



附件一、SPARK Basics

The BASICS

Although additional teaching strategies can be found on the , SPARK believes emphasizing the BASICS is a great start to organizing and managing students:

B	BOUNDARIES AND ROUTINES “Boundaries” refer to the physical borders of the activity area. If there are no existing lines, use cones or other objects to identify perimeters. Establish and reinforce routines for everything from equipment distribution and collection to getting a drink of water. Routines decrease management time and increase activity time.
A	ACTIVITY FROM THE GET-GO Incorporate a warm-up into your first activity, so students move as soon as they arrive to class (e.g., “Select a beanbag, find your personal space, self toss and catch while the music plays.”), and/or use an ASAP (<i>Active, Soon As Possible</i>).
S	START AND STOP SIGNALS Teach students to respond quickly and consistently to start and stop signals. SPARK encourages using music whenever possible, although other sounds (whistles, claps, etc.) and visual signals may be used.
I	INVOLVEMENT BY ALL Ensure SPARK PE classes provide ample practice opportunities for everyone – regardless of size, gender, or ability. Use <i>SPARK It Up!</i> variations to increase challenges for those who need it and <i>Inclusionary Strategies</i> , found on the  , to adapt for students with special needs.
C	CONCISE INSTRUCTIONAL CUES How few words can you use to prompt activity? “The object of the game is _____; you do that by _____. Ready, go!” Use the 80/20 rule. After instruction, assume 80% of children understand. Instead of losing valuable time answering questions, get started. Once all are active, be a “plumber”; move and “fix leaks.”
S	SUPERVISION AND FEEDBACK Once instruction has been given and children are moving, your role shifts to supervision and feedback. Move throughout class to see all children, all the time. Provide positive-specific feedback at least 3 times more often than corrective statements.

附件二、SPARK Turnstile lesson

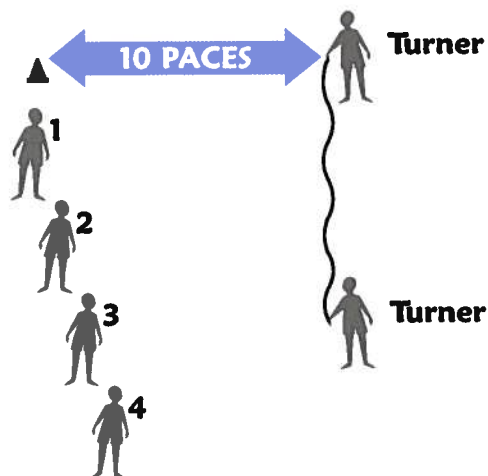


Prep

- 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?

TURNSTILE

EXTENSIONS



Multiple Mad Dash

Groups of 3 will run under the rope and go through as it is turning. Continue adding 1 for fun to see how large of a group can successfully dash under the turning rope.



Jumping the Turning Rope

Turners, turn the rope as you would a jump rope. Run in and jump the rope once, then run to the other side as it is being turned.



HOME INTEGRATION

Do you love to ski, snowboard, play basketball, or simply want to jump higher than all of your friends? Practice slalom jumping a line at home. Find a rope of any kind and lay it across the ground. How many times can you jump over it in 1 minute? Keep your feet together and jump fast. Then, try to beat your old score. If you want more of a challenge, raise the line off the ground a few inches. Oh yeah, that burning feeling in your thighs and calves – it's a good thing.



STANDARDS ADDRESSED

NASPE

#1, 2 Body/spatial awareness

#2 Problem-solving

#3, 4 Aerobic capacity

#5, 6 Cooperation and communication

Your State (Write in here)



TEACHING TIPS

- Encourage Turners to turn slowly to ensure more success for all students.
- Prior to activity, discuss how you can hear and see respect. Encourage students to practice during the activity.
- Help ensure an emotionally safe environment. Before the activity, discuss appropriate reactions to a mistake.
- Use music to increase enjoyment and motivation.

NOTES

附件三、SPARK mingle mingle lesson



Ready...

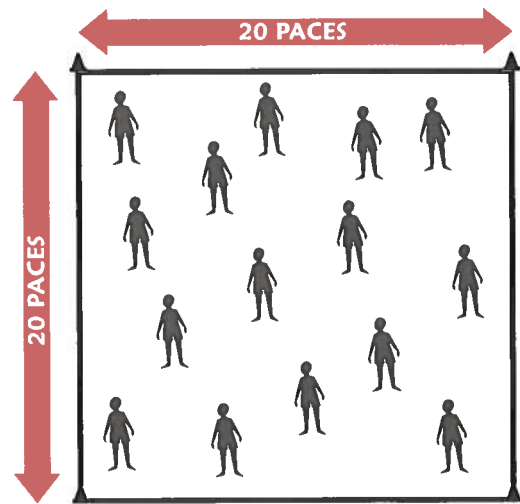
- 4 cones (for boundaries)
- Music and player (optional)

Set...

- Create a medium (20X20 paces) activity area.

GO!

1. The object of *Mingle, Mingle* is to move throughout the activity area without touching others.
2. As you enter the activity area, move continuously according to my prompts.
3. Look for open space and stay away from others.
4. *(Start with low to moderate locomotor skills, such as walking and jogging; then build to more vigorous movements such as galloping, skipping, sliding, etc.)*
5. When you approach someone, give a false move with your head, and step to “fake” them out.
6. *(Change the locomotor every 20 seconds or so.)*



CHALLENGES

- ★ On stop signal, can you slowly move your arms like a helicopter without touching anyone?

CUES

- ★ Keep moving and look for open space.
- ★ Stay away from others.
- ★ Cover as much ground as you can.

* Pathways and Directions

(Add various pathways - straight, curved, diagonal, zigzag; levels - low, medium, high; directions - forward, backward, sideways; and effort - fast, slow.)

* Add a Tossable

(Need 5-7 fun tossables.) If I see you moving and your are in open space, I'll throw a tossable to you. Catch it; then throw it to another student also moving and in open space. I'll add 1 object at a time until there are 5-7 being tossed safely.



