



***Minimal Equipment
SPARK Favorites***

***Presented By:
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**The SPARK Programs
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www.sparkpe.org**

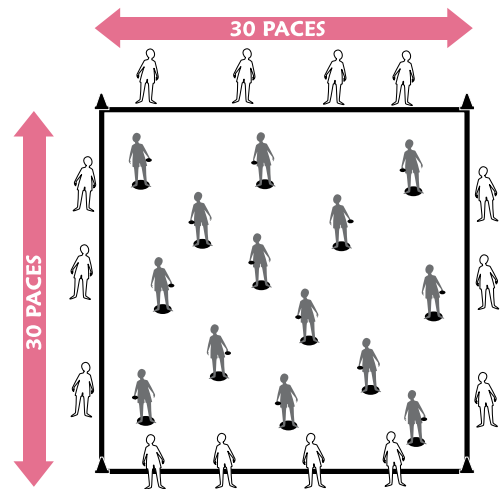


Ready

- 4 cones (for boundaries)
- 1 spot marker per 2 students
- 1 tiny object that can be hidden in student's hand (button, rock, pompon, etc.) per 2 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter spot markers (rocks) within area.
- Pair students; divide pairs into Snakes and Lizards.
- Give each Snake an object and have each stand on a "rock" (spot).
- Scatter Lizards around the perimeter.



ASAP

GO!

1. Our ASAP is called *Snakes and Lizards*.
2. I'll say different ways for our Lizards to move around our perimeter.
3. Snakes, stay on your rock and perform a balance I call.
4. Lizards, on the stop signal, approach your Snake partner, and guess which hand holds the object.
5. If you guess correctly, switch roles with your Snake partner.
6. If you guess incorrectly, go back to the perimeter and keep moving until the next stop signal.
7. (Sample locomotor skills and balances: skip/stand on 1 foot, side-slide/stand on the other foot, gallop/stand on tip-toes, jog/balance on 1 foot and 1 hand, fast walk/balance on 1 knee, etc.)
8. **Wrap It Up**
 - Snakes and lizards live in the desert, where it is hot. Why is it important to drink water during and after physical activity – especially when it's hot?
 - The K in SPARK stands for "Keep H₂O the Way to Go." H₂O is the chemical symbol for water.
 - Water makes our bodies happy. Sugary soft drinks are not a healthy choice.

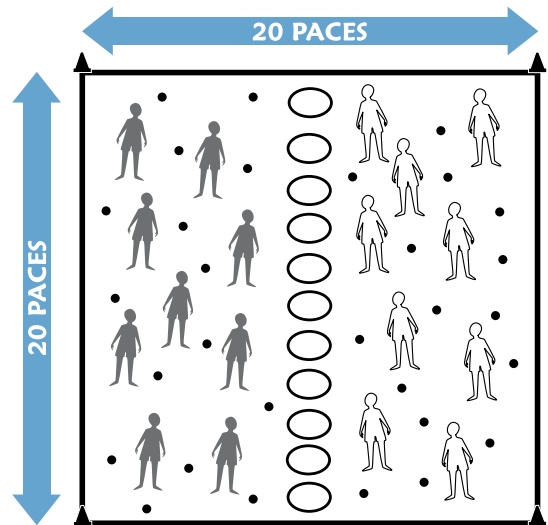


Ready

- 4 cones (for boundaries)
- 1 (or more) fluffball per student
- Music and player
- 10-12 hoops (optional)
- Net or rope (optional)

Set

- Create medium (20X20 paces) activity area. Divide it in half using hoops or existing lines.
- Scatter fluffballs throughout each side of the center divide.
- Divide class into 2 groups; send each group to a side.



GO!

1. Clean Your Room

- The object is to have the cleanest room! Each side cleans their room by throwing fluffballs to the other side.

2. Rules

- Throw only 1 ball at a time.
- No kicking balls.
- No throwing at anyone.
- When you hear the music stop, raise your arms and make an “X.” If you have a fluffball in your hand, drop it.
- Begin when you hear the music start.

(Play several rounds of 30-60 seconds each. Switch throwing challenges each round: Throw with your other hand. Throw under your leg. Throw between your legs like a football hike. Throw underhand.)

3. Counting Fluffballs

- This time, we will count how many fluffballs are on your side.
- The side with the fewest fluffballs has the cleanest room.

4. Wrap It Up

- Why do you usually throw with 1 hand more often than the other? Do you throw with the same hand you write with?
- How many of you help at home by cleaning **your** room? Just make sure you keep a ball or jump rope handy so you can play actively every day!

