

## SPARK After School Program Alignment with NASPE Physical Activity in Out-of-School Time Program Standards (2000 Edition)

Standard	Best Practices	SPARK Program	Sample SPARK Activities
<p><b>Content and Quality Standard:</b> The program's physical activity offerings support the USDHHS 2008 guidelines recommending that all children and youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.</p>	<ul style="list-style-type: none"> <li>• Dedicates at least 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program)</li> <li>• Provides physical activities in which students are moderately to vigorously active for at least 50% of the physical activity time</li> <li>• Play takes place outdoors whenever possible.</li> <li>• Ensures that daily physical activity time includes aerobic and age-appropriate muscle- and bone strengthening and cardio-respiratory fitness activities</li> <li>• Includes a variety of physical activity options aimed at engaging students in fun, recreational, and life-long learning opportunities</li> <li>• Offers unstructured free play or structured activities that involve all program attendees.</li> </ul>	<p>SPARK suggests a minimum of 30 minutes of organized activity daily for the out-of-school program. SPARK emphasizes health-related fitness activities, with the focus on youth being actively engaged in developmentally appropriate movement. SPARK recommends allocating time during each session to developing upper/lower body, abdominal strength, and endurance. The modified sport activities included in this SPARK curriculum are designed to</p>	<ul style="list-style-type: none"> <li>• Strength and Conditioning Unit</li> <li>• Extra Extra: <ul style="list-style-type: none"> <li>○ Bean Bag Activities</li> <li>○ Parachute Play</li> <li>○ Power Walk &amp; Jog</li> <li>○ Jump Rope</li> <li>○ Run to the Border/Run USA</li> <li>○ Fun and Fitness Circuits</li> <li>○ Obstacle Course</li> </ul> </li> <li>• Super Sports:</li> </ul>

