



**PHYSICAL  
EDUCATION**

**GRADES  
K-2**

**NAME of CUSTOMER**

**Part 1 (of 4)**

**Presented by: ENTER YOUR NAME, SPARK Trainer**



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

# HOUSEKEEPING

- Restrooms
- Break & End Time
- Cell phones
- Handout packet
- Raffle
- Play to your limit!
- #SPARKtraining



# WORKSHOP OBJECTIVES

- Participate in SPARK PE activities
- Learn instructional and management strategies to help reach SPARK PE goals
- Hands-on experience with the curricular materials
- Enjoy the process
- Be able to use tomorrow what you learn today

# QUALIFIER

**1. YOU are the expert!**

**2. YOU know your kids and facilities**

**3. So, use YOUR filter to analyze an activity. Is it...**

- good to go?
- in need modification?
- not going to work for me?



# SPARK PE GOALS

- Students are involved in MVPA at least 50% of class time
- All students are provided with many opportunities to participate and practice skills
- Students enjoy physical activity
- Students are encouraged to participate in physical activity outside of PE

# BUILDING A FOUNDATION

## Let's Get Active!



# BUILDING A FOUNDATION

- Introductory Unit – START HERE!
- Establishes
  - - Class environment
  - - Behavioral expectations
  - - Management & organization protocols
- Present lessons in order
- Repeat lessons if necessary
- ASAP's not needed



# BUILDING A FOUNDATION

- Personal Space
- General Space
- Go Away, Go Home
- Scrambled Eggs
- Gathering Coconuts



- Locomotor Skills and Movement Concepts
- Traffic Lights
- Back to Back/Sculptor
- Same and Different
- Mingle, Mingle



# ASAP'S

- I See, I See
- Snakes & Lizards
- Chicken Dance



- ✓ Little or No Equipment
- ✓ Music / No Music



# 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!**



**The World's Most Evidence-Based Physical Education  
& Physical Activity Programs!**

*Blue outcomes = unique to SPARK*

# MANUAL / MUSIC / FOLIO

- What You Have
- How to Use It
- Teaching SPARK PE
- **Building a Foundation**
- **ASAP**
- **Instructional Units**
- Recess Activities
- Limited Space



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# SPARK LESSON PLANS

- Teacher Friendly
- Minimum Prep
- Standards-Based
- Field-Tested

**SPARK PHYSICAL EDUCATION GRADES K-2**

## Parachute Switcheroo

**Learning Objectives**

- Students will be able to move safely from parachute to parachute when prompted.
- Students will be able to work cooperatively to move a small parachute.
- Students will be able to follow the rules of a simple game.

**Learning Targets**

- I can safely move to another parachute when my color is called.
- I can cooperate with others to move the small parachute.
- I can follow the rules.

**Teaching Cues**

- Listen for stop and start signals and parachute colors.
- Move directly to the next parachute when your color is called.
- When a new student arrives, hold the parachute still to let them grab it.

**PREP**

- 4 cones (for boundaries)
- 1 6' dia parachute per 6-8 students
- 4-5 tossables per group (fluff balls, beanbags, etc.)
- Music and player (optional)

**SET**

- Create a large (30 x 30 paces) activity area.
- Place small parachutes just inside boundaries in a square or triangle (depending on the number of parachutes).
- Place groups of 6-8 students around each parachute.

**TEACH**

**1. Lesson Objective**

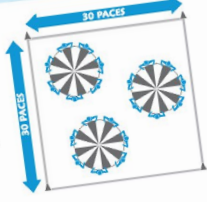
- The object of *Parachute Switcheroo* is to move from 1 parachute to another when your color is called.

**2. Instructions**

- We will move in this direction from parachute to parachute. (Point the way you want them to move - clockwise or counterclockwise).
- Hold the parachute with an overhand grip.
- The color you are holding on the parachute is your color. What color are you?
- On the start signal, shake your parachute up and down. On the stop signal, stop shaking the parachute.
- When your color is called, let go of the parachute, move to the next parachute, find your color, and start shaking the parachute again.
- Watch for others when moving from parachute to parachute!
- Can you move to the next parachute before I count down from 5?

