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Presented by:

Julie Frank, SPARK Executive Director



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# SPARK Lessons:

- 4-3-2-1
- Aerobic Bowling
- Jump Bands
- Straddle Ball



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## Learning Objectives

- Students will be able to strike a ball through a goal using their hands.
- Students will be able to defend their goal using their hands.
- Students will be able to show respect for others in a group activity.

## Learning Targets

- I can strike a ball with my hands to score a goal.
- I can defend my goal using my hands.
- I can show respect for others in a group activity.

## Teaching Cues

- Feet wider than shoulder-width apart.
- Strike the ball with an open palm keeping the ball on the ground.
- You may block your goal with your hands.

## PREP

- 4 [cones](#) (for boundaries)
- 3 7" dia [foam balls](#) per 8-10 students

## SET

- Create a large (30 x 30 paces) activity area.
- Create groups of 8-10 students.
- Have each group form a circle, with members' legs wide and sides of feet touching their neighbors' feet.

## TEACH

### 1. Lesson Objective

- The object of **Straddleball** is to score a goal. You do that by striking the ball through the legs of anyone in your circle.

### 2. Instructions

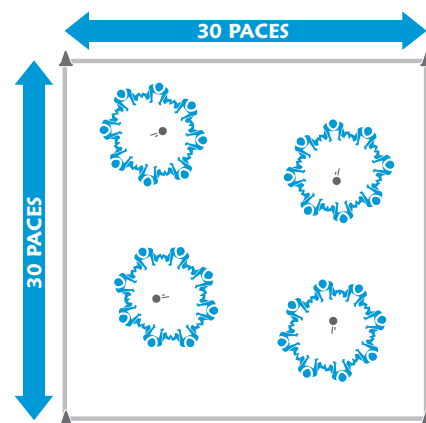
- Everyone has created their own "goal" by straddling wide. Your legs should be wider than shoulder width apart.
- Look around, and make sure everyone's goal is close to the same size!
- Bend your knees and get low.
- Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the ground.
- You may use your hands to protect your goal. You can't hold the ball. When it comes to you, you must strike it.
- If the ball goes outside the circle, the person who touched it last runs after it.
- If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.

### 3. Double Trouble

- We'll play again, this time with 2 balls at once!

### 4. Triple Threat

- Which group is ready to try 3 balls at 1 time?



## REFLECTION QUESTIONS

- Is it best to strike the ball with strong force? Why or why not?
- Were there elements of fitness in this activity? Where?
- What is respect? How can we demonstrate respect for others during physical education?



# Straddleball

## Standards Alignment

### Standard 2: Outcome 3

Differentiates between strong and light force.

### Standard 3: Outcome 3

Identifies physical activities that contribute to fitness.

### Standard 4: Outcome 4

Shares equipment and space with others.

### Standard 5: Outcome 3

Describes positive feelings that result from participating in physical activities.

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-regulation

### Social Awareness

Respect for others

### Relationship Skills

Cooperation

## Vocabulary

- protect
- retrieve
- straddle

## Teaching Suggestions

- While using smaller groups for Straddleball seems like a good idea, it's hard to play with too few students in the circle. They're too close to one another to get a good rally going.
- Larger foam balls (e.g., 7" dia) or beach balls are easier to strike (larger surface and slower play) than smaller ones (3" dia). Use equipment strategically to build skills and provide challenge.

## SPARK It Up!

### 1. Play in Levels

- Now that you know how to play Straddleball, those of you that would like to play a "nice and easy" game, meet over here (*point*).
- Those that want to play a "little faster" game, gather here (*point*).
- Those that want to play "super fast" Straddleball, move to this area (*point*).
- (*Organize students so there are at least 8 in a group; combine groups if necessary.*)
- (*Distribute equipment so "level 1" is playing with 1 ball, "level 2" with 2 or more, "level 3" with 3 or more balls.*)

### 2. Flip It

- This time turn around so you face out from the circle, and strike the ball while looking back between your legs!

### 3. Super Straddleball

- Let's make a giant circle and play 1 huge game of Straddleball with 3 (*or more*) different balls at once!

## Integrations

Take your **Straddleball** skills home with you and practice against a wall. Does Straddleball remind anyone of a popular sport? I think it's a lot like hockey. You try and score a goal, but in hockey, you strike the ball with a stick in your hand. You can play ice hockey where you skate to move, or field hockey where you run to move. Both games are really fun. Has anyone ever played hockey?

## Teacher Reflection



# Introduction to Movement Bands

## Learning Objectives

- Students will perform movement band skills with proper technique.
- Students will sustain moderate to vigorous physical activity for extended periods of time.
- Students will use movement bands safely and cooperatively with peers.

## Learning Targets

- I can practice movement band skills with good form.
- I can actively participate in activities that keep my heart rate up.
- I can use movement bands cooperatively and safely with others.

## Teaching Cues

- Enders move feet like a double jumping jack. Jump in for 2; then straddle out for 2.
- Jumpers jump 1 foot at a time into the center then out hopping on 1 foot.
- Jumpers and Enders jump opposite—One jumps "In" while the other is "Out".

