



***Aristotle said:
“Philosophize and Exercise!”***

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

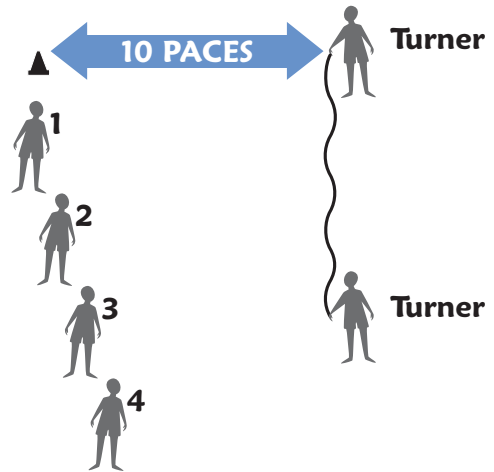


Prep

- 1 long rope (approximately 30') per 6 students
- 1 cone per group (to mark start line)

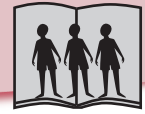
Set

- Form groups of 6.
- Place 4 members of group at cone (start line).
- Set 1 rope per group 10 paces from their start cone; 1 Turner at each end of rope.



Teach

1. In *Turnstile*, the object is for all group members to move through the turning rope as many times as possible without a miss.
2. On signal, Turners turn the rope slowly away from the start line. It should hit the floor, then move away from the entering members. Keep a slow and steady cadence.
3. Runners run through the turnstile 1 at a time. It is a miss if a Runner stops the rope or if the rope turns without a Runner moving through it.
4. After running through, move around the rope and return to the original side. Get ready to go through again.
5. When someone misses or if the rope is turned without someone running through, reset the count to 1 again.
6. Change Turners, 1 at a time, on signal without stopping the rope.
7. **Cues**
 - Run in just after rope hits ground and get out before it hits again.
 - Keep moving. Don't allow the rope to turn without a Runner.
 - Encourage each other.
8. **Challenges**
 - Can you have 2 Runners move through together?
 - How many turns can Runners move through without a miss?
9. **Think About...**
 - What is an appropriate reaction when someone makes a mistake?
 - How does this create a safe environment for everyone and help each person be successful?

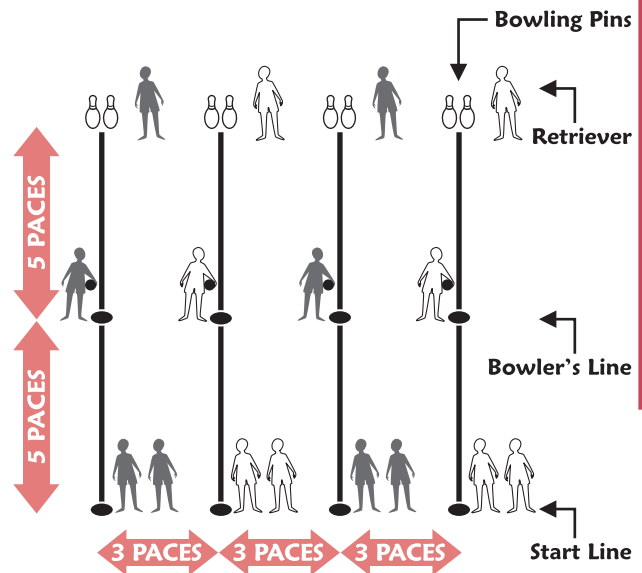


Ready...

- 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.



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.