**REFLECTION QUESTIONS**

- What is a skill? What skills did you use in this activity?
- What is the difference between clockwise and counterclockwise?
- How could we change this activity to make it more fun?



**UNIT: Parachute | LESSON 10: Parachute Switcheroo**

## Snakes and Lizards

**Standards Alignment**

**Standard 1: Outcome 1**  
Performs locomotor skills while maintaining balance.

**Standard 1: Outcome 7**  
Balances on different bases of support, combining levels and shapes.

**Standard 4: Outcome 4**  
Works independently with others in partner environments.

**SEL Competencies**

**Self-Awareness**  
Peer Interaction

**Self-Management**  
Social Interaction

**Relationship Skills**  
Taking Turns

**Vocabulary**

- approach
- correct
- incorrect

**Teaching Suggestions**

- Teach and remind students to pace themselves as they move around the perimeter.
- Praise lizards who gently tap their snake's hand when guessing.
- Encourage lizards to spread out when moving clockwise around the perimeter.

**SPARK It Up!**

**1. Any Snake**

- This time you are not in pairs.
- Lizards can now move throughout the general area between all other snakes.
- On my signal, approach any snake and guess which hand holds the object.
- Switch roles with that snake if you guess correctly (just 1 guess per round).

**2. Right or Wrong**

- If you guess correctly, both partners perform 3 jumping jacks before switching roles.
- If you guess incorrectly, both do 3 curl-ups.

**Integrations**

Read *Lizard's Home* by George Shannon. In this story, the snake tries to double-cross the lizard that outsmarted him. Discuss demonstrating respect for self and others, acceptable responses to challenges, successes and failures, and the characteristics of

**Teacher Reflection**

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**LESSON 10: Snakes and Lizards**

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Individual



Pairs



Group



Academic



Home



Wellness



# LESSON PLAN FRONT

### Learning Objectives

- Students will be able to cooperate in pairs.
- Students will be able to demonstrate twisting, turning, bending, and stretching.
- Students will be able to describe their experience and enjoyment of the activity with others.

### Learning Targets

- I can work cooperatively with a partner.
- I can demonstrate how to twist, turn, bend, and stretch.
- I can describe my experience and enjoyment of the activity with others.

### Teaching Cues

- Pass the beanbag with 2 hands and receive it with 2 hands.
- Keep your feet facing forward.
- Listen for the stop and start signals.

### PREP

- 4 cones for boundaries
- 1 beanbag (or other tossable) per 2 students
- Music and player
- Assorted manipulatives (optional)
- 1 playground ball per 2 students (optional)

### SET

- Create a medium (20 x 20 paces) activity area.
- Scatter partners in area. 1 beanbag per pair.

### TEACH

#### 1. Lesson Objective

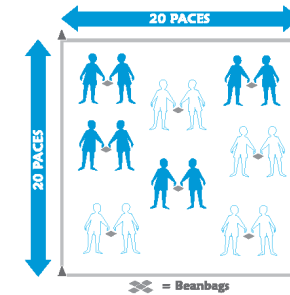
- The object of **Twist and Turn/Bend and Stretch** is for you and a partner to work together to warm up, stretch, and pass a beanbag back and forth.

#### 2. Twist and Turn

- Stand back-to-back with your partner. Bend your knees and keep your hips forward.
- Can you pass your beanbag by twisting and turning from side to side? Start slowly and talk with each other to work on your timing.
- Try not to drop the beanbag.
- When you've made at least 3 passes without a drop, go a little faster.
- When you hear "Switch," change direction.
- **Challenge** - Before the signal, how many times can you get the beanbag back to the partner holding it now? Allow several times to improve their score. Change directions each round. Switch partners every few rounds.

