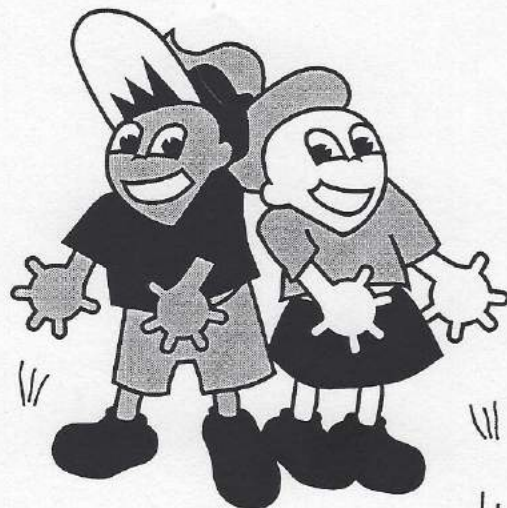


THE FIRST WEEK MANAGEMENT



BACK TO BACK

SPARK Physical Education: Day #1 ORIENTATION LESSON

Purpose:

- Introduce the SPARK Physical Education teacher (specialists)
- Introduce the SPARK Program
- Provide a rationale for SPARK Physical Education (and benefits of physical activity)
- Explain class format
- Practice environmental transitions
- Solicit parental support
- Establish behavioral objectives for students
- Begin to create a positive class environment

Equipment: Chalk board, chalk, 4 cones (if you move out of the classroom), Rule Cards (located after the parent newsletter)

Organization: Meet in the classroom

1) SPARK TEACHER INTRODUCTION:

- a) Introduce self
- b) Ask that children wear name tags for the first two weeks (specialists)

2) INTRODUCE THE SPARK PROGRAM:

- a) Explain the SPARK acronym (Sport, Play, and Active Recreation for Kids).
- b) Our goal is to provide classes to instruct physical skills and self-management skills important to leading a physically active lifestyle. We will meet _____ times per week from _____ to _____. SPARK PE days will be _____.

3) OUTLINE/DISCUSS THE BENEFITS OF PHYSICAL ACTIVITY:

- a) Health benefits (strengthened cardiovascular systems, muscular and skeletal development, stronger bodily defenses against disease, preventative to heart disease and some forms of cancer)
- b) Lead up to lifetime sports and recreation (learn new sports, continue playing forever)
- c) Opportunity to work with others, meet new friends, and have fun
- d) Higher energy levels (more productive and alert)
- e) Be better able to handle emergencies that may arise
- f) Deal with stress (reduce stress levels)
- g) Weight control
- h) To look and feel your best (leads to an increase in self-confidence, self-esteem, positive self-image)

4) CONTRAST SPARK P.E. CLASS TO MORNING AND LUNCH RECESS:

- a) Organized instruction and play in physical fitness and sports activities
- b) Progressive learning
- c) Grading (teacher input)

5) CLASS FORMAT:

- a) What will we do in PE class? Participate in active games and sports.
 - The first half of class will be for health-related fitness activities.
 - The second half of class will be for sport skill-related activities.
- b) What should you wear during PE class? (Play clothes and athletic shoes.)

6) RULES AND BEHAVIORAL REQUIREMENTS FOR CLASS:

Show the "Rule Cards" located after lesson 2 in this section. Lead an interactive discussion about your behavioral objectives for students and appropriate consequences for inappropriate actions.

7) PHYSICAL FITNESS ACTIVITIES:

At the beginning of class, after a brief warm-up, we will do fitness activities such as aerobic games, jogging and running, and jump rope. By participating in these activities you will increase your personal level of fitness. You will improve your:

- a) Flexibility
- b) Muscular strength and endurance
- c) Cardiovascular endurance

8) SPORTS/ACTIVITIES:

During the second half of the SPARK physical education class we will be playing some of the following activities. Which ones are your favorites?

- a) Frisbee
- b) Soccer
- c) Field Games
- d) Basketball
- e) Volleyball
- f) Kickball
- g) Track and Field
- h) Softball
- i) Handball/Wallball
- j) Gymnastics
- k) Dance

9) TRANSITION TO PLAYGROUND:

- a) Let class know how you would like them prepare to go to PE class.
- b) Escort students to meeting place (coned off area).
- c) Have class sit, square up, and make eye contact with instructor.
- d) "This is where we will meet for SPARK PE."
- e) If time remains, lead class in a game or activity to get them moving.