## PREP

- 1 pair of [movement bands](#) per 3-4 students
- [Movement Band Skill Cards - Individual Tricks](#) (SPARKfamily.org)
- Music and player or 1 pair of [rhythm sticks](#) per 3-4 students (optional)

## SET

- Create groups of 3-4 scattered with about 5 paces between groups; each group with 1 pair of movement bands.

## TEACH

### 1. Lesson Objective

- The object of **Introduction to Movement Bands** is to learn the basic movement band techniques and safety rules.

### 2. Safety Rules

- Place loops at the ends of the bands low and around the ankles.
- Enders move apart until band is taut, but not too tight.
- Enders may not walk when attached to bands.
- Be careful when removing the bands. Avoid snapping them.

### 3. Ender Technique:

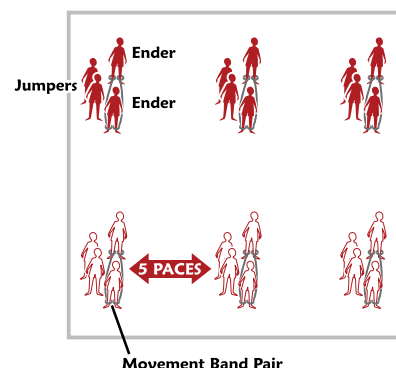
- (Teach and have 1 group demonstrate the Enders movement without the movement bands.)
- I'll say "5-6-7-8" to prepare you to begin. Start with your feet together and jump 2x, then straddle jump 2x. Ready? 5-6-7-8.
- (Allow time for all students to practice. Always start with "5-6-7-8" as a lead-in prompt and call, "In, In, Out, Out" to provide cues.)
- Now let's add the bands. Two from each group are "Enders."
- The loops fit over your shoes and ride on the ankles. Pull away from each other until band is taut.
- (When all have bands on, give signal to start, provide rhythm cues, and allow enders to practice with bands.)

### 4. Jumper Technique

- Stand on the outside the bands with your right side closest to the bands.
- Jump in the middle of the 2 bands by first stepping with your right foot then with your left foot "In, In".
- Jump outside the 2 bands by stepping out of the bands with your right foot then hopping on the right foot "Out, Out".
- Repeat going back the other direction leading with your left foot.
- Should be exact opposite of the enders. (Jumping "In" the bands as the enders are jumping "Out").

### 5. Challenges

- Can you add a 180° turn? How about a 360°?
- How many jumps can you do without an error?
- Can you add another jumper and jump together?



## REFLECTION QUESTIONS

- What are some safety cues to remember when doing movement band activities?
- What should you do as an ender to help your jumper be successful?
- What health-related fitness component are you most working in movement band activities? What skill-related component are you most working?



# Introduction to Movement Bands

## Standards Alignment

### Standard 1: Outcome 3

Combines jumping and landing patterns with locomotor and manipulative skills.

### Standard 2: Outcome 2

Combines movement concepts with skills.

### Standard 3: Outcome 2

Engages in the activities of physical education class without teacher prompting.

### Standard 3: Outcome 3

Describes the concept of fitness and provides examples of physical activities to enhance fitness.

### Standard 3: Outcome 5

Demonstrates health-related fitness components.

### Standard 4: Outcome 2

Participates with responsible personal behavior in a variety of physical activity contexts.

### Standard 5: Outcome 1

Discusses the relationship between physical activity and good health.

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-discipline

### Relationship Skills

Cooperation

### Responsible Decision-Making

Solving problems

## Vocabulary

- straddle
- taut
- tinikling

## SPARK It Up!

### 1. Individual Tricks

- (Have students use the Movement Band Skill Cards - Individual Tricks for additional challenges.)
- (Diagrams and instructions are included for each trick. Have 1 group demonstrate Jumper's movement.)

## Teaching Suggestions

- Teach the jump while enders remain in "Out" position. Then try it with the enders jumping in and out.
- If/when students become fatigued, allow enders to remain in the out position.
- Two or 3 jumpers may jump simultaneously.
- Rhythm sticks or music with very strong beat is helpful.

## Integration

Movement Bands are a variation of the Philippine national dance of Tinikling. Tinikling in English means "bamboo dance." Dancers hop between 2 bamboo poles struck together. The dance imitates the movement of a bird known throughout the Philippines for its grace and speed, as it hops over grass stems, trees, and traps set by farmers.

## Teacher Reflection





# 4 - 3 - 2 - 1

1. **JUMP:** Jump 4X and say “4,3,2,1” (4 counts).
2. **GRAPEVINE:** Grapevine R then Grapevine L (8 counts).
3. **SKATE:** Skate slowly R, L, R, L moving forward (8 counts).
4. **HIP:** Touch R hip, L hip, R glute, L glute, clap 2X, “Raise the Roof” 2X (8 counts).
5. **BACK-WALK:** Walk backward 4 steps, (4 counts).
6. **REPEAT ALL UNTIL END OF SONG.**

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