























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







GRADES 3-6

 = Individuals
  = Pairs
  = Groups
  = Pedometer SPARK It Up!

 = Academic
  = Fun Fact
  = Home
  = Wellness



AEROBIC GAMES TABLE OF CONTENTS

| | PAGE/CD | GROUPING | INTEGRATIONS | PEDOMETER |
|--|---------|---|---|---|
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AEROBIC GAMES UNIT

Introduction

Games are an important part of the physical education curriculum. Unfortunately, many traditional games are not only inactive, but also allow just a few students at a time to practice their skills. In the *Aerobic Games Unit*, traditional games are adapted to give all students many opportunities to practice basic motor skills, movement concepts, principles and strategies in a high-activity format. Students enjoy these games because they are fast-paced and challenging. However, the games also provide the benefits of aerobic capacity, strength, endurance and flexibility. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

What You Have

SPARK Manual

* **Activities**

12 aerobic games listed in order of complexity. The *SPARK It Up!* variations on the backside of the activities allow you to modify activity challenges according to the developmental and/or grade level of your students.

SPARK Instructional Media CD

* **Pedometer Activity**

An activity specifically designed to incorporate the use of pedometers. This activity can also be used as a small group assessment piece.

* **Task Cards**

Includes instructions for *Create a Game*, (a Pedometer Activity/Assessment tool.)

* **Assessment Samples**

A performance rubric assesses fair play, game tactics, and body control. The *Create a Game* assessment tool helps

guide students' progress toward designing their own activity.

* **Limited Equipment/ Large Class Ideas**

Ideas for how to use the activities when faced with limited equipment and/or more students than you expected.

* **Inclusionary Strategies**

Tips on how to modify activities to gear towards special-needs students.

AEROBIC GAMES UNIT

How To Use It

- * As you teach the games in this unit, assess your students' comfort, interest and capacity to perform the activity and adjust accordingly. If an activity is too easy, jump to the *SPARK It Up!* variations to add more difficulty. If it is too difficult, decrease the variables, simplify and slow down.
- * Review the assessment samples provided on the *SPARK Instructional Media CD*. *Create a Game (Pedometer Activity)* is a small group project that should be used at the end of the unit. The *Performance Rubric* is an observational assessment you can use to collect skill development data. Ideally, plan to take rubric observations during play for several days toward the end of the unit.
- * There are sample unit plans on page 4 built on a 3 PE classes-per-week instructional model for 3rd, 4th and 5th /6th grades. Use these as a guide to adjust and create unit plans that meet your particular instructional requirements.

Teaching Tips

- * Watch game play closely and modify to accommodate students' fitness and skill levels. Potential modifications include:
 - Increase or decrease size of activity area.
 - Increase or decrease the number of students in the group.
 - Increase or decrease length of time the game is played.
 - Increase or decrease the number and type of equipment.
 - Vary the speed of the locomotor movement. (walk, skip, gallop, speed walk, etc.)
- * For greater clarity, games should be demonstrated by a sample of students.
- * Provide cues and feedback that encourage movement and fair play rather than winning the game.
- * Praise students who work well together and demonstrate cooperative behavior.

Safety

- * If possible, aerobic games should be played on a grass field, gymnasium or multipurpose room, free from objects which may cause injury.
- * If only blacktop or cement is available, keep activities at a slow-to-moderate speed.
- * Be sure the activity area is large enough to accommodate class size.

AEROBIC GAMES WHAT YOU NEED

| | QUANTITY | INVENTORY | NEED |
|---|---------------------|-----------|------|
| EQUIPMENT | | | |
| 8 1/2" Utility Balls | 2 per 5 students | | |
| 8" Foam Balls | 1 per 10 students | | |
| 3" Foam Balls | 1 per 10 students | | |
| Super Bouncy Ball small | 1 per 10 students | | |
| Spot Markers | 1 per student | | |
| Pinnies 3 different colors | 1 per student | | |
| Hoops | 5-10 | | |
| Beanbags or other fun tossables | 1 per student | | |
| Pool Noodles for <i>Track and Field</i> | 1 per 2 students | | |
| Flag Belts with Flags | 1 per 2 students | | |
| Flags (scarf, rubber chicken, etc.) | 1 per 7-10 students | | |
| Jump Ropes 10' | 4 | | |
| Bowling Pins optional | 1 per 2 students | | |
| Cones lightweight, any size | 1 per student | | |
| Music and Player optional | 1 | | |
| Pedometers optional | 1 per 3-5 students | | |

MATERIALS

Pencils

1 per 3-5 students

SPARK INSTRUCTIONAL MEDIA (on CD)

* **Create a Game Task Card**

* **Assessment Samples**

FACILITIES

* A large, grassy field is ideal. Indoor gyms or multi-purpose rooms work well, too. Blacktop/cement can be used if precautions are made to avoid student falls.

AEROBIC GAMES SAMPLE UNIT PLANS

The following unit plans can be used as is, or modified to suit your needs. Variables are many, including: number of students, fitness levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. These use a 3 PE classes-per-week unit model

for 4 weeks – 12 lessons total. The *SPARK It Up!* variations provided on activities allow you to meet the changing needs of your students as they become more skilled. Each year, add new *Aerobic Games* to their repertoire.

3rd Grade Unit

| DAY 1 | DAY 2 | DAY 3 |
|---|--|---|
| <ul style="list-style-type: none"> * Aerobic Games Introduction * Builders and Bulldozers | <ul style="list-style-type: none"> * Builders and Bulldozers | <ul style="list-style-type: none"> * Builders and Bulldozers |
| DAY 4 | DAY 5 | DAY 6 |
| <ul style="list-style-type: none"> * Aerobic Bowling | <ul style="list-style-type: none"> * Aerobic Bowling/Assessment | <ul style="list-style-type: none"> * Aerobic Golf |
| DAY 7 | DAY 8 | DAY 9 |
| <ul style="list-style-type: none"> * Aerobic Golf | <ul style="list-style-type: none"> * Hearty Hoopla | <ul style="list-style-type: none"> * Hearty Hoopla |
| DAY 10 | DAY 11 | DAY 12 |
| <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity |

AEROBIC GAMES SAMPLE UNIT PLANS

4th Grade Unit

| DAY 1 | DAY 2 | DAY 3 |
|--|--|--|
| <ul style="list-style-type: none"> * Aerobic Games Introduction * Centipede Bucket Brigade | <ul style="list-style-type: none"> * Centipede Bucket Brigade | <ul style="list-style-type: none"> * Track and Field |
| DAY 4 | DAY 5 | DAY 6 |
| <ul style="list-style-type: none"> * Track and Field | <ul style="list-style-type: none"> * 5-Player Kickball | <ul style="list-style-type: none"> * 5-Player Kickball |
| DAY 7 | DAY 8 | DAY 9 |
| <ul style="list-style-type: none"> * 5-Player Kickball/Assessment | <ul style="list-style-type: none"> * Keep Away (2 on 1) | <ul style="list-style-type: none"> * Keep Away (2 on 1) |
| DAY 10 | DAY 11 | DAY 12 |
| <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity |

AEROBIC GAMES SAMPLE UNIT PLANS

5th/6th Grade Unit

| DAY 1 | DAY 2 | DAY 3 |
|--|--|--|
| <ul style="list-style-type: none"> * Aerobic Games Introduction * 3-Catch Game | <ul style="list-style-type: none"> * 3-Catch Game | <ul style="list-style-type: none"> * Capture the Flag |
| DAY 4 | DAY 5 | DAY 6 |
| <ul style="list-style-type: none"> * Capture the Flag | <ul style="list-style-type: none"> * Raiders of the Ark | <ul style="list-style-type: none"> * Raiders of the Ark |
| DAY 7 | DAY 8 | DAY 9 |
| <ul style="list-style-type: none"> * Quidditch | <ul style="list-style-type: none"> * Quidditch | <ul style="list-style-type: none"> * Quidditch/Assessment |
| DAY 10 | DAY 11 | DAY 12 |
| <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity | <ul style="list-style-type: none"> * Pedometer Activity |

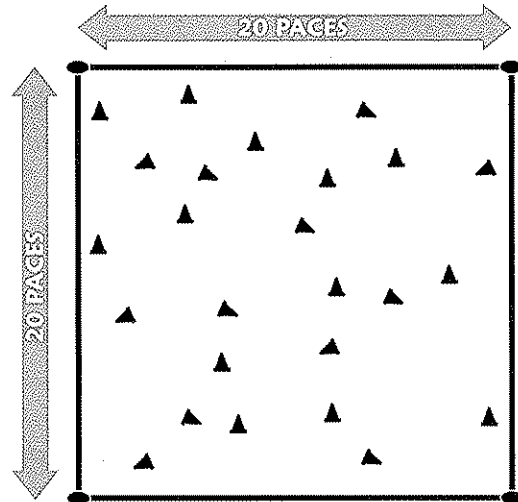


Ready...

