



## Ready...

- 4 cones (for boundaries)

## Set...

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

## GO!

1. The object is to tag as many players as possible, while avoiding being tagged.
2. On "Go," you are all "It." Move inside the boundaries. When you hear, "Hospital Tag," try to tag others, using a 2-finger tag.
3. If tagged, you have a "boo-boo." Put a bandage (1 hand) on it.
4. Keep trying to tag others, now with your other hand.
5. If tagged a 2nd time, put your other hand on the new "boo-boo."
6. When you receive your 3rd tag, move outside the boundaries to our "hospital," and complete a wellness task (*pretend to wash hands, pretend to drink a glass of water, do an exercise, etc.*) and re-enter the game.



### CHALLENGES

- ★ How many tags can you make before you "lose" both your hands?
- ★ Be kind, and tag those with 2 "boo-boos" to send them to the hospital for a quick recovery.

### CUES

- ★ Use a 2-finger tag.
- ★ Be honest! If tagged, acknowledge it.

# HOSPITAL TAG

## \*SPARK™ IT UP!

### ★ Pick a Card

(Identify 10-20 different re-entry tasks and write each on an index card. When players enter zone, they select top card and complete the task to re-enter game.)

### ★ MASH

MASH stands for Mobile Army Surgical Hospital. I will designate 5 MASH workers to move in our area; each in their own hoop (ambulance). When you have been tagged for the 3rd time, jog in place and call, "MASH." A MASH worker will come and take you to the hospital. Hold onto their hoop, move to a boundary cone, let go of the hoop, and jog 1 length of the area. When you arrive at the 2nd cone, re-enter the game. (Add more MASH units if needed.)



## WELLNESS

Hopefully, you won't encounter an emergency often, but when you do, the emergency number 911 makes calling for help fast and easy. Whether you need the fire department, an ambulance or the police, call 911. An operator called a "dispatcher" helps you. They ask your name and the address where you are. Discuss with your parents when you should call 911, and practice giving the correct information. You could save a life!



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Spatial and body awareness, chase, flee, dodge

#### Fitness:

Cardiovascular endurance, agility

#### Personal/Social:

Cooperation, accepting challenges

**Your State** (Write in here)

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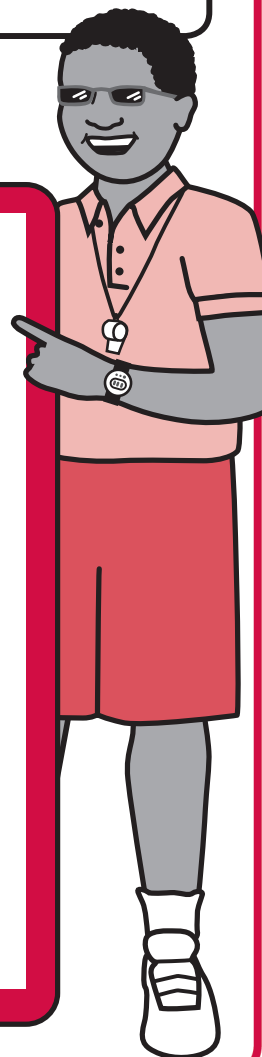
## TONY'S TIPS

- If there are more than half of the students in the hospital at any given time, shorten the re-entry task.
- Change the locomotor movement often (skipping, galloping, etc.).
- Change the re-entry task to allow students to practice whatever skills they are learning at the time (e.g., basketball dribbling, volleyball passing, football throwing/catching, etc.).

## NOTES

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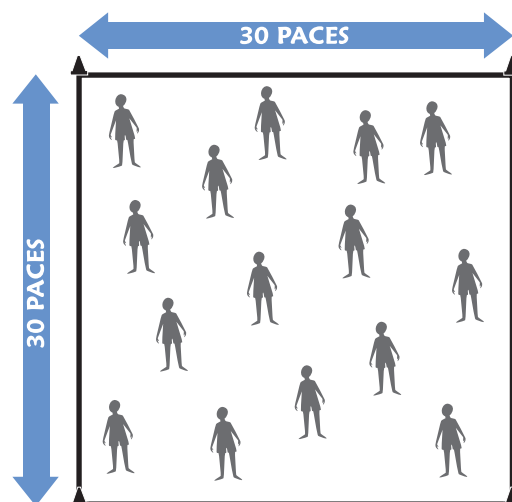


## Ready...

- Music: “4,3,2,1” (SPARK 3-6 Music CD or SPARKfamily.org)
- Music player
- 5-6-7-8 Prompt Page (SPARKfamily.org).
- 4 cones (for boundaries)

## Set...

- Create large (30X30 paces) activity area.
- Scatter students in area.



## 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.

## \*SPARK™ IT UP!

### \* Jumping Jacks

Substitute 2 jumping jacks for 4 jumps.

### \* Super Fitness

Change steps to the following: 2 jumping jacks; 2, 3-step turns; 2 burpees; 8 skier jumps; and 2 reverse lunges.

### \* Your Twist

To any of the above variations, add your own twist to the dance on direction changes.



## HOME

Teach this activity to someone at home (your sister, brother, mom, dad, aunt, uncle). Choose your favorite music. One of you stops the music when it's time to work with your partner. You won't have a new partner each time, but take turns inventing a new step. Each time you meet, repeat the steps you have done before adding another.



## STANDARDS ADDRESSED

### National Dance Standards

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates, appreciates, enjoys rhythmic movements

**Your State** (Write in here)

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## TONY'S TIPS

- When all students do the dance together, provide cues 1-2 beats before each move.
- Make copies of the 5-6-7-8 Prompt Page, and allow students to work independently with the directions in hand.

## NOTES

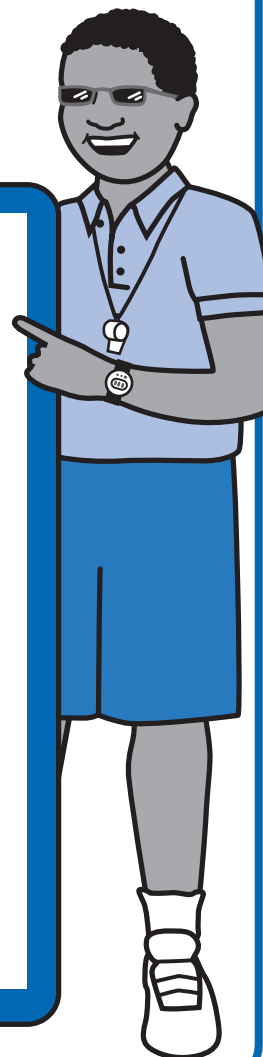
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# 5 - 6 - 7 - 8

Music CD: "5, 6, 7, 8"

Music Web: "4-3-2-1"

## **(16 count intro)**

### **Jump**

Jump 4X and say "5-6-7-8" (4 counts)

### **Grapevine**

Grapevine R then L (8 counts)

### **Skate**

Step together with R foot, then L foot.

Repeat (8 counts)

### **Hip**

Touch R hip, L hip, R glute, L glute, clap 2X,

"Raise the Roof" 2X (8 counts)

### **Backward Walk**

Walk backward 4 steps, counting "1-2-3-4"

(4 counts)

**Repeat from start until end of song**

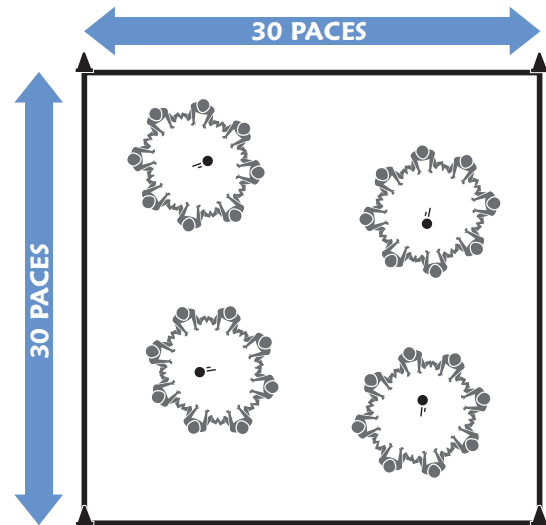


## Ready

- 4 cones (for boundaries)
- 3 7" foamballs per 8-10 students

## Set

- Create large (30X30 paces) activity area.
- Create groups of 8-10 students.
- Have each group form a circle, with members' legs wide and sides of feet touching their neighbors'.



