

SPARK-Lite

Limited Space & Equipment

Mindful of time constraints faced by classroom teachers, these activities involve minimal set-up and minimal equipment.

Equipment needed: Music and player, 1 beanbag per student, 1 scarf per student, 1 fluffball per

student, 1 hoop per student, 1 balloon per student, 1 spot marker per student.

Activity	Unit
Orientation and Personal Space	Building a Foundation
General Space and Creative Moves	Building a Foundation
Movement Concepts Using Hoops	Building a Foundation
Body Management and Balance	Building a Foundation
Fitness Introduction	Building a Foundation
Flexibility	Building a Foundation
The Freeze	ASAP
The Bouncer	ASAP
Knees Up Mother Brown	ASAP
Monkey See, Monkey Do	ASAP
Crabbing Around	ASAP
Scarf Exploration	Manipulatives
Twist and Turn/Bend and Stretch	Manipulatives
Line Boogie	Manipulatives
Basic Body Positions	Balance, Stunts, & Tumbling

Activity	Unit
Static Balances	Balance, Stunts, & Tumbling
Beanbag Balances	Balance, Stunts, & Tumbling
Self-Toss and Catch	Catching & Throwing
Clean Your Room	Catching & Throwing
Jumping and Landing Patterns	Jumping
Volleying and Striking Introduction	Dribbling, Volleying, Striking
Keep It Up	Dribbling, Volleying, Striking
Houdini Hoops	Games

Orientation and Personal Space

Ready...

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

Set...

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area (space apart so students cannot reach/touch each other).

Go!

- 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.)
- 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 and turn at the waist. If you can touch somebody, you are too close; pick up your spot and move.

- Everyone needs their 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?
 - Stretch and touch the sky? Bend and reach to touch your shoes?
 - Turn and smile at a friend while keeping your hips pointing forward? This is called a “trunk twist.” Turn and twist the other way?
 - Step forward off your home base and return? Step backwards off your home base and return? Sideways? Step to the other side?
 - Jump (2-foot takeoff and landing) forward off your home base? Jump all around your home base?
 - Stand behind home base? Jump over home base? Try it 3X.
 - Show how you can walk around home base on your hands and feet (on all fours) 3X?
 - Straddle (1 foot on each side of spot marker) home base and face away? Face me? Face another way?
 - Walk forward around your home base? On your heels? Your toes?
- How would you move your body if you were pushing something away from you? Pulling something towards you?
- How else can you move around your home base?
- Name Game: (Have students form a circle.) The object of this game is to learn each other’s names and favorite sports.
- We’ll go around our circle (point the direction), and when we get to you, say your name and perform a sport move (e.g., swing a bat, kick a ball, shoot a free throw, etc.) or any movement you’d like (a jumping jack, run in place, stomp both feet, etc.).
- We’ll repeat your name and imitate your move. (Demonstrate)
- After everyone has had a turn, we’ll start again and see if we can remember the person’s name and their move!
- Behavioral Assessment: Show me a thumb’s up if you:

- Tried your hardest in every activity.
- Listened to directions and followed them.
- Kept your hands and feet to yourself.
- Were respectful of others and our equipment.
- Wrap It Up:
 - (While stretching, discuss why cool-down is important at the end of activity, and how it will be a part of each PE class.)
 - Let's review the key words from today. (These are the underlined words/phrases in the GO section.)
 - Why is it important for each of us to have our own personal space? What can you do stay safe while in personal space?

General Space and Creative Moves

Ready...

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- 1 hoop per student (optional)
- 2 beanbags per student (optional)

Set...

- Create medium (20X20 paces) activity area.
- Scatter spot markers within boundaries.
- Send students to stand on a spot marker.

Go!

- Personal Space Review:
- What is the area on and around your spot called? (Home base) What can you do to make sure you have enough personal space to move safely? (The Helicopter) Show me your helicopter; twist and turn with your arms at shoulder height.
- Challenges – Can you...
 - Jump side-to-side over your home?
 - Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home.
 - Make a lower case letter “t” with your jumps? Practice your “t” until you hear the stop signal. (Give 20-30 seconds to practice.)
 - Stand behind your home base and step over it? Now step with the other foot.
 - How many times can you step over your home before the signal? (Give 10-15 seconds to practice.)
- Creative Words and Moves
- What does creativity mean? We will practice moving creatively in our next activity.

- When I say a word, think how you could move to show me that word.
 - How would you move to show: Sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist?
- General Space Introduction:
- General space is the space we all share. It is the space inside our boundaries (lines on floor, coned area, etc.).
- When in general space, we move without bumping or shoving others.
- Go Away, Go Home:
- When I say, “Go away,” leave your home base, and walk inside our general space. While moving, keep a safe distance from others.
- When you hear, “Go home,” return to your home base (spot marker).
- How safely can you move in general space?
- How quickly can you return home?
- (Repeat several times.)
- Scrambled Eggs:
- When you hear, “Scrambled eggs!” move safely within general space any way you wish.
- On signal, freeze right where you are. Can you freeze in a position without moving or falling over?
- If you hear, “Go home!” return to your home base.
- Show how well you listen and freeze.
- Watch for others moving in general space; no bumping or touching.
- (Repeat many times until learned and signals are followed quickly.)
- Wrap It Up
- What people and objects were within your general space today? Are there any people or objects within your personal space right now?
- Who can name an animal that lays eggs – besides a chicken? (Ducks, geese, ostriches, etc.)