#### 3. Bend and Stretch

- Move 1 small step away from your partner.
- Can you pass the beanbag between your legs when you bend, then overhead as you stretch? Start slowly; be careful not to bump.
- **Challenge** - Before the signal, how many times can you get the beanbag back to the partner holding it now? (Allow several times to improve their score. Switch partners every few rounds. Change directions each round.)



### REFLECTION QUESTIONS

- What is flexibility?
- What does it look like when you flex your muscles? When you extend your muscles?
- How does twisting, turning, bending, and stretching help us become more flexible?



# LESSON PLAN BACK

## Twist and Turn/Bend and Stretch

### Standards Alignment

#### Standard 3: Outcome 2

Actively engages in Physical Education class.

#### Standard 4: Outcome 4

Works independently with others in partner environments.

#### Standard 5: Outcome 3

Discusses the enjoyment of playing with friends.

### SEL Competencies

#### Self-Awareness

Self-efficacy

#### Self-Management

Self-regulation

#### Relationship Skills

Teamwork

### Vocabulary

- flexible
- improve
- twist

### Teaching Suggestions

- Use music for signals.
- Switch partners every few rounds. Challenge students to beat their old record with their new partner.
- Cue students to keep their feet facing forward.

### SPARK It Up!

#### 1. Mixed Bag

- Allow pairs to practice with manipulatives of different shapes, sizes, and textures. (e.g., foam balls, flying discs, tennis balls, etc. – in place of beanbags.)

#### 2. Toss and Roll

- Now, instead of handing the beanbag to your partner on the stretch, try tossing it in the air safely and slowly so your partner can catch it. If you can do that 3 times in a row, roll the ball to your partner between your legs when you bend.

#### 3. Bounce and Catch

- Who's ready to try Twist and Turn with a bouncy ball (playground ball, small basketball, etc.)? Instead of handing your beanbag to your partner, twist to 1 side and bounce a ball once so it's easy to catch. Your partner will turn to the other side and bounce it back. How many times can you and your partner bounce and catch the ball in 1 minute?

### Integrations

Count by twos (*then fives, etc.*) with each pass of the beanbag. How high can you and your partner count before the stop signal?