- 1 cone per student
- 4 spot markers (for boundaries)

Set...

- Create medium (20X20 paces) activity area.
- Scatter cones throughout. Set half upright, the others on their side.
- Pair students; 1 is Bulldozer who knocks cones down; 1 is Builder who rights knocked-down cones.



GO!

1. The object is to either knock down (bulldoze) or right (build) cones as quickly as possible.
2. On signal, if you are a Builder, right as many cones as you can. If you are a Bulldozer, knock down as many as you can.
3. During the first round, use your hands to build and bulldoze.
4. Listen for my signal to switch body parts to build and bulldoze. (*R hand only, L hand only, elbow, knee, foot, etc.*)
5. (*Change the locomotor skill often, building from moderate to vigorous.*)

CHALLENGES

- * How many cones can you build or bulldoze in 30 seconds?
- * Can you beat your score?

CUES

- * Move quickly.
- * Use only your _____
(specify body part).

★ SPARK™ IT UP!

★ Body Parts

(Add more difficult body parts, such as the bottom, tummy, shoulders and head for the Bulldozers. Allow Builders to continue to use their hands or feet.)

★ Animal Walks

(Use animal walks, such as crab walk, bear walk, 3-legged dog walk, rabbit jump, etc.)

★ Pedometer Beat It

(Need 1 pedometer per pair. All Bulldozers wear a pedometer and play until signal when they stop and check their pedometers. Highest step count is the record. Switch pedometer to Builders, and play again for same amount of time.) Can Builders beat Bulldozers in steps?



FUN FACT

Builders - The first skyscraper was the 9-story Home Insurance Building in Chicago, built in 1885. In 2006, the largest skyscraper is Taipei 101, in Taipei City, The Republic of China. It has 101 floors and stands 1,671' tall.

Bulldozers - The term bulldozer refers to the shovel-like blade, not the vehicle. Before tractors, mules pushed the blade to spread dirt. Maybe we should call it a muledozer!

● STANDARDS ADDRESSED

NASPE

#1, 2 Spatial and body awareness, locomotors skills

#3, 4 Cardiovascular endurance

#5, 6 Cooperation, accepting challenges

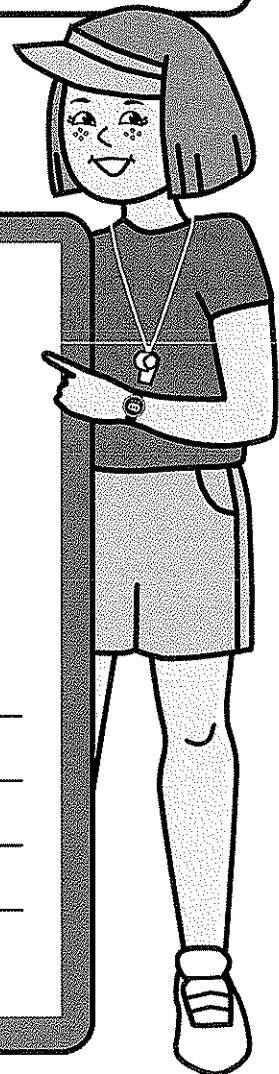
Your State (Write in here)

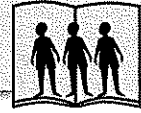
● _____

PAULA'S POINTERS

- Switch roles every minute or so.
- Spread the cones far enough to ensure safety and minimize collisions.

NOTES



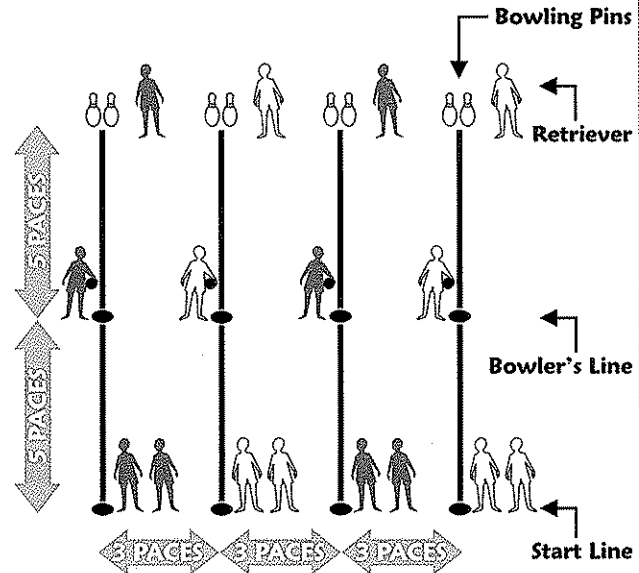


Ready...

- 2 spot markers per group of 4 students
- 2 bowling pins (or substitute 2 lightweight cones) per group of 4 students.
- 1 utility ball per group of 4 students

Set...

- Create 2 parallel lines of spot markers and a third line of bowling pins.
- Lines are 5 paces apart, and spot markers in each line 3 paces apart.
- The first line of spot markers is the start. 2 students start here. The 2nd line of spot markers is the Bowlers' line. The 3rd line is for the bowling pins (or 2 cones) and where the Ball Retriever stands.



GO!

1. The object is to use underhand rolling skills to score as many points as your group can before the signal.
2. On signal, the Bowler (at 2nd cone) rolls the ball toward pins/cones trying to knock them over. Bowler runs after the ball and sets up pins/cones for next Bowler (if needed) and stands safely off to the side.
3. The Ball Retriever retrieves rolled ball, runs it to 2nd cone for the new Bowler, then continues to start line.
4. When you reach the front of the start line, run to be the next Bowler.
5. Continue bowling, setting up pins, retrieving and running until signal.
6. **Scoring:**
 - Strike (both pins knocked down) = 10 points
 - Spare (1 pin knocked down) = 5 points

CHALLENGES

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

CUES

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

* SPARK™ IT UP!

★ Vary the Scoring
(Use trickier math skills by changing the scoring. For example, use 3 points for a strike and 2 points for a spare.)

★ 6-Pin
Set up 6 pins (1 in front, 2 behind and 3 in back in a triangle). A strike = 10 points, but anything less scores 1 point per pin.

★ 1-Pin
(Challenge students by using just 1 single pin. It's all or none. They score 10 points for a knock-down.)



ACADEMIC

Language Arts (Idioms) - An idiom is a figure of speech whose meaning cannot be inferred from its words. Do you check to see if you're sprouting feathers when someone asks, "do you have all your ducks in a row?" This idiom refers to a game called Nine Pins from England. To get "your ducks in a row," all the pins must be set up correctly. Make a list of other idioms, and research their origins. Come on; go the extra mile!

