

# HOW TO USE IT

## Units of Instruction

The SPARK instructional units (N=10, one for each month of the school year) are placed in alignment with the SPARK Yearly Plan. SPARK recommends teaching these units in the order presented, beginning with *Building a Foundation*. This unit was designed to help teachers create a positive learning environment, establish class and student protocols, and instruct/reinforce important movement concepts. The *Building a Foundation* unit provides an appropriate warm-up in each lesson, and the *Wrap It Up* prompts a cool-down and closure period.

When *Building a Foundation* has been completed, teachers should select an ASAP (5-7 minute warm-up) and pair it with the first activity (15+ minute lesson) in the subsequent unit, *Parachute*. After *Parachute* is instructed for a month, the *Yearly Plan* prompts another unit change. This continues throughout the school year.

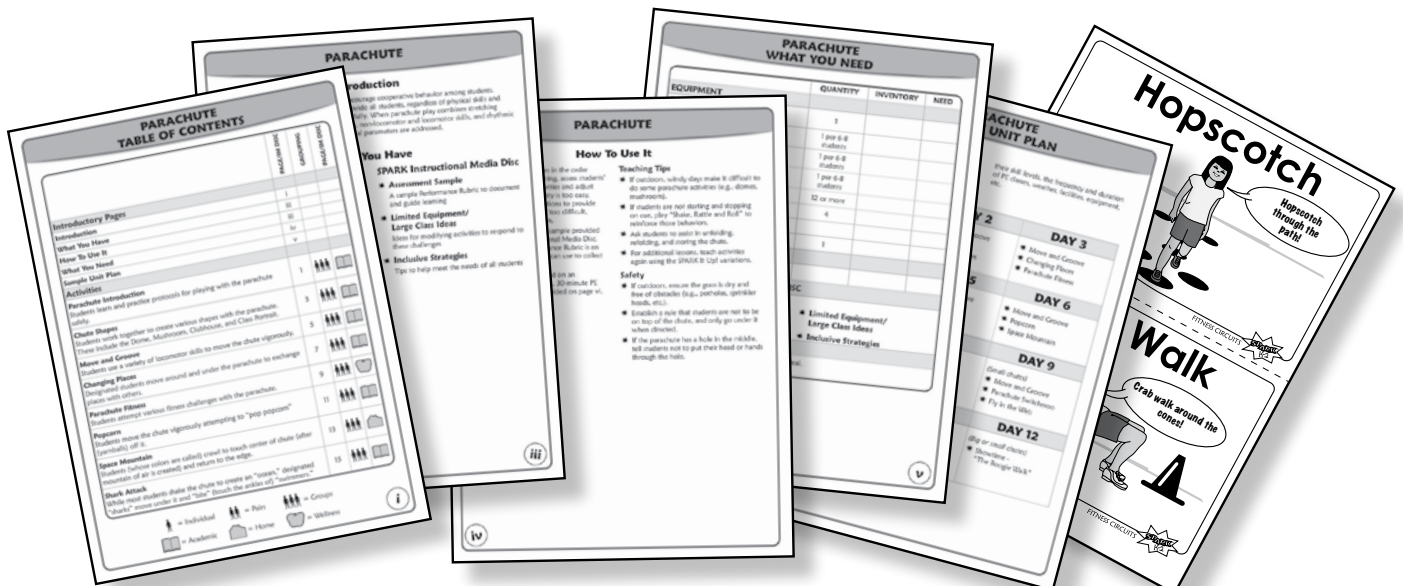
When an ASAP and an activity (which includes the *Wrap It Up*) from any instructional unit are matched, a SPARK lesson ranges in length from 20-30+ minutes; depending on the pace of the instructor, and the use of the *SPARK It Up!* extensions. If you have a longer PE period, instruct an ASAP followed by two (or more) activities in sequence.