## GO!

1. The object of *Straddleball* is to score a goal. You do that by striking the ball through the legs of anyone in your circle.
2. Everyone has created their own "goal" by straddling wide. Look around, and make sure everyone's goal is the same size!
3. Bend your knees and get low.
4. Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the floor/ground.
5. You may use your hands to protect your goal.
6. If the ball goes outside of the circle, the person who touched it last runs after it.
7. If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.
8. **Double Trouble**
  - We'll play again, this time with 2 balls at once!
9. **Triple Threat**
  - Which group is ready to try 3 balls at 1 time?
10. **Wrap It Up**
  - How can we demonstrate respect for others during physical activity?
  - *Straddleball* is a fun game to play at recess and lunch. Who will try and organize a *Straddleball* game later today (or tomorrow)?



# STRADDLEBALL

## \*SPARK™ IT UP!

### \* Play in Levels

Now that you know how to play *Straddleball*, those of you that would like to play a “nice and easy” game, meet over here (*point*). Those that want to play a “little faster” game, gather here (*point*). Those that want to play “super fast” *Straddleball*, move to this area (*point*).

(Organize students so there are at least 8 in a group; combine groups if necessary. Distribute equipment so “level 1” is playing with 1 ball, “level 2” with 2 or more, “level 3” with 3 or more balls.)

(Note: You may vary the size of the ball in level 3, but only play straddleball with very soft foamballs.)

### \* Flip It

This time, turn around so you face out from the circle, and strike the ball while looking back between your legs!

### \* Super Straddleball

Let’s make a giant circle and play 1 huge game of *Straddleball* with 3 (or more) different balls at once!



## HOME

Take your *Straddleball* skills home with you and practice against a wall. Does *Straddleball* remind anyone of a popular sport? I think it’s a lot like hockey. You try and score a goal, but in hockey, you strike the ball with a stick in your hand. You can play ice hockey where you skate to move, or field hockey where you run to move. Both games are really fun. Has anyone ever played hockey?



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Spatial and body awareness, striking

#### Fitness:

Participates in enjoyable, challenging activities, muscular endurance

#### Personal/Social:

Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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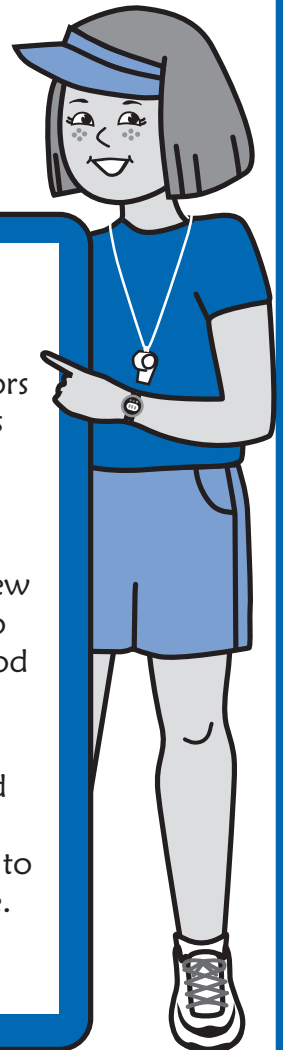
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## PAULA'S POINTERS

- *Straddleball* is a fun recess/lunch game. Ensure playground monitors use only very soft, safe foamballs to play it.
- While using smaller groups for *Straddleball* seems like a good idea, it’s hard to play with too few students in the circle. They’re too close to one another to get a good rally going.
- Larger foamballs (e.g., 7") are easier to strike (larger surface and slower play) than smaller ones (3"). Use equipment strategically to build skills and provide challenge.

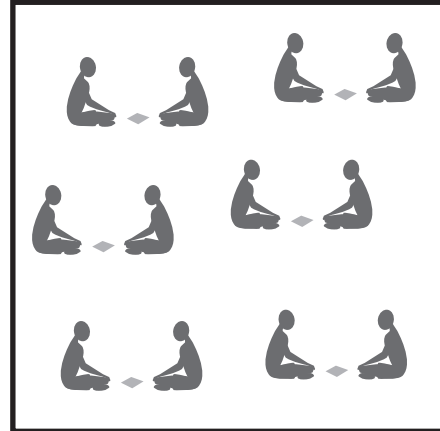


## Ready

- 1 beanbag (or other grabbable item) per 2 players
- Music and player

## Set

- Form pairs. Each pair sits cross-legged on the floor in face-off formation.
- Place beanbag between each pair.



## GO!

1. Today's activity is *Grab the Apple* where the object is to grab the "apple" (beanbag) before your partner on the signal.
2. The music will play, and when it stops, try to grab the apple before your partner. You will do various things I call during the music.
3. First, put your hands on your knees. When the music stops, grab the apple.
4. Now, hands on shoulders.
5. (*Play a couple of rounds with each command. Use the following or create your own.*)
  - Raise your hands from shoulders, up, to the beat of the music.
  - Stand up on your knees, do side bends and alternate touching hands to the floor to the beat.
  - Lay in sit-up position. Do sit-ups to the beat of the music.
  - Start in push-up position.
  - Lift a leg in push-up position to the beat.
  - Lift each hand in push-up position to the beat.
  - High-five your partner in push-up position, alternating hands to the beat.
6. **Food Facts**
  - How many kinds of apples are there? Can you name a few?
  - Why are apples a healthy food to eat?

## Safety First

- Watch for your partner's head as you both try to grab the apple.



# GRAB THE APPLE

## GAME RESET

### Rewind

- **Stay sitting** – (Use the sitting version mentioned on the front of the lesson for less challenge.)

### Fast Forward

- **Push-up Hockey** – While both are in push-up position, face each other and try to score a goal by sliding the beanbag between your partner's hands (the goal).



## HOME PLAY

### Food Facts

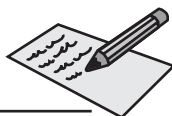
Apples are super healthy for you and tasty too. Think of a new way to eat apples every day this week: sliced, whole, cubed in oatmeal, with peanut butter, apple sauce, in yogurt, in a pie, juice, cider, etc. Enjoy!



## GUIDELINES ADDRESSED

1. Muscular Fitness
2. Greater than 50% MVPA
3. Take it home for friends/family

### NOTES



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## THE RIGHT FIT

### Group Size

- Small – Can be played with as few as 2 players.
- Large – Can be played with very large groups. Play a *Grab the Apple* Royal Court Tournament.

### Limited Space

- Perfect for limited space.

### Wide Age Range & Skill Levels

- Players of all ages and skills can play each other. Play a *Grab the Apple* Royal Court Tournament where grabbers move up and those who didn't grab, move down.