STANDARDS ADDRESSED

NASPE

#1, 2 Underhand rolling for accuracy

#3, 4 Cardiovascular endurance

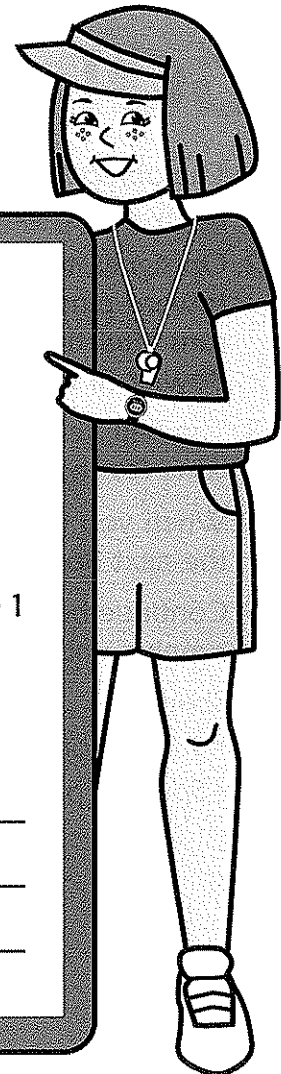
• #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Although this can be done on nearly any surface; the smoother the surface, the better it is for bowling.
- Allow higher skilled students to challenge themselves by backing up away from the pins; e.g., take 1 step back each round.

NOTES





Ready...

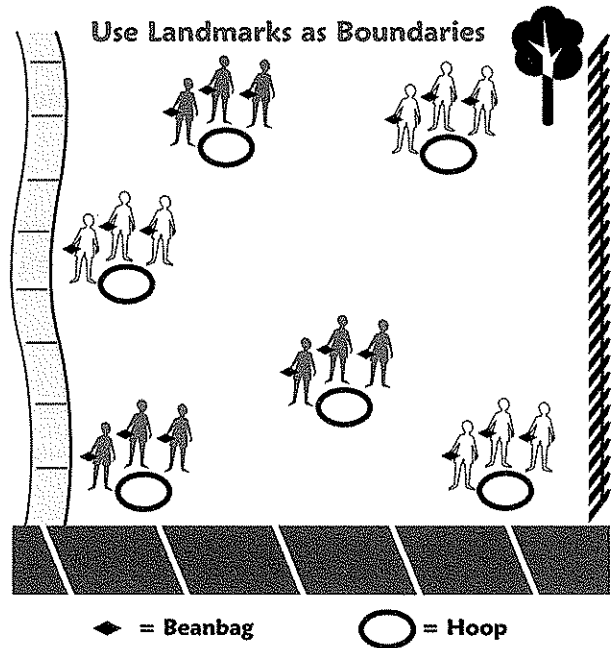
- 1 hoop per 3-4 students
- 1 beanbag (or other fun tossable) per student

Set...

- Students in groups of 3-4; each with a beanbag; 1 hoop per group.
- Scatter groups in very large activity area.

GO!

1. The object is to land your beanbag in the “hole” (hoop).
2. To begin, 1 group member safely tosses the hoop into open space.
3. All in the group take turns throwing their beanbags toward the hole.
4. After all have thrown, all run to your beanbags. Repeat until everyone’s beanbag is in the hole.
5. Count the number of throws to get your beanbag into the “hole.”
6. Once you complete the 1st hole, safely fling the hoop into open space and begin the 2nd hole.
7. Continue until stop signal.



AEROBIC GAMES

CHALLENGES

- ★ How many holes can your group complete before the signal?
- ★ Can you alternate throwing arms?
- ★ Toss the hoop further away to increase the challenge. If you can't throw it far enough, run and place it farther away.

CUES

- ★ Watch and look out for others before flinging the hoop.
- ★ Toss for accuracy when you are getting close.

GRADES 3-6

* SPARK™ IT UP!

*** Vary the Locomotor**
Skip (or gallop, leap, etc.) from throw to throw.
Change your locomotor skill for each hole.

*** Spot Golf**
(Use spot markers instead of hoops. The beanbag has to touch the spot to be considered "holed.")



HOME

Fly Swatter Golf - First, buy a new flyswatter (otherwise you will have to scrub off all those greasy, grimy fly guts from the old one). Next, wad up a piece of paper into a tight, little ball. Now make a golf course through your home. Down the stairs, around the sofa, through the dog's legs, and into Dad's shoe is a great first hole!

STANDARDS ADDRESSED

NASPE

#1, 2 Throwing for distance and accuracy

#3, 4 Cardiovascular endurance

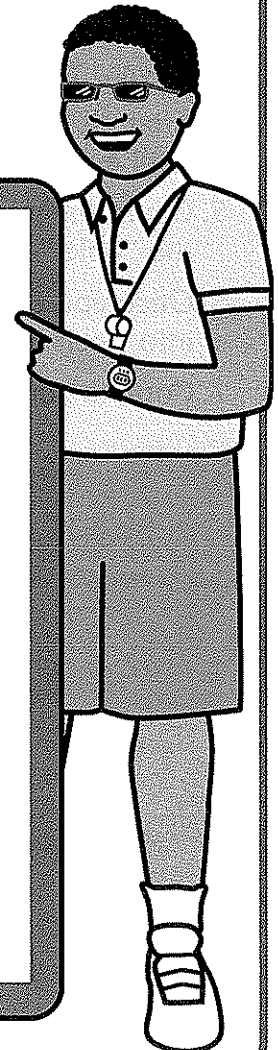
#5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- * During warm-up, discuss golf terminology and etiquette.
- "Fore:" Yelled to warn others that a ball is coming.
- Par: Using just as many throws as expected. No more, no less.
- Birdie: Using 1 fewer throws than par.
- Eagle: Using 2 fewer throws than par.
- Bogey: Using just 1 more throw than par.

NOTES



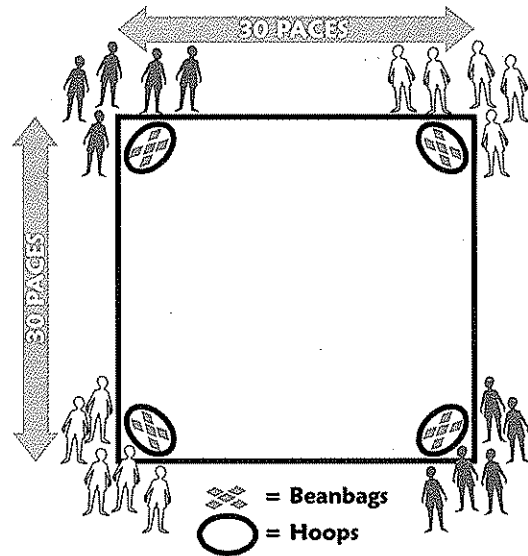


Ready...

- 4 hoops
- 1 beanbag (or other collectable) per student

Set...

- Create large (30X30 paces) activity area with a hoop in each corner.
- Students in 4 groups; 1 per corner.
- Each student with 1 beanbag dropped into the hoop.



GO!

1. The object is to collect beanbags from other hoops and return them to your home hoop.
2. On signal, fast walk to another group's hoop, and pick up 1 beanbag. Return it to your group's hoop, and repeat until the stop signal.
3. The group with the most beanbags scores a point for that round.
4. **Rules:**
 - Take only 1 beanbag at a time.
 - Visit all other hoops before revisiting any hoop.
 - Place (don't throw) the beanbag in your hoop.
 - No defending your hoop.
5. (Play several short games [1-2 minutes per round]. Change the locomotor skill each round, moving to more vigorous. Downplay the points.)

CHALLENGES

- * How many other hoops can you collect from before the signal?
- * What will get you to other hoops faster: a zigzag pathway, a curved pathway or a straight pathway?

CUES

- * Take only 1 beanbag.
- * Avoid others.