WELLNESS

Mingle with your friends.
Mingle with your classmates.
Mingle at a birthday party.
But NEVER mingle with strangers. Instead, RUN-YELL-TELL. RUN if a stranger approaches you. YELL for help, and holler as loud as you can that a stranger is bothering you. And always TELL an adult you trust.

STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor skills, spatial awareness, dodging

#3, 4 Cardiovascular endurance, upper-body strength

#4 Understanding warm-up concepts

#5 Cooperation

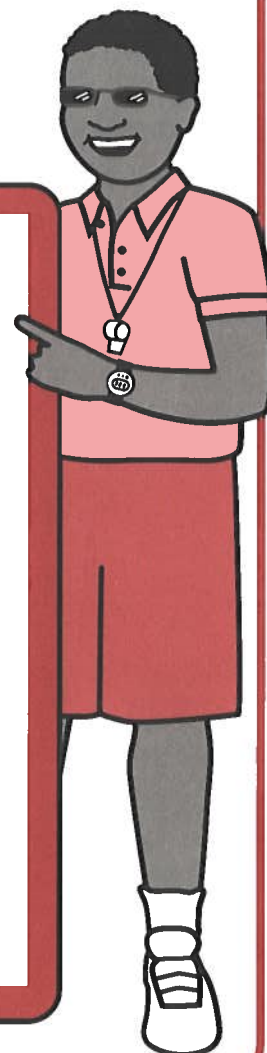
#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Note the similarity to "offense" in many sports; moving to find open space.
- Ask students: In which sports would you do this? Why?

NOTES



附件四、SPARK Focus on Fitness Lessons



Ready...

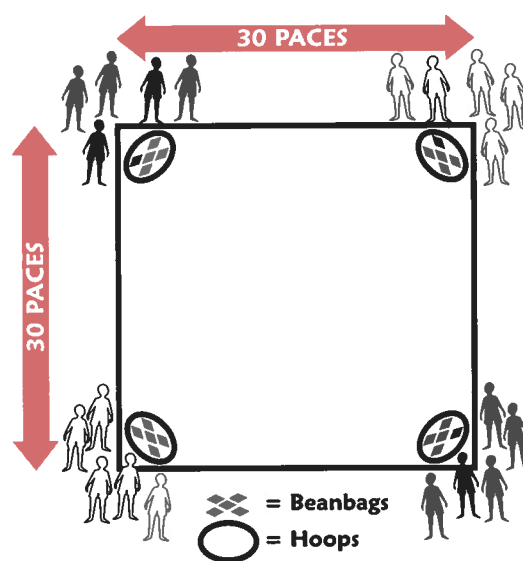
- 4 hoops
- 1 beanbag (or other collectable) per student

Set...

- Create large (30X30 paces) activity area with a hoop in each corner.
- Students in 4 groups; 1 per corner.
- Each student with 1 beanbag dropped into the hoop.

GO!

1. The object is to collect beanbags from other hoops and return them to your home hoop.
2. On signal, fast walk to another group's hoop, and pick up 1 beanbag. Return it to your group's hoop, and repeat until the stop signal.
3. The group with the most beanbags scores a point for that round.
4. **Rules:**
 - Take only 1 beanbag at a time.
 - Visit all other hoops before revisiting any hoop.
 - Place (don't throw) the beanbag in your hoop.
 - No defending your hoop.
5. *(Play several short games [1-2 minutes per round]. Change the locomotor skill each round, moving to more vigorous. Downplay the points.)*



CHALLENGES

- ★ How many other hoops can you collect from before the signal?
- ★ What will get you to other hoops faster: a zigzag pathway, a curved pathway or a straight pathway?

CUES

- ★ Take only 1 beanbag.
- ★ Avoid others.

1 Wild Card

(Before playing, tell students you will choose 1 color beanbag to be the Wild Card. After playing, tell them which color you chose. Groups score double points for each beanbag of that color.)

2 Sports Version

(Use soccer balls, basketballs, hockey sticks and balls, etc.) This time, you dribble the balls from hoop to hoop.

3 Healthy Choice

(Add small, light foam or fluff balls to each hoop.) Take light, healthy fats (fluffball) from other hoops, and place heavy, unhealthy fats (beanbags) in others' hoops. Teach students that heavy fats represent LDL (bad cholesterol) and light fats represent HDL (good cholesterol).



WELLNESS

I love you with all my heart. He wore his heart on his sleeve. I give you my heart. Hearts have many important uses, but there is none more important than to keep your blood circulating. This pear-shaped muscle pumps oxygenated blood to all parts of the body, providing it with the nourishment it needs. Take care of your heart. Think of the 4 Es: Eat well, Exercise, Enough sleep, and Eliminate tobacco.

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness

#3, 4 Cardiovascular endurance

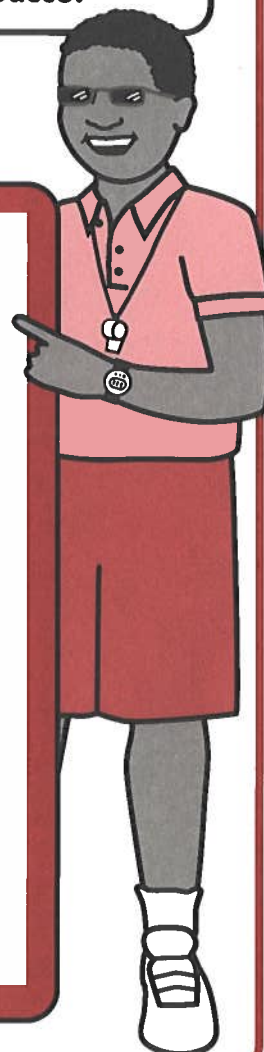
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Students who take more than 1 beanbag must return them to the original hoop; then jog 1 lap around the perimeter as a timeout before returning to the game.

NOTES





Ready...

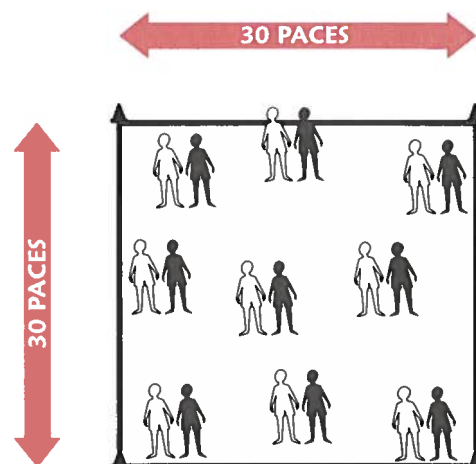
- 4 cones (for boundaries)

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.

