

# SPARK Strategies, Activities and More!



**WHPE 2022**

**Presented by: Julie Frank, SPARK Executive Director**

***GOPHER***

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# Mingle, Mingle – “Ingredients”

- Mixing partner (twist) = Kindness



- Roll, pat, knead, & toss (march) = Communication



- Add the toppings (squat) = Teamwork



- Cook it (hip bump & jump high 10) = Cooperation



# Activities

- Flying Disc 3-Catch Game
- Pass the Fritter Critter > Pass It Around
- Moon Ball
- Radioactive River





## Learning Objectives

- Students will demonstrate pivoting, passing, catching, and moving to open space.
- Students will apply offensive and defensive strategies in small-sided tasks.
- Students will demonstrate responsibility, acceptance, and respect for others.

## Learning Targets

- I can pivot, pass, and move to open space to avoid a defender.
- I can stop passes from the offensive team by intercepting or deflecting the ball.
- I can follow rules and show good sportsmanship in a small group game.

## Teaching Cues

- Offense, move to open space. Fake, cut and pivot.
- Defense, keep your hands up. Stay 3' away from the person with the ball.
- Switch roles on a turnover.

## PREP

- 1 ball per 6 students
- 1 pinnie per 2 students
- 1 spot marker per student

## SET

- Create grids (10 x 10 paces) for every 6 students.
- Form groups of 3; place 2 groups and 1 ball per grid.
- 1 group per grid wears pinnies.
- Pinnies begin on offense.

## TEACH

### 1. Lesson Objective

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

### 2. Instructions

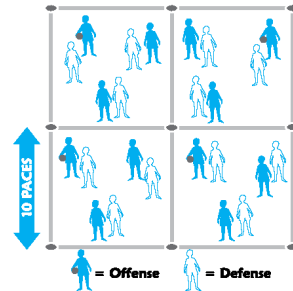
- Players on offense do this by pivoting, passing, and moving to an open space. Dribbling is not allowed.
- Defenders guard a member of the opposing team.
- After 3 consecutive catches, the offense earns 1 point, and the ball is given to the other group.
- If a turnover occurs (*incomplete pass, ball out of bounds, defense intercepts*), group roles are reversed.
- The offense becomes defense, and defense becomes offense.
- Principle of 3s is in effect.

### 3. Challenges

- Use only 1 type of pass (*name a type*).
- If the defense knows which type of pass your team will always use, does this make their job easier or harder?

## REFLECTION QUESTIONS

- What is a strategy?
- Can you give an example of an offensive strategy you used in 3-Catch Basketball?
- How is the use of that strategy related to success?



## Standards Alignment

### Standard 1: Outcome 1

Combines locomotor and manipulative skills in a variety of games.

### Standard 1: Outcome 15

Throws to a moving partner with reasonable accuracy.

### Standard 1: Outcome 16

Catches a ball thrown above the head, at chest, and at or below waist level.

### Standard 1: Outcome 17

Dribbles in self and general space with control of ball and body.

### Standard 1: Outcome 26

Combines traveling with the manipulative skills of dribbling, throwing, and catching.

### Standard 2: Outcome 5

Applies simple offensive and defensive strategies.

### Standard 3: Outcome 2

Actively engages in activities of physical education class.

### Standard 4: Outcome 5

Exhibits etiquette and adherence to rules in a variety of physical activities.

### Standard 5: Outcome 4

Describes and compares positive social interactions.

## SEL Competencies

### Self-Awareness

Peer interaction, self-efficacy

### Self-Management

Self-regulation

### Social Awareness

Respect for others

### Relationship Skills

Communication, cooperation

### Responsible Decision-Making

Analyzing situations

## Vocabulary

- consecutive
- principle
- turnover

# 3-Catch Basketball

## SPARK It Up!

### 1. End Line

- The object is to score points by passing the ball to a groupmate beyond the opponent's end line.
- The ball is advanced using passes only. Defense becomes offense on any turnover.
- Pinnies begin with the ball on 1 end line.
- The group scored upon gets the ball to begin play again at their end line.

