



Get Yourself Moving A.S.A.P.

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**The SPARK Programs
1-800-SPARK-PE
www.sparkpe.org**

Get Yourself Moving A.S.A.P.

Session Objectives:

- * Participate in SPARK ASAP activities
- * Learn instructional strategies to increase MVPA in your classes
- * Start using immediately what you learn today

Why are A.S.A.P.s Important?

They help meet SPARK PE Goals!

- * Create more active physical education classes
- * Give students more ways to be active
- * Turn kids on to movement so they will seek out activity on their own

Let's do the Math...

Cumulative Effects of MVPA

- + 5 min. MVPA daily = +25 / week
- + 100 month (10 month school year)
- + 1,000 more minutes a year
 - = 33 more 30 min. classes
 - = 1.5+ more months of PE!

ASAP Presentation Line-Up

SPARK PE K-2 ASAPs

- * I See, I See
- * Airplanes
- * Dead Bugs
- * I Want a Home
- * High-five Tag
- * Toys Alive

SPARK PE 3-6 ASAPs

- * Offense/Defense
- * Flip Flop
- * Meet me in the Middle
- * Quick Draw
- * Tag Team Traveling
- * Touch Ten



Ready

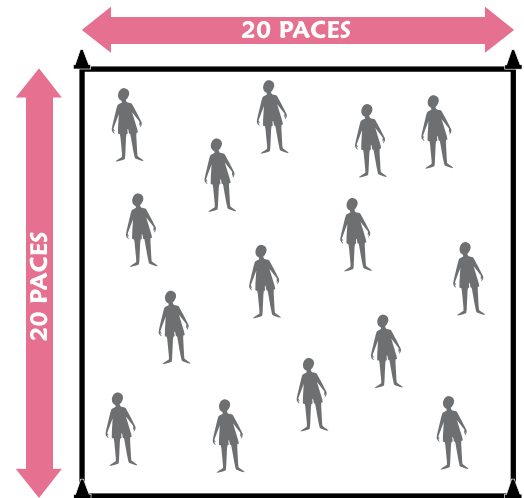
- 4 cones (for boundaries)

Set

- Create medium (20X20 paces) activity area.
- Scatter students within area.

GO!

1. Our ASAP is called *Airplanes*.
2. When you hear “Pilots, start your engines!” extend your arms and fly like an airplane, complete with airplane noises, within our boundaries.
3. When you hear “Fasten your seatbelts” it’s time to land and refuel.
4. To refuel your engine, do 3 jumping jacks, then begin flying again.
5. Start slowly (walk) on take-off, then gradually move faster until you’re at cruising altitude.
6. It’s up to you to fly your plane safely without bumping or touching others.
7. Can you twist and turn in the sky? Fly in different directions? At different levels?
8. **Wrap It Up**
 - What helps you “refuel” when you get tired? Drinking lots of water and eating fruit is a great way to refuel.



ASAP

★ Change Refuel Task

(Change the task for refueling. For example, use 3 Donkey Kicks, Crab Walk 3 steps, or 3 modified push-ups.)

★ Change Mode of Transportation

This time, pretend you are a motorcycle (call it "Motorcycle Mania").

Next time, we will be cars (called "Go, Car, Go").



HOME

Next time you go on a walk with your family, pretend you are an airplane and fly to your destination. Each walk you take, change to something new: a car, a train, a boat, a motorcycle, a rocket ship, etc.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills, directions, levels

#3, 4 Cardiovascular endurance

● #6 Participates, appreciates, enjoys movement

Your State (Write in here)