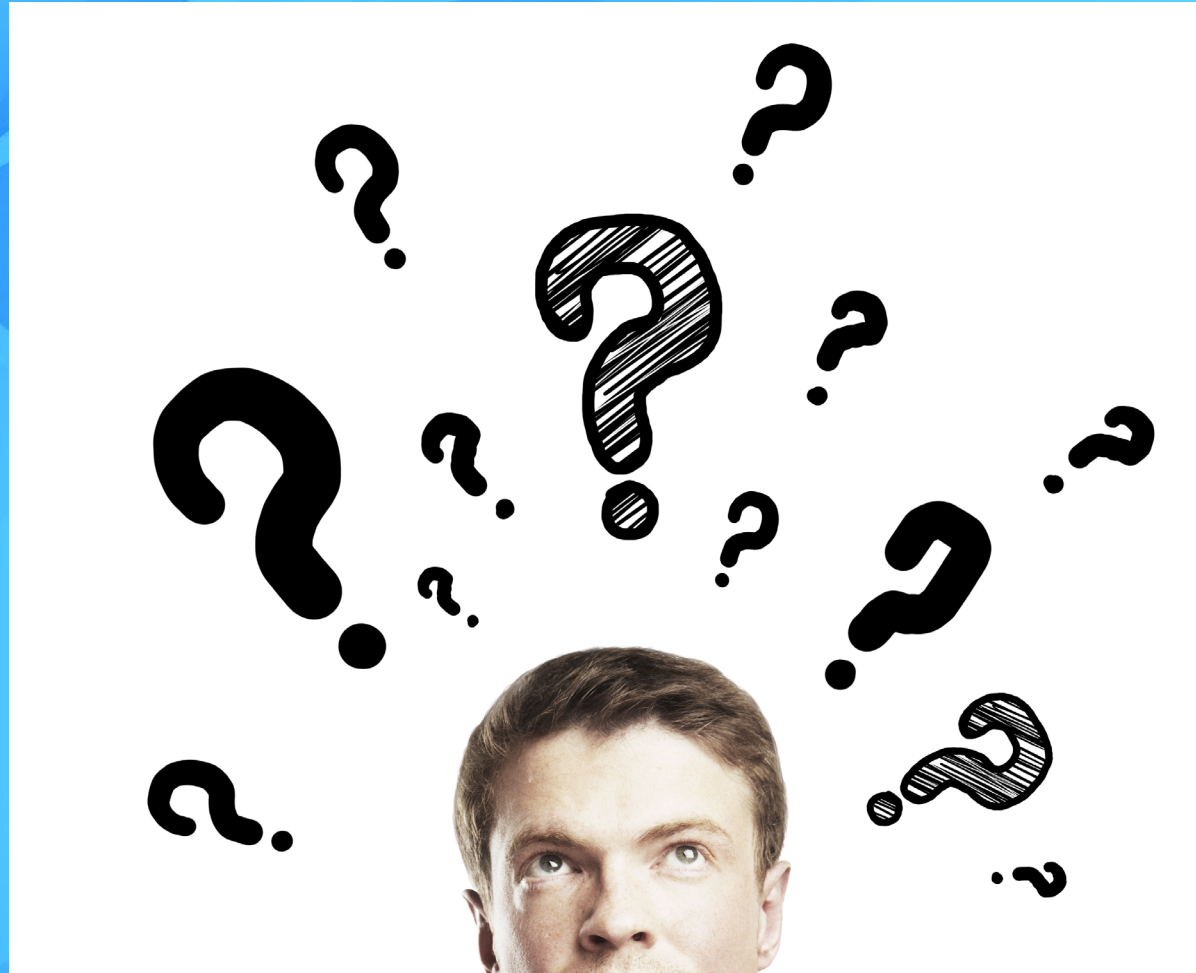
### Teacher Reflection



# THE BASICS

- **B** oundaries and routines
- **A** ctivity from the get-go
- **S** top and start signals
- **I** nvolvement by all
- **C** oncise instructional cues
- **S** upervision & feedback

# WHAT QUESTIONS DO YOU HAVE?



**TAKE A BREAK**

# Games

## CATCHING & THROWING

- Throwing Underhand to Targets
- Self-Toss and Catch
- Partner Throw and Catch
- Clean Your Room



## GAMES

- Crazy Cones
- Cookie Monster Tag
- Catch and Chase





# LESSON FORMAT

## Easy as 1, 2, 3..

1. **ASAP** (5-7 minutes)

2. **Instructional Unit Lesson(s)**  
(15-20 min.)

3. **Wrap it Up** (3-5 min.)



# Sample Yearly Plan

## Teaching SPARK PE

### SPARK Sample Yearly Plan

Month/ 4-Week Period	Instructional Unit	Recess Activities
September 1	Building a Foundation	Rules of the Play Structure
October 2	Parachute	Corn Toss Rock, Paper, Scissors Tag
November 3	Manipulatives	Monkey in the Middle
December 4	Balance, Stunts, and Tumbling	Marbles Switcheroo
January 5	Catching and Throwing	SPUD
February 6	Jumping	2-Square/4-Square
March 7	Kicking and Trapping	Kickback
April 8	Dance	Shoot and Score
May 9	Dribbling, Volleying, and Striking	Wallball
June 10	Games	Cat and Mice

## Sample Unit Plan

### Sample Unit Plan

This unit plan follows the model of 3, 30-minute PE classes per week and may be used as is, or modified to meet your needs. Variables include the number of students and their skill levels, the frequency and duration of PE classes, weather, facilities, equipment, etc.