### 2. End Line with Shot

- (Need 2 hoops per game.)
- Same as End Line, but 1 player from the offense picks up a hoop in the end zone.
- Point is scored when offense shoots through the hoop.

### 3. End Line with Post Player

- Add a post player, who stands near the mid-court line and may be used by either team when on offense.
- The post player only works for the offense. This always gives the offense a slight advantage.
- Rotate your post player after each score. Play with or without the shot.

## Teaching Suggestions

- Pinnies Rule: The group wearing pinnies gets the ball first and always goes in the same direction.
- Principle of 3s: Passers can hold the ball for only 3 seconds before they pass. Defenders must stay 3' from person with ball. Pass must travel at least 3'.
- Allow students to dribble a maximum of 3x when they have mastered the passing.

## Integration

Stanford beat the University of California 2-1 in the first women's college game in 1886. The rules were a bit different then. Women didn't play full-court 5-on-5 until 1970.

*"SPARK's New Enhanced K-2 and 3-6 Curriculum makes teaching physical education easy! The planning is already done with unit and lesson plans for an entire year. I especially like how the lessons are organized so it's possible to see the learning objectives and lesson activities at a glance. This quality resource is standards aligned, incorporates CASEL's Core Competencies and develops academic vocabulary! Other features teachers will appreciate include assessment tools, suggestions for differentiating instruction and strategies for modifying lessons for large classes. Well done SPARK!!!"*

-Terri Drain, Coordinator

Health and Physical Education Collaborative (H-PEC)



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#### GRADES K-2

- Learning Target Cards
- Positive Learning Environment Unit
- OMNIKIN Unit
- SEL Unit – Enhanced Lessons
- Gopher Exclusive Unit – Enhanced Lessons
- Student Self-Checks
- Mindfulness Unit

### PHYSICAL EDUCATION

#### GRADES 3-6

- Learning Target Cards
- Positive Learning Environment Unit
- OMNIKIN Unit
- SEL Unit – Enhanced Lessons
- Gopher Exclusive Unit – Enhanced Lessons
- Mindfulness Unit

### PHYSICAL EDUCATION

#### MIDDLE SCHOOL

- Learning Target Cards
- Positive Learning Environment Unit
- OMNIKIN Unit
- SEL Unit – Enhanced Lesson Plans
- Gopher Exclusive Unit – Enhanced Lessons
- Heart Rate Monitor Unit

### PHYSICAL EDUCATION

#### HIGH SCHOOL

- Learning Target Cards
- Positive Learning Environment Unit (Nov)
- OMNIKIN Unit
- SEL Unit – Enhanced Lesson Plans
- Gopher Exclusive Unit – Enhanced Lessons
- Heart Rate Monitor Unit
- Skill Rubrics
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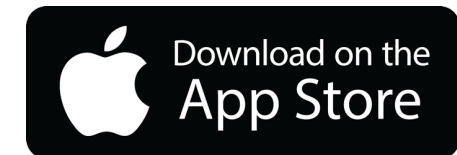
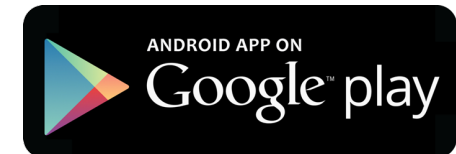
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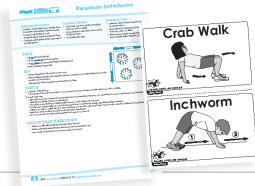


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## Standards Alignment

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



## SPARK Blog

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## Learning Objectives

- Students will demonstrate the correct rhythm and pattern for a line dance.
- Students will combine direction and pathways in general space.
- Students will accept the challenge of combining movements in a sequence.

## Learning Targets

- I can perform the correct movements with the beat of the music.
- I can tell my right from my left and perform locomotor movements in the correct direction.
- I can actively participate by following music cues for a dance.

## Teaching Cues

- Move with the beat.
- Just touch with foot before changing directions. Don't put weight on foot.
- If you misstep, that's OK; keep moving and catch up when you can.