* SPARK™ IT UP!

* Wild Card

(Before playing, tell students you will choose 1 color beanbag to be the Wild Card. After playing, tell them which color you chose. Groups score double points for each beanbag of that color.)

* Sports Version

(Use soccer balls, basketballs, hockey sticks and balls, etc.) This time, you dribble the balls from hoop to hoop.

* Healthy Choice

(Add small, light foam or fluff balls to each hoop.) Take light, healthy fats (fluffball) from other hoops, and place heavy, unhealthy fats (beanbags) in others' hoops. Teach students that heavy fats represent LDL (bad cholesterol) and light fats represent HDL (good cholesterol).



WELLNESS

I love you with all my heart. He wore his heart on his sleeve. I give you my heart. Hearts have many important uses, but there is none more important than to keep your blood circulating. This pear-shaped muscle pumps oxygenated blood to all parts of the body, providing it with the nourishment it needs. Take care of your heart. Think of the 4 Es: Eat well, Exercise, Enough sleep, and Eliminate tobacco.

● STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness

#3, 4 Cardiovascular endurance

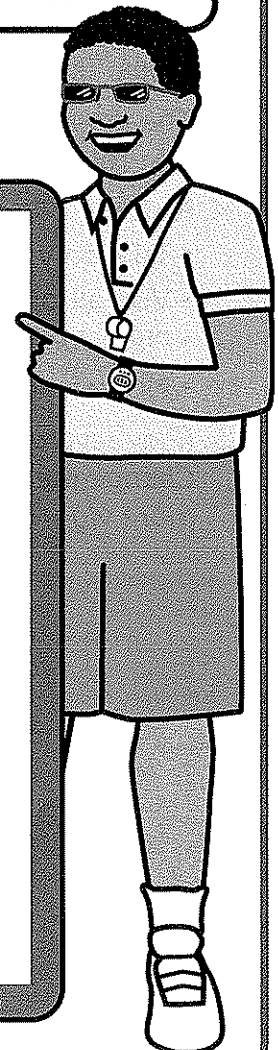
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Students who take more than 1 beanbag must return them to the original hoop; then jog 1 lap around the perimeter as a timeout before returning to the game.

NOTES



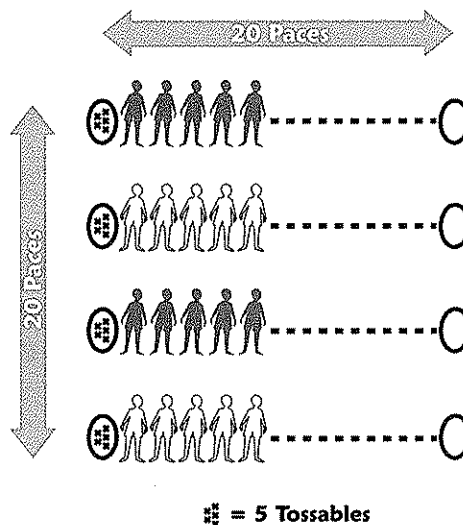


Ready...

- 1 tossable per student
- 2 hoops per group of 5 students

Set...

- Create medium (20X20 paces) activity area. Place 2 hoops on opposite sidelines for each group of 5.
- Create groups of 5; standing in a file line at 1 hoop. The line moves toward the hoop on the opposite sideline.
- Fill hoops at this end with 5 tossables.



GO!

1. The object is to move the tossables from your hoop to the one on the opposite sideline.
2. You do that by passing it down your line in centipede fashion, where all are in a line facing the filled hoop.
3. The 1st in line grabs the tossable and hands it overhead to 2nd in line. The 2nd in line takes it and hands it between legs to the 3rd in line. Third in line hands it overhead. Fourth between the legs, and so forth.
4. As soon as you have passed the tossable, run to the other end of your line and wait to receive it.
5. Continue until you reach the opposite sideline with the tossable. Drop it in, and the whole group runs back to the other hoop and repeats until all the tossables are out of their hoop.
6. When finished, your group moves around the perimeter, moving 1 tossable in centipede fashion.

CHALLENGES

- ★ Can you move the tossables without dropping them even once?
- ★ How quickly can you remove your tossables from your hoop?

CUES

- ★ As soon as you hand off the tossables, run to the end of your line.
- ★ It's not a race. Focus on working together well.

* SPARK™ IT UP!



Toss

Stand shoulder to shoulder in your lines. Use an underhand toss to pass the tossable from person to person.



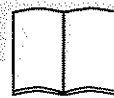
Animal Walks

Rather than running, move to the end of your line using X (call out various animal walks, such as bear walk, crab walk, 3-legged dog, etc.)



Fitness Add-On

Before you move to the end of your line, do 2 push-ups (or name any fitness exercise).



ACADEMIC

Social Studies - A brigade is a group organized for a specific task. Before modern fire equipment, fires could quickly destroy a village or a large city. The 1666 Great Fire of London destroyed 13,200 homes, 88 churches, and 100s of buildings. "Rattle Watchers" rattled an alarm to call for community help. Water-filled buckets were passed down a line of men to the fire and returned empty by a line of women and boys.

• STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, manipulation of tossables

#3, 4 Cardiovascular endurance

#5, 6 Cooperation, accepting challenges

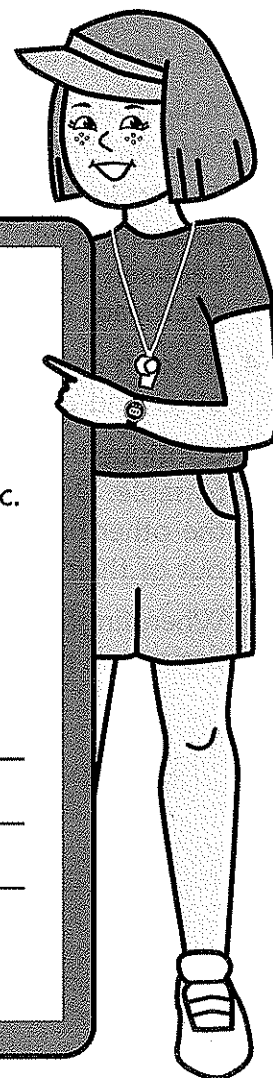
Your State (Write in here)



PAULA'S POINTERS

- Bring hoops closer together for groups falling behind.
- Throw in some fun tossables like veggie beanbags, Koosh® balls, etc.
- Encourage groups to work together.

NOTES



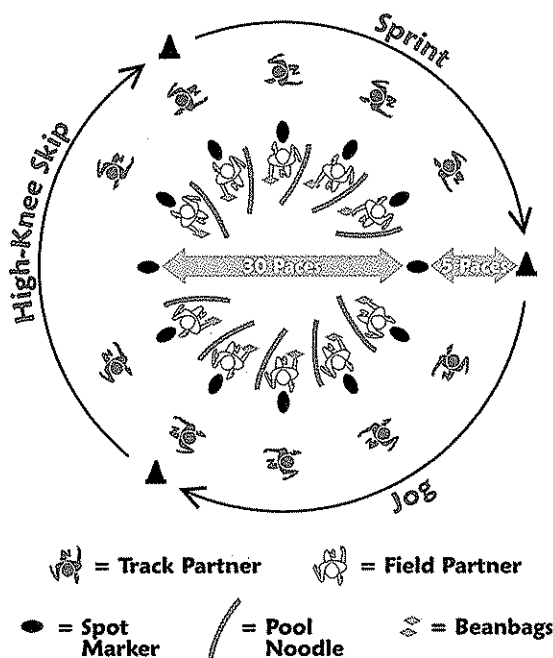


Ready...

- 3 cones
- 1 spot marker per pair
- 1 pool noodle per pair
- 2 beanbags per pair

Set...