Movement Concepts Using Hoops

Ready...

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player

Set...

- Create large (30X30 paces) activity area.
- Scatter hoops within boundaries.
- Send each student to stand in 1 hoop.

Go!

- Home Base Review:
- Today, the hoop is your home base. We will move over, under, around and through our hoops in many ways.
- Leave your hoop on the floor unless I instruct you to pick it up or move it.
- Challenges – Can you...
- Balance on 1 foot inside your hoop? The other foot? Try it with your eyes closed! Balance on 1 foot with your eyes closed for 10 seconds?
- Jump (on 2 feet) up and down 3X?
- Jump forward out of your hoop? Jump back in?
- Jump sideways out of your hoop and back in?
- Jump out the other side and back in?
- Jump backwards out of your hoop and back in?
- Jump in and out of your hoop 3 times?
- Do it again going in a different direction on each jump?
- Jump out very far? Land softly with knees bent.
- How many times can you jump in and out of your hoop in 15 seconds?

- Hop (on 1 foot) around the outside of your hoop? Switch feet, hop in the other direction?
- How quickly can you hop around your hoop on 1 foot? Switch feet and change direction.
- Leap gracefully over your hoop at a high level? Practice until the signal.
- Gallop around the outside of your hoop at a medium level? Gallop in the other direction at a high level.
- Change feet and gallop to a different hoop, then return to your home base?
- Side-slide around someone else's hoop and return to your home base?
- Side-slide leading with a different foot around 2 hoops and return to home base?
- Skip quickly around your hoop 3 times?
- Skip in a curved pathway around 3 hoops and return to home base?
- Move through your hoop from side to side?
- Hold it up and move under and through?
- Hold it low and step over and through it?
- Balance on your hands and feet over your hoop and hold. This is called a "4-point bridge."
- Musical Hoops:
 - This game is called Musical Hoops. When the music starts, leave your home base (hoop) and side-slide (or walk, skip, etc.) within our area. Don't step on or in a hoop.
 - When the music stops, find a hoop to stand in. (Play several rounds.)
 - Next round, I am going to remove several hoops. What do you suppose will happen? (They will share hoops with others.) (Play until students are squeezed into the fewest number hoops safety allows.)
- Wrap It Up:
 - How did you share when you played Musical Hoops?
 - When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing?
 - Let's review our key words and phrases from today while we stretch.

Body Management and Balance

Ready...

- 4 cones (for boundaries)
- Movement Cubes (locomotor skills, levels and directions, pathways)
- 1 spot marker (or hoop) per student (use at least 4 different colors)
- Note: If no colored spot markers, use large, colored stickers to differentiate
- Music and player

Set...

- Create medium (20X20 paces) activity area.
- Scatter students within boundaries; ask them to establish their home base and spread out safely.

Go!

- Home Base Review:
 - Were you able to find a home base without a spot or hoop to help you?
 - Who did the “helicopter?”
 - If you hear, “Go home!” what do you do? Correct, return to the home base you’re standing on now.
- Rock and Roll:
 - Do you remember how we Rock and Roll?
 - Three people will roll 1 Movement Cube each.
 - If one shows “Skip,” begin skipping. If another says, “Forward,” skip forward. If the 3rd says, “curved,” skip forward in curved pathway. (Begin slowly to integrate a warm-up. Play until all 8 locomotor movements, all directions, and all levels are reinforced.)
- Body Shapes
 - Today, we will move our bodies to create shapes.
 - When I say an adjective (a descriptive word), think how you could move your body to show it.

- Curved – Be curved like a snake.
- Narrow – Stretch to be long and thin.
- Wide – Reach your arms and legs out to the sides.
- Angular – Make your body bend and point.
- Twisted – Turn part of your body one way and part of it another way.
- Bent and curled – Close your body.
- Shaking – You're cold and shivering!
- Swinging – Make big, free movements with your body parts.
- Swaying – Make small movements front and back or side-to-side.
- Turning – Spin like a top!
- Rising – Move away from the ground.
- Sinking – Slowly move toward the ground.
- Body Parts: (Send students in small groups to select/place their spot within the activity area.)
- This game is called Body Parts.
- I will call a color and a body part. First, find a spot of that color; then, touch it with that body part. There may be several of you at each spot, so show how well you've learned to share.
- Blue/knees. Red/hands. Green/elbows. Yellow/toes.
- Blue/L knee. Red/R elbow. Green/L big toe. Yellow/R hand.
- Blue/L thumb. Red/L hand. Green/R big toe. Yellow/L elbow.
- Balance on This!
 - When you hear music, move within our area, avoiding the spots.
 - When the music stops, stand on a spot.
 - I will call a number. Balance on your spot touching that number of body parts to the ground. If they don't all fit on the spot, it is OK to touch the ground.
 - Challenge yourself to choose different body parts each time. (Continue calling numbers from 1-6 and challenging students to be creative with body parts used.)
- Wrap It Up:
 - Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time.
 - What sports or dances might use some of the creative moves we did today?
 - Let's review today's key words and phrases while we stretch.

