



**The World's Most Evidence-Based Physical Education  
& Physical Activity Programs!**

# Physical Activity Strategies, Activities, & More!



**Presented by:**

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SPARK Executive Director & Elite Trainer

***GOPHER***

Proud to be the exclusive home  
for SPARK products and services!

# SPARK After School Lessons:

- Mingle, Mingle
- California Strut
- Hog Call / Barn Yard
- Pass It Around
- 5 Person Throw & Run



Learn more about SPARK After School Curriculum and pricing options here: <https://sparkpe.org/curriculum/spark-curriculum-after-school-curriculum/>

# SPARK™

## SEL Skills

### Teamwork

Working respectfully and effectively within a group toward a shared goal.

Looks Like

Sounds Like

SPARKpe.org | 833-73 SPARK

# SPARK™

## SEL Skills

### Cooperation

Working with others to get something done. Someone who is being helpful by doing what is asked for.

Looks Like

Sounds Like

SPARKpe.org | 833-73 SPARK

# Pass It Around:

3:08

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
Ready		

Diagram



Set

GO!

3:08

**SPARK**

< [Icons]

Guidelines Addressed	The Right Fit	Safety First
Ready		

Diagram

Set

GO!

1. Today's activity is Pass it Around where you move the equipment around the circle without using your hands.
2. On signal, pass the equipment around the circle (clockwise) using just your legs and feet. Try to pass it so it doesn't touch the ground.
3. Skill-it!
  - Use your abdominal muscles to keep your feet off the ground.
  - Work together and help each other.
4. Challenges
  - Can you move the equipment without letting it touch the ground?
  - Can you pass it off to the next player in less than 5 seconds?
5. Fitness Focus (Discuss during a cool-down, while leading a stretch.)

3:08

**SPARK**

< [Icons]

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- What muscles did you work in that activity?
- How could you do something similar at home?

Game Reset

Home Play

**The Right Fit** X

Group Size

- Small - Can be done with as few as 4 players.
- Large - Create more circles if there are more than 20 players.

Limited Space

- Instead of a circle, place groups of 5 in file lines, 1 object per group. Line leader uses feet to pass to 2nd in line, then crab walks to end of

# A Sample of SPARK Strategies:

- When before what
- Mingle, mingle
- Skinny-mini fields
- The object is... you do that by...



**NEW**

**SPARK™**

# The FIRST Physical Education Curriculum & Assessment App

Try the SPARK app today for free or get full access with a SPARKfamily membership!

**LEARN MORE**



- ✓ *View SPARK lesson plans + favorite lessons for easy access*
- ✓ *Observe SPARK skill cards, task cards, and activity videos + access music*
- ✓ *Conduct SPARK skill rubric assessments*
- ✓ *Capture fitness testing*
- ✓ *Schedule SPARK lessons with pop-up reminders*
- ✓ *Track attendance*
- ✓ *Utilize random group creator/student selector*
- ✓ *Email student self-assessments*
- ✓ *Custom assessments*

**[sparkpe.org/app](https://sparkpe.org/app)**

**App Store: Search “SPARK PE”**

# SPARK™ Equity Awards

- 2024 awarded over \$150k in awards.
- Round 3: Applications will open December 2024.



*Funding to bring SPARK to organizations and teachers who serve low-income communities.*

For more information visit: [sparkpe.org/equityawards](https://sparkpe.org/equityawards)

# Visit [sparkpe.org/institutes](http://sparkpe.org/institutes)



*After School: May 20-21, 2024*

K-2 PE: July 8-9, 2024

3-6 PE: July 10-11, 2024

Middle School PE: July 15-16, 2024

High School PE: July 17-18, 2024

**LAST CHANCE TO REGISTER FOR AFTER SCHOOL INSTITUTE:**

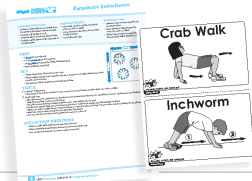
**Friday, May 10<sup>th</sup>!!!!!!**

**Reply to email to get Advanced Registration pricing!**

[www.sparkpe.org/institutes](http://www.sparkpe.org/institutes)



# Visit SPARK online at [SPARKpe.org](http://SPARKpe.org) for **Free Resources**



## Sample Lesson Plans

Access a sampling of research and standards-based, highly-active Physical Education (K-2, 3-6, Middle School, High School, and Inclusive PE), Early Childhood, After School, and Active Classroom lesson plans at [SPARKpe.org/free-lesson-downloads](http://SPARKpe.org/free-lesson-downloads)



## Webinars

SPARK hosts FREE webinars on timely topics in the field of physical education and student health. Go to [SPARKpe.org/webinars](http://SPARKpe.org/webinars) to register for upcoming webinars, and view recorded webinars for FREE on [SPARKacademy.org](http://SPARKacademy.org).



