

# Reimagining PE:

## Non-Traditional Units to Expand your Curriculum



Presented by:

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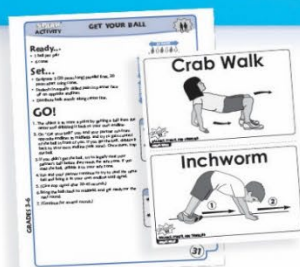
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## Learning Objectives

- Students will be able to discuss strategies for creating a positive learning environment.
- Students will be able to listen to and follow teacher prompts.
- Students will follow the rules and demonstrate fair play in a group activity.

## Learning Targets

- I can discuss ways to create a positive learning environment in our class.
- I can listen and follow the teacher's prompts.
- I can follow the rules in a group activity.

## Teaching Cues

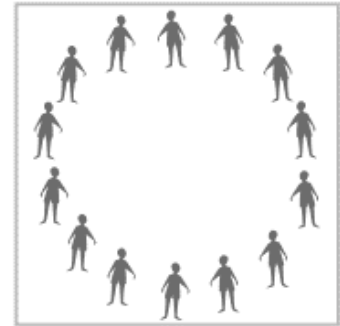
- On "heads down", look at your shoes. On "heads up", look at the student you chose.
- If 2 people make eye contact with each other then both sit down.
- Be honest and after "heads up", don't turn your head to find someone new to look directly at if someone is looking at you.

## PREP

- None

## SET

- Create a large circle with students standing side by side.
- For classes over 25 create circles create 2 circles that play at the same time.



## TEACH

### 1. Lesson Objective

- The object of **Heads Up** is to try and look at someone who is not looking directly at you so you can stay in the game.

### 2. Instructions

- Look around the circle and mentally choose 1 student you will look at on the signal.
- When I say "heads down", look down at your shoes.
- When I say "heads up" look up and immediately look directly at the person face that you chose.
- If two people make eye contact with each other, they both sit down.
- If nobody is eliminated, then I will just repeat "heads down", then "heads up" again.
- Each time we repeat the prompts choose a new person to make eye contact with.
- Be honest and follow the rules to make the game more fun.
- Do not turn your head and look at a new person if you see someone looking at you. You will be eliminated.
- We will play until there are only 2 students left.

## Learning Objectives

- Students will apply Sepak Takraw skills with proper technique.
- Students will apply basic offensive and defensive strategies.
- Students will demonstrate positive behavior and include others in the activity.

## Learning Targets

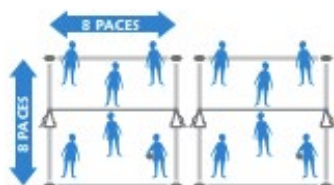
- I can combine use Sepak Takraw skills with proper form.
- I can demonstrate basic offensive and defensive strategies.
- I can show positive behavior and include others in the activity.

## Teaching Cues

- Make good passes to your group members to set up a good return.
- "Call" the ball to tell others in your group you are getting it.

## PREP

- 4 spot markers per 6 students (for boundaries)
- 2 12"-18" H cones per 6 students (for net)
- 1 9'-12' L jump rope per 6 students (for net)
- 1 ball (10" dia volleyball trainer) per 6 students



## SET

- Create small (8 x 8 paces) grids per group of 6.
- Form 2 groups of 3 for each grid.
- Create a net (using jump rope and cones) to divide each grid into 2 equal areas.
- Position groups of 3 in a triangle on either side of the net. (See diagram.)

## TEACH

### 1. Lesson Objective

- The object of **Sepak Takraw** is to hit the ball (takraw) over the net without the opposing group being able to return it.

### 2. Instructions

- The difference between this and volleyball is that the ball is hit only using your lower body.
- "Sepak" is the Malay word for kick. "Takraw" is the Thai word for woven ball.

#### Rules

- Play begins with a toss from a side player to center player who kicks it over the net.
- Receiving group is allowed 3 hits to get the ball back to the other side of the court.
- A point is scored (by serving group only) if the other group:
  - Hits the ball out of bounds (liners are good).
  - Does not return ball in 3 or fewer hits.
  - Allows ball to hit the ground more than 1x in a row.
  - Touches the ball with a hand or arm.
  - Commits a "held ball" by catching or trapping ball.
- If the serving group wins the rally, they score a point and continue serving.
- If the receiving group wins the rally, it is a side-out and they take over the serve.
- On a side-out, rotate positions to get a new server.
- Rotation is clockwise (server moves to right back, to left back, to server.)

### 3. Challenges

- How many times can your group return the serve using 3 hits?



