

# Everybody M.V.P.A. – Physical Activity Strategies, Activities, & More!



**Presented by:**

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**GOPHER**

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# SPARK Lessons:

- Mingle, Mingle
- 4-3-2-1
- Partner Ball Exchange
- 3-Catch
- Aerobic Bowling



# SPARK™

## SEL Skills

### Teamwork

Working respectfully and effectively within a group toward a shared goal.

Looks Like

Sounds Like

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# SPARK™

## SEL Skills

### Cooperation

Working with others to get something done. Someone who is being helpful by doing what is asked for.

Looks Like

Sounds Like

SPARKpe.org | 833-73 SPARK



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# Flying Disc 3-Catch:

4:28 LTE

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
Ready		

Diagram

Set

GO!

4:29 LTE

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
GO!		

1. Today's activity is 3-Catch Flying Disc where your group will try to complete 3 passes in a row, each to a different member of your group.

2. Offensive players do this by passing and moving to open space. Only 3 steps are allowed if you are holding the disc.

3. Defenders, guard a member of the opposing group.

4. After 3 consecutive catches, Offense scores a point, and gives the disc to the other group.

5. If a turnover occurs (incomplete pass, disc out of bounds, defense intercepts), group roles are reversed - Offense becomes Defense, and Defense becomes Offense.

6. The Principle of 3s is in effect:

- Defenders must stay at least 3' away from the player with the disc.
- Offensive player must pass disc within 3 seconds.
- Passes must travel a minimum of 3'.

7. Skill-it!

- Offense, use fakes, and move to open space. Keep moving to avoid the Defense!
- Defense, cover your player, but stay 3' away. Keep your hands up.

8. Challenges

- How many points can your group score before the signal?
- Defense, how many turnovers can you create while following the rules?

9. Food Facts

- If your disc were a plate, what fraction of that plate should be filled with fruits and vegetables? (About half.)

4:29 5G

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
Defenders must stay at least 3' away from the player with the disc.		
Offensive player must pass disc within 3 seconds.		
Passes must travel a minimum of 3'.		
Skill-it!		
Offense, use fakes, and move to open space. Keep moving to avoid the Defense!		
Defense, cover your player, but stay 3' away. Keep your hands up.		
If disc goes out of bounds, group with possession must pass it on within 3 seconds.		
Challenges		
How many points can your group score before the signal?		
Defense, how many turnovers can you create while following the rules?		
Food Facts		
If your disc were a plate, what fraction of that plate should be filled with fruits and vegetables? (About half.)		

Game Reset

Home Play

4:31 LTE

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
Ready		

The Right Fit

Group Size

- Small - Play with as few as 4 players, 2 per team.
- Large - Play with up to 4 players per team and 5 catches scores a point.

Limited Space

- This is a very aerobic activity. Place 3 teams at each grid instead of 2.
- While 2 are playing, the 3rd is out of

# SPARK Lessons:

- Mingle, Mingle
- 4-3-2-1
- Partner Ball Exchange
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# A Sample of SPARK Strategies:

- Pinnies Rule
- Principle of 3's
- When before what
- Mingle, mingle
- Skinny-mini fields





**NEW**



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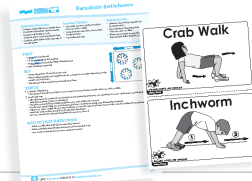
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## Sample Lesson Plans

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To see SPARK's alignment with state and national standards, go to [SPARKpe.org/standards](http://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/](http://blog.SPARKpe.org/) to read the blog articles.