DAY 1	DAY 2	DAY 3
ASAP Jumping & Landing Patterns	ASAP Jump for Distance	ASAP Hurdling Practice
DAY 4	DAY 5	DAY 6
ASAP Stationary Rope Jumping	ASAP Jumping Rhythmically	ASAP Long Rope Turning in Pairs
DAY 7	DAY 8	DAY 9
ASAP Long Rope Jumping I	ASAP Long Rope Jumping II	ASAP Individual Rope Jumping I
DAY 10	DAY 11	DAY 12
ASAP Individual Rope Jumping II	ASAP Jumping and Landing Circuit	ASAP Showtime

# INSTRUCTIONAL STRATEGIES

- “The object is... You do that by...”
- The 80/20 rule – Be a plumber!
- “When” before “What”
- Student’s name -- then feedback
- 3-4 to 1 Ratio Positive Specific to Corrective
- Differentiate instruction
- Minimize distractions



**Included with purchase of SPARK curriculum!**

Three smartphones displaying the SPARK app interface. The left phone shows a 'Dribbling' lesson plan for 'Eastwood Elementary'. The middle phone shows a 'Ball-handling' lesson plan with sections for 'Learning Objective', 'Learning Targets', and 'Teaching Cues'. The right phone shows a 'Welcome' screen for 'JB Starkey' with a calendar view for 'February 21, 2021 Thursday' and a list of activities including 'Basketball 3-6' and 'Lesson 3: Catch Basketball'.

**NEW**

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ANDROID APP ON Google play

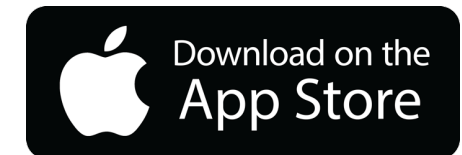
**[sparkpe.org/app](https://sparkpe.org/app)**  
**How-To Guides & Tutorials**