## Online Grant Finder

Looking for funds to implement a quality physical education/activity, health, or nutrition program? Our Grant Finder tool will help you find grants specific to your state and area of focus. Go to [SPARKpe.org/grant-finder](http://SPARKpe.org/grant-finder) for details.



## eNewsletter

Each month you'll receive our monthly eNewsletter full of grant opportunities, teaching tips, equipment promotions, and links to free resources. Go to [SPARKpe.org/signup](http://SPARKpe.org/signup) and sign up today!



## Standards Alignment

To see SPARK's alignment with state and national standards, go to [SPARKpe.org/standards](http://SPARKpe.org/standards) for details.



## SPARK Blog

Follow the SPARK Blog for teaching tips, parent and family resources, trends in physical education, and educational infographics on health, physical activity, and physical education. Go to [blog.SPARKpe.org/](http://blog.SPARKpe.org/) to read the blog articles.



## Advocacy Alerts

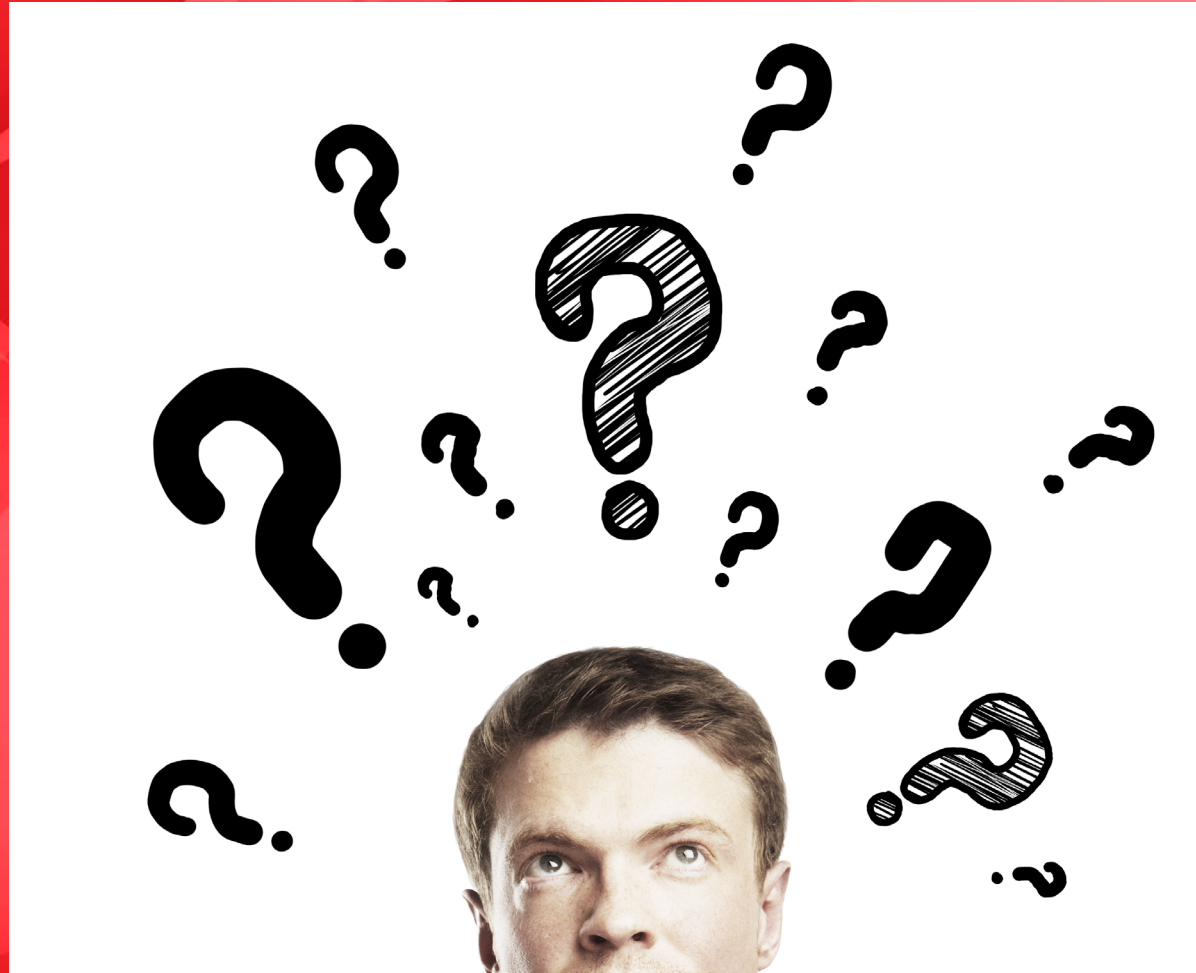
Need help advocating for Health and Physical Education at the state, district, or school level? Simply fill out a form and we will use our network to help you advocate for the health and well-being of students. [SPARKpe.org/advocacy/advocacy-alerts](http://SPARKpe.org/advocacy/advocacy-alerts)