★ **Change the Locomotor Skill**
(Change the locomotor skill every few minutes as you see students playing safely and fairly.)

★ **Change the Task**
(Call out new tasks for the new "It" to do. E.g., 3 push-ups, 5 curl-ups, 4 lunges, 10-count stretch, etc.)

★ **Partner Toss and Tag**
Each pair begins by tossing a tossable back and forth from 10 paces. On signal, (music off, whistle) the partner holding the tossable becomes "It" and chases (at a walking pace) the other partner. If your partner tags you before the next signal, the "It" drops the tossable, you pick it up, and you both reverse roles. On stop signal, return to playing catch. (Change the chasing/fleeing locomotor skill often.)



HOME

How many different versions of **Partner Tag** can you invent? Try while dribbling a basketball or soccer ball. Try balancing light objects (beanbags or a roll of toilet paper) on your head. Create a list describing your variations. Make a note of which were the most fun. Send it to us at the SPARK office.

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial and body awareness, chase, flee, dodge

#3, 4 Cardiovascular endurance, agility

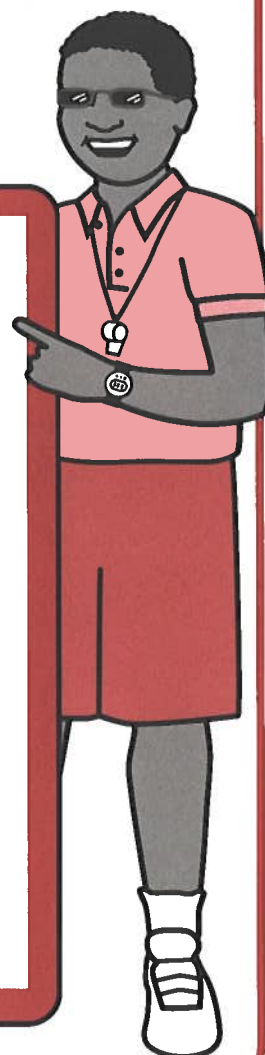
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Ask students to rate their partner's fairness after a few rounds. Give a thumbs-up if they followed the rules well. Give a thumbs-down if they need some work. If you see a lot of thumbs down, remind students about fair play and following directions.

NOTES





Ready...

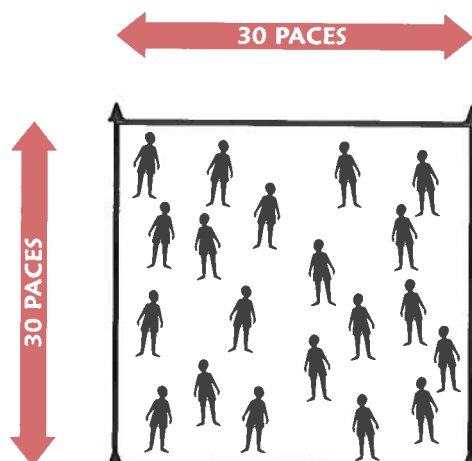
- 4 cones (for boundaries)

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.

* 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

NASPE

#1, 2 Spatial and body awareness, chase, flee, dodge

#3, 4 Cardiovascular endurance, agility

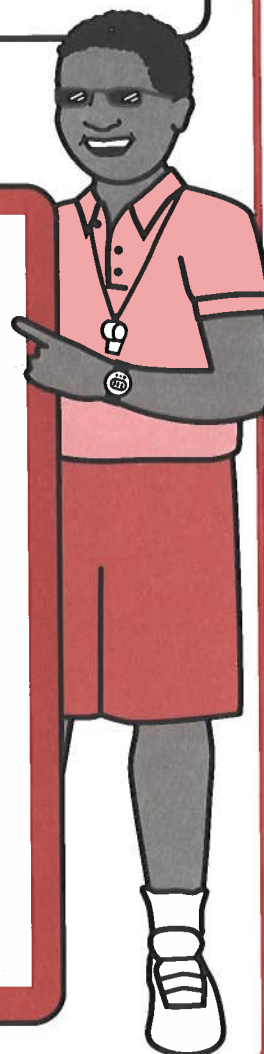
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

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



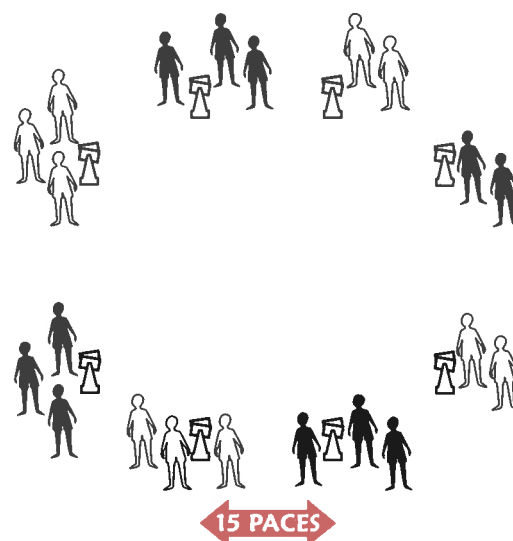


Ready...

- 8-10 cones (1 per station)
- Choose 16-20 *Fitness Circuit Skill Cards* - half *Body Composition*, the other half *Muscular Strength and Endurance* - (SPARK Instructional Media CD) to use as stations (2 per station). Throw in a few types for variety and fun.
- Read through the chosen *Fitness Circuit Skill Cards* for specific equipment needs.
- Music and player

Set...

- Create the circuit by placing cones around the perimeter with at least 15 paces between stations. The greater the distance, the more aerobic the activity.
- Place 2 *Fitness Skill Cards* on each cone: 1 each of *Body Composition*, and *Muscular Strength and Endurance*. Students answer the question on the *Body Composition Card*, while completing the task on the other.
- Place needed equipment at each station.
- Disburse students equally among stations.



