

## Learning Objectives

- Students will be able to move in personal space using a variety of movement concepts.
- Students will be able to recall at least 3 other students' names.
- Students will be able to recall and follow the SPARK PE expectations.

## Learning Targets

- I can move in my own space.
- I can call other students by their name.
- I can tell others the SPARK PE expectations.

## Teaching Cues

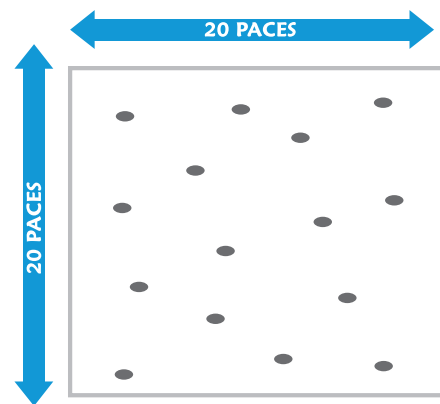
- Extend your arms out to the side.
- Rotate your body back and forth.
- You shouldn't be able to touch anyone.

## PREP

- 4 cones for boundaries
- 1 spot marker per student
- SPARK Expectation Cards (SPARKfamily.org)
- 1 copy of the Parent Letter per student (SPARKfamily.org)
- Music and player

## SET

- Create a medium (20 x 20 paces) activity area.
- Scatter spot markers within area. Space them apart so students cannot reach/touch each other.



## TEACH

### 1. Orientation and Expectations

- How quickly can you find a spot and stand on it?
- SPARK PE is active and fun! But, PE (Physical Education) is a class, just like Reading, Math, and Science. I expect you to listen and be respectful just like when you are in the classroom. PE is not free play or recess. We are here to help improve the fitness and skills of everyone in our class. (Use the SPARK PE Expectation Cards to lead an interactive discussion.)
- At the end of today's lesson, you will receive a letter to take home to a parent. It tells them when PE will be scheduled, so they can help you be prepared.
- What do you think you need to be prepared? Discuss what to wear on PE days, what to do if unable to participate, etc.

### 2. Personal Space

- The area you occupy is your "personal space." To find your personal space, do the "helicopter." Gently twirl your arms while you twist at the waist. If you can touch somebody, you are too close; pick up your spot and move.
- Everyone needs his/her own personal space. Wherever you move, you take your personal space with you.
- The area on and around your spot marker is your "home base." We will learn how to move within, on, and around home base.
- I will give you a challenge to do at your home base. Do not begin until I give a start signal. Signal by turning music on, or saying, "Go," etc.
- After practice, I'll give a stop signal (music off, hand signal, "Freeze!" etc.). Show how quickly you stop and listen.
- Challenges - Can you...
  - Make yourself small? Even smaller?
  - Make yourself tall? Even taller?
  - Make yourself narrow? Wide?

## REFLECTION QUESTIONS

- What is personal space?
- Why is it important for each of us to have our own personal space?
- What might happen if someone moves out of their personal space during the activity?



# Orientation and Personal Space

## Teaching Suggestions

- Use fun, upbeat music for start/stop signals.
- Praise those who stay within their home base, begin and stop on signal, and show movement creativity.
- Demonstrate or choose a student to demonstrate all new concepts.
- Repeat this lesson if students need more practice.

## SPARK It Up!

### 1. Starting and Stopping on Cue

When you hear "Go!" or the music starts, walk around your spot. Start with verbal cues, then introduce music cues.

When you hear "Freeze" or the music stops, show that you can stop quickly and freeze like a statue.

## Integrations

**Academic:** Let's blow giant pretend bubbles around ourselves. This is your personal space. What makes bubbles float and pop? Can you name an animal that moves forward? Sideways? Backwards? Why don't we move backwards more during PE class?

## Standards Alignment

### Standard 2: Outcome 1

Differentiates between movement in personal and general space.

### Standard 3: Outcome 2

Actively engages in Physical Education class.

### Standard 4: Outcome 4

Shares equipment and space with others.

## SEL Competencies

### Self-Awareness

Self-Efficacy

### Self-Management

Self-Discipline

## Vocabulary

- prepare
- straddle
- twirl

## Teacher Reflection