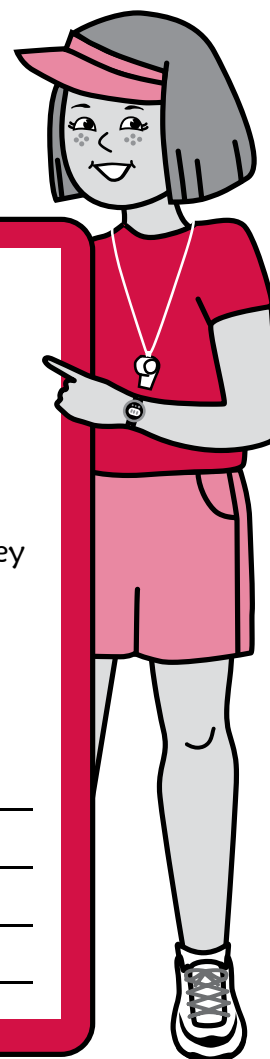
PAULA'S POINTERS

- Discuss moving safely within general space before starting.
- Some students may move too quickly at first. Prompt everyone to fly slowly to warm-up their engine; then add speed when they are flying safely.

Vocabulary

Extend, altitude

NOTES



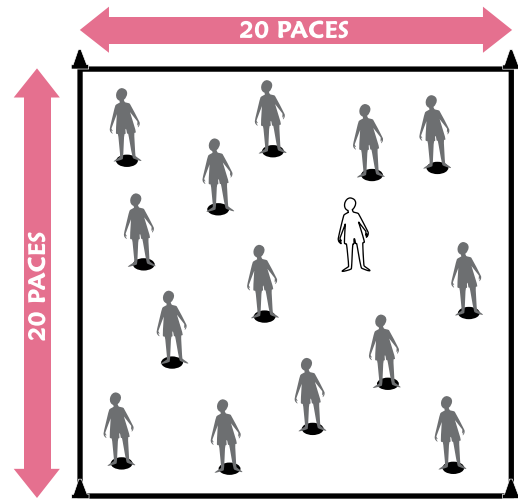


Ready

- 4 cones (for boundaries)
- 1 spot marker per student (less 1 spot)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area.
- Disperse students to stand on spots (homes). One will be without a spot.



 = Home Shopper

ASAP

GO!

1. Our ASAP is called *I Want a Home*.
2. _____ (name of student without a home) does not have a home and will be the 1st “Home Shopper.”
3. When _____ says, “I want a home!” leave your home and walk quickly to find a new one.
4. Whoever doesn’t have a home becomes our next Home Shopper.
5. Look for a new home without bumping or touching others. Remember to say “Excuse me.”
6. (Continue playing for several rounds, changing the locomotor skill each round.)
7. **Wrap It Up**
 - Was it challenging to find a new home?
 - How did you move to a new home without bumping into other shoppers?

★ Two Home Shoppers

This time we'll play with 2 Home Shoppers.

★ House of the Same Color

(Use 4-6 different colors of spots and have 1 Home Shopper for each color spot.) This time we will have 1 Home Shopper for each color home. Your new house must be the same color as the one you left.



HOME

Play "Musical Spots" at home with your family. Put spots (use paper, socks, tape, etc.) on the floor. Use 1 per player minus 1. (If there are 4 of you, you will need 3 spots.) Turn on the music and everyone dances around the spots. The "DJ" stops the music and everyone tries to touch a spot. The dancer without a spot is the DJ next round.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance

- #5, 6 Participates, appreciates, enjoys movement, cooperates in small group activities

Your State (Write in here)

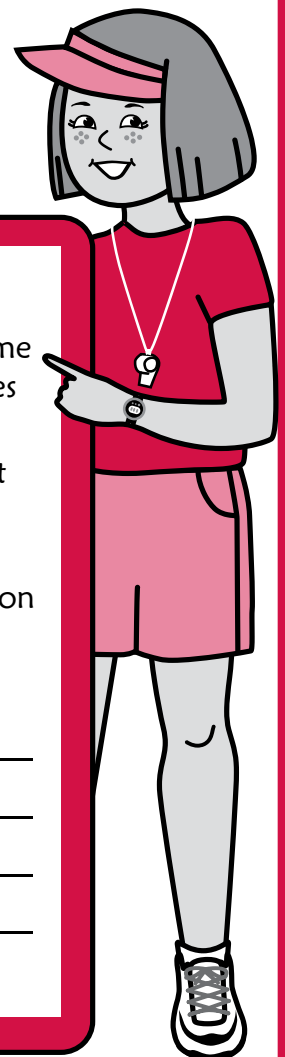
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PAULA'S POINTERS