## Learning Objectives

- Students will learn and practice appreciation as a social skill.
- Students will be able to find commonalities with others.
- Students will be able to move safely through general space.

## Learning Targets

- I can discuss and demonstrate appreciation in our activity.
- I can find things in common with my friends.
- I can move safely through the general space.

## Teaching Cues

- Be honest with your answers.
- When you leave your spot, quickly find a new one.
- Use self-control when moving through general space.

## PREP

- 4 cones (for boundaries)
- 1 spot marker per student

## SET

- Create large (20X20 paces) activity area.
- Scatter spot markers within area.
- Disperse students to stand on spots. One will be without a spot.

## TEACH

### 1. Lesson Objective

- The object of *I Like People Who* is to learn about appreciation and accepting others as well as practicing moving safely through general space.
- What is appreciation? (*An expression of gratitude, admiration or approval for others because of their qualities or accomplishments.*) How do you show appreciation to others?

### 2. Instructions

- I will choose 1 student to begin the activity who will stand in the center without a spot marker.
- The student in the middle will say, "I Like People Who..." and name something they like about other people and then will find a spot marker to stand on.
- If that is something that applies to you then leave your spot marker and walk quickly to find a new one.
- Whoever doesn't have a spot becomes the next one to share what they like about other people.
- Look for a new spot without making contact with others. Remember to say "Excuse me."
- (*Continue playing for several rounds, changing the locomotor skill each round.*)
- (*If students can't think of one of their own, use the prompts below or create your own.*)

### 3. Sample Prompts: I Like People Who....

- Have brown eyes.
- Like strawberries.
- Have seen (*choose a movie or tv show*).
- Play basketball.
- Have more than 1 sibling.
- Love PE!
- Have been camping.
- Have 2 ears! (*Everyone has to move!*)





## 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

### Backhand Throw:

- Grip: Basic or Power.
- Stand sideways.
- Coil and uncoil arm.
- Power wrist snap, finger points to target.

### Deflecting

- Get set, watch, and move.
- Select deflect: none, 1- or 2-hand, tap or slam.

## PREP

- 1 disc per 4 students
- 1 hoop (can) per 2 students
- 1 large cone (target) per 2 students
- *Tournament Format Content Cards*
- *Character Matters (CM) Content Cards and Assessment*
- *Kan Jam Content Card(s) and Kan Jam 101*

## SET

- Form teams of 2.
- Create 1 court (1 disc, 2 hoops, 2 cones) per 4 students.
- Place 2 teams per court with teammates on opposite ends.

## TEACH

### 1. Lesson Objective

- The object of **Kan Jam** 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

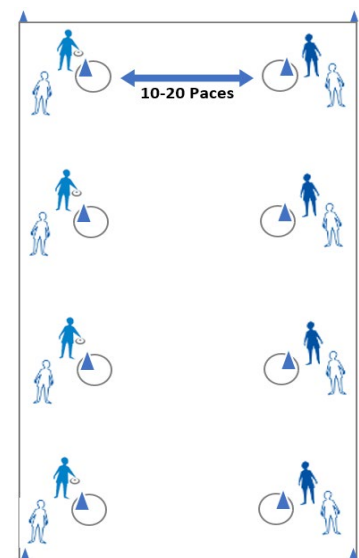
- (Clearly and concisely demonstrate game rules, skills, and strategies.)
- Teammates alternate between throwing and deflecting. Then players on the opposite team do the same; this is considered a "round".
- Scores are calculated after each player throws, and the scores should be called out loud before each throw to ensure the score is accurate and known by all players.
- Scoring: Dinger = 1 pt (redirected disc hits cone). Deuce = 2 pts (disc directly hits cone unaided; cone remains standing). Bucket = 3 pts (redirected disc lands and stays in hoop). Instant Win = (direct hit that knocks cone over).
- To score, thrower must remain behind hoop, throw cannot initially hit ground, and the disc cannot be caught, carried, or hit more than once.

### 3. Practice

- Players backhand throw from a close distance attempting to directly hit target (or have partner deflect disc into target).
- Once a player hits the target (directly or deflected) 5x, they move back 1 giant step.
- Repeat process until players reach the distance established for tournament play.
- 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*).



# Rock, Paper, Scissors Olympics

## Learning Objectives

- Students will learn and discuss the skill of peer interaction.
- Students will participate in MVPA as part of a group activity.
- Students will demonstrate cooperation and fair play with others.

## Learning Targets

- I can discuss peer interaction as part of our activity.
- I can actively participate in activities that keep my heart rate up.
- I can show sportsmanship to a partner by following the rules of the game.