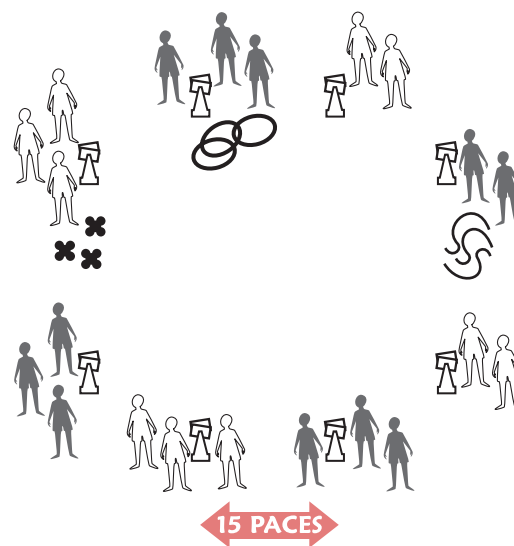


## Ready...

- 8-10 cones (1 per station)
- Choose 16-20 *Fitness Circuit Skill Cards* (SPARKfamily.org) to use as stations (2 per station). Choose a wide variety to focus on all 5 components of health-related fitness.
- Read through the chosen *Fitness Circuit Skill Cards* for specific equipment needs.
- Music and player

## Set...

- Create the circuit by placing cones around perimeter with at least 15 paces between stations.
- Place 2 *Fitness Circuit Skill Cards* (either with the same focus or with a choice) on each cone to provide choices of activity, level, intensity, etc. Pair any *Body Composition Cards* with *Muscular Strength and Endurance Cards*.
- Place needed equipment at each station.
- Disburse students equally among stations.



= Cone with 2 Skill Cards

## CHALLENGES

- ★ Without sacrificing quality, challenge yourself to do as many repetitions as possible before the signal to rotate.

## GO!

1. The object is to increase awareness of all 5 components of health-related fitness by completing challenges at each station.
2. (*Describe and have students demonstrate all stations with a focus on proper technique. Describe the rotation between stations.*)
3. When the music is on, work at your station, focusing on technique. When the music is off, rotate to the next station.
4. At the stations with *Body Composition Cards*, read that card first and, while answering the question, do the task on the second card at the station.
5. Continue until you hear the stop signal.

## CUES

- ★ Focus more on the quality of your movements rather than the quantity.
- ★ Focus on your body cues. Is your heart beating faster? Are you breathing faster and harder? Can you still talk with your group?
- ★ Motivate and encourage others in your group to do their best.

# MIXED FITNESS CIRCUIT

## \*SPARK™ IT UP!

### 1 New Stations

(Choose different Fitness Circuit Skill Cards each time to keep it fresh.)

### 2 My Own Pace

Move through the stations at your own pace and in any order. You may choose to stay longer at stations you need to focus on, or those you enjoy most. (Provide any guidelines you see fit.)

### 3 Pedometer

(Need 1 pedometer per group at a station.) Clear your pedometer at each station. See which station promotes the most steps. Rotate who wears the pedometer every other station.



## HOME

Make your own set of cards with your favorite exercises and stretches. Include the number of repetitions for each. Put 1 card in each room around your home. Each time you go into that room, do the exercise. Think about which exercises are the most appropriate for each room. For example, you wouldn't want to do sit-ups in the shower, but a hamstring stretch would be perfect there!



## STANDARDS ADDRESSED

### National PE Standards

#### Fitness:

Improve health-related fitness

#### Personal/Social:

Accepting challenges

#### Your State (Write in here)

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## TONY'S TIPS

- Choose and place station tasks to offer a good mix of high and low intensity, challenge and fun.
- Use fun music to motivate your students.

## NOTES

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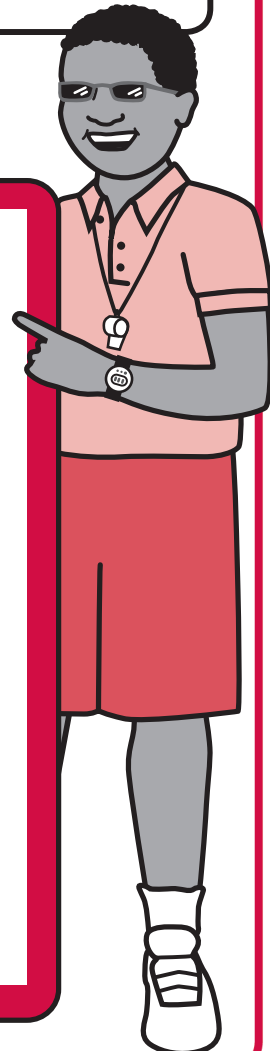
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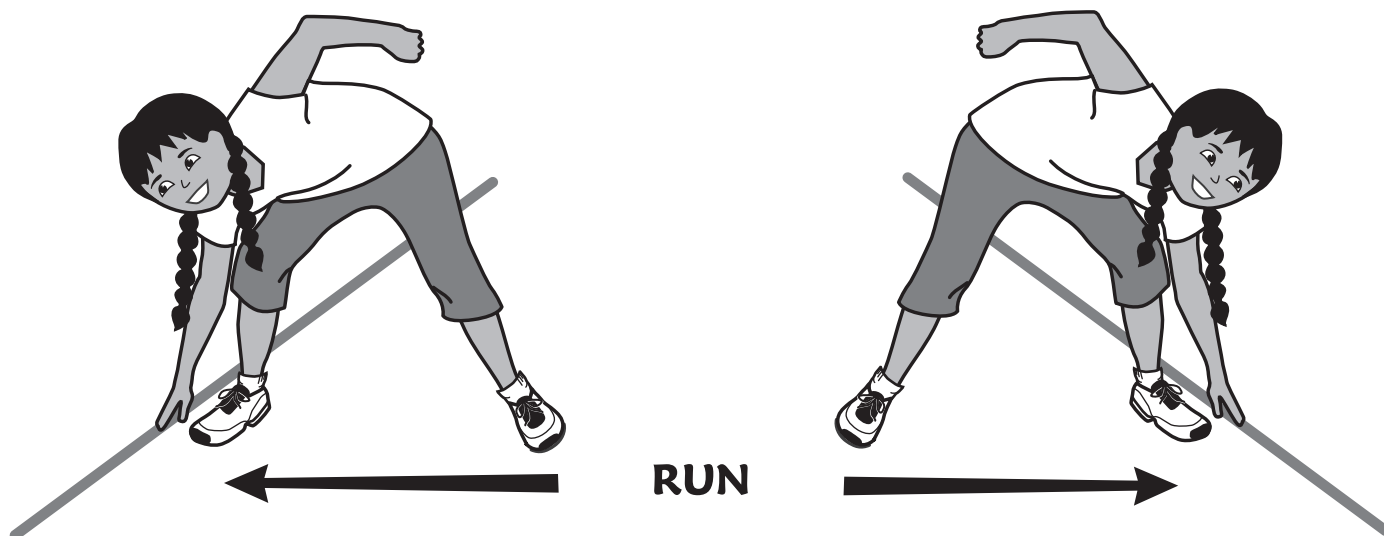
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# LINE TOUCHES