While the aforementioned use of the instructional units is recommended and SPARK has learned from field-testing that it is the easiest to implement, there are many other ways to integrate SPARK concepts and methods into your PE program. For example:

1. Create your own yearly plan changing instructional units monthly, weekly, or daily.
2. Team teach SPARK with one teacher doing a (e.g.) *Dance* lesson while another instructs (e.g.) an activity from *Manipulatives*; then switch students and repeat.
3. Extrapolate only those units and/or lessons you wish to integrate into your existing PE program.

Contact SPARK for more ideas on how to effectively utilize SPARK content to meet the needs of your students.


GRADES K-2



















# Table of Contents







The first page of each unit contains an informative table of contents.

The **1<sup>st</sup>** column provides a brief description of each activity.

The **2<sup>nd</sup>** column helps you find it by giving a page number or noting it is located on the .

The **3<sup>rd</sup>** column tells how students are grouped. If equipment is involved, it helps you gauge how much is needed.

PARACHUTE TABLE OF CONTENTS			
	PAGE/IN DISC	GROUPING	PAGE/IN DISC
<b>Introductory Pages</b>			
<b>Introduction</b>	i		
<b>What You Have</b>	iii		
<b>How To Use It</b>	iii		
<b>What You Need</b>	iv		
<b>Sample Unit Plan</b>	v		
<b>Activities</b>			
<b>Parachute Introduction</b> Students learn and practice protocols for playing with the parachute safely.	1		
<b>Chute Shapes</b> Students work together to create various shapes with the parachute. These include the Dome, Mushroom, Clubhouse, and Class Portrait.	3		
<b>Move and Groove</b> Students use a variety of locomotor skills to move the chute vigorously.	5		
<b>Changing Places</b> Designated students move around and under the parachute to exchange places with others.	7		
<b>Parachute Fitness</b> Students attempt various fitness challenges with the parachute.	9		
<b>Popcorn</b> Students move the chute vigorously attempting to "pop popcorn" (yarnballs) off it.	11		
<b>Space Mountain</b> Students (whose colors are called) crawl to touch center of chute (after mountain of air is created) and return to the edge.	13		
<b>Shark Attack</b> While most students shake the chute to create an "ocean," designated "sharks" move under it and "bite" (touch the ankles of) "swimmers."	15		

 = Individual   
  = Pairs   
  = Groups  
 = Academic   
  = Home   
  = Wellness

The **4<sup>th</sup>** column notes the type of *Integration* the activity includes. One of 3 types of integrations is provided in each activity. They should be read to students during warm-up, transitions, or cool-down/closure after the *Wrap It Up*.

# Introductory Pages

## Introduction

Describes the value and relevance of the unit as well as the objectives addressed.

## How to Use It

Provides helpful teaching strategies and guidelines to increase safety. This is a “must read” prior to teaching any unit.

**PARACHUTE**

**Introduction**

Parachute play is fun and can be used to encourage cooperative behavior among students. Games and activities with the parachute provide all students, regardless of physical skills and abilities, opportunities to participate successfully. When parachute play combines involving movements, strength development exercises, non-locator and locomotor skills, and rhythmic activities, a wide variety of physical and social parameters are addressed.

**What You Have**

**SPARK Manual**

- Activities
- Fourteen activities sequenced by level of difficulty
- SPARK # LDI variations (on the reverse side of the activity page) provide extensions to address the developmental needs of students

**SPARK Instructional Media Disc**

- Assessment Sample
- A sample Performance Rubric to document and guide learning
- Limited Equipment/ Large Class Ideas
- Ideas for modifying activities to respond to these challenges
- Inclusive Strategies
- Tips to help meet the needs of all students

iii

**PARACHUTE**

**How To Use It**

- Begin teaching activities in the order presented. While teaching, assess students' ability to perform activities and adjust accordingly. If an activity is too easy, use SPARK # LDI variations to provide additional challenge. If too difficult, simplify and slow down.
- Review the assessment sample provided on the SPARK Instructional Media Disc. The Parachute Performance Rubric is an observational tool you can use to collect skill development data.
- A sample unit plan based on an instructional model of 3, 30-minute PE classes per week is provided on page vi.