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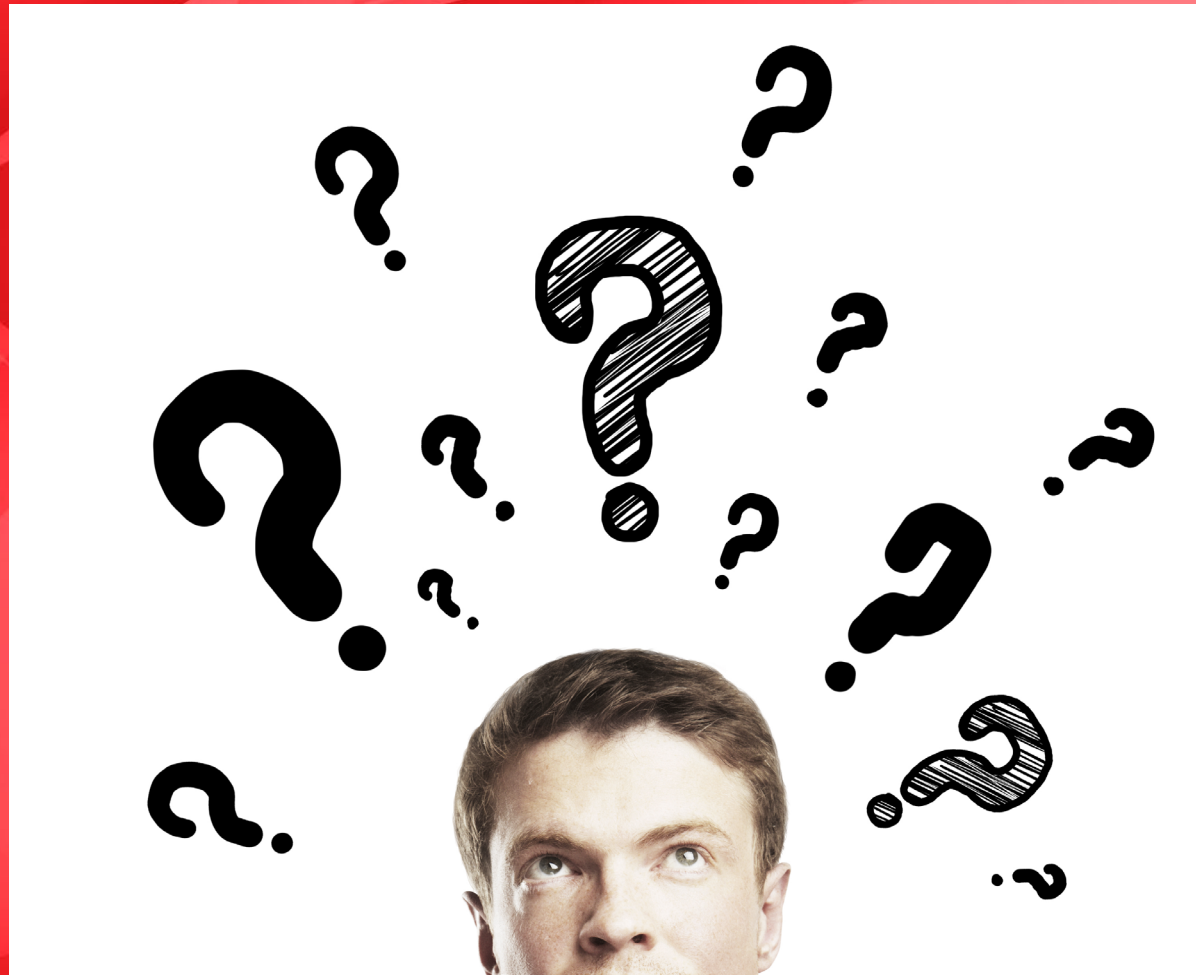
**THINK  
PAIR  
SHARE**

# Gallery Talk

1. What information resonated the most with you today and why?
2. What are your biggest challenges in providing activity sessions with the youth you serve?
3. What was your favorite activity from the session today and why?
4. What strategies did you learn in today's session and which ones are you most likely to incorporate into your activity sessions?
5. What makes you a great youth leader?



# WHAT QUESTIONS DO YOU HAVE?



# EQUIPMENT GIVEAWAY & HANDOUT

Must be present to win!





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THANK YOU!

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

**-George Bernard Shaw-**

**Teaching Tips**

- Keep your feet anchored to 1 spot. Twist at your waist, keep hips facing forward.
- If you drop the ball, simply pick it up and continue.
- Keep a safe distance from your partner so you don't bonk backsides.

**Guidelines Addressed**

- Muscular Fitness, Flexibility
- Greater than 50% MVPA
- Cooperation, Initiative

**SEL Competencies****Self-Awareness**

Peer interaction, self-efficacy

**Self-Management**

Self-discipline

**Social Awareness**

Respect for others

**Relationship Skills**

Cooperation, teamwork

**READY**

- 4 [cones](#) (for boundaries)
- 1 [foam ball](#) or other manipulative per 2 participants

**SET**

- Create a large (30 x 30 paces) activity area.
- Form pairs standing back-to-back and scatter in area; each pair with a ball.

