



***I Wanna Be a Tech Guru But  
Can't Turn on my Computer***

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**The SPARK Programs  
1-800-SPARK-PE  
[www.sparkpe.org](http://www.sparkpe.org)**

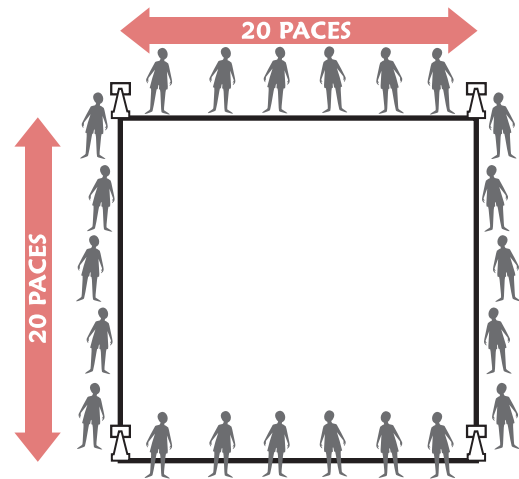


## Ready...

- 4 cones (for boundaries)
- 4 *Corners Task Cards* (SPARK Instructional Media CD)

## Set...

- Create a medium (20X20 paces) activity area.
- Place a *4 Corners Task Card* at each corner.



## GO!

1. The object of *4 Corners* is to warm up the large muscle groups, using a variety of locomotor skills.
2. As you enter the activity area, move clockwise around the perimeter.
3. When you reach the first corner, read the *Task Card* and do the #1 locomotor skill from that corner until you reach the next corner.
4. Continue to do the #1 skill at each corner until you return to your original corner. Next time around, do the #2 skill.
5. Each time you reach a new corner, start a new movement. If you finish all of them before the stop signal, begin again at #1.
6. (Continue for 3-5 minutes.)

### CHALLENGES

- \* How many corners can you visit before the stop signal?

### CUES

- \* Stay on Skill #1 for all 4 corners, then change to #2.
- \* Work on quality, not speed.



## Ready...

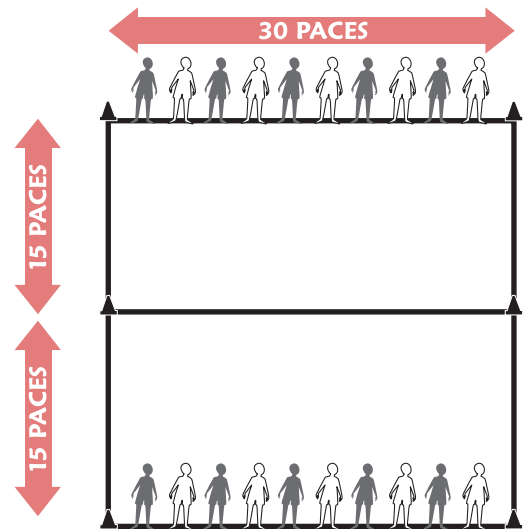
- 6 cones (for boundaries)
- Music and player (optional) Suggestion: *Let's Get Ready to Rumble* by Michael Buffer on *Jock Jams Vol. 1*

## Set...

- Create a large (30X30 paces) activity area with 2 cones forming a midline.

## GO!

1. The object of *Meet Me in the Middle* is to warm up major muscle groups and cooperate with a partner.
2. As you enter the activity area, find a partner. Move to stand on the opposite endline from your partner.
3. On signal, jog to meet your partner in the middle, do the task I call, then return to your original line.
4. Each time you meet in the middle, I will add a new task to the old tasks. Do the first task first, then add the 2nd, the 3rd, and so on, until you've sequenced them all.
5. (*Below is an example:*)
  - High-five R hands
  - High-five L hands
  - Jump and turn 360°
  - Jumping high-ten
  - Elbow turn R and L
  - Do sa do
  - Create your own (Add 1-4-Fun)



### CHALLENGES

- ★ How many tasks can you sequence without forgetting any?
- ★ Can you add your own twist to the tasks?

### CUES

- ★ Keep adding on to the first task.
- ★ Work with your partner to remember the tasks in order.
- ★ Be gentle with your partner.

# Storyline

(G.Y.M. Activities - Literacy)  
SPARKfamily.org

## Ready...

- 4 cones
- Drum, whistle or music and player

## Set...

- Create large (30X30 paces) activity area.
- Designate 2 parallel lines 30 paces apart.
- Students in pairs, one on each parallel line directly facing their partner.