**THINK  
PAIR  
SHARE**

# Gallery Talk

1. What information resonated the most with you today and why?
2. What are your biggest challenges in providing activity sessions with the youth you serve?
3. What was your favorite activity from the session today and why?
4. What strategies did you learn in today's session and which ones are you most likely to incorporate into your activity sessions?
5. What makes you a great youth leader?

# WHAT QUESTIONS DO YOU HAVE?





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THANK YOU!

**“You don’t stop playing because you grow old;  
you grow old because you stop playing!”**

**-George Bernard Shaw-**

**Teaching Tips**

- Use your abdominal muscles to keep your feet off the ground.
- Work together and help each other.
- Put your feet down between objects to give your abs a rest.

**Guidelines Addressed**

- Greater than 50% MVPA
- Initiative; Fair Play
- Cooperation, Responsibility

**SEL Competencies****Self-Awareness**

Peer interaction, self-efficacy

**Self-Management**

Self-discipline

**Social Awareness**

Respect for others

**Relationship Skills**

Cooperation, teamwork

**READY**

- 1 piece of [equipment](#) per 4 participants
- (Choose larger-sized, light pieces such as cones, utility balls, paddles, etc.)

**SET**

- Form a circle with all participants facing out, elbows hooked with their neighbors, and sitting with legs extended.
- Place 1 piece of equipment in front of every fourth participant.

**GO!****1. Activity Objective**

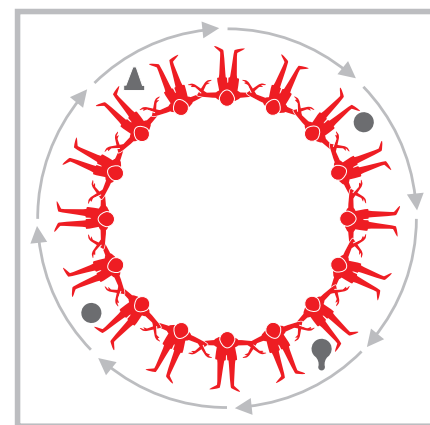
- The object of **Pass It Around** is to move all pieces of equipment around the circle without using your hands.

**2. Instructions**

- On signal, pass the equipment around the circle (clockwise) with your legs and feet.
- Try to pass the equipment without letting it touch the ground.

**3. Challenges**

- Can you move the equipment all the way around the circle once without allowing it to touch the ground?
- You have 5 seconds to pass the object. Referee yourself and count when you receive the object.



# Pass it Around

## Reflection Questions

- Were some pieces of equipment harder to pass than others? Why?
- What muscles did you work in that activity?
- What activities can you do to strengthen those muscles?