## PREP

- [California Strut Prompt Page](#) (SPARKfamily.org)
- Music: "[California Strut](#)" (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

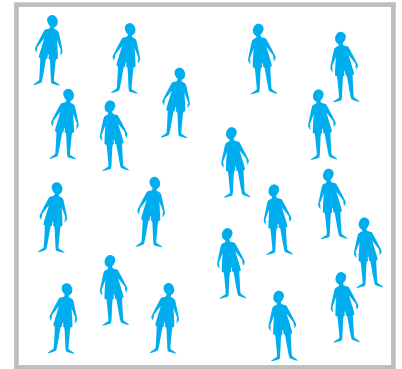
- The object of **California Strut** is to perform a line dance. In line dances you all face the same direction and do the same steps together.

### 2. Instructions

- We'll learn and practice 1 step at a time without the music first.
- Next, we'll put it all together with the music.
- (First, teach each step or sequence, then cue students to get ready to practice together by saying "5, 6, 7, 8.")

### 3. California Strut Dance Steps

- Begin at "home" with feet together.
- Walk forward 4: right, left, right, tap left (4 counts).
- Walk backward 4 back to "home": left, right, left, tap right (4 counts).
- Step right, touch left. Step left, touch right (4 counts).
- 3-step turn to the right: right, left, right, touch left (4 counts).
- 3-step turn to the left back to "home": left, right, left, touch right (4 counts).
- Repeat.



## REFLECTION QUESTIONS

- Can you describe the patterns of movements you used in this dance?
- How are the dance movements related to the beat of the music?
- What are some strategies you can use to help learn a new dance step?





# California Strut

## Standards Alignment

### Standard 1: Outcome 1

Uses various locomotor skills in a variety of dances.

### Standard 1: Outcome 5

Combines locomotor skills in cultural and creative dances.

### Standard 1: Outcome 6

Performs a sequence of locomotor skills, transitioning smoothly from one skill to the next.

### Standard 2: Outcome 2

Combines movement concepts with skills in dance activities.

### Standard 3: Outcome 2

Actively engages in activities of physical education.

### Standard 4: Outcome 1

Engages in physical activity with responsible interpersonal behavior.

### Standard 4: Outcome 3

Accepts, applies, and gives corrective feedback respectfully.

### Standard 5: Outcome 2

Expresses enjoyment of participating in new, challenging activities.

## SEL Competencies

### Self-Awareness

Self-confidence

### Self-Management

Self-discipline

### Relationship Skills

Social engagement

## Vocabulary

- perform
- pattern
- sequence

## SPARK It Up!

### 1. Partners

- (Students in pairs, in face-off formation.)
- On the first move, partners walk forward 4 steps toward each other, and give a high-ten.

### 2. Double Circle Mixer

- (Students in 2 circles; an inner and outer.)
- Partners; 1 in inner circle, 1 in outer and face each other. Inner circle dancers do same dance.
- Outer circle dancers turn to their right and move to a new partner on their right each round.

### 3. Add Your Thing

- (To any of the above variations.)
- Add your own twist to the dance when you change directions.

## Teaching Suggestions

- If facing students, mirror their moves. For example, move backward when they move forward; move right when they move left.
- Point to show which direction students will move next.
- Cue students 1-2 beats before each move.
- Make copies of the *California Strut Prompt Page* and allow students to work independently with the directions in hand.

## Integration

California is where almost 90,000 people migrated in 1849 in search of gold. John Marshall discovered gold in 1838, and by 1854, almost 300,000 "49ers" had migrated to California. This was about 1 out of every 90 people that were living in the United States! Ask a parent to help you research the 49ers, then create a "Gold Rush Dance." Make up moves for migration, wading in the water, and panning for gold.

## Teacher Reflection



## Learning Objectives

- Students will be able to discuss strategies for creating a positive
- Students will follow prompts and complete challenges with a group
- Students will engage in physical activity with responsible interpersonal behavior.

## Learning Targets

- I can discuss ways to create a positive learning environment in our class.
- I can follow prompts and complete challenges with my group.
- I can play fairly and practice self-control.

## Teaching Cues

- Hand the Fritter Critter to the next student, don't toss or throw.
- Communicate and cooperate with your group to be successful.
- Each round with provide a different challenge for your group to complete.