	<ul style="list-style-type: none"> <li>• Offers non-competitive activities</li> <li>• Offers competitive physical activities in an intra mural program (see NASPE guidelines)</li> <li>• Offers activities that are adaptable, accessible and inclusive of children with all abilities, including physical, sensory and intellectual disabilities.</li> <li>• Conducts physical activities that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed and delivered, safe, inclusive, developmentally appropriate, and success-oriented</li> <li>• Provides short physical activity breaks between and/or within learning activities to invigorate children and eliminate long periods of sitting; incorporates physical activity into transition time</li> <li>• Does not permit access to television or movies, and limits digital device time to less than one hour per day to allow for other activities. Digital device use is limited to homework or devices/programs that actively engage children in moderate to intense physical activity.</li> </ul>	<p>maximize fun, emphasize cooperation above competition, <b>and create an “equal opportunity to play.”</b></p> <p>Traditional sports have been modified by:</p> <ul style="list-style-type: none"> <li>• Having fewer players on a team (group)</li> <li>• Utilizing more equipment</li> <li>• Adjusting the size of the playing area</li> <li>• Modification of game rules and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Frisbee</li> <li>○ Soccer</li> <li>○ Field Games</li> <li>○ Basketball</li> <li>○ Volleyball</li> <li>○ Track and Field</li> <li>○ Softball</li> <li>○ Wallball/ Handball</li> <li>○ Hockey</li> </ul>
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<p><b>Staff Training Standard:</b> Staff participates in learning about physical activity using effective training models and using content that is evidence-based.</p>	<p>All staff leading physical activities at the afterschool program:</p> <ul style="list-style-type: none"> <li>• Receive annually a minimum of eight contact hours of professional development on effective practices and strategies for including physical activity that supports the USDHHS guidelines as an element of their programs.</li> <li>• Are First Aid/CPR certified and provide 16 hours of annual in-service training, including: new staff orientation, service training, (including new staff orientation, training in health/activity, training in behavior management).</li> <li>• Are trained in adapting physical activity opportunities to include children and youth at all levels of athletic availability and those with physical, sensory or intellectual disability.</li> </ul> <p>All staff:</p> <ul style="list-style-type: none"> <li>• Are trained not to withhold opportunities for physical activity (e.g., not being permitted to play with the rest of the class or being kept from play-time), except when a <b>child's behavior is dangerous to himself or others</b>. Staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.</li> <li>• Are trained and familiar with curricular resources on integrating physical activity throughout the program.</li> </ul>	<p>SPARK highly recommends that individuals purchasing the SPARK manual participate in SPARK Staff Training. Awareness sessions, workshops, and modified and complete adoption trainings are available. SPARK has a Self-Management program that can be used in conjunction with the After School curriculum. Leaders learn concepts and methods that teach youth:</p> <ul style="list-style-type: none"> <li>• Self-responsibility for physical activity programs</li> <li>• Goal setting for physical activity and healthy food choices</li> <li>• Behavior change techniques and other psychological strategies related to movement experiences and the development of a healthy lifestyle</li> <li>• Basic injury prevention and safety during physical activity</li> <li>• Strategies for fostering family and peer support for activity programs</li> <li>• Strategies for decreasing sedentary behavior</li> <li>• The relationship between physical activity, food intake, and body composition</li> <li>• Application of basic biomechanical and exercise physiology principles</li> </ul>
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<p><b>Social Support Standard:</b> The program creates a social environment, including positive relationships, that encourages children to enjoy and participate in physical activity. Research shows that children's physical activity choices are influenced not only by preference and familiarity, but also by social factors including peers, role models, group dynamics, and having multiple options.</p>	<ul style="list-style-type: none"> <li>● Staff lead and participate in active play (e.g., games and activities).</li> <li>● Staff do not withhold or use physical activity as a punishment or reward.</li> <li>● Students participate in activity selection, organization and leadership.</li> <li>● <b>Parents are engaged with the program's</b> emphasis on healthy physical activity</li> <li>● Educational materials are made available to parents/families through pamphlets, newsletters, email blasts or other means.</li> <li>● Parent events incorporate physical activity.</li> <li>● Physical activity standards and practices are shared and discussed during parent advisory group meetings.</li> <li>● Programs develop parent advisory groups to support physical activity at home.</li> </ul>	<p>Games are an important part of the physical activity curriculum and can be adjusted to meet diverse goals. Young people learn movement and sport skills, game strategies, cooperation, teambuilding, and trust. The focus of the Cooperative games in this unit (Great Games) is on helping youth leaders establish a “positive activity environment” amongst the group, promoting cooperative behavior, and developing social skills.</p>	<ul style="list-style-type: none"> <li>● The Good Ship SPARK</li> <li>● Trains at the Station</li> <li>● Roadway</li> <li>● Truck Driver</li> <li>● Grab the Apple Houdini Hoops</li> <li>● Bodyguards</li> <li>● Twist-n-Turn</li> <li>● Bend-n-Stretch</li> <li>● Partner Ball Exchange/Toss</li> <li>● Partner Squat and Stand</li> <li>● Straddleball</li> <li>● Memory Ball</li> <li>● Freeze Ball</li> <li>● Freeze and Go</li> <li>● Moon Ball</li> <li>● Group Moon Ball</li> <li>● Flag Grab (Great Games Unit)</li> </ul>
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<p><b>Program Support Standard:</b> Infrastructure supports physical activity through management and budgeting practices.</p>	<ul style="list-style-type: none"> <li>• The program budgets appropriately to provide high quality physical activity experiences.</li> <li>• Program managers and executives support physical activity improvements through coaching, mentoring, and monitoring progress.</li> <li>• Program participates in ongoing self-evaluation and program improvement strategies.</li> <li>• <b>The program's liability and risk management policies</b> enable staff to participate in physical activity with students.</li> <li>• The organization promotes and encourages a physically active lifestyle among staff.</li> </ul>	<p>The SPARK Active Recreation program provides safe, enjoyable, active, and developmentally appropriate activities, games, dances, and sports for ages 5-14. However, the physical activity leader is responsible to modify lessons and instructional methodology to respond effectively to the needs of the individuals. SPARK highly recommends that individuals purchasing the SPARK manual participate in SPARK Staff Training. Awareness sessions, workshops, and modified and complete adoption trainings are available.</p>
<p><b>Environmental Support Standard:</b> The program's physical environment supports the physical activity standards.</p>	<ul style="list-style-type: none"> <li>• Equipment for games, sports and activities is age and developmentally appropriate.</li> <li>• Equipment is sufficient to engage all participants and meets all required safety standards</li> <li>• Equipment supports USDHHS physical activity goals by facilitating cardiorespiratory and musculoskeletal fitness.</li> <li>• The program has adequate indoor facilities for physical activity.</li> <li>• The program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards for surfacing, equipment, and workmanship.</li> <li>• The program has adequate access to indoor and outdoor facilities through formal or</li> </ul>	<p>SPARK includes in the curriculum creative ways of procuring and making equipment, such as:</p> <ul style="list-style-type: none"> <li>• Request donations from parents, teachers, staff, and participants</li> <li>• Advertise via fliers and newsletters</li> <li>• Purchase equipment at discount stores, second-hand sporting goods stores, thrift shops, dollar stores, yard sales, etc.</li> <li>• Work with a community group to conduct an equipment drive</li> <li>• Request donations of leftover supplies (for homemade equipment) from local businesses, hardware stores, fabric stores, lumber yards, etc.</li> </ul> <p>Activities are included in the SPARK curriculum that can be conducted in a small room or</p>