# 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*

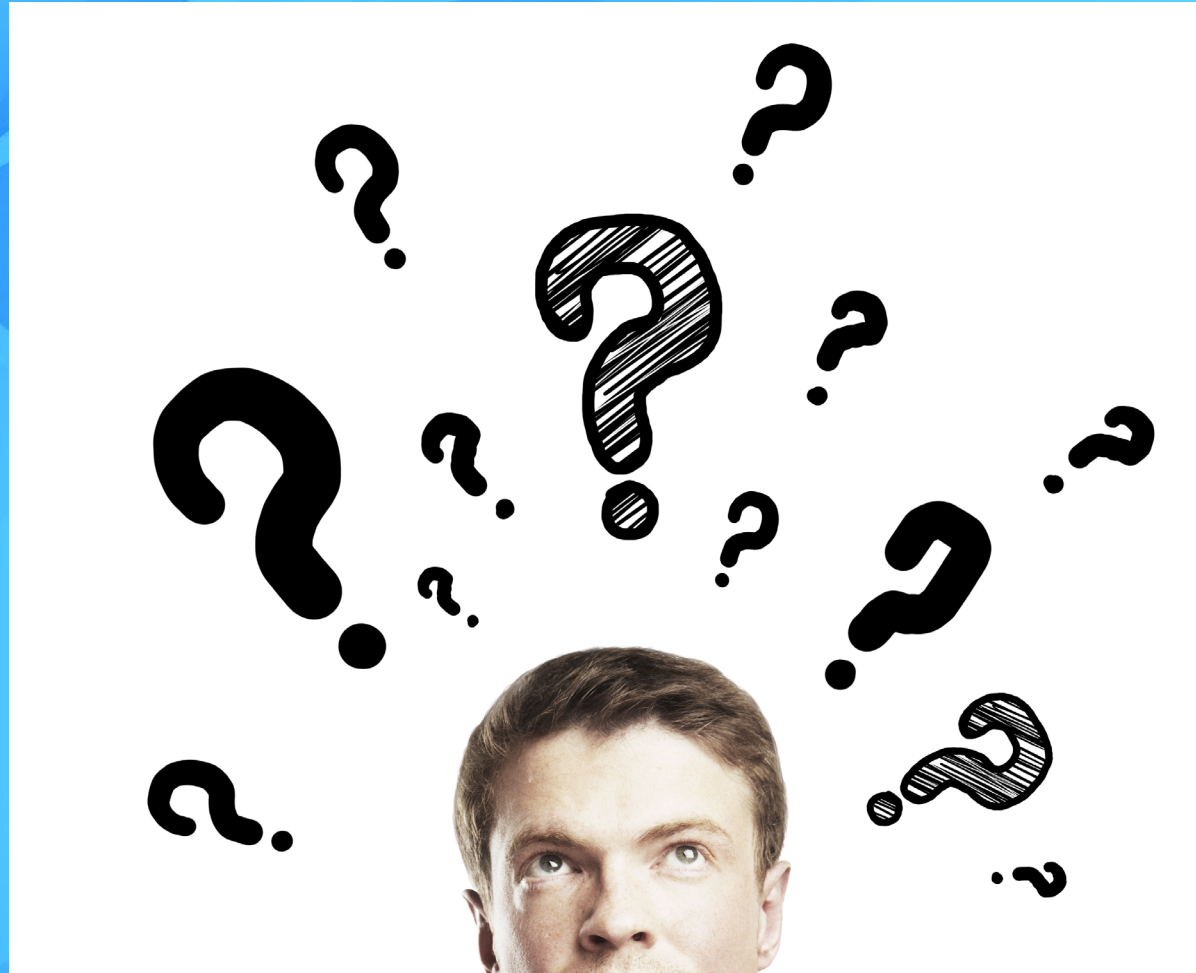


**Search "SPARK PE"**

# SCAVENGER HUNT: SPARKfamily



# WHAT QUESTIONS DO YOU HAVE?





THINK – PAIR - SHARE



# KEY POINTS

- BASICS
- Instructional Strategies
- Forming Groups
- Increasing MVPA
- Challenge by Choice

MAKE  
IT  
FUN



**As a result of today's workshop, what will  
you:**

**START** doing?...

**STOP** doing?...

**CONTINUE** doing?...

**BLAST OFF!**

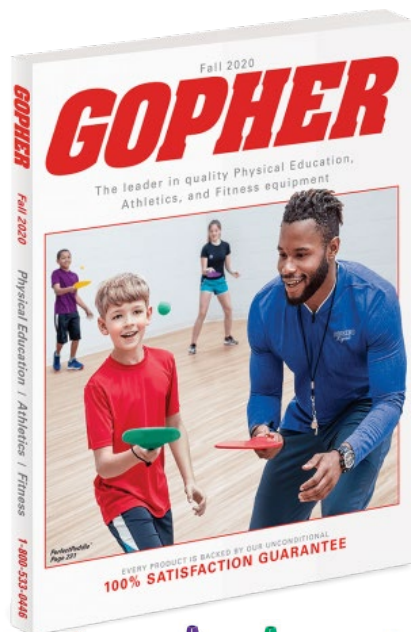


# HOW DID WE DO?

## Did we...

- Participate in SPARK PE activities?
- Learn instructional and management strategies to help reach SPARK PE goals?
- Have hands-on experience with the curricular materials?
- Leave with something you can use tomorrow?
- Enjoy the process?