## Game Reset

### Rewind

- *(Use easy to pass items such as Grab Balls or jump ropes.)*

### Fast Forward

- Teeny Weeny Beanie – Pass small objects such as beanbags, yarn balls, or tennis balls.
- Heavy Chevy – Pass heavier objects such as basketballs or medicine balls.

## The Right Fit

### Group Size

- Small – Can be done with as few as 4 participants.
- Large – Create more circles if there are more than 20 participants.

### Limited Space

- Instead of a circle, place groups of 5 in file lines, 1 object per group. Line leader uses feet to pass to second in line, then crab walks to end of line. The second in line passes to the third, then crab walks, etc. The line “caterpillars” toward a specific endpoint.

### Wide Age Range & Skill Levels

- Works well to mix ages and skill levels so older can help younger.

## Home Play

### Fitness Focus

When at home watching TV, work your abs by picking up towels, magazines, or other lightweight items with your feet. Graduate to heavier items such as books, shoes, blankets, etc.

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### Leader Reflection

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**Teaching Tips**

- Watch for others when turning.
- Just touch with foot before changing directions. Don't put weight on foot.
- If you misstep, that's OK; keep moving and catch up when you can.

**Guidelines Addressed**

- Aerobic Capacity
- Greater than 50% MVPA
- Cooperation, Initiative, Responsibility

**SEL Competencies****Self-Awareness**

Self-confidence

**Self-Management**

Self-discipline

**Relationship Skills**

Cooperation

Social engagement

**READY**

- [California Strut Prompt Page](https://www.SPARKfamily.org) (SPARKfamily.org)
- [California Strut Music](https://www.SPARKfamily.org) (SPARKfamily.org or AS Music CD)
- Music player

**SET**

- Scatter participants in area.

**GO!****1. Activity Objective**

- The object of **California Strut** is to perform a line dance. In line dances you all face the same direction and do the same steps together.

**2. Instructions**

- We'll learn and practice 1 step at a time without the music first.
- Next, we'll put it all together with the music.
- *(First, teach each sequence, then cue students to get ready to practice together by saying "5, 6, 7, 8.")*

**3. California Strut Dance Steps**

- Begin at "home" with feet together.
- Walk forward 4: right, left, right, tap left (4 counts).
- Walk backward 4 back to "home": left, right, left, tap right (4 counts).
- Step right, touch left. Step left, touch right (4 counts).
- 3-step turn to the right: right, left, right, touch left (4 counts).
- 3-step turn to the left back to "home": left, right, left, touch right (4 counts).
- Repeat.



# California Strut

## Reflection Questions

- California produces the biggest variety of vegetables in the USA. What are some of your favorite veggies?
- How are the dance movements related to the beat of the music?
- What are some strategies you can use to help learn a new dance step?

## Game Reset

### Rewind

- Mirror Dance – (*Dancers in pairs, in face-off formation.*)
- On the first move, partners walk forward 4 steps toward each other, and give a high-ten.

### Fast Forward

- Double Circle Mixer – (*Dancers in 2 circles; an inner and outer.*)
- Partners: 1 in inner circle, 1 in outer and face each other. Inner circle dancers do same dance. Outer circle dancers turn to their R, and move to a new partner on their R each round.

## The Right Fit

### Group Size

- Small – Can be done with as few as 2 dancers.
- Large – Can be done with as many dancers as the activity space allows.

### Limited Space

- Can be done in a small space as long as there is room for dancers to move forward and backward.

### Wide Age Range & Skill Levels

- Can be challenging for younger dancers, so pair them up with older, high skilled dancers.

## Home Play

### Food Facts

Have you ever seen a vegetable garden? A vegetable garden usually has a variety of vegetables of different shapes, colors, and sizes. Veggies give you different vitamins and nutrients that your body needs to survive. Talk to your family about starting a vegetable garden or working in a community garden, so you can eat fresh veggies as a family. You can all decide your favorites and which ones you would like to plant!

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## Leader Reflection

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**Teaching Tips**

- Everyone must catch the ball before final throw to the catcher.
- Lay your bat down on the ground before running the bases.
- The faster you rotate, the more turns at bat.