= Cone with 2 Skill Cards

CHALLENGES

- ★ If you finish the answer before it is time to rotate, embellish it.

GO!

1. The object is to increase nutrition awareness by answering questions and completing tasks at each station.
2. (Describe and have students demonstrate all stations, with a focus on proper technique. Describe the rotation between stations.)
3. When you arrive at the station, read the *Body Composition Card* first. Answer the question, and complete the task on the other card. When the music stops, rotate to the next station.
4. Continue until you hear the stop signal.

CUES

- ★ If you don't know the answer, ask others at your station.
- ★ Focus on your body cues. Is your heart beating faster? Are you breathing faster and harder? Can you still talk with your group?

★ 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.)

★ 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.



WELLNESS

Did you know that some types of food fat are good for you and others are not? Experts say that kids your age (9-12) should eat between 60 and 75 grams of fat each day. Look at food labels to see how many grams of fat a serving of a specific food has. Try to stay away from “transfats,” reduce your saturated fats, and eat the “good” fats found in fish and some vegetables.

STANDARDS ADDRESSED

NASPE

#3, 4 Improve health-related fitness

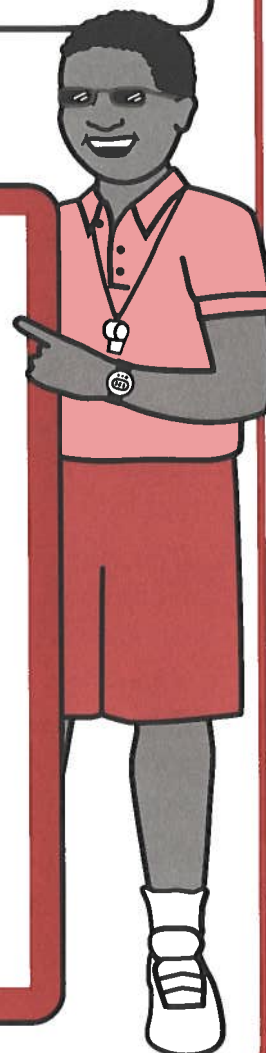
#6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- Choose and place the *Muscular Strength and Endurance* tasks to offer a good mix of high and low intensity, challenge and fun.
- Use fun music to motivate your students. Pre-recorded music with built-in intervals for learning and/or working at each station and rotation allow you to move around the stations to provide feedback to all your students.

NOTES



附件五、SPARK sample equipment choice activities



Ready...

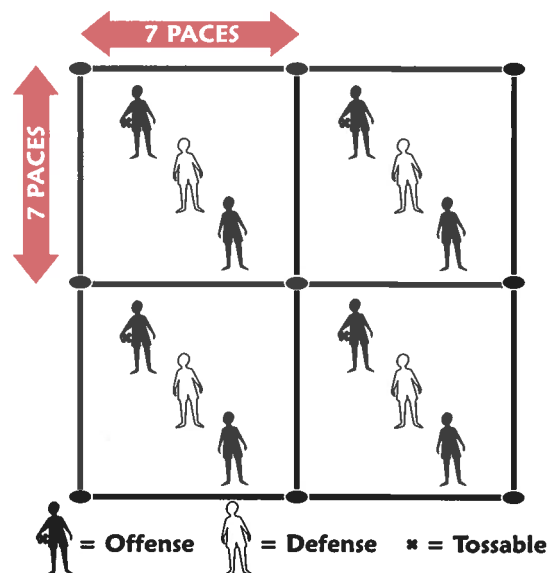
- 1 tossable (rubber chicken, beanbag, Koosh® ball, etc.) per 3 students
- 1 spot marker per student

Set...

- Create grids (7X7 paces) for every 3 students.
- Groups of 3; 1 tossable per grid.

GO!

1. The object is for the 2 Offensive players to pass the tossable to each other, keeping it away from the 1 Defender.
2. Offense players do this by pivoting, passing, and moving to open space.
3. The Defender tries to stop passes by intercepting or deflecting the tossable.
4. If the Defender blocks or intercepts the tossable, it is returned to the Offense who continue playing.
5. Principle of 3s is in effect. Passers may hold the tossable for only 3 seconds before they pass. Defenders must stay 3' from the person with the ball. Passes must travel at least 3'.
6. Change Defenders on my que (every 30-60 seconds).



CHALLENGES

- ★ Can you pass it to your partner a different way each time? Around the back? Hook shot? Through the legs?

CUES

- ★ Defenders stay 3' from person with tossable. Keep your arms up to try and contact the ball.
- ★ Offense may not throw the tossable higher than the defender's head.

1 Cover Passer

Defenders may only cover the passer, not the receiver.

2 Cover Receiver

Defenders may only cover the receiver, not the passer.

3 Points

Offense scores 1 point for every completed pass. Defenders score 2 points for touching the tossable and 4 points for intercepting it.



WELLNESS

“Keep away from strangers!”
Strangers are people you don’t know. Some look nice. Some look important. Some dress well. Some even wear a uniform. Always play it safe. If you don’t know them – **KEEP AWAY!** Adults should never ask kids for help. Don’t give them your name. Run and scream for help. Learn the right way to answer doors and telephones, and always tell your parent or teacher if a stranger approaches you.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, pivoting, moving to open space

#2 Offensive and defensive strategies

#3, 4 Cardiovascular endurance

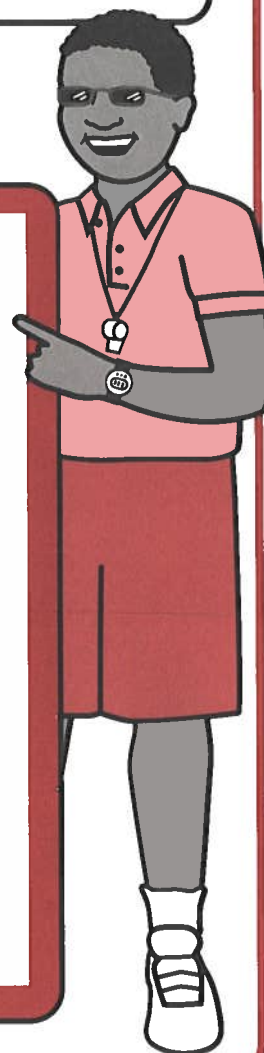
#5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

TONY’S TIPS

- Modify the grid dimensions to accommodate different skill levels.