Fitness Introduction

Ready...

- 4 cones (for boundaries)
- Choose a Chasing and Fleeing activity from Lesson 12 and gather the equipment
- Music and player
- Enough mats so students can perform activities on a soft surface. (optional)

Set...

- Create a large (30X30 paces) activity area.
- Pair students and keep them nearby.

Go!

- Introduction to Fitness:
- Your heart is a muscle, and to keep it strong, you must be active. The word active is part of the word activities. Running, playing tag, and jumping rope are activities that make your heart happy.
- Tag Game (Choose 1 from Chasing and Fleeing lesson.)
- Today your heart will be very happy, because we'll play a tag game.
- Before we begin, place your hand on your chest. Can you feel your heart beating? How fast is it beating? Are you breathing very hard right now? Let's be active for a while, then check again.
- (Play a tag game(s), then have students feel their chests and check their breathing again.) Is your heart beating faster than it was before we started our game? Are you breathing heavier now? Why do you think that is?
- Workout Buddies:
- The activities we perform in class today help different muscles stay strong and healthy. I'll say the name of each exercise, we'll watch a brief demonstration, then you and your "workout buddy" (your partner), practice it together. When we're finished practicing, we'll all repeat the name of the exercise.
- (Ensure pairs spread out safely, then move to encourage and assist with technique.)
 - Abdominal Curl-Ups — Lie on your back, bend your knees, and keep both feet flat on the floor. While sliding your hands along the floor, can you raise your shoulders off the floor? Return to the starting position and repeat.

- I'm looking for good form on these curl-ups. Do them slowly and gracefully.
- Modified Push-ups — Begin on your hands and knees. Is your back straight? Starting with your arms straight, can you bend elbows and lower your body to the floor? Then, push back up to the starting position and try it again.
- Can you do a perfect push-up? Is your back nice and straight?
- Oblique Curl-ups — Lie on your back, bend your knees, and keep your feet flat on the floor. Cross arms over chest. Can you twist so your R shoulder points toward your L knee as you raise your shoulders off the floor? Lie back to the starting position and repeat to the other side. Is it just as easy to curl to one side as the other? Who is keeping their arms across their chest? Can you do this exercise with perfect form?
- Forward Lunges — Stand with your feet together. Take a large step forward, bending your front knee. Hold your arms out to their sides for balance. Push off your front foot, to return to the starting position. Alternate your front foot each time. Can you hold your balance each time you lunge? Try not to wiggle much.
- Side Lunges — Stand with your feet together. Take a large step R with your R foot, bending your R knee to no less than 90 degrees (show/explain). R foot must be farther forward than your front knee. Hold your arms out to their sides. Push off your R foot and return to the starting position. Repeat to your L. Which type of lunge is easier for you - forward or side? When you lunge, which foot do you balance on better - R or L?
- Squats — Stand with your feet flat on the floor about shoulder-width apart (toes slightly turned out). Keep your abdominals (tummy) tight and back straight. Slowly squat until your bottom is nearly equal with your knees, then push back up to the starting position. Hold your body in an upright position and avoid leaning forward. Try pointing your toes out a little and looking up at the sky when you squat.
- Triceps Dips — Use a chair, bench or crab-walk stance (weight on hands and feet while facing up). Turn your hands so fingers face your feet. Bend and straighten your elbows to lower and raise your body. Can you keep your back straight while you do these?
- Wrap It Up:
 - Name some activities we did today that made your heart beat faster.
 - Why does exercise make your heart healthy (because it's a muscle and strengthens with use)?
 - Which skills or sports might you perform better with stronger muscles?
 - Let's review today's key words and phrases while we stretch.

Flexibility

Ready...

- 4 cones (for boundaries)
- Either play Rock and Roll from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

Set...

- Create a medium (30X30 paces) activity area.

Go!

- Introduction to Flexibility:
- Can you name a joint of your leg (ankle, knee, hip)? Flexibility is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.
- Tag Game:
- It is important to warm up our muscles before stretching. Stretching a “cold” muscle may actually hurt you.
- We will play a tag game (or Rock and Roll) to warm up, then we’ll learn and practice doing exercises that stretch both our muscles and joints.
- (Play 5+ minutes of a tag game or Rock and Roll.)
- Stretch It!
- Let’s pretend to be “rubber band people” while we gently stretch our muscles. Copy what I do, and I’ll tell you the name of the muscle we are stretching. Hold your stretch to the “feel good” point. You should feel it, but stretching should never hurt. Our stretches are “static” meaning they are held steady. They are not “ballistic,” which is bouncy and may cause injuries.
- Triceps (back of upper arm) Stretch – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- Pectorals (chest) Stretch – Clasp your hands behind your back. Can you slowly lift them up and away from your body?

