

Power-Up with SPARK Strategies, Activities and More!



FL SHAPE Convention 2022

Presented by: Julie Frank, SPARK Executive Director

GOPHER

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Activities

- 4-3-2-1
- 3-Catch Game
- Centipede Pass
- Radioactive River
- Moon Ball



Included with purchase of SPARK curriculum!

NEW



SPARK™

The FIRST Physical Education Curriculum & Assessment App

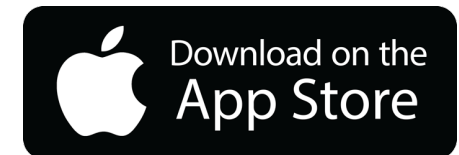
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LEARN MORE

SPARK (& more) in the palm of your hands –



- ✓ *View SPARK lesson plans + favorite lessons for easy access*
- ✓ *Observe SPARK skill cards, task cards, and activity videos + access music*
- ✓ *Conduct SPARK skill rubric assessments*
- ✓ *Capture fitness testing*
- ✓ *Schedule SPARK lessons, assessments + fitness tests, with pop-up reminders*
- ✓ *Track attendance*
- ✓ *Utilize random group creator/student selector*
- ✓ *Email student self-assessments*
- ✓ *Custom assessments*



<https://sparkpe.org/app>

Search "SPARK PE"

FREE SPARK™ PE APP TRIAL

1 Create an account here!



2 Download SPARK app!

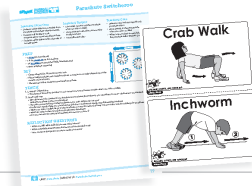
Search "SPARK PE"



3 Login with account credentials!

Free access for 3 weeks

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

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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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Learning Objectives

- Students will demonstrate the correct rhythm and pattern for a line dance.
- Students will sequence the pattern of a dance by practicing different steps with a variety of partners.
- Students will engage in physical activity with responsible personal behavior.

Learning Targets

- I can perform the correct movements with the beat of the music.
- I can practice different dance steps with a variety of partners.
- I can actively participate by following all movement cues for this dance.

Teaching Cues

- Find partners quickly.
- Move to the beat.
- Remember who your partner is for each movement.

PREP

- 4 cones (for boundaries)
- [4-3-2-1 Prompt Page](#) (SPARKfamily.org)
- Music: ["4,3,2,1"](#) (SPARK 3-6 Music on SPARKfamily.org)
- Music player

SET

- Create a large (30 x 30 paces) activity area.
- Scatter students in area.

TEACH

1. Lesson Objective

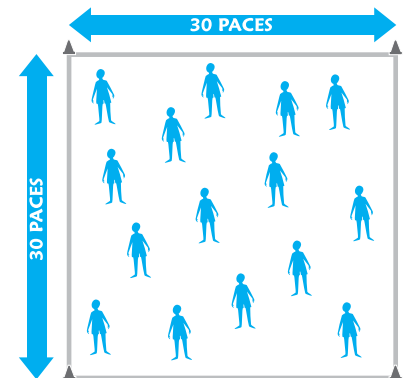
- The object of **4-3-2-1** is to perform a line dance using an "add-on" format.

2. Instructions

- On music, move throughout our area. When the music stops, find a partner.
- After practicing each movement, the music will start, and you will leave your partner and move again.
- When music stops, find a new partner.

3. 4-3-2-1 Dance Steps

- When the music stops, find your first partner.
- This is your "Jumping" partner. Together, jump 4x and say "4-3-2-1" (4 counts).
- On music, leave your partner and move again. When music stops, find a new partner.
- This is your "Grapevine" partner. Grapevine step right (step right, left behind, right, touch left) then Grapevine step left (step left, right behind, left, touch right) (8 counts).
- Move on the music. When it stops, find a third partner.
- This is your "Skating" partner. Together, skate slowly by sliding right foot forward, then left foot forward, right foot forward, left foot forward (8 counts).
- Move on the music. When it stops, find a forth partner.
- This is your "Hip" partner. Touch your right hip with right hand, left hip with left hand, right glute, left glute, clap 2x, "Raise the Roof" (push hands from shoulders to sky) 2x (8 counts).
- Move on the music. When it stops, find a fifth partner.
- This is your "Back-walking" partner. Together, backward-walk 4 steps, counting "8-7-6-5" (4 counts).
- Now, we'll play the music, and combine all the steps. The music has a prelude, then on cue, "4-3-2-1" begin jumping.



REFLECTION QUESTIONS

- What locomotor movement patterns were combined in this dance?
- Did practicing different steps with different partners help you to remember the sequence of the dance? Why?
- What steps could you add or change to express your creativity?



4-3-2-1

Standards Alignment

Standard 1: Outcome 1

Uses various locomotor skills in a variety of dances.

Standard 1: Outcome 3

Combines jumping and landing with locomotor patterns in dance activities.

Standard 1: Outcome 5

Combines locomotor skills in cultural and creative dances.