NOTES





Ready...

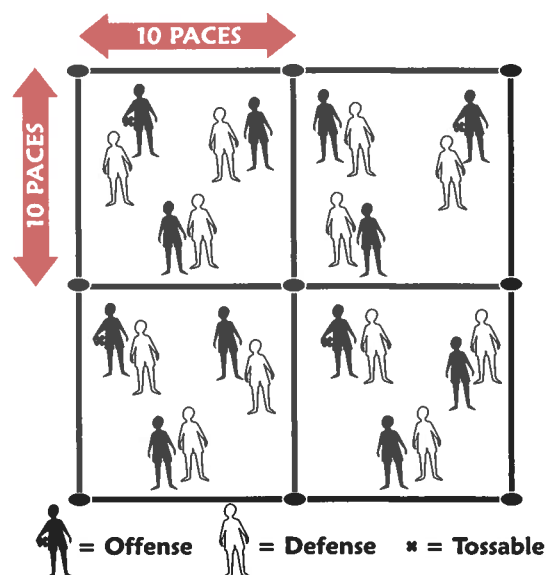
- 1 tossable per group of 6 (offer many choices in color, weight, size, density, shape, type, etc.)
- 4 spot markers per group of 6
- 3 pinnies per group of 6

Set...

- Create a 10X10 pace grid for each group of 6.
- Students in groups of 3; 2 groups per grid; 1 wearing pinnies.
- 1 tossable (group's choice) per grid.

GO!

1. The object is to make 3 catches in a row, each to a different group member.
2. Pinnie group begins on Offense with the tossable. Defenders guard a member of the opposing group.
3. Incomplete passes (hit the ground, go out of bounds, intercepted) are picked up by the other group and they try to make 3 catches.
4. Three catches in a row score 1 point, and the other group gets the tossable.
5. Principle of 3s is in effect: Take 3 steps with the tossable; Defense stays 3' away from Offense; passes must travel at least 3'.



CHALLENGES

- ★ How many times can your group make 3 catches?

CUES

- ★ Offense, move to an open space. Keep moving. Change directions often.
- ★ Defense, follow the person you are covering. Keep your hands up. Stay at least 3' away from the Offense.

★ Pedometer

(1 student per group wears a pedometer. Change the focus of the activity so groups reaching the designated number of steps before the game ends are awarded bonus points to their running total.)

★ New Tossable

Choose a more challenging tossable, such as flying discs, footballs and tennis balls.

★ No Step

The player with the tossable is allowed only to pivot; no steps allowed.



HOME

Look for items around the house that are safe to throw and catch, like a rolled up sock, a paper plate, a ball, etc. Find a friend, and play catch, using the different tossables. See which is easiest to throw and catch.

STANDARDS ADDRESSED

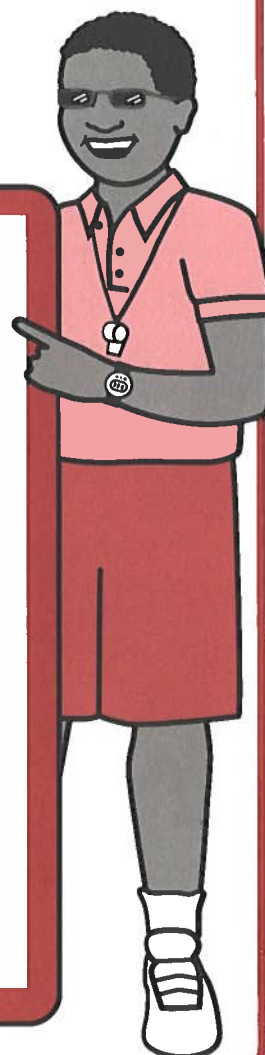
- **NASPE**
 - #1, 2 Passing, catching, moving to open space
 - #2 Offensive and defensive strategies
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Mix students of various skill and fitness levels for this activity. It helps those who don't "get it" to see how to move to get open, how to cover an opponent, etc.
- Discuss strategies for Offense and Defense: moving to an open space, faking, changing directions quickly, using all of the space, hands up, covering an opponent, etc.

NOTES





Ready...

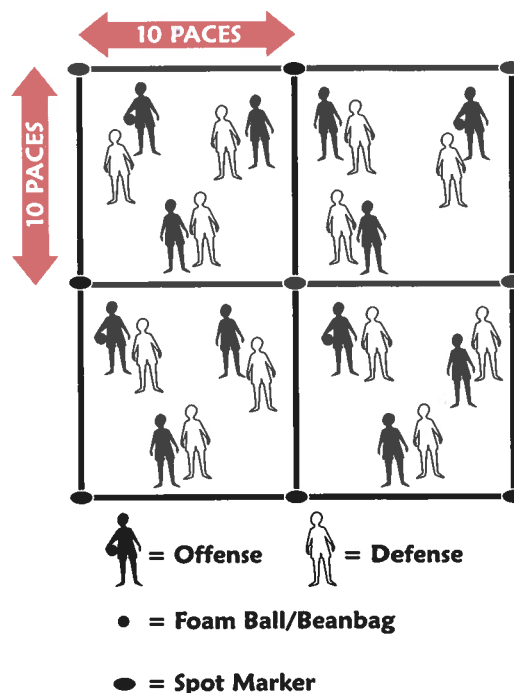
- 4 spot markers per group of 6 (to create grids)
- 1 pinnie per 2 students
- 1 small foam ball/beanbag per group of 6

Set...

- Create small (10X10 paces) grids for each group of 6.
- Create groups of 3; 2 groups per grid.
- 1 group per grid wears pinnies and starts with the foam ball/beanbag. They are the "Tag Team."

GO!

1. The object is to tag someone from the other group with the ball.
2. On signal, players on the Tag Team move, pivot, and pass until the ball is close enough to tag someone from the other group with it.
3. Rules:
 - You tag with the ball in your hands. It is never thrown at a player from the other team.
 - The ball must be passed to others on your team to move it closer to the target.
 - You may only pivot while carrying the ball; no steps and no dribbling allowed.
 - After a tag is made, the ball goes to the other team. They now become the Tag Team.