- Playground Fitness (The following stretches may be performed using playground equipment.)
- Pectoral Bar Stretch: Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- Lunge: Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- Shoulder and Back Stretch: With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.
- Fitness Stations: (Make cards showing the different exercises instructed in today's class, and post them throughout your teaching environment.) The exercises we learned today are on cards posted around our room (classroom, gym, playground, etc.). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (point) to the next station. We'll keep going until you've circled our room at least once.
- Hamstring (back of upper leg) Stretch – Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?
- Quadriceps (front of upper leg) Stretch – Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?
- Calf (back of lower leg) Stretch – Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front feet and repeat on your other leg.
- Wrap It Up:
- Which skills or sports might you perform better with flexible muscles and joints?
- Let's review today's key words and phrases while we stretch.

The Freeze

Ready...

- 4 cones (for boundaries)
- Music: “The Freeze” (SPARK K-2 Music CD)
- Music player

Set...

- Create large (30X30 paces) activity area.
- Scatter students within area.

Go!

- Our ASAP is called The Freeze.
- While the music plays, walk creatively within general space; be careful not to bump or touch others.
- When you hear, “Freeze!” stop and pose like a statue.
- Wrap It Up
- What is your personal space? (The space right next to you, out of reach of anyone or anything.)
- What is general space? (The empty space all around you.)

The Bouncer

Ready...

- 4 cones (for boundaries)
- Music: “The Bouncer” (SPARK K-2 Music CD)
- Music player

Set...

- Create large (30X30 paces) activity area.
- Scatter children within area.

Go!

- Our ASAP is called The Bouncer.
- Let’s practice the movements together:
- There is a brief introduction to the music (8 counts), and then...
- While bouncing to the music, pat legs 1X, pat tummy 1X, and clap hands 2X (4 counts). Repeat 5X for a total of 24 counts.
- March 8 steps (8 counts).
- Jump in place 8X (8 counts).
- Jump 8X, turning 360° (8 counts).
- Hop 4X on L, 4X on R (8 counts).
- Hop 2X on L, 2X on R (4 counts).
- March 4 steps (4 counts).
- We will repeat from the top for a total of 4X through.
- Let’s try it with the music.
- Wrap It Up
- Put your hand on your chest. What is going on in there? Why is your heart beating so quickly?
- Your heart is an organ that is also a muscle. It gets stronger when it gets exercise, just like the rest of your muscles.

Knees Up Mother Brown

Ready...

- 4 cones (for boundaries)
- Music: “Knees Up Mother Brown” (SPARK K-2 Music CD)
- Music player
- Assorted manipulatives (optional)

Set...

- Create medium (20X20 paces) activity area.
- Scatter students within area.

Go!

- Our activity, Knees Up Mother Brown is about a girl who doesn't know how to dance so she marches, hops, and twirls around.
- When the song says:
 - “There came a girl from France . . .” – walk in general space. (16 counts).
 - “Oh, knees up . . .” – march with knees as high as you can. (16 counts).
 - “Hopping on 1 foot . . .” – hop on 1 foot. (16 counts).
 - “Hopping on the other . . .” – now hop on the other foot. (16 counts).
 - “Whirling . . .” – turn round and round. If you get dizzy, change directions. Be careful not to bump into others. (16 counts).
- Let's try it with the music.
- Wrap It Up
- What is the difference between a hop and a jump?

Monkey See, Monkey Do

Ready...

- 4 cones (for boundaries)
- Music: “Monkey See, Monkey Do” (SPARK K-2 Music CD)
- Music player

Set...

- Create large (30X30 paces) activity area.
- Scatter students within area.

Go!

- The name of this dance is Monkey See, Monkey Do.
- We'll learn and practice 1 step at a time without the music first. Then, we'll put it all together with the music.
- When the song says:
 - “Monkey see . . .” – Tap your knees 8X (8 counts).
 - “Monkey what’s . . .” – Clap your hands 8X (8 counts).
 - “Monkey yes . . .” – Tap your fist 4X with R hand on top, then 4x with L hand on top (8 counts).
 - “Monkey here’s . . .” – Open and shut hands 4X (4 counts).
 - “Won’t you quit . . .” – Hold your hands in front of your face and pretend to climb a tree for a count of 8. Then, wiggle your fingers while bringing your hands from high to low. Repeat your hands climbing and wiggling down (32 counts).
- During the musical interlude, move like a monkey in general space.
- Get ready to begin again when you hear the words.
- Let’s try it with music.
- Wrap it Up:
 - In this dance we pretended to climb a tree. What do you need to help your body climb? (Strong muscles.)

Crabbing Around

Ready...