- Create a large (30 pace diameter) “track” using spot markers. Place the 3 cones 5 paces outside the track and 1/3 away around to divide into thirds.
- Pair students; each pair at a spot marker home base.
- Give 2 beanbags and a pool noodle to each pair.



AEROBIC GAMES

GO!

1. The object is to alternate practicing track skills (running) and field skills (throwing and jumping) with your partner.
2. On signal, 1 of you travels around the track. Jogging from cone to cone here (*point to 2 cones*), high-knee skipping here (*point between next 2 cones*), and sprinting here (*point between final 2 cones*). Pass only on the outside.
3. The home base partner works on field skills. Each round, we will practice a different skill. Field skill samples:
 - Javelin Throw: Use pool noodle to practice throwing in toward center.
 - Shot Put: Use a beanbag to practice “putting” (in toward center).
 - Broad Jump: Stand on the spot marker, and jump (towards center).
 - Triple Jump: Do a hop, step, and jump toward the center. Place your beanbag where you finish. Jog back home and try to increase your distance.
4. Switch roles with your partner on my signal. (*Allow time for home base students to practice 2-3X.*)

CHALLENGES

- ★ Can you better your last throw or jump?
- ★ Runners, how many times can you go around the track before the signal?

CUES

- ★ Sprint: Pump your arms forward and back.
- ★ Javelin: Throw with straight elbow on throwing arm.
- ★ Shot Put: Put beanbag at your cheek, facing away from target. Turn towards the target, straighten legs and push the beanbag up and away.
- ★ Broad Jump: Put beanbag where your heels land. See if you can beat your best jump.

GRADES 3-6

* SPARK™ IT UP!

* More Events

(Add other track and field events. For example, hurdles, longer distance runs, discus [flying disc], high jump, etc. Think safety first.)

* Pedometer Estimation

(1 student per pair wears a pedometer. Pairs estimate the number of steps the wearer will take before the signal to switch roles is given.)



HOME

Get some friends and design a Home Track and Field event. Events could include the Paper Plate Discus, Paper Ball Shot Put, Water Balloon Long Jump, Fly Swatter Fencing, Jump Rope Marathon and Synchronized Soccer. Make up your own events. When you are done competing, have a Snack-and-Peel event. Peel healthy fruits like oranges, bananas, kiwis and mangos, and eat them!

STANDARDS ADDRESSED

NASPE

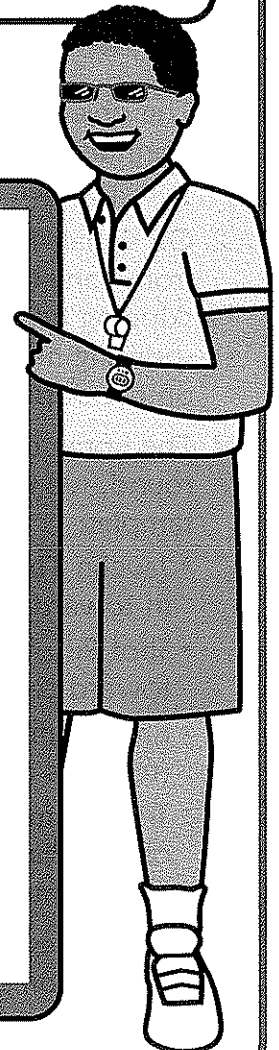
- #1, 2 Throwing, running, jumping
- #3, 4 Cardiovascular endurance, muscular strength
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Use a smaller track for practicing sprints and a larger 1 for middle-distance running.
- Cut pool noodles in half or thirds for javelins.

NOTES



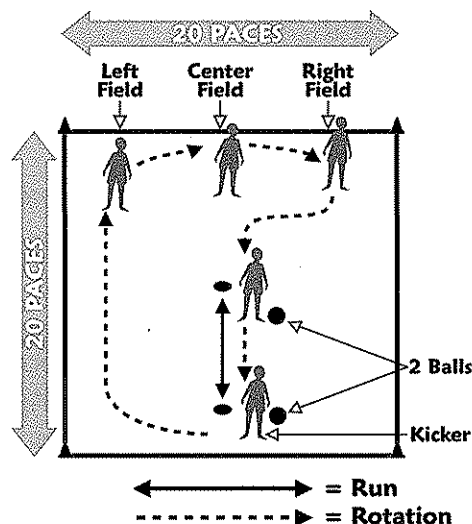


Ready...

- 4 cones per group of 5 for boundaries
- 2 bases (or spot markers) per group of 5
- 1 utility ball per group of 5

Set...

- Create a large (20X20 paces) grid per group of 5.
- Place home plate close to the baseline and a Pitcher's spot 15 paces toward opposite baseline in each grid.
- Create groups of 5; 1 ball per group.
- Positions are Right Field, Center Field, Left Field, Pitcher and Kicker.
- Kicker begins at home plate.
- Pitcher stands at the pitching spot with the ball.



AEROBIC GAMES

GO!

1. The object is for the Kicker to score as many points as possible before the fielding team throws to all and touches the Pitcher's spot with the ball.
2. Pitcher rolls ball to Kicker, who kicks ball into play, then runs around the Pitcher's spot and back to home as many times as possible. Each "base" rounded scores 1 point.
3. Fielders catch the ball and pass it to all Fielders with the last throw going to the Pitcher. Pitcher touches the pitching spot with the ball, signaling the Kicker to stop running.
4. Rotate in the shape of a question mark: Kicker to L field, Fielders move one position to the R, R field to Pitcher, Pitcher to Kicker.

CHALLENGES

- ✦ Fielders, how quickly can you do your task and stop the Kicker?
- ✦ How many times can each person in your group kick?

CUES

- ✦ Fielders, move to support your groupmates. Throw to the closest groupmate first. Relay to everyone.
- ✦ Spread out to cover more area.

GRADES 3-6

* SPARK™ IT UP!

1 Vary the Distance
(Shorten or lengthen base path.)

2 Name the Locomotor
(Require specific locomotor skills to move around the bases.)

3 Alaskan Kickball
Rather than touching the Pitcher's spot with the ball, Fielders stop the Runner by lining up behind the Fielder who stopped the ball. Hand the ball over/under/over/under down the line until the last in line gets the ball and runs it back to the front and calls, "Stop!"

FUN FACT

Youth kickball leagues are springing up in communities across the country. Do a Google search to find one close to you. There is even an association for adults called the World Kickball Association. They are the self-proclaimed, "pre-eminent, adult-kickball organization and the world authority and governing body of kickball." Their website is www.kickball.com.

STANDARDS ADDRESSED

• NASPE

#1, 2 Rolling, kicking, fielding, throwing, catching

#2 Offensive and defensive strategies

• #3, 4 Cardiovascular endurance

#5, 6 Cooperation, accepting challenges

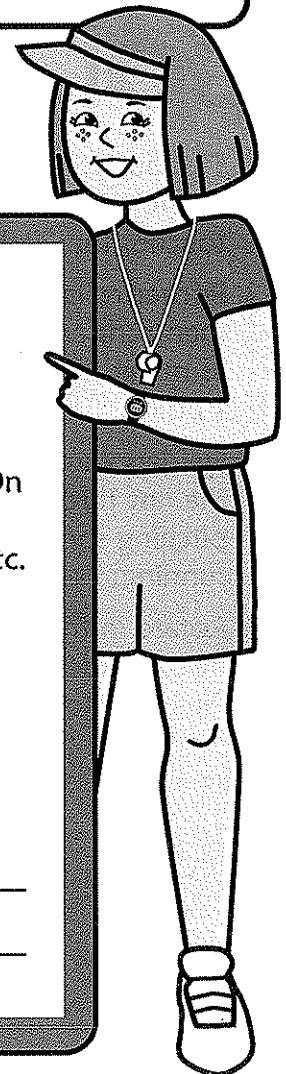
Your State (Write in here)

• _____

PAULA'S POINTERS

- The rotation moves in the shape of a question mark. Practice it by having all students stand in their position and do jumping jacks. On signal, they sprint to the next position and do jumping jacks, etc. Make this a game. Which group can have everyone in a new position and doing jumping jacks the quickest?