**GO!****1. Activity Objective**

- The object of **Partner Ball Exchange** is to avoid dropping the ball while passing to a partner in a variety of ways.

**2. Instructions****• Twist and Turn**

- On signal, pass the ball to your partner by twisting to 1 side.
- Use both hands to pass and to receive.
- Partner receives ball, then twists in opposite direction and hands it back to you on the other side.
- The ball will "orbit" your waists.
- Continue until stop signal.

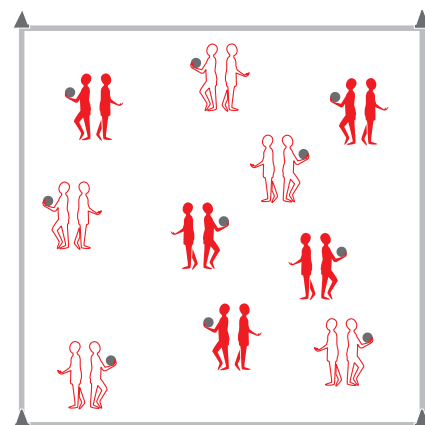
**• Bend and Stretch**

- Take 1 small step apart. On signal, partner with the ball bends down and passes ball between legs.
- The receiver bends down to receive it between their legs.
- Again, use both hands for passing and receiving, even if you could do it with just 1.
- Then stretch overhead to pass it back to your partner who receives it overhead.
- Continue until stop signal.

- When you hear "Switch!" change your passing direction. *(Give the signal randomly every 5-10 seconds.)*

**3. Challenges**

- In 30 seconds, how many times can the ball come back to the partner who started?
- Reverse directions. Can you beat your old record?



# Partner Ball Exchange

## Reflection Questions

- What safety cues should you remember when bending and twisting?
- How did you demonstrate cooperation with your partner?
- How did having a partner help you build strength?

## Game Reset

### Rewind

- Bigger Ball – Use a bigger, softer ball to make it easier to pass and receive.

### Fast Forward

- Create Your Own – Create a 4-step sequence with your partner using the moves you learned. Be ready to show others your sequence in 1-minute. *(Allow volunteers to show and tell their moves.)*
- Add 1 For Fun – Show your understanding of fitness by adding a cardio move to your 4-step sequence. Work with your partner for 30 seconds. Be ready to show a new 5-step routine when the music begins. *(Allow volunteers to show and tell their moves.)*

## The Right Fit

### Group Size

- Small – Can be done with as few as 2 participants.
- Large – If not enough balls, partners can use anything that can be passed back and forth (e.g., beanbags, discs, cones, hoops, balled up paper, etc.).

### Limited Space

- Takes very little space. Is ideal for limited space.

### Wide Age Range & Skill Levels

- Allow participants to choose their own partners. They may choose alike or different, it is up to them; both work well. Switch partners often to mix it up.

## Home Play

### Fitness Focus

Create a fun way to build muscular strength and endurance with a partner at home. Wheelbarrow walks anyone? Partner curl-ups? Come up with a routine that includes at least 5 different partner activities.

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## Leader Reflection

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**Teaching Tips**

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

**Guidelines Addressed**

- Aerobic Capacity
- Greater than 50% MVPA
- Cooperation, Responsibility

**SEL Competencies****Self-Awareness**

Self-confidence, peer interaction

**Self-Management**

Self-discipline

**Relationship Skills**

Cooperation

Social engagement

**READY**

- [4,3,2,1 Prompt Page](#) (optional)
- [4,3,2,1 Music](#) (SPARKfamily.org or SPARK AS Music CD)
- Music player

**SET**

- Scatter dancers within the activity area.

**GO!****1. Activity 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 activity 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 fourth 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.



# 4, 3, 2, 1

## Reflection Questions

- 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?
- Do you have any skills you could teach to a friend?

## Game Reset

### Rewind

- Step Together – Replace the grapevine steps with a Step R, Step together L, Step R, Step together L.

### Fast Forward

- Wall Dance – You can make this a wall dance to allow everyone to have a turn in the front row.
- At the point of the dance when dancers jump 4x (on "4,3,2,1") have students turn 1/4 turn to the R on their first of 4 jumps.