- 4 cones (for boundaries)
- Music: “Crabbing Around” (SPARK K-2 Music CD)
- Music player

Set...

- Create medium (20X20 paces) activity area.
- Scatter students within area.

Go!

- Our ASAP is called Crabbing Around.
- Start on the floor in Crab Position (tummy up and on hands and feet).
- Let's practice our routine:
 - 2 Crab Dips – bend elbows to lower body down and up (4 counts).
 - 4 Crab Kicks – kick R, L, R, L legs in air while in Crab Position (8 counts).
 - Flip over to tummy down position (4 counts).
 - 2 Push-ups – on feet or knees (4 counts).
 - Ease down to floor – in superhero position (4 counts).
 - 2 Superhero Lifts – lift arms and legs in the air at the same time (4 counts).
 - Flip over to Crab Position and repeat from the top.
- Continue until the end of the song
- Wrap It Up
- What muscles did you strengthen during this activity?

Scarf Exploration

Ready...

- 4 cones (for boundaries)
- 1 spot marker per student, 1 scarf per student
- Music and player
- 1 ribbon wand per student (optional)

Set...

- Create medium (20X20 paces) indoor activity area.
- Scatter spot markers throughout area. Send students to stand on spot markers, each with a scarf.

Go!

- Today we'll begin playing and making movement patterns with scarves. This activity is called Scarf Exploration. Be careful not to step on scarves; they can be slippery. Be gentle with your scarf; it is very delicate.
- You have some time to play with your scarf while the music plays. When the music stops, freeze. (Allow students 2-3 minutes of exploration with scarves at their spot markers.)
- I'll call a locomotor skill. While moving, wave and play with your scarf. When you hear, "Silly Scarves," move to an open spot, and I'll give you a challenge to do. After each challenge, we'll do another locomotor skill and move to a new spot. (Change locomotor skills each round, e.g., side-slide, gallop, skip, jump.)
- Challenges – Can you...
- Make giant circles in front of you? Over your head? To the side? The other side? Side to side in a big loop? Try it again with the other hand.
- Make a big square with your scarf? A triangle? A smaller triangle? A teeny, tiny triangle? Switch hands and try again.
- Make a zigzag with your scarf moving from low to high? High to low? Switch hands and try again.
- Place your scarf on top of your head and balance on 1 foot? Try the other foot. Huff and puff and blow it off? Swing it overhead like a rainbow?
- Wrap It Up: Show me ways you can move over your scarf. Can you do it forward? Backward? Sideways? Can you make your scarf go around your waist? Your wrist?

Twist and Turn/Bend and Stretch

Ready...

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

Set...

- Create medium (20X20 paces) activity area.
- Scatter partners in area, 1 beanbag per pair.

Go!

- Today, you and a partner will work together to warm-up, stretch, and pass a beanbag back and forth.
- 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.
- Challenges - 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.)
- Bend and Stretch:
 - Now, 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.
- Challenges – 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.)
- Wrap It Up:
- What is flexibility?
- How does twisting, turning, bending, and stretching help us become more flexible?

Line Boogie

Ready...

- 4 cones (for boundaries)
- 1 beanbag per 4 students
- Music and player

Set...

- Create medium (20X20 paces) activity area.
- Create groups of 4 in a single-file line, standing
- 1 arm distance apart.
- Place 1 beanbag with the leader of each line.

Go!

- The object of Line Boogie is to move your group's beanbag down your line without dropping it.
- Each person reaches overhead and hands the beanbag to the person behind them. Continue until it reaches the end of the line. The last 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. Cooperation and communication will help your group be successful.
- Continue boogying the beanbag down the line until the signal. (Allow 1-2 minutes to practice.)
- Now let's try a different way to pass the beanbag. Can you pass it between your legs (under)? A careful handoff keeps the beanbag from dropping! (Allow practice time.)
- Now let's try over/under/over/under. (Allow practice time.)
- This time, the last in line weaves in and out of others in your line on their way to being the leader.
- Wrap It Up:
- How did your group work together to make this activity fun? (Debrief on cooperation and communication skills.)
- This game makes sure we share and take turns. Remember to do the same during recess and lunch breaks.

Basic Body Positions

Ready...

- 4 cones (for boundaries)
- 1 spot marker per student
- Animal Walk Skill Cards (SPARK IM Disc)
- Pathways, Levels, Directions, Tempos Skill Cards (SPARK IM Disc)
- Music and player
- Animal Rhymes and Chants (SPARK IM Disc) (optional)

Set...

- Create large (30X30 paces) activity area.
- Scatter spot markers within area.
- Send students to stand on 1 spot marker each (home base).

Go!