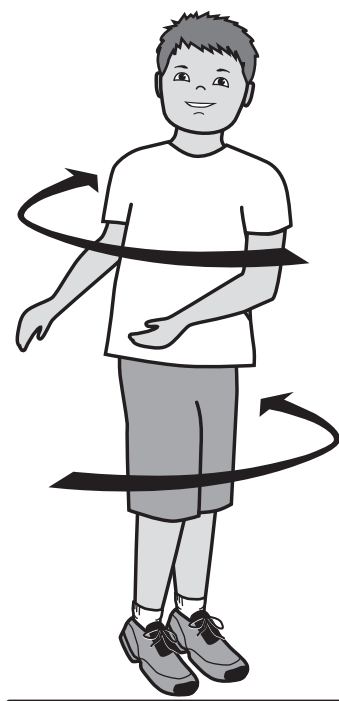
STATIONARY

AEROBIC FITNESS

FITNESS CIRCUITS



# JUMP & TWIST



STATIONARY

AEROBIC FITNESS

FITNESS CIRCUITS



# GALLOP

TRAVELING

AEROBIC FITNESS

FITNESS CIRCUITS



# SIDE-SLIDE

TRAVELING

AEROBIC FITNESS

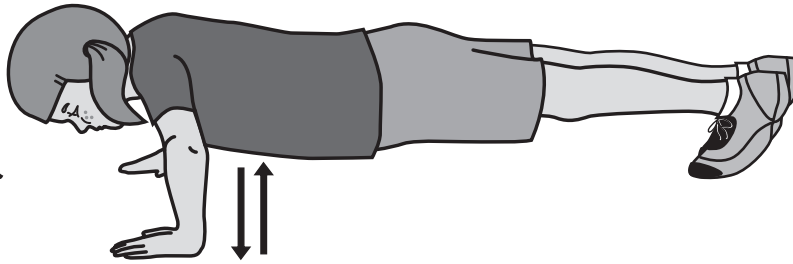
FITNESS CIRCUITS



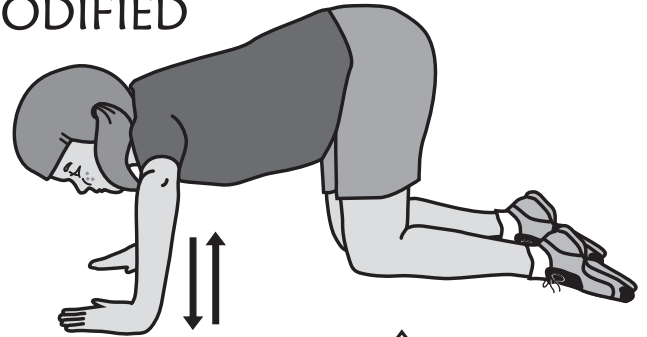
# PUSH-UPS

Keep your back flat, bend elbows to 90° and return to start.  
Choose a level that you can do at least 5 successfully.

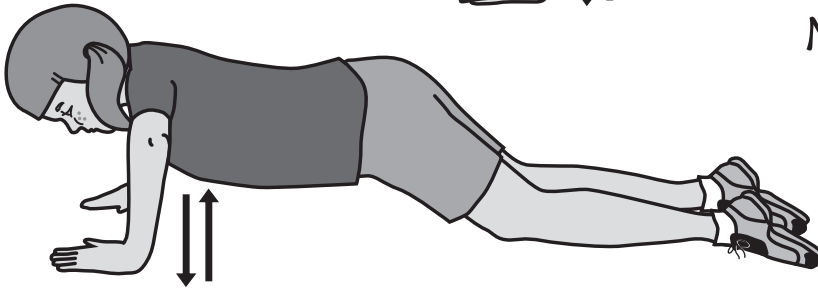
REGULAR



MODIFIED



KNEE PUSH-UPS



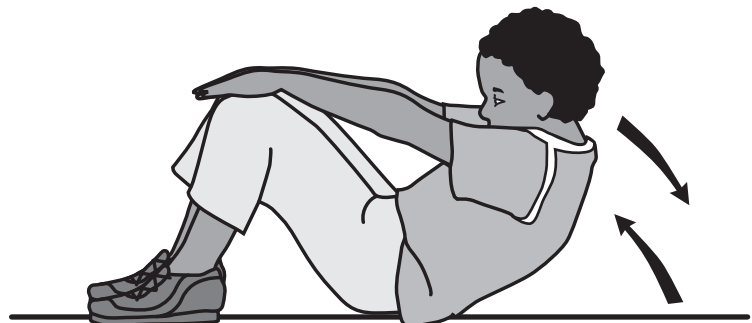
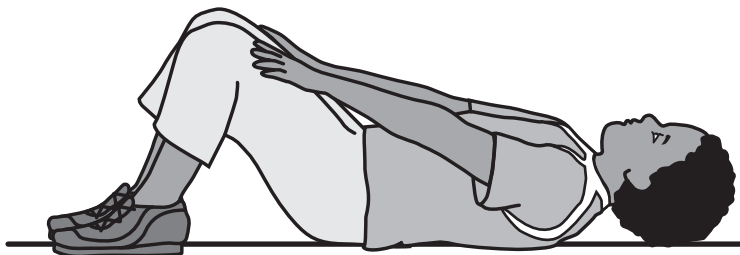
STRENGTH & ENDURANCE

FITNESS CIRCUITS



# CURL-UPS

Curl up so your palms are on tops of your knees, then return to start.



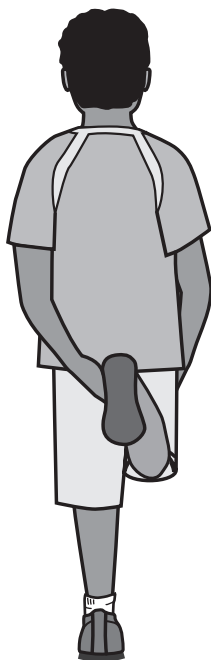
STRENGTH & ENDURANCE

FITNESS CIRCUITS



# QUADRICEPS STRETCH

With your R hand grab your L ankle behind you. Keep your L knee pointing down and pull your ankle gently in toward your backside. Hold. Repeat to the other side.



FLEXIBILITY

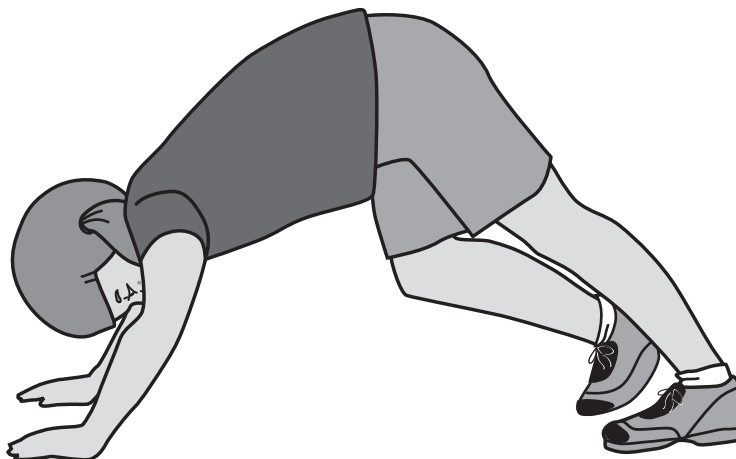
FITNESS CIRCUITS



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# CALF STRETCH

On your hands and feet in a big “V,” bend 1 knee while pressing the opposite heel toward the floor. Hold. Repeat to the other side.



FLEXIBILITY

FITNESS CIRCUITS





# FOOD FACT #1

Breakfast means you are breaking a fast (a long period of not eating), and it is the most important meal of your day.

Name 3 examples of healthy breakfasts.

BODY COMPOSITION

FITNESS CIRCUITS



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# FOOD FACT #2

Just because bread may be brown in color doesn't mean it's healthy. Look for the word "whole" in the label to show that it's whole grain.

Name 2 other whole grain foods you should choose.

BODY COMPOSITION

FITNESS CIRCUITS



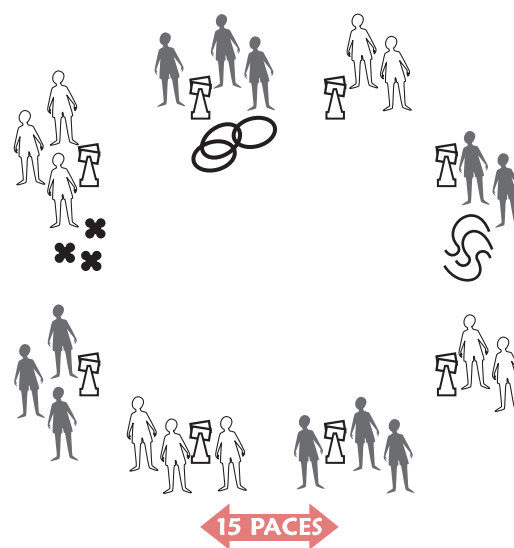


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= Cone with 2 Skill Cards

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## \*SPARK™ IT UP!

### ★ New Stations

(Choose different Fitness Circuit Skill Cards each time to keep it fresh.)

### ★ My Own Pace

Move through the stations at your own pace and in any order. You may choose to stay longer at stations you need to focus on, or those you enjoy most. (Provide any guidelines you see fit.)