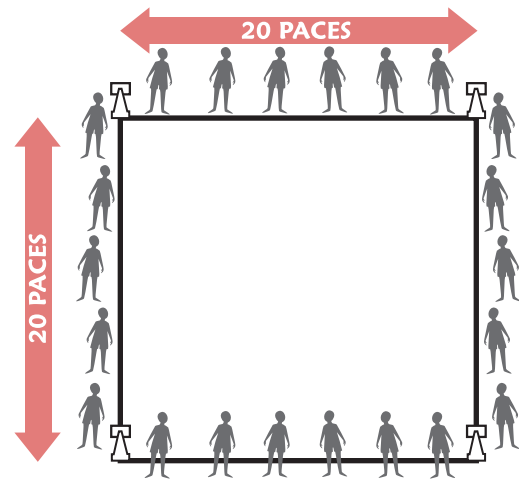


Ready...

- 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...

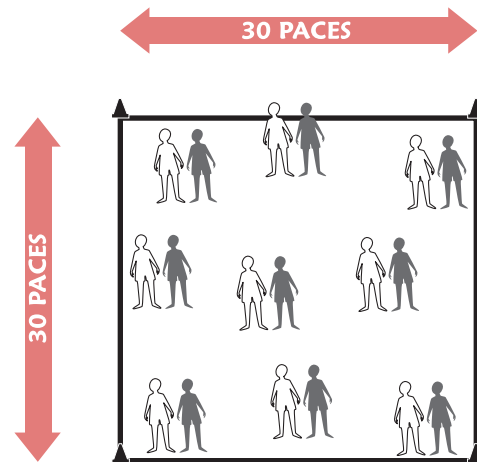
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area.
- Scatter pairs within boundaries.

GO!

1. The object is for partners to chase and flee each other in general space.
2. One is first Chaser, one first Fleeer; decide now.
3. On signal, Fleers walk quickly away from Chasers, while Chasers do 5 jumping jacks.
4. Chasers, when you finish your jumping jacks, try to fast walk and tag (using a 2-finger tag) your partner.
5. If the Chaser tags the Fleeer, switch roles. The new Chaser completes 5 jumping jacks before chasing their partner.



CHALLENGES

- ★ How quickly can you catch your partner?
- ★ What tricks can you think of to elude your partner?

CUES

- ★ Fleers, change directions quickly, and move behind others to evade your partner.
- ★ Remember to do your jumping jacks (or other designated task) before chasing your partner.

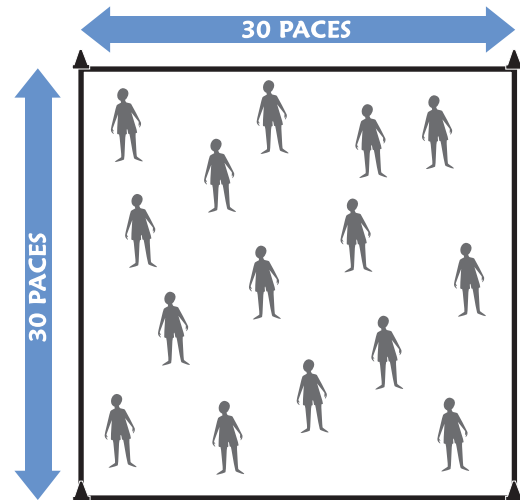


Ready...

- Music: “5-6-7-8” (SPARK 3-6 Music CD, #7)
- Music player
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area.
- Scatter students in area.
- 5-6-7-8 Prompt Page (SPARK Instructional Media CD).



GO!

1. The object is to perform a line dance using an “add-on” format.
2. On music, move throughout our area. When the music stops, find a partner.
3. This is your “Jumping” partner. Together, jump 4X and say “5,6,7,8” (4 counts).
4. On music, leave your partner, and move again. When music stops, find a new partner.
5. This is your “Grapevine” partner. Grapevine step R (step R, L behind, R, touch L) then Grapevine step L (step L, R behind, L, touch R) (8 counts).
6. Move on the music. When it stops, find a 3rd partner.
7. This is your “Skating” partner. Together, skate slowly by sliding R foot forward, then L foot forward, R foot forward, L foot forward (8 counts).
8. Move on the music. When it stops, find a 4th partner.
9. This is your “Hip” partner. Touch your R hip with R hand, L hip with L hand, R glute, L glute, clap 2X, “Raise the Roof” (push hands from shoulders to sky) 2X (8 counts).
10. Move on the music. When it stops, find a 5th partner.
11. This is your “Back-walking” partner. Together, backward-walk 4 steps, counting “1,2,3,4” (4 counts).
12. Now, we’ll play the music, and combine all the steps. The music has a prelude, then on cue, “5,6,7,8,” begin jumping.

CUES

- ★ Find partners quickly.
- ★ Move to the beat.