NOTES





Ready...

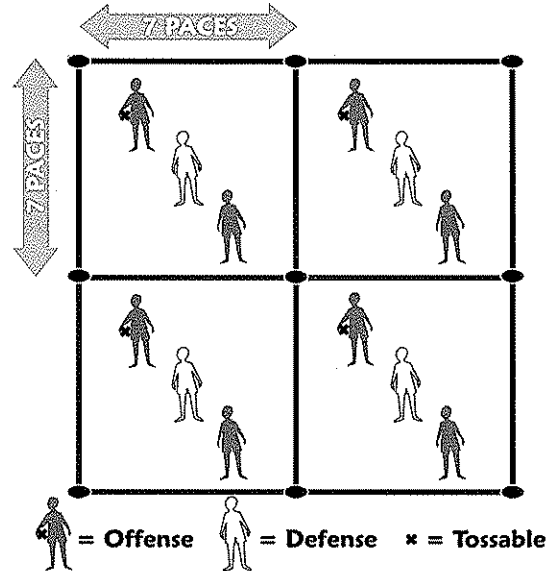
- 1 tossable (rubber chicken, beanbag, Koosh® ball, etc.) per 3 students
- 1 spot marker per student

Set...

- Create grids (7X7 paces) for every 3 students.
- Groups of 3; 1 tossable per grid.

GO!

1. The object is for the 2 Offensive players to pass the tossable to each other, keeping it away from the 1 Defender.
2. Offense players do this by pivoting, passing, and moving to open space.
3. The Defender tries to stop passes by intercepting or deflecting the tossable.
4. If the Defender blocks or intercepts the tossable, it is returned to the Offense who continue playing.
5. Principle of 3s is in effect. Passers may hold the tossable for only 3 seconds before they pass. Defenders must stay 3' from the person with the ball. Passes must travel at least 3'.
6. Change Defenders on my que (*every 30-60 seconds*).



CHALLENGES

- ★ Can you pass it to your partner a different way each time? Around the back? Hook shot? Through the legs?

CUES

- ★ Defenders stay 3' from person with tossable. Keep your arms up to try and contact the ball.
- ★ Offense may not throw the tossable higher than the defender's head.

* SPARK™ IT UP!

★ Cover Passer

Defenders may only cover the passer, not the receiver.

★ Cover Receiver

Defenders may only cover the receiver, not the passer.

★ Points

Offense scores 1 point for every completed pass. Defenders score 2 points for touching the tossable and 4 points for intercepting it.



WELLNESS

“Keep away from strangers!”
Strangers are people you don't know. Some look nice. Some look important. Some dress well. Some even wear a uniform. Always play it safe. **If you don't know them – KEEP AWAY!** Adults should never ask kids for help. **Don't give them your name. Run and scream for help. Learn the right way to answer doors and telephones, and always tell your parent or teacher if a stranger approaches you.**

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, pivoting, moving to open space

#2 Offensive and defensive strategies

#3, 4 Cardiovascular endurance

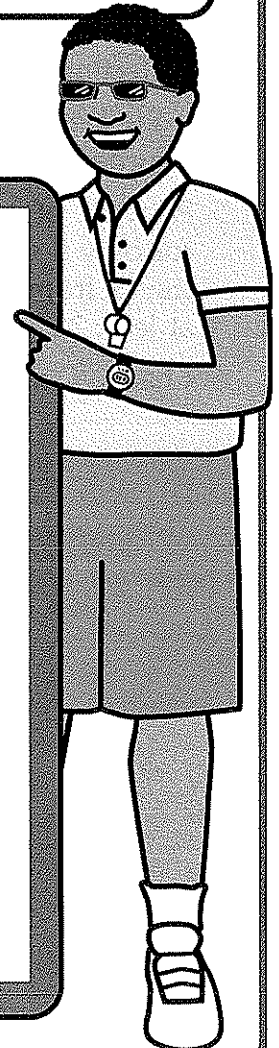
#5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Modify the grid dimensions to accommodate different skill levels.

NOTES



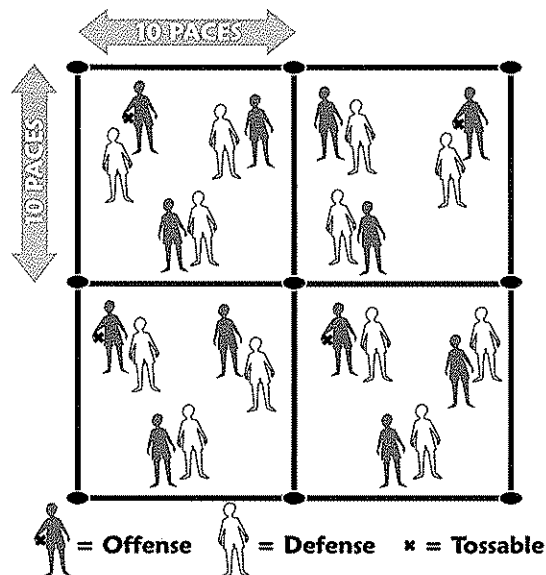


Ready...

- 1 tossable per group of 6 (offer many choices in color, weight, size, density, shape, type, etc.)
- 4 spot markers per group of 6
- 3 pinnies per group of 6

Set...

- Create a 10X10 pace grid for each group of 6.
- Students in groups of 3; 2 groups per grid; 1 wearing pinnies.
- 1 tossable (group's choice) per grid.



AEROBIC GAMES

GO!

1. The object is to make 3 catches in a row, each to a different group member.
2. Pinnie group begins on Offense with the tossable. Defenders guard a member of the opposing group.
3. Incomplete passes (hit the ground, go out of bounds, intercepted) are picked up by the other group and they try to make 3 catches.
4. Three catches in a row score 1 point, and the other group gets the tossable.
5. Principle of 3s is in effect: Take 3 steps with the tossable; Defense stays 3' away from Offense; passes must travel at least 3'.

CHALLENGES

- ★ How many times can your group make 3 catches?

CUES

- ★ Offense, move to an open space. Keep moving. Change directions often.
- ★ Defense, follow the person you are covering. Keep your hands up. Stay at least 3' away from the Offense.

* SPARK™ IT UP!

* Pedometer

(1 student per group wears a pedometer. Change the focus of the activity so groups reaching the designated number of steps before the game ends are awarded bonus points to their running total.)

* New Tossable

Choose a more challenging tossable, such as flying discs, footballs and tennis balls.

* No Step

The player with the tossable is allowed only to pivot; no steps allowed.



HOME

Look for items around the house that are safe to throw and catch, like a rolled up sock, a paper plate, a ball, etc. Find a friend, and play catch, using the different tossables. See which is easiest to throw and catch.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, moving to open space

#2 Offensive and defensive strategies

#3, 4 Cardiovascular endurance

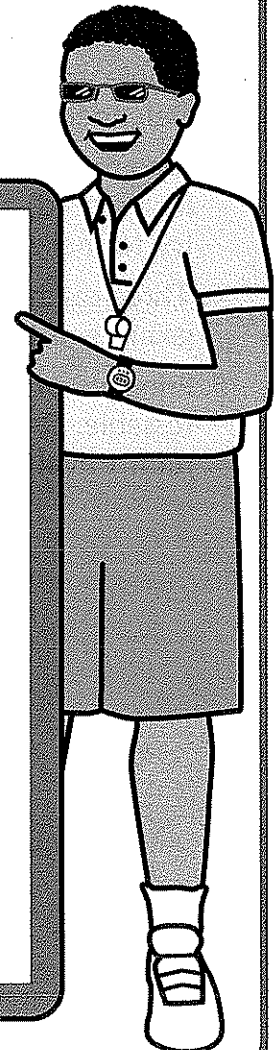
#5, 6 Cooperation, teamwork, accepting challenges

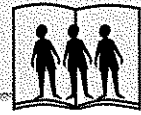
Your State (Write in here)

TONY'S TIPS

- Mix students of various skill and fitness levels for this activity. It helps those who don't "get it" to see how to move to get open, how to cover an opponent, etc.
- Discuss strategies for Offense and Defense: moving to an open space, faking, changing directions quickly, using all of the space, hands up, covering an opponent, etc.