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## TONY'S TIPS

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## NOTES

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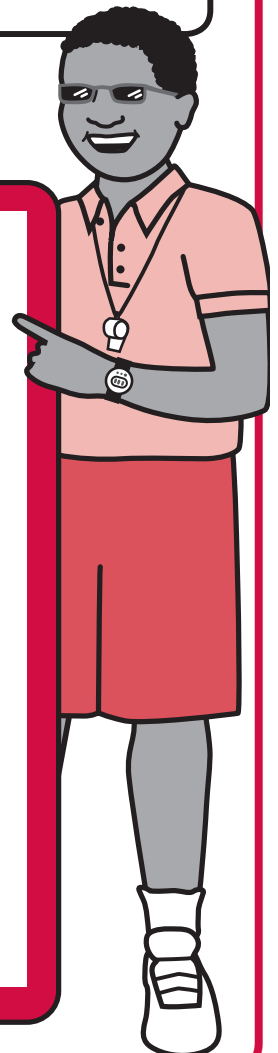
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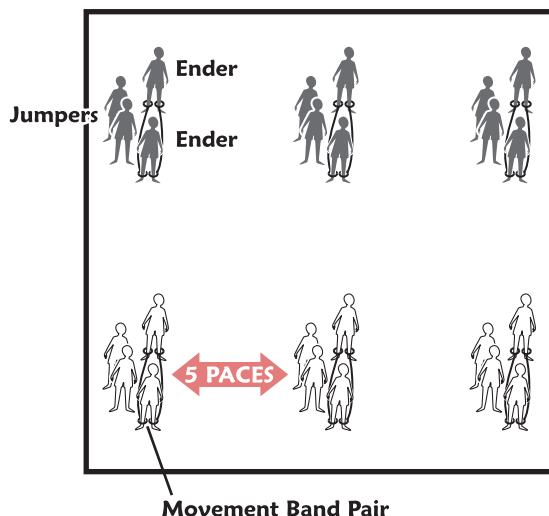


## Ready...

- 1 pair of movement bands per 3-4 students
- *Movement Band Skill Cards - Individual Tricks* ([SPARKfamily.org](http://SPARKfamily.org))
- Music and player or 1 pair of rhythm sticks per 3-4 students (optional)

## Set...

- Create groups of 3-4 scattered with about 5 paces between groups; each group with 1 pair of movement bands.



## GO!

1. The object is to learn the basic movement band techniques and safety rules.

### 2. **Safety:**

- *(Cover the following safety rules before beginning.)*
- Place loops at the ends of the bands low and around the ankles.
- Enders move apart until band is taut, but not too tight.
- Enders may not walk when attached to bands.
- Be careful when removing the bands. Avoid snapping them.

### 3. **Ender Technique:**

- *(Teach and have 1 group demonstrate the Enders movement without the Movement Bands.)*
- I'll say "5-6-7-8" to prepare you to begin. Start with your feet together and jump 2X, then straddle jump 2X. Ready? 5-6-7-8.
- *(Allow time for all students to practice. Always start with "5-6-7-8" as a lead-in prompt and call, "In, In, Out, Out" to provide auditory cues.)*
- Now let's add the bands. Two from each group are "Enders." The loops fit over your shoes and ride on the ankles. Pull away from each other until band is taut.
- *(When all have bands on, give signal to start, provide rhythm cues and allow Enders to practice with bands.)*

### 4. **Jumping Technique**

- *(Use the Movement Band Skill Cards -Individual Tricks- for diagrams and instructions for each trick. Have 1 group demonstrate Jumper's movement.)*
- Learn the jump while Enders remain in Out position. Then try it with the Enders jumping in and out

# INTRODUCTION TO MOVEMENT BANDS

## CHALLENGES

- ★ Can you add a 180° turn?  
How about a 360°?
- ★ How many jumps can you do without an error?
- ★ Can you add another Jumper and jump together?

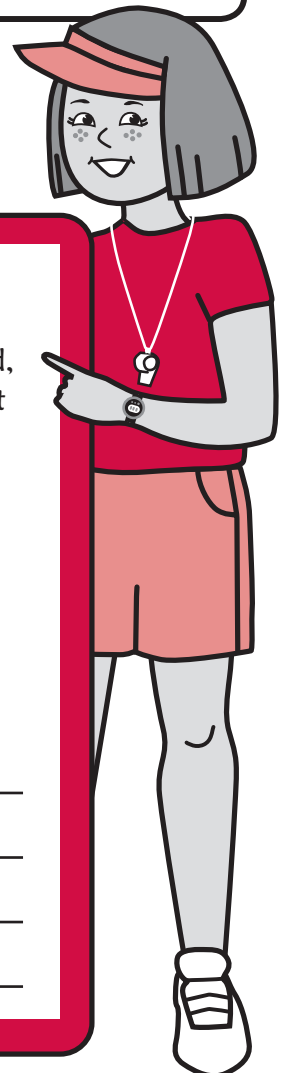
## CUES

- ★ Enders move feet like a double jumping jack. Jump in for 2; then straddle out for 2. Continue.



## FUN FACT

**Movement Bands** are a variation of the **Philippine national dance of Tininkling**. **Tininkling** in English means “bamboo dance.” Dancers hop between 2 bamboo poles struck together. The dance imitates the movement of a bird known throughout the Philippines for its grace and speed, as it hops over grass stems, trees and traps set by farmers.



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Ender movements, jumping movement, understand safety concepts

#### Fitness:

Cardiovascular endurance

#### Personal/Social:

Cooperation, accepting challenges

**Your State** (Write in here)

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## PAULA'S POINTERS

- If/when students become fatigued, allow Enders to remain in the out position.
- Two or 3 Jumpers may jump simultaneously.
- Rhythm sticks or music with very strong beat is helpful.

## NOTES

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# JUMP IN, STRADDLE OUT

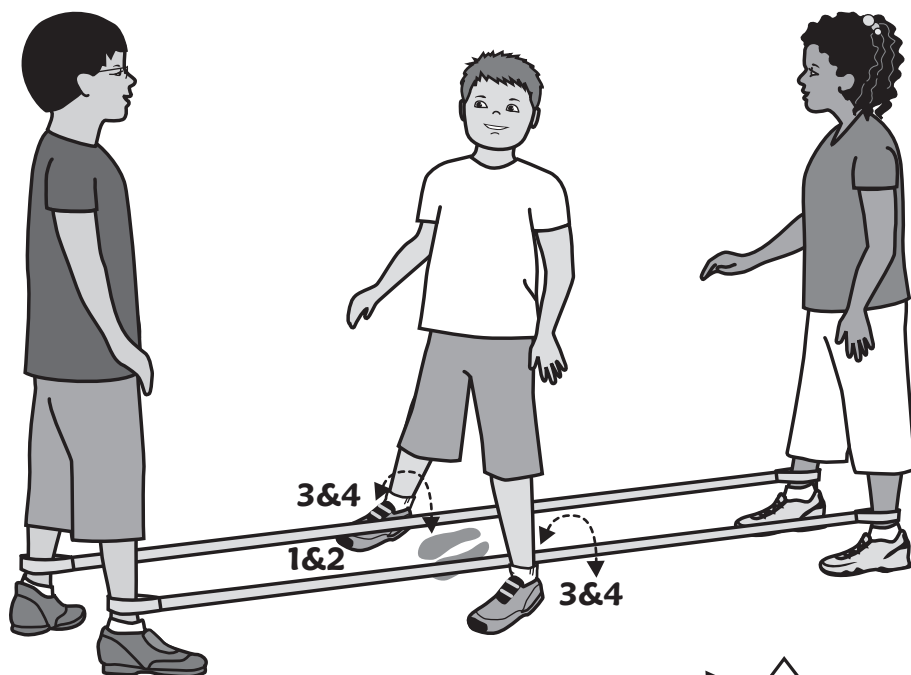
Set: Straddle bands, 1 foot on each side

## JUMPERS

1 and 2 Jump between bands 2X (IN, IN)

3 and 4 Straddle 2X (OUT, OUT)

Exactly the opposite of Enders.