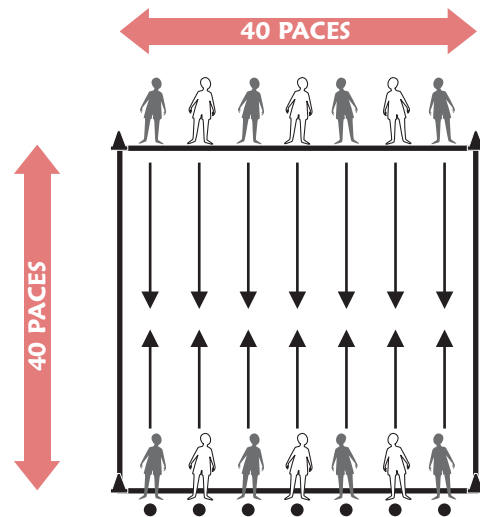


Prep

- 4 cones (for boundaries)
- 1 medicine ball per pair (use utility balls if not available)

Set

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation on opposite sidelines.
- 1 ball per pair; behind 1 partner's feet.



Teach

1. The object of *Fitness in the Middle* is to improve muscular strength and endurance by completing a variety of tasks in a sequence with your partner.
2. Muscular strength is the ability of a muscle to exert force. When a power lifter lifts a very heavy weight just 1X that is an example of muscular strength. Muscular endurance is the ability to contract muscles many times, or to hold a contraction for a period of time. Keeping your hand raised above your head for as long as you can uses muscular endurance. Many movements, exercises, and activities use a combination of both muscular strength and endurance.
3. On signal, jog to meet your partner in the middle, do the task I call, and then return to your original line.
4. Each time you meet, I'll add a new task to the old ones. Always do the 1st task first, then add the 2nd, the 3rd, and so on until you have sequenced them all.
5. **Task Sequence** (Use the following, or create your own. The first few tasks will be repeated many times, so use lower repetitions.)
 1. High-ten your partner.
 2. Push-ups – 2 perfect at your level.
 3. Sit-ups – Sit feet to feet. High-five R hands, L hands, high-ten both hands.
 4. Twist and Turn – Bring ball and stand back-to-back. Pass ball around your bodies 4X. (From now on, bring the ball with you and return it to your line. Switch carriers each round.)
 5. Bend and Stretch – Stand back-to-back and pass ball through legs, then overhead 5X.
 6. Back-to-Back Get-Up – Sit back-to-back. Keep your feet tucked in close, hook elbows, then push against each other to stand up.
 7. Push-up High-Five – Face partner in push-up position. Alternate R and L high-five 7X.
 8. Forward Lunges – Alternate R and L lead leg 8X total.
 9. Body Squats – Squat until thighs are parallel to the ground 9X.
 10. Ball Pass – Using a chest pass, pass ball back and forth 10X.
6. **Think About...**
 - How did you and your partner help each other? Why do you think it is beneficial to do workouts with a partner?

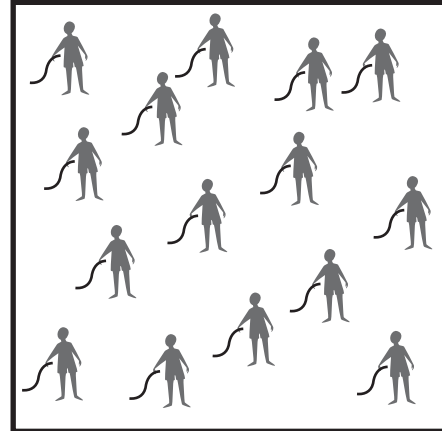


Prep

- 1 resistance band per student (vary the resistances)
- Music and player
- *Resistance Band Skill Cards (SPARKfamily.org)*

Set

- Scatter students in activity area.
- Place resistance bands to the side. After safety rules have been learned, students may start activity with bands next to them.