CHALLENGES

- ★ How many tags can your group make before the signal?

CUES

- ★ Tag Team players strategize and work together to "trap" others.
- ★ Make quick passes.

★ Large Group

(Need 1 ball per 5 students. 1 Chaser per 5 Fleers.)

Play as 1 large group. The Tag Team works together to tag as many Fleers as possible. If tagged, Fleer moves out of boundaries, completes a re-entry task then rejoins the game. (Switch the Tag Team members every few minutes.)

★ Sport Specific

(Switch from a foam ball to a basketball, flying disc, football, etc.) Tag with the hand not holding the tossable.



HOME

Your family is your TEAM in life. Like any sports teams, each member of your family contributes different skills, personalities and roles. On a sports team, you work with teammates to reach a common goal. The same is true of family. Families share the good times and help you through the sad and painful times. Family is for life. Gather with your family often to talk, plan, share, dream, laugh, support and understand.

STANDARDS ADDRESSED

NASPE

#1, 2 Pass, catch, spatial and body awareness, chase, flee, dodge

#2 Offensive, defensive strategies

#3, 4 Cardiovascular endurance

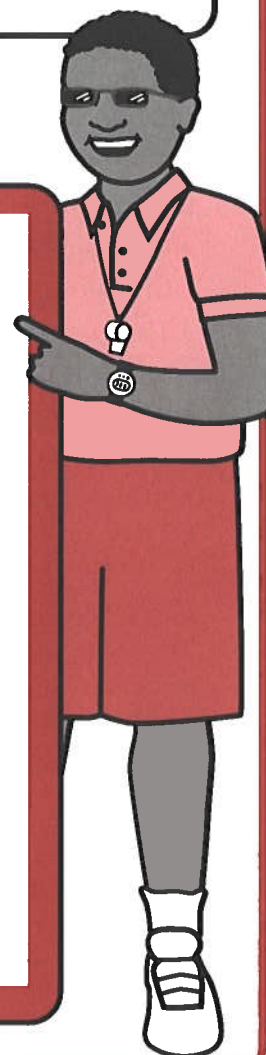
#5, 6 Cooperation, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Rotate players from grid to grid every few minutes.
- Larger grids make it easier for the Fleers, while smaller grids benefit the Tag Team.

NOTES



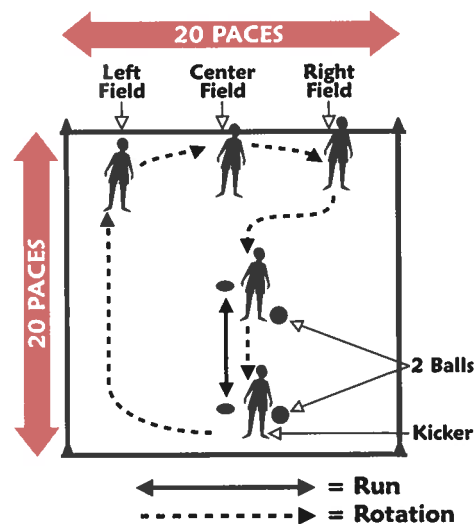


Ready...

- 4 cones per group of 5 for boundaries
- 2 bases (or spot markers) per group of 5
- 1 utility ball per group of 5

Set...

- Create a large (20X20 paces) grid per group of 5.
- Place home plate close to the baseline and a Pitcher's spot 15 paces toward opposite baseline in each grid.
- Create groups of 5; 1 ball per group.
- Positions are Right Field, Center Field, Left Field, Pitcher and Kicker.
- Kicker begins at home plate.
- Pitcher stands at the pitching spot with the ball.



GO!

1. The object is for the Kicker to score as many points as possible before the fielding team throws to all and touches the Pitcher's spot with the ball.
2. Pitcher rolls ball to Kicker, who kicks ball into play, then runs around the Pitcher's spot and back to home as many times as possible. Each "base" rounded scores 1 point.
3. Fielders catch the ball and pass it to all Fielders with the last throw going to the Pitcher. Pitcher touches the pitching spot with the ball, signaling the Kicker to stop running.
4. Rotate in the shape of a question mark: Kicker to L field, Fielders move one position to the R, R field to Pitcher, Pitcher to Kicker.

CHALLENGES

- ★ Fielders, how quickly can you do your task and stop the Kicker?
- ★ How many times can each person in your group kick?

CUES

- ★ Fielders, move to support your groupmates. Throw to the closest groupmate first. Relay to everyone.
- ★ Spread out to cover more area.

1 Vary the Distance
(Shorten or lengthen base path.)

2 Name the Locomotor
(Require specific locomotor skills to move around the bases.)

3 Alaskan Kickball
Rather than touching the Pitcher's spot with the ball, Fielders stop the Runner by lining up behind the Fielder who stopped the ball. Hand the ball over/under/over/under down the line until the last in line gets the ball and runs it back to the front and calls, "Stop!"

FUN FACT

Youth kickball leagues are springing up in communities across the country. Do a Google search to find one close to you. There is even an association for adults called the World Kickball Association. They are the self-proclaimed, "pre-eminent, adult-kickball organization and the world authority and governing body of kickball." Their website is www.kickball.com.

STANDARDS ADDRESSED

NASPE

#1, 2 Rolling, kicking, fielding, throwing, catching

#2 Offensive and defensive strategies

#3, 4 Cardiovascular endurance

#5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- The rotation moves in the shape of a question mark. Practice it by having all students stand in their position and do jumping jacks. On signal, they sprint to the next position and do jumping jacks, etc. Make this a game. Which group can have everyone in a new position and doing jumping jacks the quickest?

NOTES



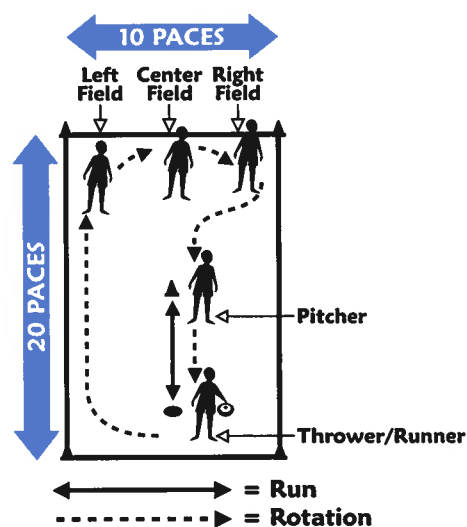


Ready...