**Teaching Tips**



- If outdoors, windy days make it difficult to do some parachute activities (e.g., domes, nutcracker).
- If students are not starting and stopping on cue, play "Stops, Starts and Goes" to reinforce those behaviors.
- Ask students to assist in unloading, refolding, and storing the chute.
- For additional lessons, teach activities again using the SPARK # LDI variations.

**Safety**

- If outdoors, ensure the grass is dry and free of obstacles (e.g., potholes, sprinkler heads, etc.).
- Establish a rule that students are not to be on top of the chute, and only go under it when directed.
- If the parachute has a hole in the middle, tell students not to put their head or hands through the hole.

iv

## What You Have

Describes the activities provided in the  and the materials found on the .

**PARACHUTE**

**WHAT YOU NEED**

EQUIPMENT	QUANTITY	INVENTORY	NEED
Parachute 20-24", multi-colored	1		
Parachutes 12 multi-colored	1 per 6-8 students		
Foamballs 5-7"	1 per 6-8 students		
Hoops	1 per 6-8 students		
Yarnballs	12 or more		
Cones	4		
Music			
Music Player	1		
MATERIALS			
ARE THERE ANY?			
SPARK INSTRUCTIONAL MEDIA DISC			
• Skill Cards			
• Assessment Samples			
• Limited Equipment/ Large Class Ideas			
• Inclusive Strategies			
FACILITIES			
• A grass area or large, high-ceilinged room is ideal.			

v

## What You Need

Provides a list of equipment, materials, music, and instructional media needed to teach the unit.

**PARACHUTE**

**SAMPLE UNIT PLAN**

This unit plan follows the model of 3, 30-minute PE classes per week and may be used as is, or modified to meet your needs. Variables include the number of students and their skill levels, the frequency and duration of PE classes, weather, facilities, equipment, etc.

DAY 1	DAY 2	DAY 3
• Parachute Introduction	• Move and Groove	• Move and Groove
• Chute Steps	• Chute Steps	• Changing Places
• Move and Groove	• Changing Places	• Parachute Fitness
• Parachute Fitness	• Popcorn	• Space Mountain
• Move and Groove	• Move and Groove	• Move and Groove
• Changing Places	• Parachute Fitness	• Popcorn
• Parachute Fitness	• Popcorn	• Space Mountain
• Move and Groove	• Move and Groove	• Small Chute
• Space Mountain	• Shark Attack	• Move and Groove
• Shark Attack	• Super Hero's Cape	• Parachute Sultzerhero
		• Fly in the Sky
• Small Chute	• Move and Groove	• Slip or Small Chute
• Move and Groove	• Move and Groove	• Showtime
• Parachute Sultzerhero	• The Great Race	• "The Boogie Walk"
• Capture the Orb		

vi

## Sample Unit Plans

The sample provides a 3 PE classes-per-week model for 4 weeks (12 lessons total). Follow as written, or modify to meet your needs.

# Activity Pages

Each SPARK Activity includes the following;

States the name of the activity. Referred to in the *Sample Unit Plans* and elsewhere.

Shows the type of integration.

Tells the type of grouping.

Lists the equipment/materials needed.

Describes set-up prior to beginning instruction.

A ready-to-read activity description stating objectives, instructions and directions.

Designates the grade level of SPARK Program.

A diagram showing where students and equipment should be.

States which unit the activity came from.

Teacher-oriented instructions are provided in italicized text within parentheses.

**SPARK ACTIVITY** **PARACHUTE FITNESS**

**Ready**

- 4 cones (for boundaries)
- 20-24' parachute
- Mats/carpet squares (optional)

**Set**

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Place mats/carpet squares nearby.