10) TRANSITION TO CLASSROOM:

Explain how you would like your class to return to the classroom. Once seated, remind students when SPARK PE will meet next and what they should wear. (Specialists and classroom teachers need to work out a smooth ending transition with the classroom teacher taking over control at a designated location and time.)

11) DISTRIBUTE PARENT/GUARDIAN LETTER FOR STUDENTS TO BRING HOME

Sample copy master provided on the next page.

SAMPLE LETTER TO PARENTS

Note: Verbiage in parenthesis indicate the need for your input.

Dear parents,

A quality physical education program is offered to students as part of the general curriculum at (SPARK Elementary School). We will be using (referencing, adapting, etc.) activities from SPARK Physical Education. SPARK (Sports, Play, and Active Recreation for Kids) of San Diego State University, is an "Exemplary Program" of the U.S. Dept. of Education. The curricula has evolved from a National Institutes of Health study; SPARK has been proven effective by objective research on thousands of elementary age students and their teachers.

It is important to me that every child feel successful each day, and that they leave class eager to have physical education again. That is why I plan to incorporate SPARK's "S.E.A.D." philosophy. Classes will be Safe, Enjoyable, Active, and Developmentally Appropriate.

One of my class goals is to actively engage children in sufficient amounts of moderate to vigorous physical activity to improve and/or maintain their physical health and well being. Another goal is to encourage children to apply the skills and knowledge they acquire during class and to seek opportunities to be active outside of school and as part of a healthy lifestyle. Additionally, instructional units are planned to develop motor, personal, and social skills.

I have planned for our fourth grade class to have physical education (every afternoon from 2:00 to 2:30). Our first class will take place (on Monday, September 4th).

In order to provide the best possible experience for your child, we must all work together as a team! Please remind your child to dress appropriately for physical activity (each day). For comfort and safety purposes, he/she should wear running shoes with rubber soles, and shorts or loose fitting clothing. Running shoes may be kept (in a closet in our room).

Physical activity must be done regularly to achieve health benefits. Therefore, your child's participation is very important. If she/he is sick or unable to participate in all activities, please let me know via note or phone call prior to the scheduled class. It would be helpful if the note states the specific nature of the ailment and your suggested restrictions.

On the back of this page, I have provided a quote from an ancient Greek physician. I hope you enjoy it!

If you have any questions or concerns, please don't hesitate to contact me.

Thank you very much,

(back page of parent letter)

As we near the 21st Century and learn more every day of the relationship between mind and body, it may serve us well to remember the philosophy of the ancient Greeks:

A THOUGHT TO LIVE BY

"When health is absent,

wisdom cannot reveal itself,

art cannot become manifest,

strength cannot be exerted,

wealth becomes useless,

and reason becomes powerless."

Herophilus, 300 B.C.

CARTA DE EJEMPLO PARA PADRES DE FAMILIA

Nota: (Palabras entre parentesis indican que se requiere de su opinion)

Estimados Padres de Familia:

Un programa de Educación física se ofrece a cada alumno como parte del currículum general en la (Nombre de Escuela Primaria SPARK). Se utilizarán (adaptando, refiriendo, etc.) actividades del programa de Educación física SPARK. SPARK (Deportes, Juego y Recreación Activa para Niños) de la Universidad Estatal de San Diego, es un "Programa Ejemplar" de el departamento de Educación en los Estados Unidos. El currículum se a desarrollado con estudios hechos en el Instituto Nacional de Salubridad; SPARK se ha probado efectivo en estudios hechos por miles de alumnos de primaria junto con sus maestros.

Es importante para mi que cada día los alumnos tengan éxito, y se vayan de la clase con ganas de tener Educación Física otra vez. Por eso, es que quiero incorporar nuestra filosofía "SEAD"; en donde las clases seran Seguras, Agradables, Activas y Adecuadas para el Desarrollo mental de su hijo.

Una de las metas de mi clase es mantener a los niños en un regimen de ejercicio con suficiente cantidad e intensidad para mejorar y mantener su estado físico y su bienestar. Otra de nuestras metas, es motivar a los alumnos para que apliquen sus habilidades y los conocimientos adquiridos durante la clase fuera de la escuela como parte de una vida saludable. Adicionalmente, hay capítulos que estan desarrollados para promover las habilidades motoras, personales y sociales.