- Today we begin our Stunts Unit. Many activities come from a sport called “gymnastics.” Who has participated in gymnastics?
- Safety is our 1st concern. What can we do to be safe during class? (e.g., stay within boundaries, start/stop quickly every time, watch for others, don’t bump anyone in general space, etc.)
- Movement Exploration:
- Challenges – How quickly can you touch your. . .
 - R foot with your R hand?
 - L foot with your R hand?
 - R foot with your L hand?
 - Both feet with your hands?
 - Both feet with opposite hands?
 - Let’s try it again; how quickly can you move?
- Animal Walks:
- Animals move in fun and different ways. Let’s learn and practice animal walks at home base and in general space.

- If you hear “Go home,” return to home base.
- (Use Animal Walk Skill Cards to teach Kangaroo Jump, Puppy Dog Run, Bear Walk, Gorilla Walk, Rabbit Jump, Elephant Walk, Crab Walk, Inch Worm, Seal Walk.)
- (Provide challenges by combining Animal Walks with movement concepts such as pathways, directions, tempos, and levels when applicable.)
- Wrap It Up:
- What is the difference between a Puppy Dog Run and a Bear Walk? A Bear Walk and a Crab Walk? Of all the walks we did today, do you have a favorite?

Static Balances

Ready...

- 4 cones (for boundaries)
- 1 spot marker per student
- Static Balance Skill Cards (SPARK IM Disc)
- Animal Walk Skill Cards (SPARK IM Disc)
- Locomotor Skill Cards (SPARK IM Disc)
- Mats (optional)
- Music and player

Set...

- Create medium (20X20 paces) activity area, preferably on grass or mats.
- Send students to select and place their own spot.

Go!

- Static means “without movement.” So, what do you think a Static Balance is? It is a balance done standing still.
- Challenges – (Pose challenges, give sufficient time to practice, move to help.)
- Can you balance on. . .
 - Just 1 body part? Another 1?
 - Two different body parts? Two more?
 - Three body parts? Try 3 different ones.
 - Four body parts? How about 5?
- What shape can you create at medium level space? Now try one in low space.
- Can you make a shape where your R and L sides are in the same position? That is a “symmetrical” shape.
- How about a shape where your sides are in different positions? That is an “asymmetrical” shape.
- Animal Walks and Static Balances:
- On the music, move in our area using the animal walk I call. Avoid spots and others.

- When the music stops, move to a spot. Stay near home base to learn and practice different balance positions.
- (Use Static Balance Skill Cards to teach Kimbo Stand, Knee Lift Stand, Stork Stand, Double-Knee Balance, Hand/Knee Balance, Single-Knee Balance, Head Touch, Shoulder/Feet Balance, Backward Balance, Forward Balance, Sideways Balance, Knee Scale, Tripod.)
- Wrap It Up:
- Which is easier to keep your balance: a wide base of support or a narrow one? Why?

Beanbag Balances

Ready...

- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- 1 fluffball per 10 students (optional)

Set...

- Create medium (20X20 paces) activity area.
- Distribute 1 beanbag to each student.
- Scatter students within area.

Go!

- Exploration Time:
 - When the music starts, safely play (explore) with your beanbag around home base (1-2 minutes).
 - Show how quickly you freeze when the music stops.
- Beanbag Balancing:
 - Place your beanbag on top of your head. The object is to follow my signals without letting it drop to the floor. If it does, put it back and keep going.
 - Listen carefully for the music stop (or “Go home”).
- Challenges – Can you. . .
 - Walk slowly with good posture in general space? Head high, chest out, shoulders back.
 - Walk in a curved pathway at a medium level?
 - Walk quickly in a zigzag pathway at a high level?
 - Squat to a low level? Stand up?
 - Turn so your L shoulder faces the center of our general space?
 - Point your R shoulder towards the center?
 - Turn all the way around?

- Lower your body slowly by bending your knees? Elevator down!
- Reverse the motion; elevator up!
- (Have children balance the beanbag on the back of 1 hand then the other, and continue providing/repeat movement challenges.)
- Balance Touch:
 - Set your beanbag on the floor in front of you.
 - Challenges — Can you. . .
 - Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?
 - Tap the beanbag gently 3X in a row with your toes? Switch legs and try again.
 - Move your beanbag to the side of your body and try to tap it? Switch legs.
 - Move your beanbag behind you and try to tap it?
 - Circle your head with the beanbag? Waist? Ankle? Other ankle?
- Wrap It Up:
 - Was 1 leg easier to balance on than the other? Why do you think that is?
 - Would practicing help improve your balance? Where and when could you practice?

Self-Toss and Catch

Ready...

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 spot marker per student
- Music and player
- 1 small, soft, light ball per student (optional)

Set...

- Create medium (20X20 paces) activity area.
- Have each student select 1 beanbag and 1 spot marker.
- Send them to place their spot and create a home base.

Go!

- Exploration:
 - Today we will practice tossing and catching the beanbag.
 - You have 2 minutes to safely explore with your beanbag at home base.
 - When the music stops, set your beanbag on the floor next to you.
- Low Tosses:
 - Low tosses go no higher than the top of your head. Catch with your palms up, thumbs out, and fingers spread. Watch the beanbag fall into “soft” hands, then close your fingers around it.
- Challenges – Can you...
 - Low toss side-to-side, hand-to-hand?
 - How many catches can you make?
- Medium Tosses:
 - Raise your hands high. That’s where the beanbag goes on “medium tosses.”
- Challenges – Can you...
 - Catch the beanbag below your waist? How low can you go?