## PREP

- 1 tossable per student
- (Variety of beanbags, rubber chickens, rubber fish, ball, etc.)

## SET

- Students in circles of 5-6, scattered within the activity area.
- Each group with tossable.

## TEACH

### 1. Lesson Objective

- The object of *Pass the Fritter Critter* is to successfully pass the Fritter Critter (tossable) around your circle based on the prompts.

### 2. Instructions

- **Round 1**
  - On the signal, pass the Fritter Critter clockwise around your circle.
  - You must hand the Fritter Critter to the next student, do not toss it.
  - If it drops, just pick it back up and give it to the next student.
  - Now let's switch and pass it counterclockwise.
  - (*Allow 30 seconds to practice it each direction.*)
- **Round 2**
  - On the signal begin passing the Fritter clockwise.
  - When you hear me say "switch" start passing it counterclockwise.
  - I will continue to say switch, how quickly can you reverse the direction you are passing?
- **Round 3**
  - This time you will pass the Fritter Critter around the circle only using your elbows.
  - How many times can you pass the Fritter Critter around your circle without dropping it?
  - (*No time limit, decide if you want to say "switch" to reverse directions.*)
- **Round 4**
  - This time you will sit down and pass the Fritter Critter around the circle only using your feet.
  - How many times can you pass the Fritter Critter around your circle without dropping it?
  - (*No time limit, decide if you want to say "switch" to reverse directions*)
- **Round 5**
  - For this round we will add beanbags to increase the challenge.
  - Grab a second Fritter Critter and hand to the student across the circle from the one currently holding one.
  - On the signal, start passing the Fritter Critters clockwise. (*Allow time for students to practice.*)
  - Now let's add the switch again so when I say "switch", pass the Fritter Critters counterclockwise.
  - If you group is ready add a 3<sup>rd</sup> Fritter Critter
  - Continue to add the word "switch" if desired and have groups add Fritter Critters up to 1 per student.



## Standards Alignment

### Standard 4: Outcome 2

Reflects on personal social behavior in physical activity.

### Standard 4: Outcome 3

Listens respectfully to corrective feedback from others.

### Standard 4: Outcome 4

Works cooperatively with others.

### Standard 4: Outcome 5

Recognizes the role of rules and etiquette in physical activity.

### Standard 5: Outcome 4

Describes positive social interactions with others.

### Standard 5: Outcome 5

Works safely with peers in physical education settings.

## SEL Competencies

### Self-Awareness

Peer interaction, self-efficacy

### Self-Management

Self-regulation

### Social Awareness

Respect for others

### Relationship Skills

Cooperation, teamwork

### Responsible Decision-Making

Solving problems

## Reflection Questions

- Did your group successfully follow the prompts? How did you work cooperatively?
- What was this a challenging activity? Why or why not?
- How does this relate to life and doing the opposite of what you say you will do?

## SPARK It Up!

### 1. Line Boogie

- (Groups of 4 with a beanbag in a single-file line, standing 1 arm distance apart.)
- Using 2 hands, each student reaches overhead and hands the beanbag to the student behind them. Continue until it reaches the end of the line.
- The last student in line runs it back to the front.
- Don't let go until you feel the person behind you has a good grip on it.

## Teaching Suggestions

- Add more movement by having students jog in place while passing.
- Beanbags and rubber chickens, etc. are good for this activity, when they drop they don't roll away.
- Don't tell students how to pass multiple tossables at the same time. Let them strategize on their own.

## Integration

Have you ever driven or been in a bumper car? Bumper cars are usually found at fairs and amusement parks and kids like them because it is usually the first car you are allowed to drive. Most of the time drivers try to avoid other cars on the road but not in a bumper car arena! Here your goal is to move around the track and run into other people. Luckily these cars are built to withstand collisions and keep you safe. Bumper cars have been around for over a hundred years and are powered by electric currents that run through the floor under the cars or they can also run on batteries.

## Teacher Reflections



## Learning Objectives

- Students will demonstrate body and spatial awareness.
- Students will cooperate, communicate, and accept challenges with others.
- Students will engage in activity with responsible behavior.