## INDIVIDUAL TRICK

MOVEMENT BANDS



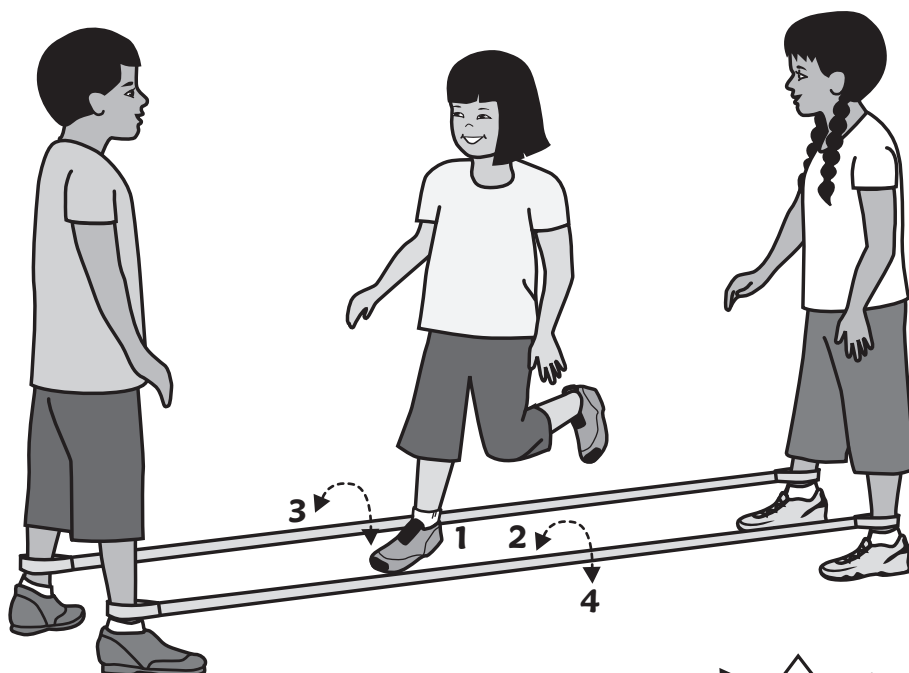
# JOE IN, JOE OUT

Set: R foot closest to bands

## JUMPERS

1 and 2 Jog R and L between bands.

3 and 4 Jog R & L straddling bands.



## INDIVIDUAL TRICK

MOVEMENT BANDS

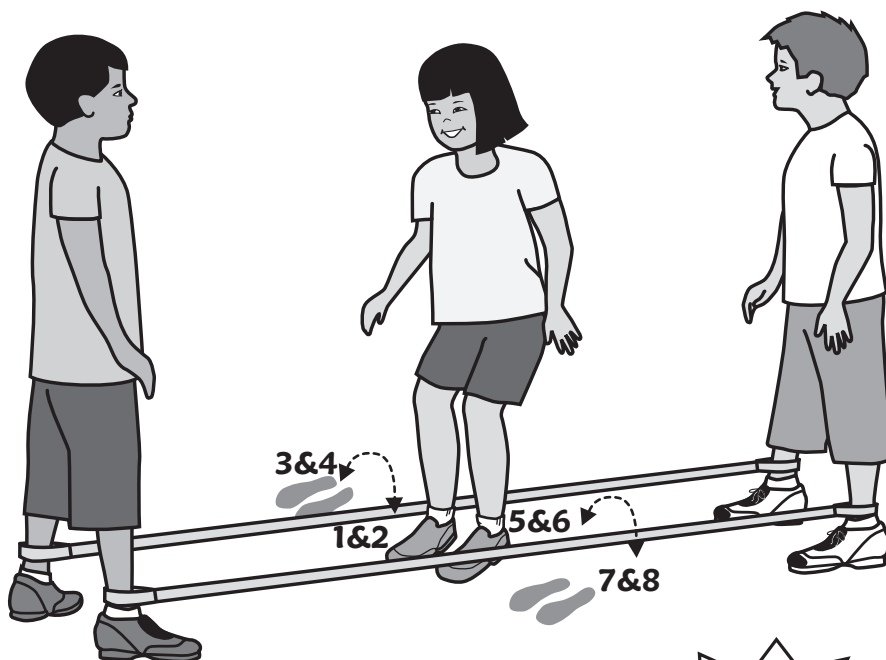


# SLALOM

Set: R foot closest to bands

## JUMPERS

- 1 and 2 Jump between bands 2X.
- 3 and 4 Jump to far side of bands 2X.
- 5 and 6 Jump between bands 2X.
- 7 and 8 Jump to near side of bands 2X.



## INDIVIDUAL TRICK

MOVEMENT BANDS

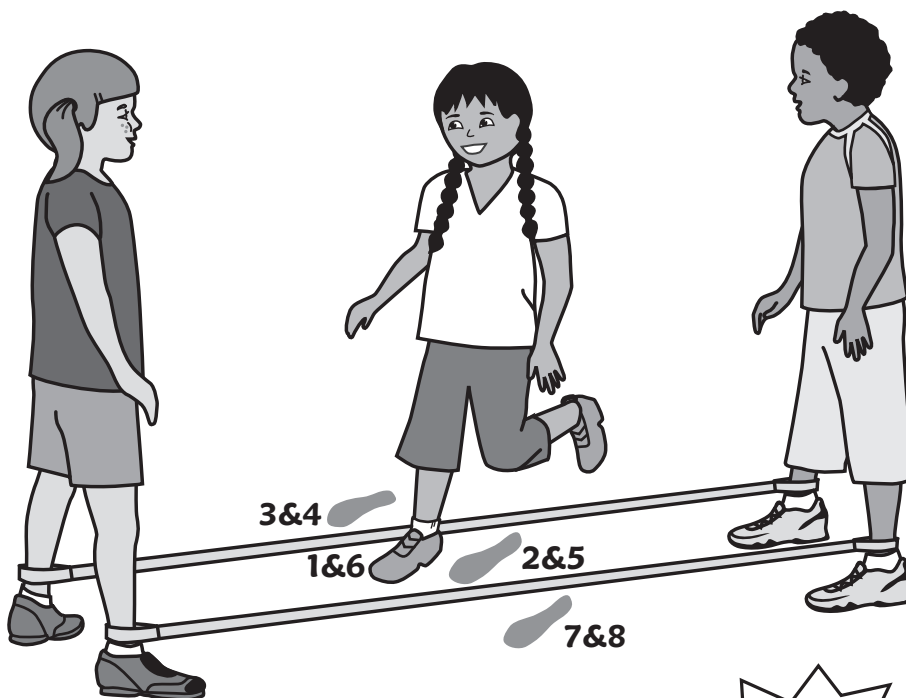
SPARK™  
3-6

# TINKLING STEP

Set: R foot closest to bands

## JUMPERS

- 1 and 2 Jog R and L between bands.
- 3 and 4 Hop R on far side of bands 2X.
- 5 and 6 Jog L and R between bands.
- 7 and 8 Hop L on near side of bands 2X.