## Teaching Cues

- Find the 1st partner available and try to play against as many different students as possible.
- If you win, move up to the next medal.
- If you do not win, move down to the previous medal.

## PREP

- 3 cones

## SET

- Place cones at both ends of the activity area and one in the middle.
- Place cones 40-50 paces away.
- Gather students at one baseline which is the "Bronze Medal" area.

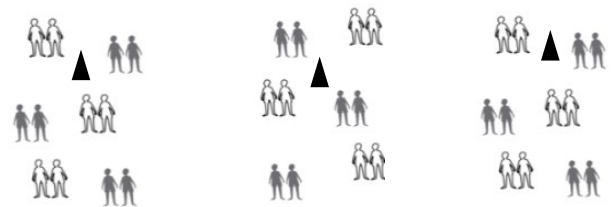
## TEACH

### 1. Lesson Objective

- The object of *Rock Paper Scissors Olympics* is to work on the social skill of peer interaction to play against many different peers in the class.
- What is peer interaction? (*Playing and learning with youth of a similar age.*) Why is peer interaction an important social skill?

### 2. Instructions

- Everyone starts at the Bronze Medal and your goal is to win a Gold Medal at the Gold Medal area on the far side of the activity area by beating an opponent at Rock, Paper, Scissors.
- On the signal find a person to play Rock, Paper, Scissors against.
- On the count of three choose one of 'Rock' (hold hand in a fist shape) 'Paper' (hold hand flat), or Scissors (open two fingers). If it is a tie, then play again until there is a winner.
- If you win, then run up to the Silver Medal and find anyone there to play against.
- If you lose, stay at the Bronze Medal and find a new student to play against.
- Once at the Silver Medal, if you win- move up to the Gold Medal area. If you lose at the Silver Medal- go back to the Bronze Medal area and find a new student to play against.
- Once you make it to the Gold Medal area, if you win at this level you win a Gold Medal! If you lose, go back down to the Silver Medal and play again.
- Your goal is to see how many Gold Medals you can win before the signal.





## Learning Objectives

- Students will demonstrate problem-solving strategies to complete the challenge.
- Students will participate in MVPA for sustained periods of time.
- Students will work cooperatively within a group.

## Learning Targets

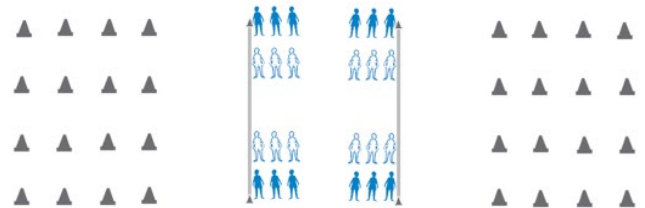
- I can use problem-solving skills to successfully help my team to be successful.
- I can engage in activities that keep my heart rate up.
- I can work positively with others to complete a challenge.

## Teaching Cues

- Each time you run down you may only look under 1 cone.
- Do not let others see what is under your cone or yell out what color beanbag is under a cone.
- Communicate and problem-solve with your group.

## PREP

- 16 cones (or flying discs) per 12 students
- 1 beanbag or small object per student (4 of each color)
- (See SPARK It Up variation to substitute playing cards)
- 2 cones per 12 students to mark starting line



## SET

- Create a large 40 x 40 activity area.
- Set up 2 games side by side with the starting lines close to the center.
- Place 16 cones in a grid equal distance apart.
- Randomly place a beanbag under each cone to hide them from view.
- Create groups of 3 standing single file on the start line.

## TEACH

### 1. Lesson Objective

- The object of **Group Concentration** is to use communication and problem-solving skills to find all 4 of your team's beanbags as quickly as possible.

### 2. Instructions

- I will give each team the color of the beanbags they need to collect (*provide one of the 4 colors with each team/side*).
- On the signal, the first student from each team will run to a cone and look underneath it.
- If your team's beanbag is under the cone, then grab the beanbag, place the cone back, and return with the beanbag.
- If your beanbag is not under the cone, then place the cone back down and return to end of your line.
- When you return, high-5 the next student in line and they will find a different cone to look under.
- Continue until your team has found all of their beanbags.
- (*Once the game ends, have students place their beanbags under any of the cones then have teams move to the other grid to play again. This is faster to set up the next game and the teams won't know where the beanbags are hiding.*)
- **Rules:**
  - Each time you run down you may only look under 1 cone. Replace the cone when you are done looking.
  - Do not let others see what is under your cone and do not yell out what color beanbag is under a cone.
  - Communicate and problem-solve with your group to determine a strategy for which cones to look under.

# CONTACT US

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