- Catch above your waist? Your shoulders? Your head? How many 2-hand catches can you make before the music stops?
- High Tosses:
 - High tosses go about as high as a basketball rim (point and/or demonstrate). You may need to move your feet to make the catch.
 - Begin with low tosses, and if you make 2 catches in a row, toss a little higher. Keep increasing the height until you are practicing high tosses.
- Challenges – Can you...
 - Toss your beanbag, clap, (touch your ears, touch your knees) then catch it?
 - How many times can you clap (touch) and still catch it? How else can you toss and catch it?
- 1-Hand Catch:
 - Try catching it with 1 hand. Watch the beanbag fall into your hand.
- Challenges – Can you...
 - Low toss and catch it with the same hand?
 - Low toss with 1 hand and catch with the other? How many times in a row?
 - Catch 1-handed after a medium toss? Try the other hand.
 - Catch with your palm facing out, like giving the beanbag a high-five? If you make 5 catches in a row, you may high toss and catch with 1 hand. Then try the other hand.
 - Hold your beanbag high, drop it, then catch it below your waist? Below your knees? Just before it hits the floor?
- Wrap It Up:
 - Show the proper hand position for catching a beanbag with 2 hands below your waist (thumbs out). Now with 2 hands above your head (thumbs in).
 - How would you catch it with 1 hand on your R side (with the R hand)? How would you catch it with 1 hand on your L side (with L hand).

Clean Your Room

Ready...

- 4 cones (for boundaries)
- 1 (or more) fluffball per student
- Music and player
- 10-12 hoops (optional)
- Net or rope (optional)

Set...

- Create medium (20X20 paces) activity area.
- Divide it in half using hoops or existing lines.
- Scatter fluffballs throughout each side of the center divide.
- Divide class into 2 groups; send each group to a side.

Go!

- Clean Your Room
- The object is to have the cleanest room! Each side cleans their room by throwing fluffballs to the other side.
- Rules:
 - Throw only 1 ball at a time.
 - No kicking balls.
 - No throwing at anyone.
- When you hear the music stop, raise your arms and make an "X." If you have a fluffball in your hand, drop it. (Play several rounds of 30-60 seconds each. Switch throwing challenges each round: Throw with your other hand. Throw under your leg. Throw between your legs like a football hike. Throw underhand.)
- Counting Fluffballs: This time, we will count how many fluffballs are on your side. The side with the fewest fluffballs has the cleanest room.
- Wrap It Up:
 - Why do you usually throw with 1 hand more often than the other? Do you throw with the same hand you write with?

Jumping and Landing Patterns

Ready...

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

Set...

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.

Go!

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.
- Jumping and Landing Challenges – Can you take off from. . .
- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (Move to help students balance.)
- One and land on the same foot? Who remembers what locomotor skill that is? (Hop.) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (Leap.)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?
- Straight Jump:

- Can you take off from both feet and land on your spot with both feet? That is a Straight Jump.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- Straight Jump over your spot. Can you Straight Jump backward over your spot? Can you stick your landing?
- Star Jump:
 - Can you jump in the air and make the shape of a star with your arms and legs? That is a Star Jump.
 - Can you do 3 Star Jumps in a row?
- Jack-in-the-Box:
 - To do a Jack-in-the-Box, begin in a squat, jump up, then land in a squat.
 - (After trials.) How many can you do in 15 seconds? Ready, go!
- Frog Jump:
 - To do a Frog Jump, begin in a squat; reach forward and shift your weight onto your hands. Then jump your feet forward and close to your hands. You’re back in the squat position again.
 - Can you do 2 in a row? Three in a straight line?
- Kangaroo Jump:
 - Using a 2-foot take-off and 2-foot landing, do slow, long jumps forward, keeping your feet together. These are called Kangaroo Jumps.
 - Can you do 3-5 in a zigzag pathway?
- Rabbit Jumps:
 - Rabbit Jumps are quick, short jumps forward with your feet together.
 - How many Rabbit Jumps can you do in 10 seconds? Ready, go!
 - Can you Rabbit Jump over to 5 spots, then return to your “bunny hole?”
- Jumping Shapes:
 - Can you jump, make a straight shape in the air, and stick your landing?
 - Try it a few times; I’ll move to look for some very straight shapes.
 - Can you jump, bring your knees up, and land under control? This is a tucked shape.
 - How smooth is your landing?
- Wrap It Up:
 - Remember, when you land, it is important to bend your knees to absorb the shock. Show me how to bend your knees on your landing.

Volleying and Striking

Introduction

Ready...

- 4 cones (for boundaries)
 - 2 balloons and/or 1 beachball per student
 - Music and player
 - 1 paddle (for a demonstration)
-

Set...