**Guidelines Addressed**

- Aerobic Capacity
- Greater than 50% MVPA
- Cooperation

**SEL Competencies****Self-Awareness**

Peer interaction, self-efficacy

**Self-Management**

Self-regulation

**Relationship Skills**

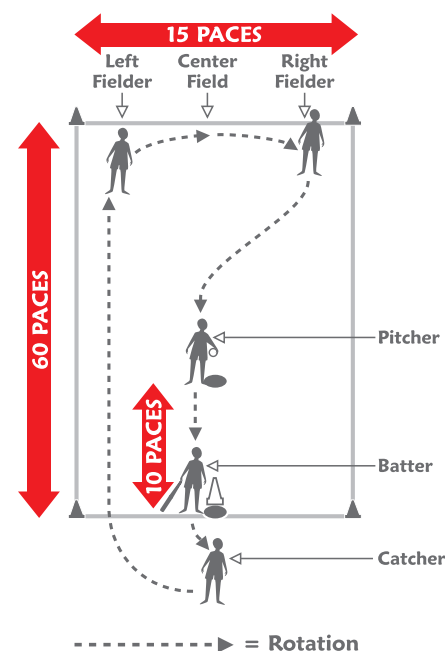
Cooperation

**READY**

- 4 [cones](#) per 5 participants (for boundaries)
- 2 [spot markers](#) per 5 participants
- 1 [ball](#) (tennis or rag ball) per 5 participants
- 1 [bat](#) per 5 participants
- 1 [tee or tall cone](#) per 5 participants (optional)

**SET**

- Create a large grid (15 x 60 paces) for each group of 5.
- Make all fields parallel to one another.
- Place 1 spot (home) in the middle of the baseline, and the other spot 10 paces toward the opposite baseline. Pitcher stands in front of this spot, but is free to move forward or back to throw strikes.
- Form groups of 5: 1 Hitter, 1 Pitcher with the ball, 1 Catcher standing 5 giant steps behind the home spot, and 2 Fielders per field (3 if playing with 6 per group).

**GO!****1. Activity Objective**

- The object of **5-Player Hit and Run** is for the Hitter to score as many runs as possible.

**2. Instructions**

- Play begins with a pitch to the Hitter, who hits it anywhere in fair territory.
- Hitter then runs around the 2 spots as many times as possible.
- Fielders, relay the ball to each person in their group. Last person to catch it throws it home to the Catcher.
- The Hitter has 3 chances to hit the ball fair, and it must travel at least as far as the pitcher.
- No "bunts" allowed and there are no fly-ball outs.
- The ball must be relayed to everyone on every play.
- Catchers, when you catch the ball, touch home and shout, "Stop!" to stop the Hitter from running more.
- Hitters, keep circling the spots until you hear, "Stop!"
- After each play, rotation is in a question mark: L Field to R Field to Pitcher to Hitter to Catcher to L Field.

**3. Challenges**

- How many times can your group go through the rotation before the signal?



# 5-Player Hit and Run

## Reflection Questions

- How was teamwork demonstrated within your group?
- How does good teamwork make an activity more enjoyable?
- How would you change the rules to make this game more active?

## Game Reset

### Rewind

- Throw and Run – *(Rather than hitting, have batters throw the ball into fair territory. The next step is to hit from a tee or a self-pitch.)*

### Fast Forward

- Ordered Relay – Number your Fielders 1-4. When fielding, you must throw to all fielders in order. Whoever fields the ball throws to the next higher number (e.g., #2 fields it and throws to #3, who throws to #4, who throws to #1).

## The Right Fit

### Group Size

- Small – Can be played with as few as 4 participants (skip the Catcher and have the final throw go to the Pitcher.)
- Large – Can be played with up to 7 participants per group. Add 2 more Fielders.

### Limited Space

- Use a slow moving ball such as foam or Wiffle®.

### Wide Age Range & Skill Level

- To accommodate for mixed levels, allow runners to modify the distance between the running spots or the size of the ball and/or bat.

## Home Play

### Fitness Focus

To be heart-healthy, sometimes you have to “throw out” bad habits at home. Do you watch more than an hour of TV each day? Do you drink soda? Do you eat a lot of unhealthy snacks? Do you stay up too late? Do you sit in front of a computer or video game too long? Do you eat a lot of fast food? If you can throw out any or all of these habits at home you will make a great step toward a healthier life!

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## Leader Reflection

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