- For kindergartners, omit the Home Shopper and simply switch homes each round.
- After walking, designate different locomotor skills.
- Hoops may be used instead of spot markers; however, use caution on the blacktop or gym floor.

NOTES





Ready...

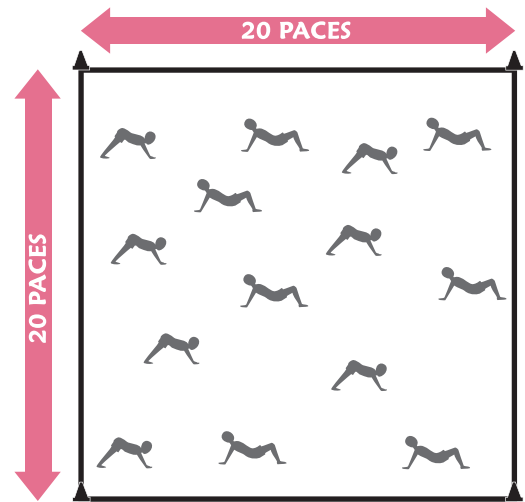
- 4 cones (for boundaries)
- Music and player (optional)

Set...

- Create a medium (20X20 paces) activity area.
- Scatter students in area.

GO!

1. The object of *Flip Flop* is to warm up the large muscle groups.
2. As you enter the activity area, find a partner and move together throughout.
3. One of you stands in crab (belly up) or bridge (belly down) position. You choose which way. On signal, the other partner moves through the area, steps over crabs and/or crawls under bridges.
4. When someone goes over or under you, flip over to the opposite position.
5. We'll switch roles on my signal (*every minute or so*).



ASAP

CHALLENGES

- * How many of your classmates can you flip in 30 seconds?
- * Can you beat your score?

CUES

- * Be very careful when moving over or under other students.
- * Hold strong in your position.
- * Move to flip over a different student every time.

★ Pedometer Estimation

(Need 2 pedometers: 1 for a Bridge/Crab student, the other for a Mover.) Estimate the number of steps you think the opposite group will take for each round of play. Bridges/Crabs, estimate steps of Movers; Movers, estimate steps for bridges. On stop signal, we'll see how close you came. Clear your pedometers to zero. (Debrief the difference between higher number of steps for the Movers and the fitness gained from being a Bridge/Crab.)

★ Stick Together

Stay and flip only your partner for the whole time. How many times can you flip your partner before the signal?

★ Work It!

While in crab position, do crab dips. While in bridge position, do push-ups.



ACADEMIC

There are almost 5,000 different species of crabs (about 500 are Hermit Crabs). Crabs are invertebrates (no backbone), have 10 legs and walk sideways. The biggest crab is the Japanese Spider crab. It has a 12' leg span (that is 2' higher than a basketball hoop).