- Create an extra large (40X40 paces) activity area.
 - Send students to select a balloon or beachball, then scatter them within area.
-

Go!

- Introduction and Exploration
- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button," freeze and listen.
- (Allow 1-2 minutes of exploration; practice stop and start signals until learned.)
- Today, we'll learn how to volley; that is the skill we use to keep an object in the air.
- Volleying Challenges – Can you keep your balloon up using. . .
- The top of your hand? The top of your other hand?
- The palm (show) of your hand? Other palm?
- Your arm? The other arm? Your elbow? The other elbow?
- Your knee? The other knee? Your thigh (upper leg)? Other thigh?
- Your head?
- Your foot? The other foot?
- Two fingers? Three? Four? Thumb only?
- Each finger on 1 hand? Each finger on the other hand?

- A body part we haven't tried yet?
- Striking:
- Striking is moving a body part towards an object to send it into the air.
- We can strike with our hands (show with a balloon), our feet (show with a soccerstyle kick), and even with an object in our hands (show with a paddle).
- Today, we'll practice striking with our hands.
- Hold the balloon in 1 hand around shoulder height.
- Reach back with your other hand.
- Let go of the balloon and watch it drop slowly.
- Swing your hand forward as if you were doing an underhand toss.
- Challenges – Can you. . .
 - Strike your balloon straight up in the air?
 - Run under the balloon and catch it? Try again.
 - Strike the balloon so it floats for 3-5 seconds? Count out loud.
 - Keep practicing, drop, strike, catch.
 - Strike it with your other hand? Drop, strike, catch.
 - Strike the balloon so it goes forward? To the R? The L? Down?
- Wrap It Up:
- Where should you contact the balloon if you want it to go up? (At its bottom.) Straight forward? (On the side facing you.) Down? (On the top.)
- How many of you kept your balloon from popping today? You'll be able to choose the color of your balloon the next time we play.

Keep It Up

Ready...

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player

Set...

- Create extra large (40X40 paces) activity area.
- Scatter students within area, each with a balloon or beachball.

Go!

- Exploration:
- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button," freeze and listen.
- Keep It Up:
- The object of Keep It Up is to keep the balloon in the air as long as you can. You do that by volleying it with different body parts.
- Challenges – Can you. . .
 - Strike the balloon from a low level? Medium level? High level? Squat position? Crab position? From your knees?
 - Strike your balloon up from a low level? Down from a high level?
 - Strike your balloon from hand to hand?
 - Toss your balloon in the air, then jump and strike it with 1 hand? The other hand?
 - Jump in the air and strike your balloon with a different body part?
 - Strike the balloon with an elbow, knee, shoulder, then catch it? What other combinations can you do?
 - Make your balloon go under a body part? Two body parts?
 - What other ways can you strike your balloon?
- Partner Keep It Up Challenges. . .
- (Pair students; each pair with 1 balloon, scattered safely within area.)

- How high can you and your partner strike your balloon (with your hands) back and forth? How low? How softly can you strike? How slowly?
- How long can you and your partner keep your balloon in the air? I'll count out loud. (Play 2-3X, moving to give pairs tips to improve.)
- How far back can you move from your partner and still strike back and forth?
- (After trials.) Let's play again, this time you can use any body part to keep the balloon in the air!
- Partner Step Back:
 - One partner strikes, the other catches. If you make 2 catches in a row, both of you take 1 step back. How far back can you and your partner go in 2 minutes?
 - We are going to repeat the challenges with partners kneeling.
 - When kneeling, you must have very good control over your hits.
- Wrap It Up:
 - Why is it important to take turns when playing with a partner?

Houdini Hoops

Ready...

- 4 cones (for boundaries)
- 3 hoops per 5 students
- Music and player

Set...

- Create large (30X30 paces) activity area.
- Form groups of 5; send them to stand in circles.
- Give each group 1 hoop.

Go!

- The object of Houdini Hoops is to see how quickly you can move a hoop around your circle without letting go of your hands.
- When I see your group is ready with hands joined, I'll place your hoop over 1 person's wrist so it dangles like a bracelet.
- On my signal, move the hoop around your circle (clockwise or counterclockwise) by stepping and ducking through it. (Provide a demonstration if necessary.)
- Bend, twist, turn, and work together to move your hoop. (Allow students time to explore and practice.)
- Challenges. . .
- How quickly can your group pass your hoop around your circle 2X? March in place when you're finished.
- How many times can your group move the hoop around the circle before my signal? When the hoop returns to the starting position, count "1."
- Double Trouble: I will combine 2 groups and add more (2, then 3, then 4) hoops! Can your new group cooperate, communicate, and pass all the hoops around your big circle?
- Switcheroo! When you hear, "Switcheroo!" move your hoops in the opposite direction.
- Circle Roundup: Do you think we can make a giant circle with our whole class and pass many hoops?
- Wrap It Up:
- What did you say or do to help your group move your hoops successfully?