## GO!

*“You and your partner are a storytelling team! When I say go you will meet in the middle. If it’s your turn to be a storyteller you will begin to tell your very own story. When you hear the stop signal you’ll get back to your starting line as fast as you can. When I say go again, your partner will be the storyteller and will continue your story right where you left off.”*

1. Designate one line as the story starters.
2. Students meet their partners in the middle of the line and each story starter will begin telling the story to her/his partner until they hear the stop signal.
3. They will then return to their designated line.
4. Repeat this with the students taking turns as the storyteller, allowing each partner 4 to 6 opportunities to add their part to the story.
5. Allow multiple pairs of students the opportunity to share their stories with the class.



## Ready...

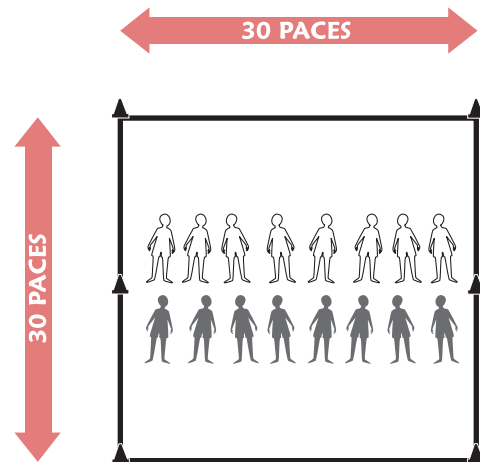
- 6 cones (for center and boundary lines)

## Set...

- Create large (30X30 paces) activity area.
- Place 1 cone on each sideline, at midfield.
- Pair students in partner face-off at midfield.

## GO!

1. The object is to return home without being tagged.
2. On signal, play Rock-Paper-Scissors with your partner at the midfield line. Hold 1 palm open. With the other hand, pound your fist on your open hand and say, "1-2-3." (Show your choice on 3.)
3. Choices are rock (fist), paper (open hand), or scissors (peace sign). Rules are: rock crushes scissors, scissors cuts paper, paper covers rock.
4. The victors are "It," and Its chase your partners towards the opposite endline.
5. Chasers score a point if you tag your partner before they cross their endline. Fleers score a point if you cross your endline without being tagged.
6. Return to the midfield line quickly, and repeat the game.



### CHALLENGES

- ★ How many times can you tag your partner?
- ★ How quickly can you be ready for the next round?

### CUES

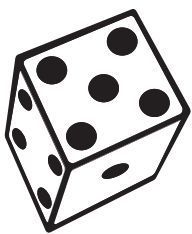
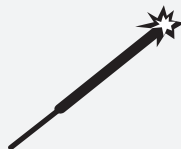
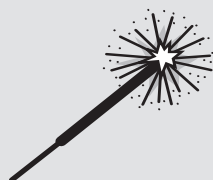

- ★ Tag your partner gently with a 2-finger tag.

# FITNESS CIRCUITS

## ROLL THE DICE

### TASK CARD

- Start with your youngest group member rolling a single die. Take turns rolling thereafter.
- Your entire group completes the corresponding task; each choosing a level where they can be successful as well as challenged.
- Continue rolling and completing tasks until the signal.

Roll	<i>Lightin' it up!</i>	<i>Startin' to glow!</i>	<i>SPARKlin'!</i>
	 <b>I'm getting there!</b>	 <b>I am getting pretty good!</b>	 <b>I'm out of this world!</b>
<b>1</b> <b>Strength/Endurance</b>	10 Crab Dips	10 Modified Push-ups	10 Push-ups
<b>2</b> <b>Strength/Endurance</b>	5 Forward Lunges (each leg)	5 Walking Lunges (each leg)	10 Walking Lunges (each leg)
<b>3</b> <b>Flexibility</b>	Hamstring Stretch (15 seconds)	Straddle Stretch (15 seconds)	Splits (15 seconds)
<b>4</b> <b>Aerobic Capacity</b>	Jump Rope - Double Bounce (10 rope turns)	Jump Rope - Single Bounce (10 rope turns)	Jump Rope - Single Bounce (20 rope turns)
<b>5</b> <b>Body Composition</b>	As a group, name a fruit or vegetable that starts with the letters A, B, C, D and E. (Each time you roll a "5," do 5 more fruits and vegetables using the next 5 letters of the alphabet.)		
<b>6</b> <b>Just for fun!</b>	As a group, play <i>Pass the Hat</i> with your choice of tossable while moving 1X around the perimeter.		