He planeado que el grupo de (2ndo grado) tenga clase de educación física (cada tarde de 2:00 a 2:30 p.m.). Nuestra primera clase se llevara acabo (el Lunes 4 de Septiembre).

Para proveer la mejor experiencia posible para su hijo, debemos de trajar como un equipo. Por favor recuerdele a su hijo/a que lleve ropa adecuada para las actividades (cada día). Para la comodidad y seguridad de su hijo, debera usar tenis con suela de goma dura, y ropa comoda. Los tenis se pueden almacenar (dentro de nuestro salon en el guardaropas).

La actividad física debe ser practicada todos los días para asi lograr mayores beneficios para la salud. Por lo tanto, la participación de su hijo/a es muy importante. Si el/ella esta enfermo/a o no puede participar en todas las actividades, favor de hacermelo saber por medio de una llamada telefónica o por escrito, antes de la clase. Favor de indicar la razón por la cual su hijo/a no puedodrá participar, además de indicar si existe alguna otra restricción. A continuación encontrará un proverbio Griego. Espero lo disfrute!

Si tiene alguna pregunta o preocupación, comuniquese conmigo inmediatamente.

Muchas gracias,

(poner en la parte de atras de la carta de los padres de familia)

Al acercanos al siglo XXI, aprendemos más acerca de la relacion entre nuestra mente y nuestro cuerpo, nos serviria recordar una filosofía de los antiguos Griegos;

**Un pensamiento por el cual vivir
"Cuando la salud esta ausente,**

la sabiduría no se puede revelar,

el arte no se puede manifestar,

la fuerza no puede ser esforzada,

las riquezas se convierten inutiles,

y la razón se vuelve impotente"

Herophilus, 300 B.C.

SPARK

PHYSICAL EDUCATION

RULES

**LISTEN
AND
FOLLOW
DIRECTIONS**

**KEEP ALL
BODY
PARTS TO
YOURSELF**

RESPECT

OTHERS

BE A GOOD SPORT

SPARK CONSEQUENCES

- 1. 1 MINUTE TIME OUT**
- 2. 2 MINUTE TIME OUT**
- 3. PHONE CALL HOME**

DAY #2

MANAGEMENT LESSON

Purpose: To establish rules, routines, organizational formats, and listening skills of children in SPARK Physical Education; instruct/review the eight basic locomotor skills (see last two pages in this section); and introduce the teaching of social skills.

Equipment: 8 cones for boundaries, whistle (or boom box and tape), Rule Cards (should be laminated for class), social skills page (located after this lesson)

Organization: Set four cones to mark a large movement area and four at the corners of a square shaped space in which your class easily fits. Have students sit in the smaller area while briefly reminding them of the following:

1. When they have SPARK Physical Education.
2. Where they have SPARK P.E.
3. What to do if sick or hurt.
4. What to do with equipment (explain when it can be can and cannot be used).
5. What are the class rules? (Review "Rule Cards" provided at the end of lesson one.)
 - a. Listen and follow directions
 - b. Stay within the boundaries of our play area
 - c. Keep all body parts to yourself
 - d. Respect others
 - e. Be a good sport
6. Explain how each week (or month) you will be teaching a new social skill. You will acknowledge and praise those that are practicing the skill during class.
7. SPARK consequences (optional)
 - a. Time out - 1 minute
 - b. Time out - 2 minutes
 - c. Phone call home

DAY 2 (CONTINUED)

Organization: Play the following management games in a large area (30 by 30 yds.) bordered by cones.

1. **SUPER STARTS AND STOPS** (to establish boundaries, stop and start signals, develop body control and balance)

Instruct students to move inside boundaries (with a specified locomotor skill - walk, jog, skip, slide, leap, gallop) when music is on and to "freeze like a statue" when music stops.

2. **BACK TO BACK** (for getting students into pairs)

As before, but now when music stops, call out "back to back!" Students move to whoever is close by and stand back to back with her/him. Instruct students to stand straight, show good posture and keep their hands at their sides. Those without partners raise a hand and move to the center to find a partner or to get help from teacher. Instead of using music, teacher can say "GO!" for a starting cue and blow a whistle (or beat a drum, hit a tambourine, etc.) for students to stop.

3. **MINGLE, MINGLE** (for getting students into groups of different sizes)

Remind students about boundaries. Call "Mingle, Mingle" and a locomotor skill (walk, jog, etc.). Students begin when you say "GO" or when the music starts. When the music stops or you blow the whistle, call a number (2,3,4,5). Students form groups that size. When there is the correct number of people, the group moves counterclockwise around the perimeter using the designated locomotor skill. Students without a group raise their hand and move to the center to find others.