NOTES



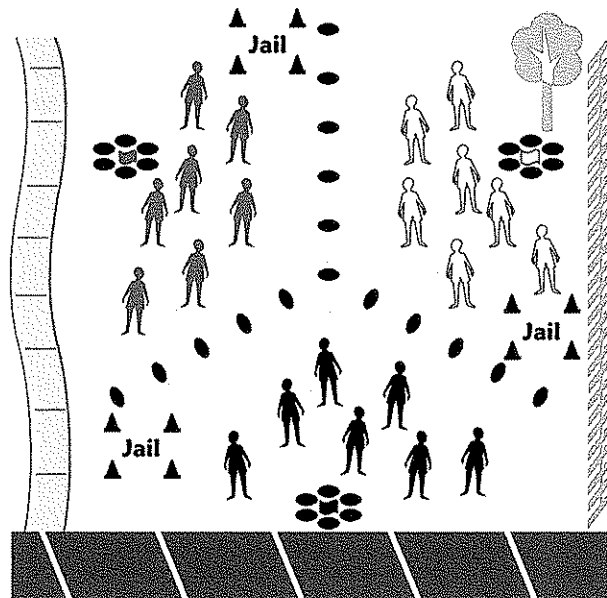


Ready...

- 1 “Flag” (scarf, rubber chicken, etc.) per group of 7-10
- 6 spot markers per group of 7-10 (to create flag circle) +20 or so more to divide area into territories
- 4 cones per group of 7-10 (for “Jail”)
- 1 pinnie/marker per student (a different color for each group of 7-10)
- Boundaries (landmarks, cones, etc.)

Set...

- Use a very large activity area with landmarks (or cones) as boundaries. Divide into equal-sized territories; 1 per group of 7-10.
- Make a “flag circle” (6 paces across) with spot markers near outside edge of each territory. Place “Flag” in center of circle.
- Create 1 “Jail” per group away from flag circle.
- Students in groups of 7-10 scattered in own territory; each group wearing own colored pinnies/markers.



= Flag Circle
 = Flag
 (Use Landmarks as Boundaries)

AEROBIC GAMES

GO!

1. The object of the game is to capture another group’s flag and bring it to your territory.
2. On signal, any or all of each group leave their territory, enter others’ territories and try to capture their flag. Tag anyone not in your group who enters your territory.
3. When tagged go immediately to that group’s “Jail” and wait to be rescued by a groupmate’s high-five. While in jail, stay active by stretching, doing push-ups, or curl-ups. Rescuers may save only 1 player at a time. If rescued, you and your rescuer join hands and must return to your territory before trying for the flag again.
4. You may enter the flag circle only if you are trying to capture it. No one from that territory may enter. Flags may be thrown out of the circle to players on your team.
5. To successfully capture the flag, bring it back to your territory before being tagged. If tagged, the flag goes back to the circle, and you go to jail.

CHALLENGES

- ★ How many opponents can you tag?
- ★ How many groupmates can you rescue?

CUES

- ★ Watch for players from other territories.
- ★ Decide who is going to be Offense (trying to capture others’ flags) and who will be Defense (tagging others).

GRADES 3-6

* SPARK™ IT UP! *

* Jail Break

(If all students in jail are active [doing stretches, push-ups, etc.] call, "Jail Break" to allow them all to have a free ticket out!)

* Half the Class

(Divide your activity area in half; students are in 2 large groups.)

* 3 Steps

Flag carriers may only take 3 steps while carrying the flag. Use teamwork to bring it back to your side.



ACADEMIC

Social Studies (People, Places and Environments) -

Vexillology is the study of flags. The first flags were called vexilloids (a Latin word meaning "guide"). Vexilloids were metal or wooden poles with carvings on top. They helped guide armies during combat. Each country has its own flag. Design your own country. Distinguish landforms, geographic features, the location of cities, etc. Design your own, unique flag.

STANDARDS ADDRESSED

NASPE

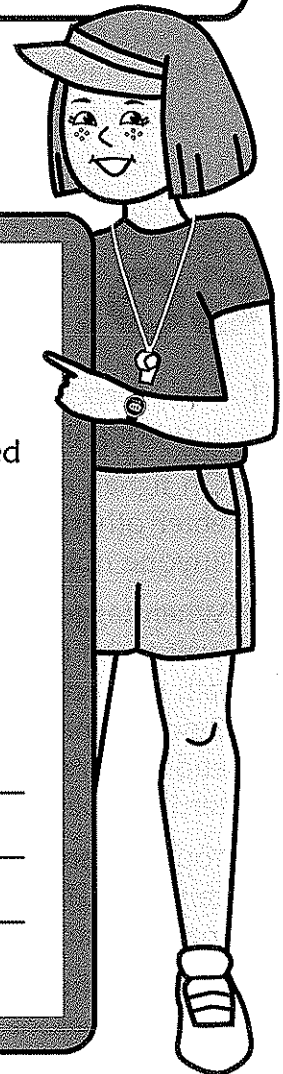
- #1, 2 Spatial awareness, chasing, fleeing, dodging
- #2 Offensive and defensive strategies
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use as much space as you feel comfortable to allow for increased running.
- Be sure groups are somewhat equal in speed and aerobic capacity.

NOTES



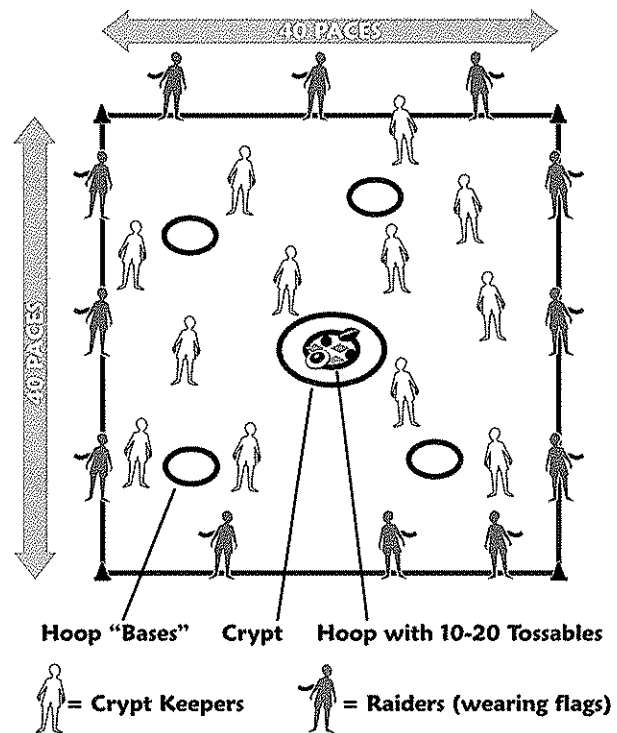


Ready...

- 10-20 tossables (e.g., beanbags, Koosh® balls, footballs, flying discs, etc.)
- 5-10 hoops
- 1 flag belt per 2 students
- 4; 10' jump ropes (or other way to create a circle)
- 4 cones (for boundaries)

Set...