**GO!**

**1. Rock and Row**

- Sit with the parachute over your knees; holding on with both hands. While students on 1 side of the parachute "Rock" (stretch forward to touch your toes), students on the other side "Row" (lean backward and pull the chute up chest-high).
- *(Continue for 20-30 seconds.)*

**2. Curl-ups** *(place mats/carpet squares under children or use soft surface)*

- Tuck your feet under the chute; bend your knees.
- Hold the chute using the overhand grip.
- Lay back until your shoulders are on the mat *(ground/floor)*.
- Curl up so your shoulders come off the mat. Slowly uncurl and return to the mat. You use your abdominal muscles *(point to them)* when you do curl-ups.
- How many curl-ups can you do before the signal?
- *(Allow students to practice curl-ups at their own pace for 20-30 seconds. Move to encourage and give feedback on form.)*

**3. Push-ups**

- Face the middle of the parachute in push-up position with your hands on the edge of the chute and your knees and feet off the chute.
- Can you do a "perfect" push-up? Keep your back straight. Bend your elbows so they look like the corners of a square. You use your chest muscles *(point to them)* when you do push-ups. Start on your knees. If you can do 5 on your knees, then straighten your legs so only your feet and hands are touching. These are much harder.
- How many push-ups can you do before the signal? *(Allow students to practice at their own pace for 30 seconds.)*

**4. Wrap It Up** - Where are your abdominals? Did you use them today? Which activities made your heart beat faster? We use the word "aerobic" for that activities that help your heart get stronger.

GRADES K-2

20 PACES

20 PACES

PARACHUTE

9

Shows the page number within the unit. Note: Page numbers begin again with each unit.

# Activity Pages

Read these to students during warm-up, transitions, or cool-down. The 3 types of Integrations are:



**Academic Integrations** link the classroom and physical education.



**Wellness Integrations** include tips on nutrition, safety, etc.



**Home Integrations** promote physical activity at home and with family members.

A progression of extensions to vary the activity and provide different challenges.

Indicates which NASPE (National Association for Sports and Physical Education) Standards this activity addresses. Room to write your own state's standards addressed.

**\* SPARK \* IT UP!**

**\* Kneeboarding**  
This one is like water skiing on your knees, so it is called *Kneeboarding*. Get on your knees and hold the chute with both hands. On cue, lean back slowly. Keep your back straight. (*Continue several times.*)

**\* More Moves**  
Now, let's add more moves (e.g., *stretches, lunges, jumping jacks, ski jumps, side bends, trunk twists, 1-arm files, etc.*) so you use different muscle groups and become more fit. (*Skill cards for these are found on the IM Disc.*)

**\* The Coach**  
I'll pretend to be a tough football coach. I'll call 1 exercise after another to get you moving up, then down, then up, then down. Come on team, you can do it. Keep it going!

**WELLNESS**

Physical activity plays a very important role in health and wellness. It makes your heart, as well as the other muscles of your body, strong. Did you know that you should try to be physically active for 60 minutes each day? Outside of PE, when and where are you physically active?

**STANDARDS ADDRESSED**

- **NASPE**
- #1, 2 Spatial awareness
- #3, 4 Upper and lower body muscular endurance, cardiovascular endurance
- #5, 6 Cooperation, accepting personal challenges

*Your State* (Write in here)

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**PAULA'S POINTERS**

- Use *Parachute Fitness* exercises daily for warming up.

**Vocabulary**

- muscular strength, cardiovascular,
- flexibility, flexible, "feel good point," abdominal, physical, fit

**NOTES**

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Tony's Tips and Paula's Pointers – Instructional hints from SPARK PE specialists who have instructed before. Read prior to teaching for the "inside scoop." Includes space for your own notes.

A list of vocabulary introduced during the activity.

GRADES K-2



# Home Play Activities

**Home Play Activities** (🌀) help promote physical activity outside of PE class. They are 2-sided and provided in English and Spanish. Print 1 per student, and distribute the first day of the month.