4. **BODY PARTS** (for getting students into groups)

Instruct students to move using a specified locomotor skill when the music starts or when you say "GO!" Students stop when the music stops or when you blow the whistle. Call out a number to indicate how many students should be in a group and a body part (elbow, knee, etc.) for them to place together. Students without a group of the proper size, raise hand and come to the center to find other group members or to get help.

5. **COOL-DOWN:**

While doing a quick stretching routine from head to toe (see page 1 in the Warm-Up/Cool-Down section for suggestions), discuss the positive social interactions that took place in class today (e.g., cooperation, taking turns, inviting others to join your group).

TEACHING SOCIAL SKILLS

A goal of all physical education providers is to create a safe and supportive learning environment; one in which children learn and have opportunities to practice positive social interactions.

You may choose to teach all the social skills listed at one time, teach one per month, or once every other month. We have suggested an appropriate order, however, feel free to modify to align with your philosophy and students.

TIPS FOR TEACHERS:

1. Introduce the social skill (encouragement)
 - a. Define/discuss the skill
 - b. Establish the need
 - c. Use a T-chart (ask group, "What does encouragement sound like?" "What does it look like?"). List students' answers on the chart. Post it and monitor their use of encouragement.
2. Process (After students have an opportunity to demonstrate encouragement during class)
 - a. How did it feel to be kind to someone?
 - b. How did it feel when someone complimented you?

SAMPLE T-CHART:

ENCOURAGEMENT

HEAR

"Believe in yourself"

"You can do it"

"Never give up"

SEE

Pat on the back

High 5

Handshake

TEA SOCIAL SKILLS

We have produced these in a large font so you may display them to your class or create an overhead.

SELF-CONTROL

"Will you stay calm in a stressful situation? Can you avoid trouble with others?"

RESPONSIBILITY

"What might your personal and group responsibilities be in this class (arrive on time ready to learn, listen and follow directions, put forth a best effort, maintain a positive attitude)?"

ACCEPTANCE OF PERSONAL DIFFERENCES

"Can you respect people that may be less skilled than you in an activity? Will you work to build them up instead of put them down?"

ENCOURAGEMENT

"Encouraging others is a sign of personal strength and confidence. See if you can make 2 or 3 encouraging statements every class."

POSITIVE DISAGREEMENT

"It's easy to lose your cool; it takes real courage and self-control to keep it. Can you settle differences by listening, talking, and compromising? Use Rock, Paper, Scissors to decide."

COMPETITION

"In this class, there are activities where groups track their score and play against others for practice. Whether your group is ahead or behind in points when our time ends is not important. How you handle it is. What would be appropriate ways to behave when ahead? When behind?"

DAY #3 MANAGEMENT LESSON

Note: *The first Personal Best Day may be substituted for this optional lesson.*

Equipment: 4 cones for boundaries, rules poster, whistle (or boom box and tape).

Purpose: To review rules, teach organizational formats, establish routines, instruct/review locomotor skills.

Organization: Students sit/stand inside a designated space (perhaps use cones) while you complete the review.

Activity 1: Ask students to recall and discuss the rules for SPARK PE.

1. Listen and follow directions
2. Stay in assigned area
3. Keep all body parts to yourself
4. Respect others
5. Be a good sport

Review the consequences for inappropriate behavior (optional).

1. Time out - 1 minute
2. Time out - 2 minutes
3. Phone call home.

Organization: Move cones further apart to allow more space for activity.

Activity 2: Direct students to practice moving quickly into various formations on your command; (music or "Go!"). Praise them for following directions and for meeting the class rules.

1. **SCATTER FORMATION:** (Students scatter in open space within boundaries)
 - a. Within boundaries, direct students to scatter so there is plenty of space between them. They should not be able to touch one another in a standing position.
 - b. When students have scattered, direct them to move using various locomotor movements. Have them stop on cue (whistle). Praise those who are in their self-space. ("I really like the way ___ is in his self-space")
2. **SCATTERED IN PAIRS:** (Partners scattered within boundaries)
 - a. Within boundaries, use "Body Parts" to direct students to find a partner and scatter so they can work together without touching another pair.
 - b. When successful, direct them to move side-by-side in pairs, using various locomotor movements while keeping a safe distance from others.