STANDARDS ADDRESSED

NASPE

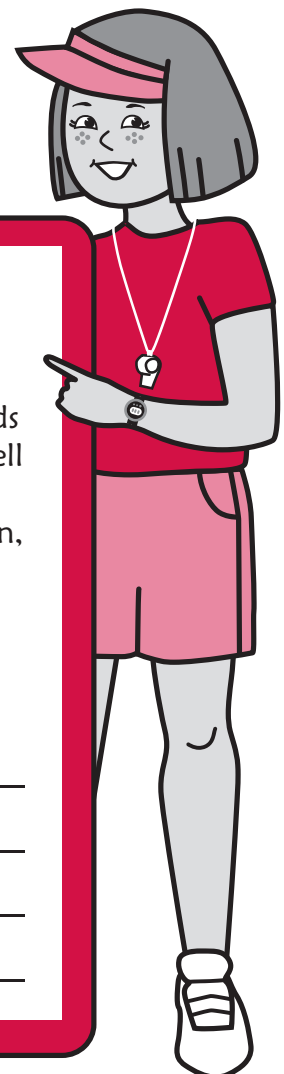
- #1, 2 Body/spatial awareness
- #3, 4 Cardiovascular endurance, upper-body strength
- #4 Understanding warm-up concepts
- #5 Cooperation
- #6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use fun music as a motivator.
- Music with intervals of 60 seconds on and 5-10 seconds off work well to use for switching groups consistently. When the music is on, they are doing their tasks; when off, they switch roles.

NOTES





Ready...

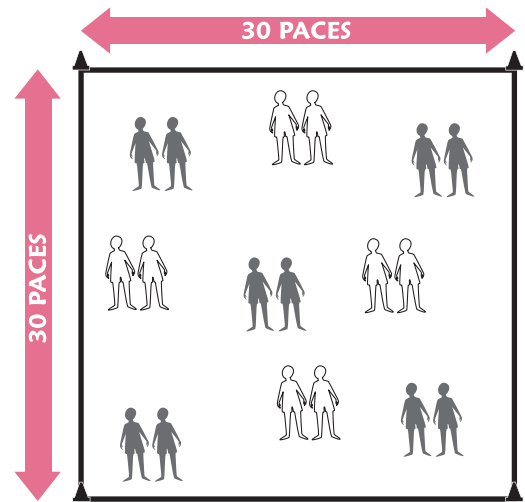
- 4 cones (for boundaries)
- Music and player (optional)

Set...

- Create a large (30X30 paces) activity area.

GO!

1. The object of *Offense/Defense* is to warm up major muscle groups using various locomotor skills, leading, and following.
2. As you enter the activity area, find a partner. One of you is *Offense*, the other *Defense*.
3. On signal, *Offense* moves doing the locomotor skill I call. *Defense* shadows their *Offense* partner 1 arm's length behind.
4. *Offense*, try to lose your *Defense*. *Defense*, try to stay with your *Offense*.
5. Stop quickly on signal (*give every 15-20 seconds*). If *Defense* can reach and touch the *Offense*, *Defense* scores a point for good, close shadowing.
6. If too far to be touched, *Offense* scores a point for moving quickly and getting away.
7. On each stop, switch roles with your partner.
8. (*Change locomotor skills each round, building from slow to faster.*)



CHALLENGES

- ★ *Offense*, can you get away from your *Defense*?
- ★ *Defense*, can you stay within arm's distance of your partner?

CUES

- ★ *Offense*, look for open space! Stay away from others. Change directions quickly.
- ★ *Defense*, stick close to your partner.

★ Pedometer

(1 student per pair wears a pedometer. Change the focus of the activity so pairs work together to increase number of steps each round of play. Clear the pedometer when roles are switched.)

★ Follow that Flag

(All wear flag belts with single or double flags in back.) On the stop signal, Defenders reach to try to pull your partner's flag.

★ Stick and Stretch

After each round, Offense turns and leads Defense in a stretch.



ACADEMIC

Sit with a partner and reflect on the following: Who do you know that is a good leader? (It could be the captain of a team you are on, a famous person, a teacher, a parent, etc.) Discuss (or write) what makes this person a good leader (i.e., characteristics and skills they have). Do you have these skills? Why is it important to develop good leadership skills?

STANDARDS ADDRESSED

● NASPE

#1, 2 Locomotor skills, spatial awareness

#2, 6 Offensive, defensive strategies

#3, 4 Cardiovascular

● endurance

#4 Understanding warm up concepts

#5 Cooperation

#6 Accepting challenges

● Your State (Write in here)

PAULA'S POINTERS

- Ask students, "What sports do you know of where this is used?"
- To ensure students stay at the designated pace, ask partners to rate each other after each round. Say, "If your partner is following the rules, give a thumbs up. If not, give a thumbs down." Gauge from their answers if you need to intervene.