On the front, **Home Play Activities** introduce a new theme each month along with additional thematic information, suggested resources for more information, and a fun activity for students to do with their family.

**WHAT IS NUTRITION?**

- \* Nutrition is the way our bodies take in and use food.
- \* Foods that are good sources of nutrition are called nutrients. Nutrients are important to your health because they give us energy, growth, and healing powers.
- \* There are 6 types of nutrients: carbohydrates, fats, proteins, vitamins, minerals and water.

**SMOOTHIE**  
 Make 2 servings! (Takes only 5 minutes!)  
**Ingredients:**  
 1 medium-sized, ripe banana, peeled  
 3/4 cup pineapple juice  
 1/2 cup lowfat/vanilla or plain yogurt  
 1/2 cup strawberries, stem removed and rinsed  
**Directions:**  
 Break banana into small pieces and put in the blender with juice, yogurt, and berries. Secure lid and blend until smooth. Pour into cups and serve immediately.  
 www.dole5aday.com

**FRUITS & VEGGIES BASKETBALL**  
**Ready**  
 • 2 baskets (laundry baskets, garbage cans, boxes, etc.)  
 • 5 tossables (bean bags, rolled up socks or paper, etc.)  
**Set**  
 • Place baskets side by side (about 2 paces apart)  
 • Name one basket "Fruit," the other "Veggies."  
**GO!**  
 1. Throw a tossable toward one of the baskets. If it goes into the Fruit basket, name a fruit. If it goes into the Veggie basket, name a veggie.  
 2. Score 2 points for each basket you make.  
 3. How many points can you score in 5 minutes?

**READ ALL ABOUT IT!**  
 Lunch at the Zoo by Brenda Carter Lee  
 The Berenstain Bears and Too Much Junk Food by Stan and Jan Berenstain  
 Little Pea by Amy Krause Rosenthal and Jen Corcoran  
 Gregory the Terrible Eater by Mitchell Shuman

**SPARK K-2**  
 NUTRITION MONTH HOME PLAY

On the back, **Home Play Activities** alternate between several formats designed to increase physical activity at home and with family and friends.

**FAMILY**  
 Use the calendar the week. Try to star. How many stars do you earn this month?

**PHYSICAL ACTIVITY CALENDAR**  
 Each day choose one activity from the four available for each day of the month. Every time you complete an activity color in a star.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Do some gardening (e.g. rake leaves or pull weeds)	Eat a new vegetable you haven't tried before	Take a walk around the block	Play tag	Play catch! Use a ball, flying disc, or water balloon	Take a family walk after dinner	Cook a meal with a family member
Try a new physical activity!	Replace soda with milk, water, or 100% fruit juice	Get wet! Run through the sprinklers or the rain	Take your dog for a walk	Ride your bike	Turn off the TV for an entire day	Walk around a mall
Take the stairs instead of the elevator	Make an obstacle course at the park and time each other through it	During a commercial do some physical activity (e.g. jog rope, do sit-ups, stretch)	Try an activity that begins with "S" (e.g. swim, sit, skate, or soccer)	Go bowling as a family	Turn on some music and dance!	Eat some crunchy veggies (e.g. carrots, celery, red/green peppers, cucumbers)
Go a week without eating fast food	Jump rope for 100 jumps	Eat breakfast as a family	Have some fresh fruit for dessert	Try an activity that begins with "H" (e.g. hopscotch, hula hoops, or hide and seek)	Play charades as a family	Park farther away from the store and walk more

Your total: ☆

0-7 You struck out. Step up to the plate and try some new activities next month!  
 8-14 First down! Good start with room for improvement. You're headed for the end zone!  
 15-21 Swish! You're getting healthy! Keep trying to score. You're doing great!  
 22-28 MVP! You're a SPARK Star! What a healthy role model you've become!