	<p>informal shared use agreements with host facilities.</p> <ul style="list-style-type: none"><li>• The program environment provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.</li></ul>	<p>limited space, as well as tips for conducting activities during extreme weather.</p>
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SPARK After School Program (version 2000) Alignment with NASPE Physical Education Standards

Standard	Sample SPARK Activities
<p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<ul style="list-style-type: none"> <li>● 3-Catch Game (Field Games/Super Sports)</li> <li>● 5-Person Throw and Run Softball (Softball/Super Sports)</li> <li>● Dribble Keep Away (Soccer/Super Sports)</li> <li>● Speedball (Field Games/Super Sports)</li> <li>● Keep Away (Basketball/Super Sports)</li> <li>● Hoop de Hoop (Frisbee/Super Sports)</li> </ul>
<p><b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<ul style="list-style-type: none"> <li>● Advanced Skills (Frisbee/Super Sports)</li> <li>● Baton Shuttle Relay (Track and Field /Super Sports)</li> <li>● 4-Square Game (Wallball/Handball /Super Sports)</li> <li>● Small-Sided Soccer Games (Soccer/Super Sports)</li> <li>● 3-Catch Basketball (Basketball/Super Sports)</li> <li>● Endline Hockey (Hockey/Super Sports)</li> </ul>
<p><b>Standard 3:</b> Participates regularly in physical activity.</p>	<ul style="list-style-type: none"> <li>● Recreational Power Walk &amp; Jog (Extra Extra)</li> <li>● Run to the Border/Run USA (Extra Extra)</li> <li>● Jump Rope (Extra Extra)</li> <li>● Muscular Strength and Conditioning</li> <li>● Group Fitness (Dynamic Dance)</li> <li>● Obstacle Course (Extra Extra)</li> <li>● Fun and Fitness Circuits (Extra Extra)</li> </ul>
<p><b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness.</p>	<ul style="list-style-type: none"> <li>● Recreational Power Walk &amp; Jog (Extra Extra)</li> <li>● Run to the Border/Run USA (Extra Extra)</li> <li>● Jump Rope (Extra Extra)</li> <li>● Muscular Strength and Conditioning</li> <li>● Group Fitness (Dynamic Dance)</li> </ul>

	<ul style="list-style-type: none"> <li>• Obstacle Course (Extra Extra)</li> <li>• Fun and Fitness Circuits (Extra Extra)</li> </ul>
<p><b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<ul style="list-style-type: none"> <li>• Memory Ball (Cooperative Games/Great Games)</li> <li>• Freeze Ball (Cooperative Games/Great Games)</li> <li>• Group Moon Ball (Cooperative Games/Great Games)</li> <li>• The Virginia Reel (Dynamic Dance)</li> <li>• Red River Valley (Dynamic Dance)</li> <li>• Cooperative Volleyball (Volleyball/Super Sports)</li> </ul>
<p><b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<ul style="list-style-type: none"> <li>• Tinikling (Dynamic Dances)</li> <li>• Fun and Fitness Circuits (Extra Extra)</li> <li>• Parachute Play (Extra Extra)</li> <li>• T-Rex Tag (Great Games)</li> <li>• All-Run Kickball (Great Games)</li> <li>• Group Switch (Volleyball/Super Sports)</li> <li>• Double Dutch Group Routines (Jump Rope/Extra Extra)</li> <li>• Frisbee Golf-Group (Frisbee/Great Games)</li> </ul>