NOTES



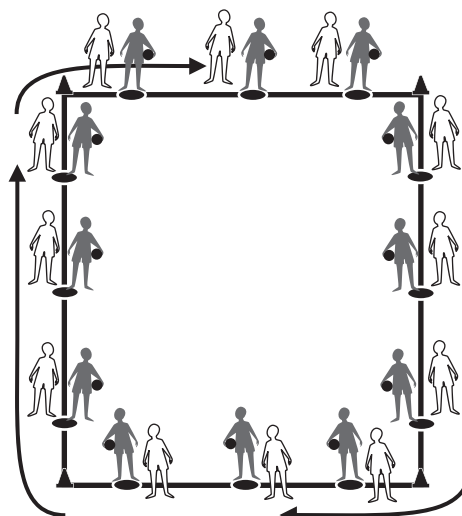


Ready...

- 4 cones (for boundaries)
- 1 spot marker per pair
- 1 piece of equipment per pair (use equipment you would already be using for your *Spotlight on Skills Activity*. (E.g., If teaching basketball skills, place 1 basketball at each spot.)

Set...

- Create a large (30X30 paces) activity area.
- Scatter spot markers around perimeter to create 1 home base per pair.
- Place a piece of equipment at each spot.



GO!

1. The object of *Tag Team Traveling* is to warm up the large muscle groups and to practice various skills to prepare for the activity to follow.
2. As you arrive at the activity area, find a partner and move to a spot around the perimeter.
3. One of you begins as the all around mover and the other begins as the home base.
4. On signal, all around partner moves clockwise around the perimeter following my prompt. Home base partner stays and practices a skill. (See below.)
5. (Sample all around movements include power walk, jog, gallop, skip, slide, leap, jump rope, etc.)
6. Sample home base movements include:
 - **Beanbag:** Toss and catch 1-handed; figure-8 around legs; kick up from foot to hands; toss to self under leg; toss to self behind back; toss, clap, catch; etc.
 - **Basketball:** Ball-handling drills (See *Basketball Skill Cards*).
 - **Stunts and Tumbling:** Various balances and stunts (See *Stunts and Tumbling Skill Cards*).
 - **Fitness:** Various fitness exercises (See *Fitness Circuit Skill Cards*).

CHALLENGES

- ★ How many dribbles, catches, volleys, etc. can you do before your partner finishes their loop?
- ★ Instead of a high-five, what could you and your partner do to tag team?

CUES

- ★ All around movers, give your partner a high-five when you finish your loop.
- ★ When you have both finished 1, you are ready for the next task.
- ★ It's not a race. Show your best form throughout.

1 Pedometer

(Need 1 pedometer per pair.) Wear the pedometer while you travel all around. Give the pedometer to your partner when you high-five each other. See how many steps you and your partner total for all of your travels.

2 Add 1-4-Fun

When moving all around, choose your own way to travel around the perimeter.

3 Home Base Your Way

(Provide a variety of equipment, and allow pairs to choose what they would like to work on.)



HOME

The U.S. Fire Association for Kids (www.usfa.fema.gov/kids/flash.shtm) is dedicated to teaching kids about fire safety. Learn how to check smoke detectors, how to prevent fires and how to safely escape from a fire. One important point is to have a home base outside for all to gather. Does your family have a fire plan? A home base? Talk it over tonight!

STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor skills, various manipulative skills

#3, 4 Cardiovascular endurance

#4 Understanding warm-up concepts

#5 Cooperation

#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- If limited equipment or large class size, play in 4s. The 2 home base partners share equipment in appropriate activities, such as passing, and the 2 all around partners move around the perimeter together.

NOTES