## The Right Fit

### Group Size

- Small – Can be done with as few as 2 dancers.
- Large – Can be done with as many dancers as the activity space allows.

### Limited Space

- Can be done in a small space as long as there is room for dancers to move forward and backward.

### Wide Age Range & Skill Levels

- Can be challenging for younger dancers, so pair them up with older, higher skilled dancers.

## Home Play

### Character Matters

Sharing is a skill that doesn't just apply to preschool kids. It is important to share when you are playing with your friends as well. This could mean doing an activity the other person wants to do, going to each other's home, or sharing your stuff with your friend. It could also mean to share your ideas with others and tell them how you feel. This works with your siblings as well!

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## Leader Reflection

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**Teaching Tips**

- Offense, use fakes, and move to an open space!
- Make eye contact with your receiver before you throw.
- Defense, cover passing lanes and your player, but stay 3' away.

**Guidelines Addressed**

- Aerobic Capacity
- Greater than 50% MVPA
- Fair Play

**SEL Competencies****Self-Awareness**

Peer interaction, self-efficacy

**Self-Management**

Self-regulation

**Relationship Skills**

Teamwork

**Responsible Decision-Making**

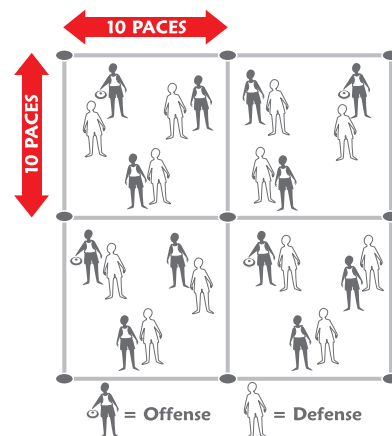
Analyzing situations

**READY**

- 1 [flying disc](#) per 6 participants
- 1 [pinnie](#) per 2 participants
- [Spot markers](#) (for grids)

**SET**

- Create 1 medium (10 x 10 paces) grid per 6 participants.
- Form groups of 3.
- Place 2 groups and 1 disc per grid, 1 group wears pinnies. Pinnies begin on Offense.

**GO!****1. Activity Objective**

- The object of **Flying Disc 3-Catch Game** is for your group to complete 3 passes in a row, each to a different member of your group.

**2. Instructions**

- Offensive players attempt to score a point by passing and moving to open space.
- Only 3 steps are allowed if you are holding the disc.
- Defenders, guard a member of the opposing group.
- After 3 consecutive catches, offense scores a point, and gives the disc to the other group.
- A turnover is when there is an incomplete pass, the disc goes out of bounds, or the defense intercepts the disc.
- If a turnover occurs, group roles are reversed – offense becomes defense, defense becomes offense.
- Principle of 3s is in effect.
  - Defenders must stay at least 3' away from the player with the disc.
  - Offensive player must pass disc within 3 seconds.
  - Passes must travel a minimum of 3'.

**3. Challenges**

- How many times can your group make 3 catches in a row before the signal?
- How many interceptions can your group make in the next 5 minutes?
- How many trick catches can your group make in the next 5 minutes?





# Flying Disc 3-Catch Game

## Reflection Questions

- If your disc were a plate, what fraction of that plate should be filled with fruits and vegetables?
- What defensive strategies did you use in this game?
- Was this an active game? How could you tell?

## Game Reset

### Rewind

- No Defense – (4 players per grid.)
- All players are on the same team. Move to open space when you don't have the disc. See how many catches your group can make while moving and throwing.

### Fast Forward

- End Line – Create a rectangular activity area. Score a point by catching the disc beyond your opponent's end line. Defense becomes Offense on any turnover. The group scored upon gets the disc to begin play again from their end line.

## The Right Fit

### Group Size

- Small – Play with as few as 4 participants, 2 per team.
- Large – Play with up to 4 participants per team and 5 catches scores a point.

### Limited Space

- This is a very aerobic activity. Place 3 teams at each grid instead of 2. While 2 are playing, the third is out of the game tossing the disc around.
- Play 2-minute games then rotate the 3rd team in.

### Wide Age Range & Skill Levels

- Widen the activity areas and change the type of equipment being used to allow younger/less skilled participants to be successful and involved in the activity.