## Learning Targets

- I can move together with my group while staying in contact with the equipment.
- I can problem solve with my group to successfully meet a challenge.
- I can follow directions, show cooperation and think before I act.

## Teaching Cues

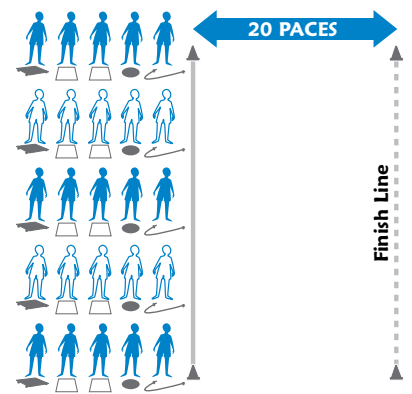
- Always keep contact with your equipment when picking things up or handing them off.
- Plan first. Put your plan in action. Revisit your plan.
- This is not a race. Speed does not help, take your time.

## PREP

- 4 [cones](#) (for start and finish lines)
- 1 [spot marker](#) per 5 students
- 2 carpet squares (or square mats) per 5 students
- 1 [jump rope](#) per 5 students
- 1 [scooter board](#) per 5 students

## SET

- Create the "river" on a smooth surface by placing start and finish lines 20 paces apart.
- Form groups of 5, each group with 1 scooter, 2 carpet squares, 1 spot marker, and 1 jump rope.
- Spread groups along start line, 3 paces apart.



## TEACH

### 1. Lesson Objective

- The object of **Radioactive River** is to move your entire group and all of the equipment from one side of the river to the other without allowing anyone to touch the river.

### 2. Instructions

- This is not a race. Take your time and follow the rules.
- Take turns being the leader with a new leader each time you attempt to cross the river.
- Work together, listen to your Leader and be creative.
- If a group member touches the ground or any equipment is left in the river, your group must begin again.
- For safety reasons you may only sit or kneel on the scooter boards. If anyone stands on a scooter board your group must begin again.
- Equipment must be taken from 1 side to the other, not tossed.
- *(Repeat several times. Allow time for groups to problem solve and come up with faster methods.)*

### 3. Challenges

- Can you make it across without the scooter and rope?
- Can you make it across with just 2 carpet squares?
- Can you make it across without talking to each other?



# Radioactive River

## Standards Alignment

### Standard 4: Outcome 1

Exhibits responsible social and inclusive behaviors.

### Standard 4: Outcome 1

Accepts responsibility for improving levels of physical activity.

### Standard 4: Outcome 5

Cooperates with classmates on problem-solving initiatives.

### Standard 4: Outcome 6

Demonstrates knowledge of rules and etiquette.

### Standard 5: Outcome 3

Generates positive strategies in a group challenge.

### Standard 5: Outcome 4

Describes how moving competently in activity creates enjoyment.

### Standard 5: Outcome 6

Demonstrates respect for self and others during activities.

## SEL Competencies

### Self-Awareness

Peer interaction, self-efficacy

### Self-Management

Self-regulation

### Social Awareness

Respect for others

### Relationship Skills

Communication, teamwork

### Responsible Decision-Making

Solving problems

## Reflection Questions

- Did you discuss a plan before trying to cross? If so, how did you come up with a plan?
- Which strategies did your group use to be successful?
- When did you have to cooperate and communicate during the activity?

## SPARK It Up!

### 1. 2 Blindfolded

- (Need 2 blindfolds per group.)
- Two members of your group wear blindfolds.

### 2. 1 Carpet Square

- Groups only have 1 carpet square to get from one side to the other.
- (Groups may need hints, but should figure out that they must put their carpet squares together with other teams to be successful.)

## Teaching Suggestions

- Take the time to review safety rules for using the scooter and other equipment.
- Use other objects, such as rubber fish instead of jump ropes to challenge students in new ways.
- Offer help and guidance to groups who appear frustrated.
- Praise groups working well together and problem solving.

## Integration

When hiking or backpacking never drink water directly from a stream, creek, or lake, even if it looks clean. It could be crawling with bacteria like E. coli and Salmonella. Yikes! Make sure to use a high quality water purifier and filter to remove these bacteria before drinking.

## Teacher Reflection