Teach

1. Today you will improve your muscular strength and endurance by performing a *Resistance Band Workout*.
2. **Safety Rules**
 - Remove all jewelry; it might snag on the bands.
 - Check bands for signs of wear. Do not use any band with nicks or tears.
 - Never tie a band around the body, or snap it at people or objects.
 - Band resistance varies. Choose the resistance level that's right for you.
 - Use slow, controlled movements.
 - Keep wrists straight and strong.
3. **Resistance Band Exercises**
 - *(Use the Resistance Band Skill Cards to lead the class in exercises. Begin by doing upper body challenges only. Add lower body challenges as students become more comfortable with bands.)*
4. **Cues**
 - Maintain good posture.
 - Keep your abdominals tight.
 - Exhale on exertion; don't hold your breath.
 - Keep your wrists straight to resist the band.
5. **Challenges**
 - "Choke up" (move hands further from ends) on the band to increase resistance.
6. **Think About...**
 - Why is a resistance band a valuable piece of exercise equipment? *(It travels well, it is good for small spaces, and can vary resistance easily.)*

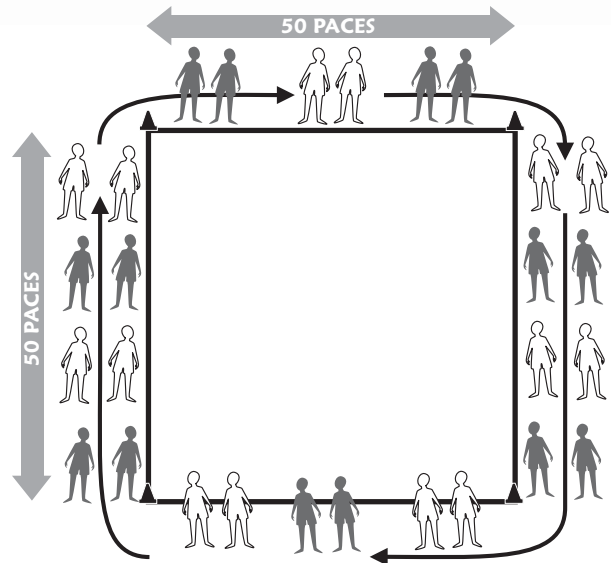
Prep

- 6 cones (for boundaries)
- Whiteboard and markers (for T-Chart)
- 1 tossable per 3 students (football, foamball, Kooshball®, rubber animal, etc.)
- Music and player (optional)

Set

- Create large (50X50 paces) activity area.

Teach



1. Respect Walk and Talk

- Today we will be starting with a *Walk and Talk*. On signal, find a group of 4 and get toe-to-toe. With your group, move clockwise around the perimeter and talk about things you see and hear when people show “respect” in Physical Education class. Respect in PE is defined as being thoughtful or considerate of others. You might show respect for the equipment, your fellow classmates, the teacher, and yourself.
- As you pass me, say your name so I can learn it and take roll. When you hear the stop signal, return quickly to me. (*Allow students to walk and talk for at least 1 loop before signaling for them to return.*)

2. Respect T-Chart

- What did your group come up with? How might you see people being respectful in PE? (*Review answers and write in T-Chart on whiteboard.*) How might you hear people being respectful in PE? (*Review answers and write in T-Chart on whiteboard.*) Showing respect is important for many reasons. Respecting equipment keeps it safe and helps maintain it for years to come. Showing respect for classmates helps people feel good about themselves. When we all show respect in PE, everyone benefits.

3. Pass the Hat

- In *Pass the Hat* you will practice respect. On signal, send the person in your group with the birthday nearest to today to choose a piece of equipment to use for *Pass the Hat*.
- Stand in a file line on the perimeter and begin following the Leader with the ball clockwise around the perimeter. Leader tosses the ball overhead and slightly back for the 2nd in line to catch. Continue tossing until it reaches the last in line. Once it is caught by the last in line, they run on the outside to the front of the line and repeat.
- While moving around the loop stay within 3 paces of your group (*demonstrate distance*) and be respectful of other groups. Pass other groups only on the outside. Don't throw equipment into other groups. On signal, return and bring equipment in.

RESPECT AND ROLL TAKING

Teach (cont'd.)

4. Challenges

- Can you keep equipment under control, be respectful, and avoid interfering with other groups while traveling?

