

# SPARK™

PE AND ABC - BOTH ARE BETTER FOR YOU & ME!

Presented By: SPARK Trainer Julie Green

SPARK™  
ACTIVITY

## AEROBIC BOWLING

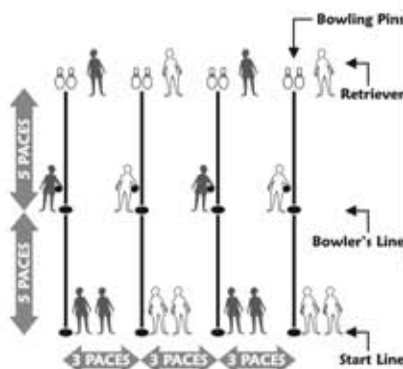


### Ready...

- 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.



AEROBIC GAMES

### 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™

## PE AND ABC - BOTH ARE BETTER FOR YOU & ME!

Presented By: SPARK Trainer Julie Green

### \* 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)

---

---

---

10

#### 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

---

---

---



# SPARK™

## PE AND ABC - BOTH ARE BETTER FOR YOU & ME!

Presented By: SPARK Trainer Julie Green

SPARK™  
ACTIVITY

ADD-ON

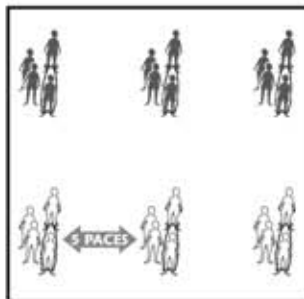


### Ready...

- 1 pair of movement bands per 3-4 students
- *Movement Band Skill Cards - Individual Tricks (SPARK Instructional Media CD)*

### Set...

- Create groups of 3-4, scattered; each group with 1 pair of movement bands.
- Hold the *Movement Band Skill Cards* in your hands.



### GO!

1. The object is to practice individual movement band tricks in an "add-on" sequence.
2. I will ask 1 student to randomly select a *Movement Band Skill Card*, and read aloud to all. All Jumpers practice that trick for 16 counts.
3. Then, I'll call on another volunteer to draw another card. Jumpers do the 1st trick for 16 counts, then add on the 2nd. We'll do a total of 4 tricks added on to each other.
4. (Choose students to select cards, and continue until they have done 4 tricks in a row.)
5. Switch your Jumpers and Enders, and we'll begin again with 4 new tricks.

#### CHALLENGES

- \* Can you remember all 4 tricks?
- \* How well can you transition from 1 trick to another?

#### CUES

- \* Remember to do trick #1 first each time, and then add on to it.

MOVEMENT BANDS

# SPARK™

## PE AND ABC - BOTH ARE BETTER FOR YOU & ME!

Presented By: SPARK Trainer Julie Green

### \* SPARK\* IT UP!

- \* Add 1-4-Fun  
Can you add a 5th trick that you create?

#### **ACADEMIC**

**Add-On Academics** - I will give you a category (states in the union, fruits, presidents, minerals, etc.). When you jump, call out a different item from the category, each time you move between the bands. Your turn is over if you say a repeat, miss the jump or fail to name anything. (Choose content students are learning in other subjects to reinforce it.)

#### STANDARDS ADDRESSED

##### **NASPE**

#1, 2 Individual trick movements, sequencing

#3, 4 Cardiovascular endurance

- #5, 6 Cooperation, accepting challenges

**Your State** (Write in here)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### PAULA'S POINTERS

- Ask your students to name the tricks in order. Those "in the know" will help the others remember.

#### NOTES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



10