## Home Play

### Food Facts

What types of fruit are in season? Which do you enjoy the most? When was the last time you tried a new fruit? Your goal is to try something new and share your experience next week. Samples would be nice!

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## Leader Reflection

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### Teaching Tips

- Bowlers, step forward with opposition and release the ball when pointing at the target.
- Ball Retrievers, move quickly to bring the ball to the next bowler.
- New Bowlers, move to the bowling line quickly.

### Guidelines Addressed

- Aerobic Capacity
- Greater than 50% MVPA
- Cooperation, Responsibility

### SEL Competencies

#### Self-Awareness

Peer interaction

#### Self-Management

Self-motivation

#### Relationship Skills

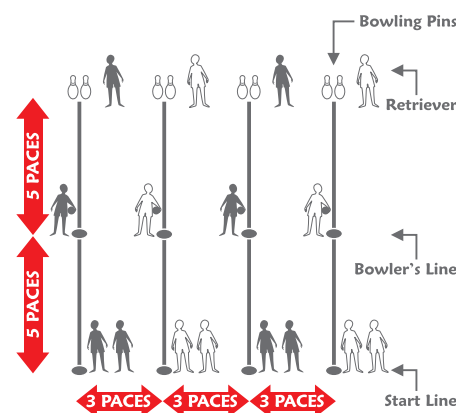
Teamwork

## READY

- 4 [cones](#) (for boundaries)
- 2 [spot markers](#) per 4 participants
- 1-2 [bowling pins](#) (or cones, water bottles, etc.) per 4 participants
- 1 [utility ball](#) per 4 participants

## SET

- Create a large (30 x 30 paces) activity area.
- Form groups of 4; each with 2 spot markers, 1 ball and 1-2 pins.
- Each group sets up their own bowling alley parallel to others as follows:  
2 spot markers placed in line 5 paces apart and the pin(s) 5 paces from 1 spot in line.
- Allow 3 or more paces between each group's "alleys."
- Place 2 participants at the end spot marker, 1 at the middle spot, and 1 at the pin(s).



## GO!

### 1. Activity Objective

- The object of **Aerobic Bowling** is to bowl as a group and score as many points as you can before the signal.

### 2. Instructions

- On signal, the Bowler (at the middle spot) rolls the ball toward the pin(s) trying to knock them over.
- Bowler then runs to set up the pin(s) for the next Bowler.
- Ball Retriever (standing at pin) retrieves the rolled ball and runs it to the second spot to give it to the new Bowler, then runs to the far spot.
- When you are the first in line at the far spot, after the Bowler rolls the ball, run to the middle spot to become the next Bowler.
- Score a point for each pin knocked down. Score is cumulative; all scores for the group count as 1 collective score.
- The Bowler calls the score aloud after their turn so the incoming Bowler can hear and can then add on to the group's score.
- Continue bowling, setting up pins, retrieving and running until the stop signal.

### 3. Challenges

- How quickly can your group score 50 points?
- How many points can your group score before the signal?



# Aerobic Bowling

## Reflection Questions

- Is regular bowling an aerobic sport? Did we make bowling more aerobic?
- What can you do to improve your accuracy?
- How can you help your team members to improve your score?

## Game Reset

### Rewind

- Easy Score – *(Use a large cone instead of pins.)*
- Score 1 point for touching the cone, 2 for tipping it, and 3 for knocking it over.

### Fast Forward

- 6-Pin – *(Set up 6 pins with 1 in front, 2 behind, and 3 in back to form a triangle.)*
- Score 1 point per pin, but 10 points if you knock them all down (strike).

## The Right Fit

### Group Size

- Small – Can be played with as few as 2 participants, 1 Retriever and 1 Bowler.
- Large – Can be played with very large groups. Put up to 5 participants in each group and spread the spots farther apart to add more aerobic activity.

### Limited Space

- Keep all "lanes" parallel and close together. Shorten the distance between spots.

### Wide Age Range & Skill Levels

- Works well with a mix of ages since the group is scoring as 1. Higher skilled participants can challenge themselves by bowling farther from the pins. Lower skilled participants bowl closer.

## Home Play

### Move More

Think about a game you play at home that is fun, but not very active. Come up with ways to turn that game into a more active one. Be ready to share next time.

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## Leader Reflection

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