- 4 cones per group of 5 (for boundaries)
- 2 bases (cones, spot markers, etc.) per group of 5
- 1 flying disc per group of 5

Set...

- Create 1 long, narrow (20X10 paces) grid per group of 5.
- In each grid, place 1 base centered and close to the baseline, and the other 10 paces toward the opposite baseline.
- Create groups of 5; each with a flying disc.
- Positions include Left Field, Center Field, Right Field, Pitcher and Thrower/Runner.
- Thrower/Runner begins at home plate with the disc.



GO!

1. The object is for the Thrower/Runner to score as many points as possible before the fielding team passes to all, and hits the Pitcher's cone with the flying disc.
2. Play begins with throw from Thrower out to the field. Thrower then runs around the 2 bases as fast as possible.
3. Defense fields the disc and must pass to all players; then pass to the Pitcher at the Pitcher's cone to stop the Runner's progress.
4. You score as many points as bases you have touched; i.e., getting home = 2, going around twice = 4, etc.
5. Rotate in the shape of a question mark: L Field to Center, Center Field to R, R Field to Pitcher, Pitcher to Thrower, and Thrower to L Field.

CHALLENGES

- ★ How many times can you be the Thrower/Runner before the signal?
- ★ How quickly can you pass to all players on Defense?

CUES

- ★ Fielders: Pass to the closest teammate first. Relay it to all.
- ★ Spread out to cover more area.

★ Name the Pass

Fielders must only use a _____ (designate either backhand or forehand) throw.

★ Vary the Distance

(Shorten or lengthen base path.)

★ Hoop to Hoop

(Spread 3 hoops in the field.) Fielders must first throw to each other while standing in the 3 hoops. If they miss, they must take flying disc to their hoop before they throw to the next Fielder. They stop the Runner only when the final throw, caught by the Pitcher, touches the Pitcher's cone with the disc.



WELLNESS

Heat exhaustion is when your body has lost too much water and begins to overheat. Heat stroke is more dangerous. Your brain no longer sends signals for the body to cool itself and body temperature. Stop playing immediately if you ever get a headache or feel dizzy. Find an adult, get in some shade, and drink plenty of water. Remember, the best defense is to hydrate with water BEFORE you play.

STANDARDS ADDRESSED

NASPE

#1 Passing and catching

#2 Offensive and defensive strategies

• #5 Cooperation

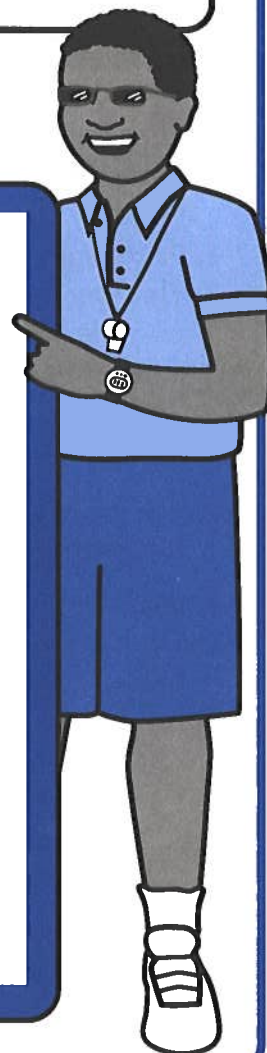
Your State (Write in here)

•

TONY'S TIPS

- Play a game to teach the rotation. Students do jump tucks; then, on signal, sprint to the next spot and do jumping tucks, etc.
- Mixed skill levels work well with this activity.

NOTES



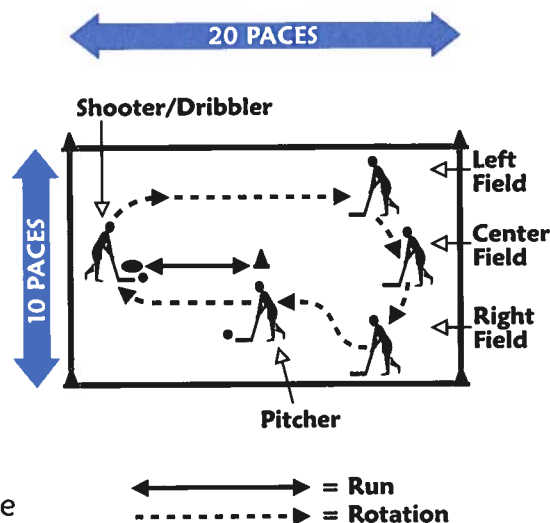


Ready...

- 4 cones per group of 5 (for boundaries)
- 2 bases (cones/spot markers/etc.) per group of 5
- 1 hockey stick per student
- 2 hockey balls per group of 5

Set...

- Create 1 long, narrow (10X20 paces) grid per group of 5.
- In each grid, place 1 base centered and close to the baseline, and the other 10 paces toward the opposite baseline.
- Form groups of 5; each with hockey sticks and 2 balls.
- Positions include Right Field, Center Field, Left Field, Pitcher and Shooter/Dribbler.
- Shooter/Dribbler begins at home plate.
- 1 ball is with Shooter/Dribbler. Other ball is with Pitcher.


HOCKEY

GO!

1. The object is for the Shooter/Dribbler to score as many points as possible before the fielding team passes to their players and hits the Pitcher's cone with the ball.
2. The Pitcher passes the ball to the Dribbler (an extra ball is at home plate).
3. The Dribbler shoots the ball out to the Fielders. They dribble (using 2nd ball) around the 2 bases as fast as possible.
4. The defense fields the ball using traps and must pass to all players, then pass the ball to the Pitcher at the Pitcher's cone to stop the Dribbler's progress.
5. When the Pitcher traps ball at the cone, the Dribbler must stop. You score as many points as the number of bases you have touched. I.e., getting home = 2, going around twice = 4, etc.
6. Rotate in the shape of a question mark: L Field to Center, Center to R, R Field to Pitcher, Pitcher to Dribbler, and Dribbler to L Field.