Standard 1: Outcome 6

Performs a sequence of locomotor skills, transitioning smoothly.

Standard 2: Outcome 2

Combines movement concepts with skills in dance activities.

Standard 3: Outcome 2

Actively engages in activities of PE.

Standard 4: Outcome 3

Accepts, applies, and gives corrective feedback respectfully.

Standard 4: Outcome 4

Exhibits etiquette in a variety of physical activities.

Standard 5: Outcome 2

Expresses enjoyment of participating in new, challenging activities.

SEL Competencies

Self-Awareness

Self-confidence, peer interaction

Self-Management

Self-discipline

Social Awareness

Respect for others

Relationship Skills

Social engagement

Vocabulary

- glute
- invent
- prelude

SPARK It Up!

1. Jumping Jacks

- *(Substitute 2 jumping jacks for 4 jumps.)*

2. Super Fitness

- *(Change steps to the following: 2 jumping jacks; 2, 3-step turns; 2 burpees; 8 skier jumps; and 2 reverse lunges.)*

3. Your Twist

- *(To any of the above variations, add your own twist to the dance on direction changes.)*

Teaching Suggestions

- When all students do the dance together, provide cues 1-2 beats before each move.
- For extra practice have students go back to previous partners. For example say, "Find your skating partner and slide right, left, right, left with them."
- Make copies of the 4-3-2-1 Prompt Page and allow students to work independently with the directions in hand.

Integration

Teach this activity to someone at home (your sister, brother, mom, dad, aunt, uncle). Choose your favorite music. One of you stops the music when it's time to work with your partner. You won't have a new partner each time, but take turns inventing a new step. Each time you meet, repeat the steps you have done before adding another.

Teacher Reflection



Learning Objectives

- Students will be able to volley a ball using a variety of body parts.
- Students will be able to strike a ball from different levels.
- Students will be able to cooperate with a group to keep a ball in the air.

Learning Targets

- I can keep the ball in the air by volleying it with different body parts.
- I can strike the ball from different levels.
- I can cooperate with my group to keep our ball in the air.

Teaching Cues

- You may only strike the ball once, no double hits.
- Work and move together.
- Encourage each other.

PREP

- 1 [beach ball](#) (or any large, light ball) per 5 students
- 1 [stopwatch](#)
- Music and player (optional)

SET

- Form groups of 5-7; each in a small circle with a beach ball.

TEACH

1. Lesson Objective

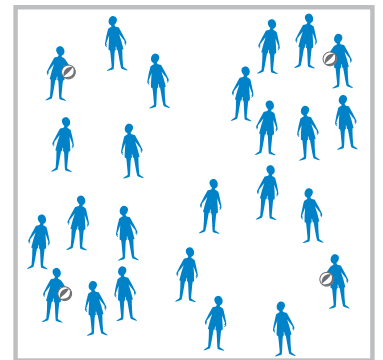
- The object of **Moon Ball** is to keep the ball in the air for as long as possible by cooperating and communicating with your group.

2. Instructions

- On signal, toss the ball up and use your hands, feet, head, or any body part to keep it up as long as you can.
- Communicate with your group to avoid collisions and take turns striking the ball.
- Once you strike the ball another student must strike it before you can strike it again. No double hits.

3. Challenges

- How many touches can your group make before the ball falls to the ground?
- How many seconds can your group keep the ball in the air?



Moon Ball

Standards Alignment

Standard 1: Outcome 13

Strikes with a mature overhand pattern.

Standard 3: Outcome 4

Participates in strength and endurance-fitness activities.

Standard 4: Outcome 1

Exhibits responsible social and inclusive behaviors.

Standard 4: Outcome 1

Accepts responsibility for improving levels fitness.

Standard 4: Outcome 5

Cooperates with classmates on problem-solving initiatives.

Standard 4: Outcome 7

Independently uses equipment appropriately and safely.

Standard 5: Outcome 3

Generates positive strategies in a group challenge.

Standard 5: Outcome 4

Describes how moving competently creates enjoyment.

Standard 5: Outcome 6

Demonstrates respect for self and others during activities.

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-regulation

Relationship Skills

Communication, teamwork

Reflection Questions

- How did you show encouragement in this activity?
- What strategies did your group use to successfully keep the ball in the air?
- What elements of this activity made it fun or enjoyable?

SPARK It Up!

1. Multiple Balls

- (Need 2-3 balls per group.)
- Which group is ready for a second ball?
- How long can you keep both in the air?
- Which group is ready for a third ball?
- How long can you keep all 3 in the air?

2. No Hands

- Can your group keep the ball(s) in the air without using your hands?

Teaching Suggestions

- Have a discussion with the class before the activity on what encouragement would look and sound like.
- Encourage students to practice this social skill during the activity.
- Use volleyballs if beach balls are not available.
- Use music to help motivate students.

Integration

Playing Moon Ball is fun. Living on the moon would not be. Take care of the planet we live on. Conserve its resources. Reduce, Reuse, Recycle!

Teacher Reflection