5. Think About...

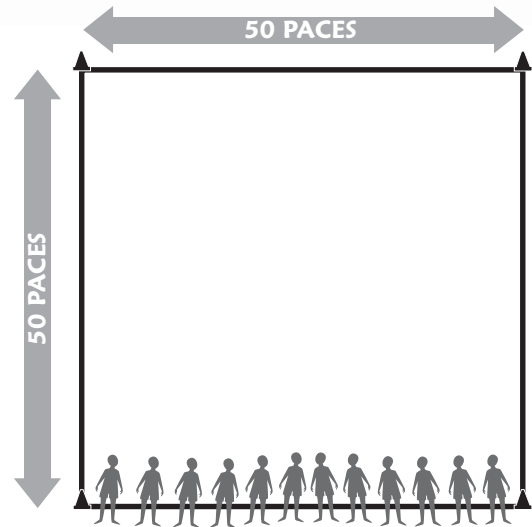
- We'll do activities like *Pass the Hat* to warm-up and take roll at the beginning of class, so it's important to know how to keep equipment under control and travel safely.
- Why is it important to be respectful during Physical Education?

Prep

- 6 cones (for boundaries)
- Whiteboard and markers (for T-Chart)
- Stopwatch
- Music and player (optional)

Set

- Create large (50X50 paces) activity area.



Teach

1. *(Introduce yourself to the class.)* Today you will learn some of the rules and routines of this class. We'll also practice cooperation and communication.
2. **Alphabet Line-Up**
 - We'll start by practicing cooperation and communication as a class. On signal *(explain what the signal will be)*, put yourselves in alphabetical order by last name in a straight line as quickly as possible. I'll time you to see which class is the fastest. *(Signal students to begin and start timer. Stop when students are finished.)*
 - We'll work together throughout the year. Two of our top priorities are cooperation and communication. *(Once lined up, take roll and assign roll numbers if using.)*
3. **Responsibility Walk and Talk**
 - On signal, you have 10 seconds to find a partner and stand back-to-back. *(Count slowly down from 10. As you get close to 1, guide those without partners to others.)* When you make groups quickly there is more time for activity. *(Practice again if many students were not in pairs by "1".)* Introduce yourself to your partner.
 - In *Walk and Talk*, walk with your partner around the loop and talk about things you see and hear when people show "responsibility" in Physical Education class. Responsibility includes following rules and being accountable for your well-being and the well-being of others. Return to me quickly when you hear the signal again. *(Allow students to walk and talk for at least 1 loop before signaling them to return.)*
 - Let's look at what you and your partner came up with. What can you see when people are being responsible in PE? *(Review answers and write in T-Chart under "See" on whiteboard.)* What can you hear when people show responsibility in PE? *(Review answers and write in T-Chart under "Hear" on whiteboard.)* When you are responsible for your own well-being and contribute to the well-being of others, it helps everyone in a PE class. Throughout the year we'll all benefit when everyone shows responsibility.
 - We will use *Walk and Talks* like this occasionally to get warmed-up and moving, and to allow me to take roll. You will form groups of 2-4 and discuss the question given.

RESPONSIBILITY AND ROUTINES

Teach (cont'd.)

4. Music Moves

- In *Music Moves* you will practice responsibility. On the music, move safely in the activity area. When the music stops, find a person close to you and give them a handshake, high-five, or light fist bump. Introduce yourselves, then answer the given question. (*Allow music to play for 5-20 seconds before stopping. Sample questions include: What is your favorite physical activity? What kind of music do you like? What was the last book you read? On a dream pizza, what are the toppings? What vegetables have you never tried? What is your favorite fruit? Which types of sports do you enjoy watching? Continue for at least 5 rounds.*)
- How did you show responsibility during that activity? (*Answers might include: Moved safely with others. Did not hurt anyone during fist bumps or high-fives. Answered the questions asked. Stayed on topic.*)