## INDIVIDUAL TRICK

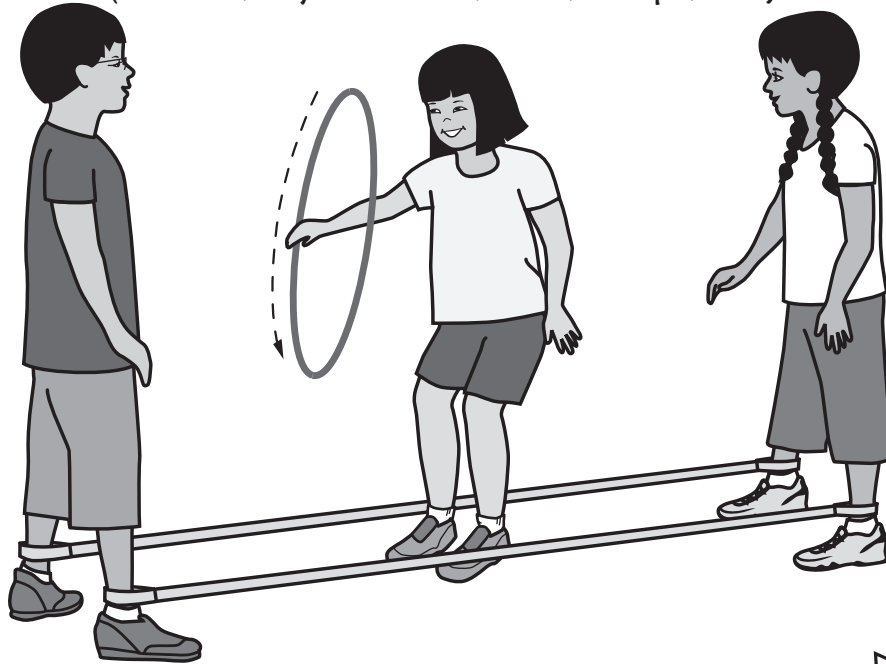
MOVEMENT BANDS

SPARK™  
3-6



# KIDS' CREATIONS

Create your own trick! Use props if you got 'em.  
(ribbons, rhythm sticks, balls, hoops, etc.)



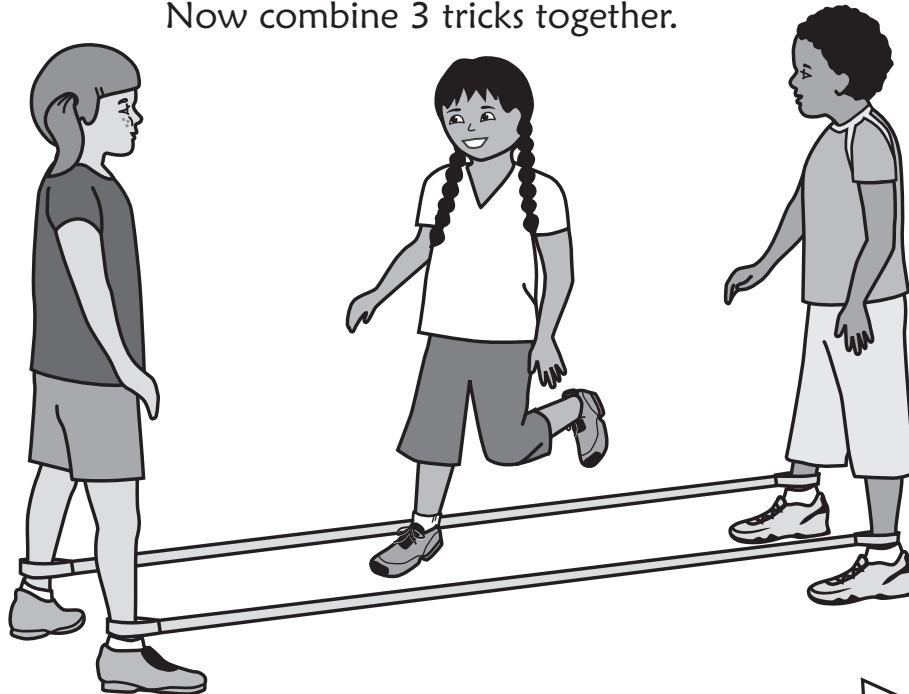
## INDIVIDUAL TRICK

MOVEMENT BANDS



# COMBO TRICKS

Combine 2 tricks together.  
Now combine 3 tricks together.



## INDIVIDUAL TRICK

MOVEMENT BANDS



# SIGUE AL LÍDER

Empieza: Saltadores (3-4) están preparados con el pie derecho más cerca de las bandas.

## SALTADORES

El saltador #1 empieza a saltar un truco individual. Después de una cuenta de 8, el Saltador #2 empieza a saltar también y copia los movimientos del #1. Deben continuar hasta que todos estén saltando.



FOLLOW THE LEADER

TRUCO DE GRUPO

MOVEMENT BANDS

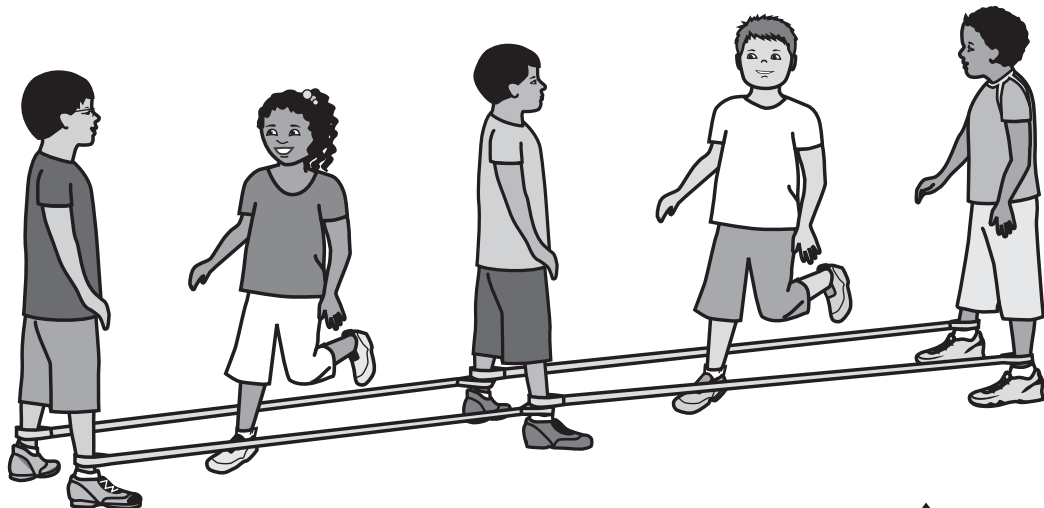
SPARK  
3-6

# ESTIRA-UNA-BANDA

Empieza: Los 3 del final y 2 grupos de bandas forman línea recta. El que termina en el medio tendrá un grupo de bandas delante y otro detrás. Las bandas están “estiradas” y pueden aguantar más Saltadores.

## SALTADORES

Colóquense a lo largo de las bandas. Elijan cualquier truco individual.



EXTEND-A-BAND

TRUCO DE GRUPO

MOVEMENT BANDS

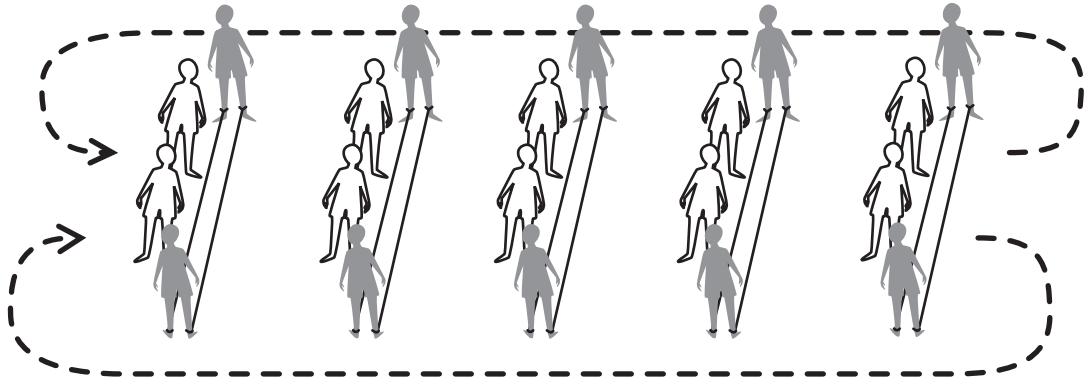
SPARK  
3-6

# EL RETO

Empieza: Los que están a cada extremo se ponen cara a cara formando 2 líneas paralelas para crear el “reto.” Los Saltadores se colocan 2 por cada banda con el pie izquierdo junto a la banda.