# ***GOPHER*** Equipment

- SPARK Recommended Sets
- Age-appropriate
- High-Quality Fitness and Sport Equipment
- Shop NEW Products – Gopher Exclusive
- PE Best-Sellers on Sale in Back to School and Spring Catalogs

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# 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**

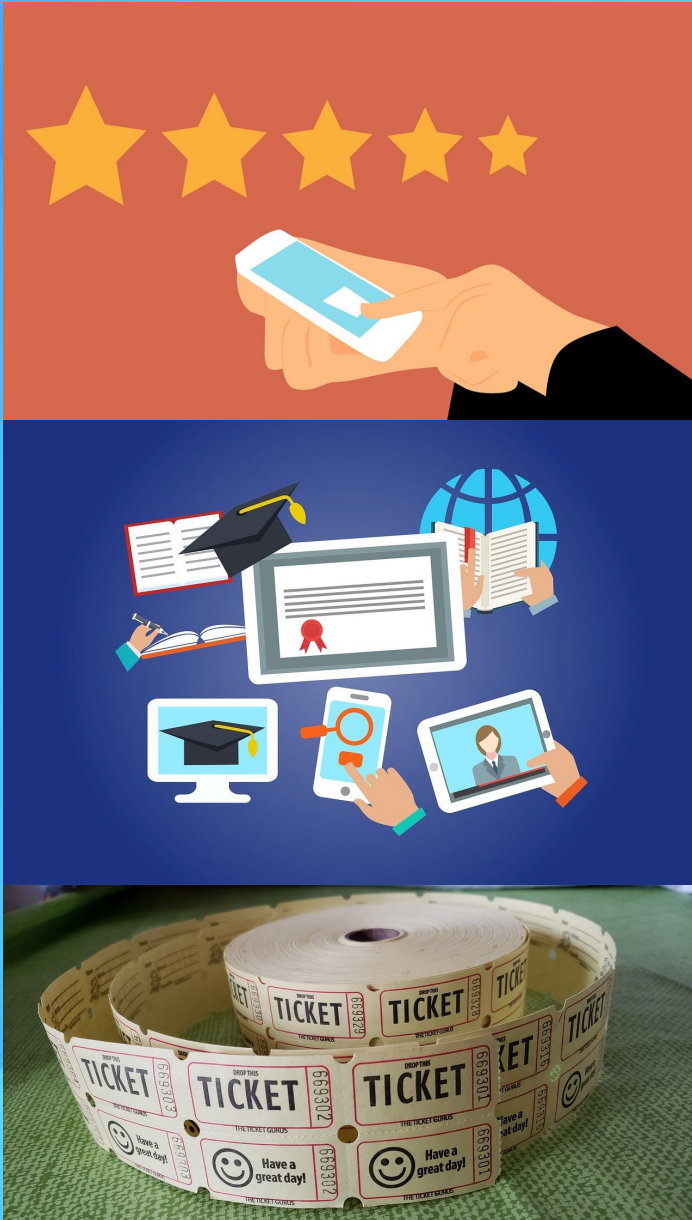
**ACTIVE  
CLASSROOM**

**SPARK™**

**me•we•3**

At-home physical activity





# Evaluation

# Certificate

# Raffle!



# Evaluations

Today's Date: INSERT DATE  
Trainer's Name: Your Name  
Training Program: K-2 PE  
Training Type: Starter 1



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About SPARKfamily

SPARKfamily.org is a special, password-protected website where you can access a library of effective digital tools to support your SPARK program.

SPARKfamily members can access the complete Digital Curriculum with digital files of all content, view instructional videos of SPARK activities and dances, use interactive alignment and assessment tools, access hundreds of skill and task cards - English and Spanish, and receive helpful tips from SPARK's Master Trainers!

And every tool on SPARKfamily.org has been optimized for use on a tablet or other mobile device so you can access it anywhere!