- c. When successful, direct them to shadow one another in same formation. One student is the leader, the other follows with the same movement. Praise them for working safely and staying in self-space.

3. KEEP AWAY:

- a. Direct students to get into groups of three in a scattered formation. Then have students choose one person to stand in the middle between the other two.
- b. When successful, direct them into groups of five. This time two are between the other three.

4. PARTNERS FACE OFF:

- a. Using "Back to Back" direct students into pairs. Then have them line up in two long parallel lines facing each other. Practice moving the lines closer and further apart.
- b. When successful, move students in one of the lines one position to the right, so all have a new partner. (The person at the end moves to the other end).

5. CIRCLES:

- a. Using "Mingle, Mingle," direct students into groups of 5 and form a circle. Allow them to try this several times.

6. GROUPS IN LINES:

- a. Using "Mingle, Mingle," direct students into new groups of five. Within each group, have them line up in two parallel lines facing one another. One line will have three, the other two.

7. GROUPS ON A LINE:

- a. Using "Mingle, Mingle," direct students into new groups of five and have them line up side-by-side on the endline of the field or blacktop. Fit as many groups on the line as you can. Groups that can't fit, should line up side-by-side behind the groups on the line.
- b. Have groups, as a whole, move forward toward the opposite endline. Waiting groups start their turn when the group in front reaches a specified mark (a cone 10 yds. out). Be sure to tell students to stop at the opposite endline and wait for other groups to finish.

8. PRACTICE:

- a. Direct students into designated formations as quickly as possible. Continue practicing until the formations are learned. Reward quick formations.

9. COOL-DOWN:

- a. Do a quick stretching routine from head to toe.

MOVEMENT BASICS

8 BASIC LOCOMOTOR SKILLS

Locomotor skills are used to move the body from place to place, or to project the body upwards (as in jumping or hopping). They form the foundation of gross motor coordination and involve large muscle movement.

- **WALK:** Feet move alternately, with one foot always in contact with the ground or floor. The stepping foot must be placed on the ground before the other foot is lifted. Body weight is transferred from the heel to the ball of the foot and then to the toes for a push-off. Toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes are looking ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms.
- **SKIP:** Skipping is a series of step-hops done with alternate feet. To teach skipping, have children take a step followed by a small hop. Skipping is done on the balls of the feet with the arms swinging to shoulder height in opposition to the feet.
- **HOP:** Hopping is done on one foot at a time. The body lean, the other foot, and the arms serve to balance the movement.
- **JUMP:** Jumping is taking off from two feet and landing on two feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent.
- **GALLOP:** Galloping is similar to side-sliding, but progress is in a forward direction. One foot leads and the other is brought rapidly up to it. The same foot always leads, so the movement should be practiced with students changing the lead foot.
- **LEAP:** Leaping uses a elongated step used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space.

- | LEVEL | RATE or TEMPO | PATHWAY |
|---|---------------|---------|
| <p>• SIDE-SLIDE: Is a one-count movement with the lead foot stepping to the side and the other foot following quickly in a step-together-step. The same foot always leads, so the movement must be practiced in both directions.</p> | | |

- **RUN:** In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a sprint.

NON-LOCOMOTOR MOVEMENTS

Non-locomotor skills are performed without moving from place to place. Non-locomotor skills include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, among others.

PATHWAYS

Pathways are specific movement patterns. Once children are taught locomotor skills, they should learn to change directions and move within established patterns. Sample pathways are: straight, curved, diagonal, and zig-zag.

RATES OF MOVEMENT/TEMPO

Controlling the rate of movement (or tempo) is important for demonstrating body control and transferring movement into games and activities which demand variations in speed and/or intensity. A few examples of words which describe the rate of movement are: quickly, slowly, fast, half-speed.

LEVELS OF MOVEMENT

Students must understand the levels (or planes) in space in which movement may occur and be able to place their bodies at the appropriate level. Levels may be low, medium, or high.

CUE CHART

The chart below may be used as a reference to cue children to practice movement skills. To provide challenges, select one of the 8 basic locomotor skills, and a prompt from one or more columns

(e.g., "Can you walk -- in a curved pathway -- slowly -- in a low level?").

PATHWAY	RATE or TEMPO	LEVEL
straight, curved, diagonal, zig-zag	slow, medium, quick, fast	low, medium, high