- Create very large (40X40 paces or larger) activity area.
- In center, create a “crypt” with ropes forming a circle and a hoop in the center, filled with all tossables (treasures).
- Scatter other hoops in area.
- Divide class in half; 1 group wears flags (in back).
- Flagged students are “Raiders” who begin on perimeter, others are “Crypt Keepers” scattered in area.



GO!

1. The object of the game is for Raiders to take “treasures” from the crypt.
2. Raiders attempt to bring treasures from the crypt to the outside boundary without having their flags pulled. A point is earned for each treasure carried past the boundary.
3. **Rules:**
 - Only Raiders may enter the crypt, and they may take only 1 treasure at a time.
 - Crypt Keepers may pull flags of only those Raiders carrying treasure.
 - If your flag is pulled, put the treasure back, and leave the area before trying again.
 - Hoops are bases where Raiders are safe. Once in a base, you may not carry the treasure out. You must pass it to a fellow Raider.
4. (Switch Raiders’ and Crypt Keepers’ roles halfway through class.)

CHALLENGES

- ★ How many throws can you use to get a treasure to safety?
- ★ Can you get a treasure to safety without using a hoop?

CUES

- ★ Raiders, look for other Raiders to whom you can throw the treasure.
- ★ Crypt Keepers, keep moving and looking for Raiders with treasures. Scheme together to pull their flags.

* SPARK™ IT UP!

1 Vary the Points

Larger items, such as flying discs and footballs, are worth more points since they are harder to conceal and to pass. *(Make up your own scoring scheme, or better yet, have your students do this.)*

2 Moving Hoops

Raiders without treasures may move the hoops anywhere they like at any time.

3 Throw It Over

To get a treasure to safety, it must be caught by another Raider just outside the area.



FUN FACT

EEEEEEEEEEEEK! Do you dare to go in first? A crypt is a below-ground structure that is usually located below a church or religious structure. Crypts contain the remains of deceased people. Kings or the wealthy might have a family crypt, which contains all the members of the family. You know the old saying, "a family that dies together lies together."

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, chasing, fleeing, dodging
 - #2 Offensive and defensive strategies
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork, accepting challenges

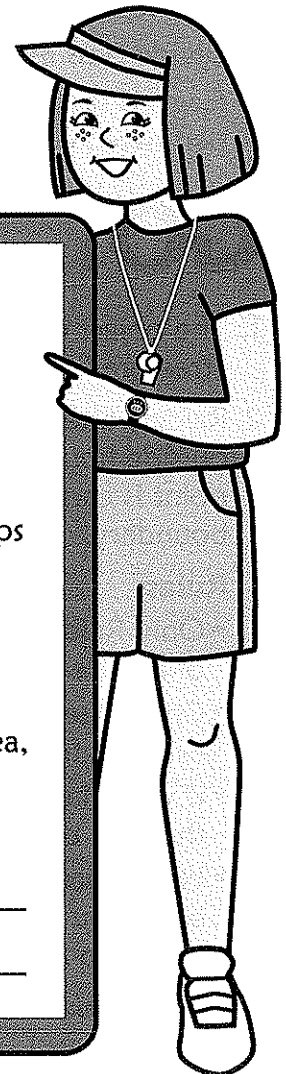
Your State (Write in here)

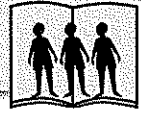
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PAULA'S POINTERS

- Using a large area increases the aerobic part of this activity.
- Increase the number of hoops if Raiders are having a hard time, and decrease the number of hoops if it is too easy for them.
- Watch for Crypt Keepers "guarding" the crypt. They may not enter.
- As treasures come outside the area, collect them.

NOTES



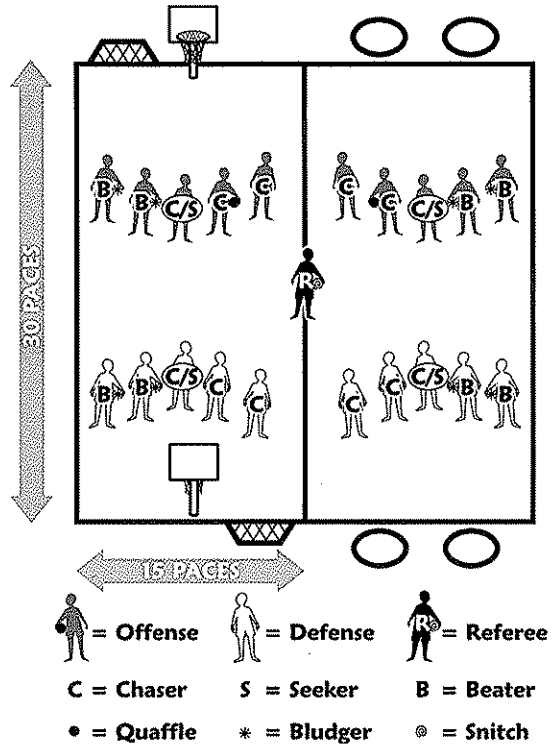


Ready...

- 4 cones per group of 10-14 students (for boundaries)
- 1; 8" coated-foam ball (Quaffle) per group
- 4-6; 3" coated-foam balls (Bludger) per group
- 1 bouncy ball (Snitch) per group
- 4 goals (hoops, nets, etc.) per group
- 1 pinnie/flag per pair + 2 different colored pinnies.

Set...

- Create long grids (15X30 paces) for each game with 10-14 students. Place 2 goals at each end.
- Students in groups of 5-7; 2 groups per field; 1 group wears pinnies.
- Each group has:
 - 2-3 Chasers (offense).
 - 1 Seeker (also a Chaser) with different colored pinnie.
 - 2-3 Beaters (defense).



AEROBIC GAMES

GO!

1. The object is to reach 50 points. Points are scored by Chasers throwing the Quaffle into the goal and/or by Seekers capturing the Snitch.
2. Pinnie group's Chasers begin with Quaffle at mid-court. They score a goal by passing and/or running it toward and into the goal.
3. Beaters holding a Bludger try to tag the Chasers. If tagged, Chasers freeze and must pass the Quaffle to be free to move again.
4. The Quaffle changes possession with any incomplete pass (dropped, out of bounds, intercepted).
5. After each goal, the other team begins with the Quaffle at mid-court.
6. At a random time, I will toss in the Snitch. Seekers try to grab it before it stops moving.
7. **Scoring:**
 - 20 points for capturing the Snitch.
 - 5 points for a goal.

CHALLENGES

- ★ How many times can your group reach 50 points before the signal?

CUES

- ★ Move to open space.
- ★ Make quick passes.
- ★ Watch for the Snitch.

GRADES 3-6

* SPARK™ IT UP!

* Goal-O-Rama

(To increase difficulty and team strategy, increase the number of goals and allow teams to score in any goal.)

* Whole Class

(Divide the whole class into 2 groups, and play on a large field with many goals. Allow the Snitch to be grabbed up to 5 seconds after it stops moving since it stops quickly on the grass.)

* All-Play

(Play with 3 or 4 teams in 1 large game.)



ACADEMIC

Quidditch is a game in the Harry Potter books by J.K. Rowling. If you are a Harry Potter fan, write an answer to this question: You are applying for a Wizzarding Wellness job at the Ministry of Magic. Why are you qualified? What are your ideas to better the health of the wizarding world? Send your answer to us at the SPARK offices.

STANDARDS ADDRESSED

• NASPE

#1, 2 Passing, catching, chasing, fleeing, dodging

#2 Offensive and defensive strategies

• #3, 4 Cardiovascular endurance

#5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

• _____

PAULA'S POINTERS

- Use a hard-top court, so snitch can bounce like crazy.
- Allow groupmates to switch positions after each goal.
- Assign 1 student per grid to be Referee. They throw the Snitch and monitor safety.
- Increase activity level by increasing the court size.

NOTES