You have the "what to teach" (the lesson plans) on SPARKfamily.org but what about the "how to teach"? The lessons come alive when the "how to do it" is provided via SPARK training. Check out SPARK's Professional Development Online.

https://sparkfamily.org/#/sparkacademy-user-dashboard

What's New

Click here to access the SPARK PE App Teacher Portal

Click here to access the SPARK PE App Tutorial & How-To Guides

Click here to access the 2022-2023 SPARK Strategies Calendar

2/15/23 Top 10 Easy to Use Sub Plans (Curriculum Resources K-2, 3-6, MS, & HS)

1/18/23 K-2 Skill Cards

12/21/22 Spanish Version High School Student Self & Peer Assessments

12/21/22 Positive Learning Environment Unit available for Early Childhood

11/16/22 Mindfulness Unit available for Early Childhood

11/16/22 Positive Learning Environment Unit for MS & HS

10/19/22 Mindfulness Unit available for K-2, 3-6, and Active Classroom

New to SPARKfamily?

Once logged in to SPARKfamily.org, access your program(s) through the main Navigation Bar. Click on a unit title to access links to lesson plans, skill and task cards, and unit planning resources.

Click here for FAQ's.

Click here for video "Overview of SPARKfamily.org" - How to use & navigate the site

Instructional video for using the SPARKfamily.org Admin tools

Questions?

Email spark@sparkpe.org or

Call SPARK Development Director, Jeff Mushkin

P: 507-676-8330.

SPARKfamily.org Home Page

DashboardDocumentsCourse CatalogJulie Frank17 credits

Hello, Julie Frank

Announcement

Important Announcement

SPARK – the World's Most Researched Physical Education and Physical Activity Programs is here to help.

Become certified in a SPARK program from the comfort of your home by taking advantage of SPARK Online Professional Development!

Note: 16 credits are needed to receive "SPARK Certification" status per SPARK program (e.g., K-2 PE, High School PE, After School, etc.).

Teachers and Parents: Check out the FREE SPARKhome activities we have added – Go to "Course Catalog" and select SPARKhome (Free). We have materials to provide 3 weeks of content for K-2, 3-6, Middle School, and High School to keep students active and healthy when they are out of school. To see all of the K-12 courses click on "See More".

Free Online PD: We have 50+ webinars available on SPARKacademy.org. Track your professional development hours earned to show your school/district the professional development you participated in while school was closed.

1) Click "Course Catalog" (upper right corner of window).

2) Select "Webinar Library (FREE)" from the dropdown.

3) Click "Show More" to see all available.

If you need help with your SPARKacademy account or have any questions about this website please email Jeff Mushkin, SPARK Development Director, at jeffmushkin@sparkpe.org.

Note: If you currently have credits you can use them to access the paid content on this site.

\*\*\*\*\*

Looking to purchase SPARK curriculum? Learn more here.

Note: All SPARK curriculum purchases include access to SPARKfamily.org.

SPARKfamily members can access the complete Digital Curriculum with digital files of all content, view instructional videos of SPARK activities and dances, use interactive alignment and assessment tools, and access hundreds of skill and task cards – English and Spanish. And every tool on SPARKfamily.org has been optimized for use on a tablet or other mobile device so you can access it anywhere!

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The logo for SPARK ecademy. The word "SPARK" is in large, bold, yellow 3D letters. To its right is a red shield with a yellow border, containing a stylized white 'e'. To the right of the shield, the word "cademy" is written in a blue, lowercase, sans-serif font.

# SPARK™ Equity Awards

- 2023 awarded over \$200k in awards.
- Next round of awards will open in December 2023.



*Funding to bring SPARK to organizations and teachers who serve low-income communities.*

For more information visit: [sparkpe.org/equityawards](https://sparkpe.org/equityawards)





# CONTACT US

# SPARK<sup>TM</sup>

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***GOPHER***

Proud to be the exclusive home  
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A group of approximately ten children of various ethnicities are captured in mid-air, jumping joyfully. They are wearing casual clothing like t-shirts and shorts. The background is a vibrant blue with abstract, overlapping geometric shapes in lighter and darker shades of blue, creating a dynamic and energetic atmosphere.

# THANK YOU!

**“You don’t stop playing because you grow old;  
you grow old because you stop playing!”**

**-George Bernard Shaw-**