## SALTADORES

Usen los pasos de Corre Adentro, Correr Afuera por el Reto de bandas hasta que lleguen al lado opuesto. Cuando terminen, vuelvan corriendo a donde empezaron y repitan.



THE GAUNTLET

TRUCO DE GRUPO

MOVEMENT BANDS

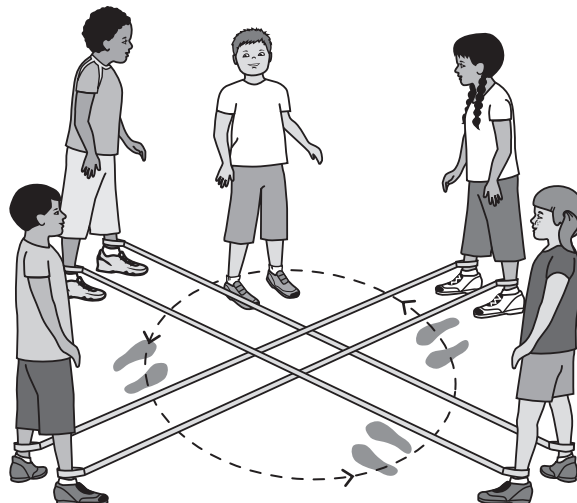


# ALREDEDOR DEL MUNDO

Empieza: Cruza las bandas para formar una X grande. Los que están en los extremos están de cara al centro de la X. Los Saltadores (1 en cada punto de la X) empiezan con el pie derecho más cerca de la banda, cara al centro de la X.

## SALTADORES

Usen los pasos de Corre Adentro, Correr Afuera para moverse Alrededor del Mundo (la X)



 = Mas Saltadores

AROUND THE WORLD

TRUCO DE GRUPO

MOVEMENT BANDS



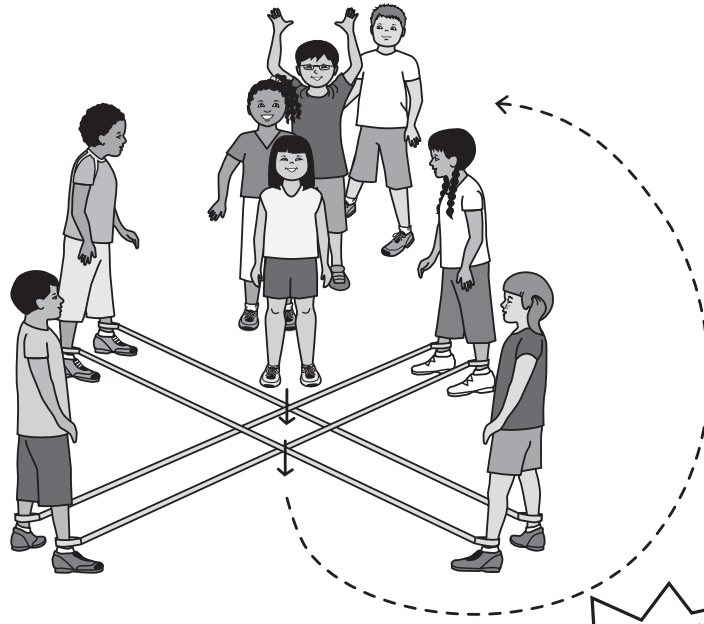
# ¡AHORA LO VES, AHORA NO!

Empieza: Cruza las bandas para formar una X grande. Los que están en los extremos están de cara al centro. Los Saltadores en una hilera mirando hacia el centro de la X.

## SALTADORES

Cuando los que están en los extremos están FUERA, habrá un cuadrado abierto en el centro de la X para que los Saltadores salten adentro. Cuando están ADENTRO, ¡salta afuera!

Tomen turnos moviéndose hacia el otro lado usando cualquier paso, y luego vuelvan y repitan.



NOW YOU SEE IT, NOW YOU DON'T!

TRUCO DE GRUPO

MOVEMENT BANDS

SPARK  
3-6

SPARK  
3-6

MOVEMENT BANDS

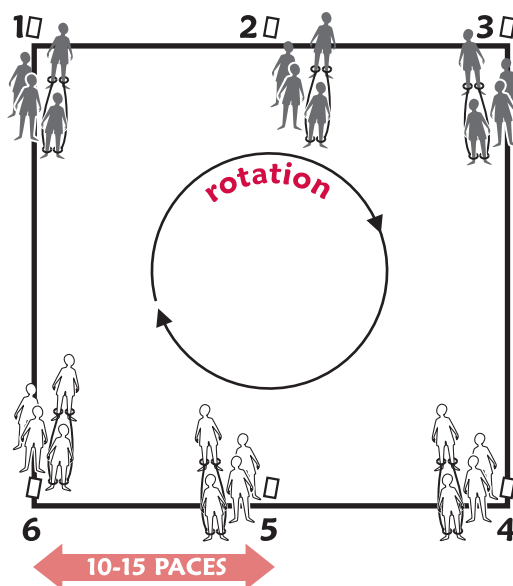


## Ready...

- 1 pair of movement bands per 3-4 students
- *Movement Band Skill Cards - Individual Tricks* for 6 stations ([SPARKfamily.org](http://SPARKfamily.org))
- 6 cones (for 6 stations)
- Music and player

## Set...

- Create stations by placing 6 cones with *Movement Band Skill Cards - Individual Tricks*, around the perimeter with plenty of space between stations.



## GO!

1. The object is to practice basic individual tricks with movement bands.
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.
4. 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.
5. Begin at the new station with new Enders (i.e., 1st Enders remain 1st Enders throughout the circuit).

### CHALLENGES

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

### CUES

- ★ Enders, remove bands from ankles before moving to next station.
- ★ Move to your next station quickly.

# MOVEMENT BAND CIRCUIT (INDIVIDUAL TRICKS)

## \*SPARK™ IT UP!

### 1 New Rotation

(Change the method of rotating from station to station.)

### 2 Pedometer

(Need 1 pedometer per group.) Pedometer wearer must reach (name a number from 50-150) steps before the group rotates to the next station.

### 3 Create Stations

(Allow students to create their own Movement Band Skills Cards with drawings and cues. Alternate SPARK-made and student-made stations.)



## WELLNESS

Your muscles are like elastic bands. They contract and relax to move the bones in your body. A strained muscle means the muscle has been stretched too far. Muscle strains in legs are common. Warming up before and then stretching after you exercise may help prevent your muscles from getting strained or sore.



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Individual trick movements

#### Fitness:

Cardiovascular endurance

#### Personal/Social:

Cooperation, accepting challenges

**Your State** (Write in here)

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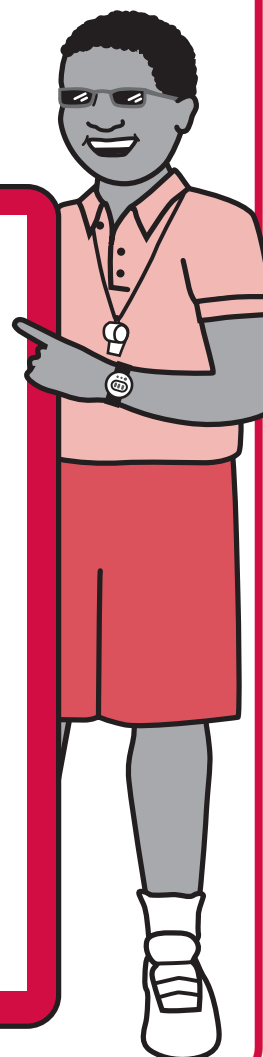
## TONY'S TIPS

- The length of time at each station depends upon the fitness levels of your students. If the fitness level is low, start with 1 minute on, switch roles, another minute on, and allow 30 seconds for rotation/rest. Build to a longer duration at each station, and cut rotation time (or spread your stations farther apart) to keep students moving more continuously.

## NOTES

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