5. Think About...

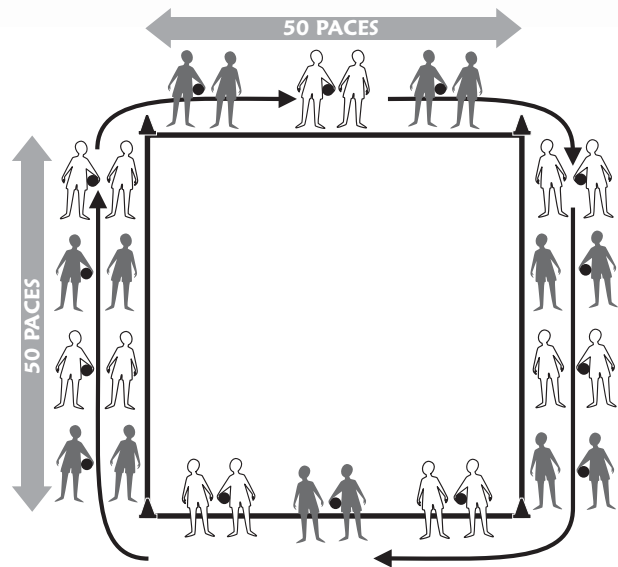
- On signal, come over and give me your quiet attention. Every day we will be doing a *Think About...* to review what we learned during the lesson. This is a good time to cool down and stretch while we discuss our topic.
- Which routines did we cover today? How can you be responsible during Physical Education? How will that help the class?

Prep

- 6 cones (for boundaries)
- Whiteboard and markers (for T-Chart)
- 1 jump rope per 4 students (12' – 16' rope)
- 1 tossable per 2 students (football, foamball, Kooshball®, rubber animal, etc.)
- Music and player (optional)

Set

- Create large (50X50 paces) activity area.



Teach

1. Perimeter Move

- Today we'll warm-up with *Perimeter Move*. Find a partner, shake hands, and introduce yourselves. Student whose last name has the most letters, walk to select a piece of equipment.
- Move around the perimeter clockwise while passing chosen equipment back and forth. As you pass me, say your name so I can continue to learn it and take roll. On the stop signal, return quickly to me. (*Allow at least 1 loop before signaling for them to return.*)

2. Super Groups

- On signal, you'll have 10 seconds to get in a group of 4 standing toe-to-toe. Your group must be a Super Group (co-ed) with at least 1 male and 1 female. (*Count slowly down from 10. As you get close to 1 guide those not in groups.*) Remember, the quicker you make groups, the more time there is for activity. (*Practice again if many students were not in groups by "1".*) Introduce yourselves to your new group.

3. Acceptance Walk and Talk Holding a Rope

- On signal, walk with your group around the loop while all are holding a rope. Talk about things you see and hear when people show "acceptance" in Physical Education class. Acceptance is defined here as the willingness to treat others as a member of your group or social circle. It also has to do with accepting or tolerating things without a fuss. On the stop signal, return to me quickly. (*Allow at least 1 loop before signaling.*)
- Throughout the year we will be doing Adventure Races. During an Adventure Race you must stay together in your group like this as you move around the course and complete challenges.

4. Acceptance T-Chart

- What did your group come up with? How might you see people showing acceptance in PE? (*Review answers and write in T-Chart on whiteboard.*) How can you hear people showing acceptance in PE? (*Review answers and write in T-Chart on whiteboard.*)

ACCEPTANCE AND SUPER GROUPING

Teach (cont'd.)

5. Rope Trick

- On signal, develop a group trick using your rope. Everyone in the group must have a role in the trick. You might jump the rope or do anything else you like, as long as it is safe. Use your creativity. *(Allow students 3-5 minutes to develop a trick.)*
- When you finish your trick find another group who is finished and share tricks. *(If time allow groups to show the class their tricks if they like.)*

6. Challenges

- Can you develop a trick using everyone's strengths in your group?

7. Think About...

- Why is it important to accept others in Physical Education? Acceptance is also important as you continue to work together both in cooperative and competitive activities throughout the year. At the end of most units, you will be participating in an "Event." Events are based on real sporting events that occur nationally and worldwide.