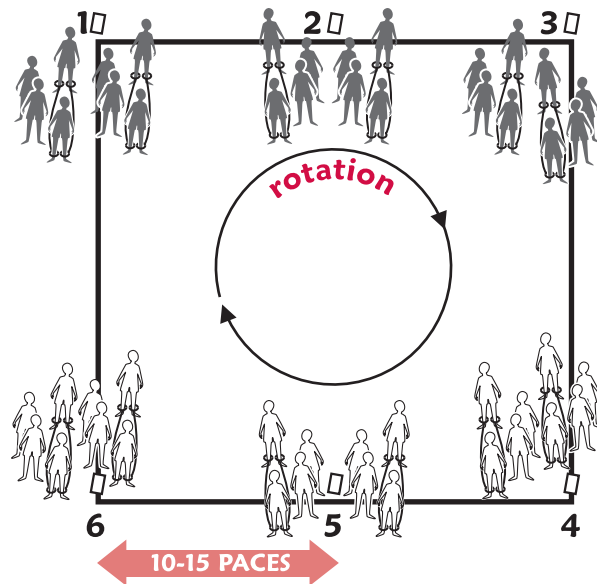


## Ready...

- 2 pairs of movement bands per group of 8 students
- *Movement Band Skill Cards - Group Tricks* for 5 stations (SPARK Instructional Media CD)
- 5 cones (for 5 stations)

## Set...

- Create stations by placing 5 cones with *Movement Band Skill Cards - Group Tricks* around perimeter, with plenty of space between stations.
- Groups of 8 at stations; each group with 2 pairs of movement bands.



## GO!

1. The object is to practice basic movement band group tricks.
2. (*Using the Skill Cards, describe and have students demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at your station. On "Switch," switch Enders and Jumpers, and continue. On the stop signal (*music off*), take off the bands, leave them at the station, and move to the next station to practice the next skill.
4. Begin at the new station with new Enders (i.e., 1st Enders remain 1st Enders throughout the circuit).

### CHALLENGES

- ★ How many counts can you jump without error?
- ★ How quickly can you move to the next station? You may start as soon as you get there.

### CUES

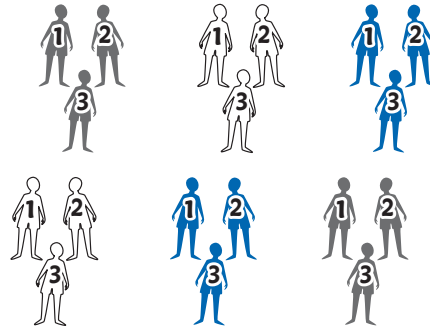
- ★ Enders, remove bands from ankles before moving to the next station





## Prep

- Music (track 8 or “Beat It!” by Michael Jackson – available on various websites) and player
- *Beat It Poco Loco Jigsaw Cards* ([SPARKfamily.org](http://SPARKfamily.org))
- *Beat It Poco Loco Video Demo* and player ([SPARKfamily.org](http://SPARKfamily.org))



## Set

- Begin using *Electric Slide Cardio-Kickboxing Style* as an ASAP.
- Form groups of 3 to use for 3-part Jigsaw

## Teach

1. During *Beat It! Poco Loco*, you will learn a new type of dance, called a *Poco Loco*, which has set movements for a song’s verses, instrumental, and chorus parts. Today’s *Poco Loco* is to “Beat It!” It is a cardio kick-boxing inspired line dance.
2. This is what it looks like. (*Demo or show clip.*)
3. (*Listen to the whole song with the class and point out each verse, chorus, and instrumental. Check for understanding.*)
4. **Jigsaw Description**
  - To learn the moves for this *Poco Loco*, we will use the Jigsaw method. Turn to your group members. This is your Jigsaw Group. Number yourselves 1, 2, and 3.
  - Each member of the Jigsaw Group will join a separate Learning Group to learn the moves to just 1 part of the *Poco Loco*. All number 1s will learn the verse, 2s the chorus, and 3s the instrumental.
  - After learning your moves, rejoin your Jigsaw Group to teach the part you learned.
5. You have 15 minutes in your Learning Groups to learn your part of *Beat It*. (*Send students to work in their Learning Groups for 15 minutes or so.*)
6. On the signal, find your Jigsaw Group and teach each other the parts. The order is:
 

a. Verse 2X	d. Chorus 2X
b. Chorus 1X	e. Instrumental 1X
c. Verse 2X	f. Chorus 4X
7. (*Allow time for Jigsaw groups to teach each other all of the parts, then practice the entire dance.*)
8. Now let’s do the *Beat It Poco Loco* together. (*Do dance 1 or 2 times as time allows.*)
9. **Challenges**
  - How efficiently can you work together in your groups to learn and teach your part?
  - Can you keep moving at least 80% of the time, while talking/discussing only 20%?
10. **Think about...**
  - Could you get a better aerobic workout using this dance? How?
  - Would you say this dance is a moderate or vigorous physical activity? Explain.