct hit to the hoop/net). Like volleyball, the receiving team has up to 3 "touches" to "return" the ball - think pass, set, spike! A change of "possession" occurs when ball hits inside the hoop (on the net).
- Students may only contact the ball with their hands.
- Students are not permitted to throw, carry, or contact the ball twice in a row.
- The ball may not hit the hoop (rim of net), inside the hoop (net), or the ground.
- There are no sides or boundaries, students are permitted to move freely 360°.
- Rally scoring - a team gets 1 point when their opponent fails to return the ball. The scoring team retains or earns serve.

3. Practice

- Students serve ball to a target area, continue until 5 serves in a row land in target area.
- Students "pass" a tossed (10x) and then a bounced ball (10x) (use right and left hands).
- Students volley, beginning with toss, count volleys. Repeat and beat high volley score.
- Students hit a tossed ball to a target 10x.
- Students, from a bounced ball, perform pass-set-spike sequence 10x.
- Play one scrimmage game, while keeping score to prepare for the tournament.

4. Tournament Play

- Select either Royal Court or Success Try Again tournament format.
- Play each game for a set time, using a single clock to begin and end all games simultaneously.
- After each game, rotate teams to a new court based on the game outcome (see Tournament Format Content Cards).



Physical Education High School (and Middle School)

Character Matters Assessment

Name/Team _____

Date _____

For the daily character trait(s):

1. Rate your character performance. 1=poor - 10=perfect.
2. Provide an example of you showing that trait today.
3. Set a goal for maintaining/improving that trait.

SPARK™
HIGH SCHOOL PE

Character Traits and Examples	Character Rating		
	Today	Goal	Later
Initiative Example:			
Trust Example:			
Leadership Example:			
Respect Example:			
Cooperation Example:			



***GOPHER* Equipment**



- **SPARK Recommended Sets (K-2, 3-6 or K-6)**
- **High-Quality Fitness and Sport Equipment**
- **Age-appropriate**

***SPARK
Expert
Selected***

***100%
Satisfaction
Guarantee***

SPARK™ PROGRAMS

**PHYSICAL
EDUCATION**

GRADES K-2

**PHYSICAL
EDUCATION**

GRADES 3-6

**PHYSICAL
EDUCATION**

MIDDLE SCHOOL

**PHYSICAL
EDUCATION**

HIGH SCHOOL

**INCLUSIVE
PHYSICAL EDUCATION**

*Whole School
Whole Community
Whole Child*
Initiative

**EARLY
CHILDHOOD**

**AFTER
SCHOOL**

**ACTIVE
CLASSROOM**

SPARK™

me•we•3

At-home physical activity

Visit SPARK online at SPARKpe.org for **Free Resources**



Sample Lesson Plans

Access a sampling of research and standards-based, highly-active Physical Education (K-2, 3-6, Middle School, High School, and Inclusive PE), Early Childhood, After School, and Active Classroom lesson plans at SPARKpe.org/free-lesson-downloads



Webinars

SPARK hosts FREE webinars on timely topics in the field of physical education and student health. Go to SPARKpe.org/webinars to register for upcoming webinars, and view recorded webinars for FREE on SPARKacademy.org.



Online Grant Finder

Looking for funds to implement a quality physical education/activity, health, or nutrition program? Our Grant Finder tool will help you find grants specific to your state and area of focus. Go to SPARKpe.org/grant-finder for details.



eNewsletter

Each month you'll receive our monthly eNewsletter full of grant opportunities, teaching tips, equipment promotions, and links to free resources. Go to SPARKpe.org/signup and sign up today!



Standards Alignment

To see SPARK's alignment with state and national standards, go to SPARKpe.org/standards for details.



SPARK Blog

Follow the SPARK Blog for teaching tips, parent and family resources, trends in physical education, and educational infographics on health, physical activity, and physical education. Go to blog.SPARKpe.org to read the blog articles.



Advocacy Alerts

Need help advocating for Health and Physical Education at the state, district, or school level? Simply fill out a form and we will use our network to help you advocate for the health and well-being of students. SPARKpe.org/advocacy/advocacy-alerts

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