CHALLENGES

- ★ How many times can you touch a base before the Fielding Team calls, "Out?"
- ★ Fielders, how quickly can you do your task to stop the runner?
- ★ How many turns can you have on offense before the signal?

CUES

- ★ Pass to the closest teammate first. Relay to all.
- ★ Spread out to cover more area.

25

1 Name the Pass

(Require specific types of passes, like backhand or forehand, the Fielders must use.)

2 Vary the Distance

(Shorten or lengthen the base path.)

3 Score a Goal

(Place 2 cones to form a goal to the side of home plate.) You stop the Dribbler by scoring a goal after passing to all players. A goal is scored by shooting between 2 cones.



WELLNESS

MyPyramid - Add an extra Fielder. Assign each Fielder a food group color from the MyPyramid: Orange = grains; green = vegetables; red = fruits; blue = milk and dairy; purple = meat/beans/fish/nuts. The Shooter is yellow = food fat. Shooter must "run off the fat," while each Fielder passes to "complete a balanced diet." Passers must name 1 food from their color group as they pass.

STANDARDS ADDRESSED

NASPE

#1 Passing, dribbling, shooting, pivoting

#2 Offensive and defensive strategies

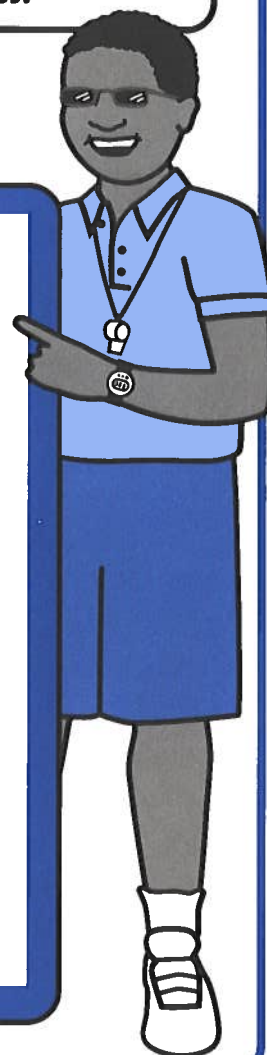
#5 Cooperation

Your State (Write in here)

TONY'S TIPS

- Play a game to teach the rotation. Students do jumping jacks, then, on signal, sprint to the next spot and do jumping jacks, etc.
- Mixed skill levels work well with this activity.

NOTES



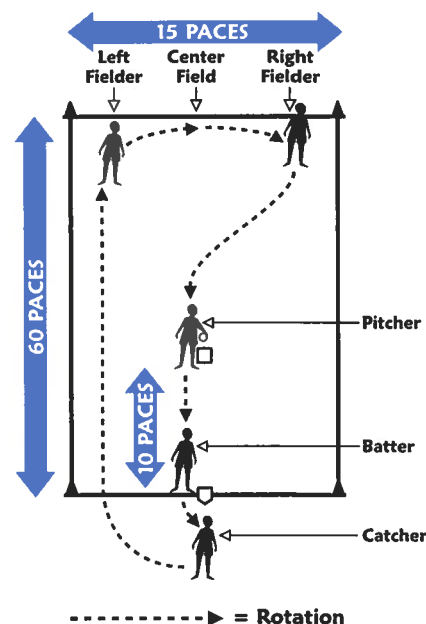


Ready...

- 1 ball (tennis or ragball) per group of 5
- 4 cones per group of 5 (for boundaries)
- 2 bases (or spot markers) per group of 5

Set...

- Create grids (15X60 paces) per group of 5.
- Place 1 base (home) in the middle of the baseline, and the other base 10 paces toward the opposite baseline. The Pitcher stands in front of this base, but is free to move forward or back to throw strikes.
- Groups of 5: 1 Thrower, 1 Pitcher with the ball, 1 Catcher standing 5 giant steps behind the Thrower, and 2 Fielders per field (3 if playing with 6 per group).
- Small games are spread out on fields with Catchers' backs to a fence or wall, if possible. Thrower throws into the field.



GO!

1. The object is for the Thrower (Batter) to score as many runs as possible.
2. Play begins with a pitch to the Thrower, who catches it and throws it anywhere in fair territory. Thrower then runs around the 2 bases as many times as possible.
3. Fielders, relay the ball to each person in group. Last person to catch it throws it home to the Catcher.
4. The Thrower has 3 chances to throw the ball fair, and it must travel at least as far as the pitcher. No "bunts" allowed. There are no fly-ball outs. The ball must be relayed to everyone on every play.
5. Catchers, when you catch the ball, touch a foot on home and shout, "Stop!" to stop the Thrower from running any further.
6. Throwers, keep circling the cones until you hear, "Stop!"
7. After each play, rotate in shape of a question mark: L Field to R Field to Pitcher to Batter to Catcher to L Field.

CHALLENGES

- ★ Fielders, can you throw the ball to all Fielders and back to the Catcher before the Runner has touched more than 2 bases?
- ★ How many times can each person in your group "bat?"

CUES

- ★ Fielders, it doesn't matter what order you catch in, only that everyone catches the ball once before the final throw to the Catcher.
- ★ Adjust for each Thrower; move right, left, in or out. Where do you think they might throw it?
- ★ The faster you rotate, the more turns at bat!

★ 5-Player Hit and Run

(Add a bat and batting tee to each field. Ensure Catchers are 5 giant paces behind the Batter every time.) Batter hits from the tee, and then runs. (Progress to allow Batters 3 choices: hit off tee, self-toss, or live pitch. Give Batters 3 chances to hit into fair territory.)

★ Line-up Relay

While 1 Fielder moves to the ball, the others position themselves in a straight line to home plate (remember, the shortest distance between 2 points is a straight line). Relay the ball in sequence from furthest away to the Catcher.

★ Ordered Relay

Number your fielders 1, 2, 3, and 4 (to include the Pitcher). Once the Batter hits the ball, you must throw to all Fielders in order. Whoever fields the ball throws it to the next number in sequence; e.g. 2 fields it, throws to 3, who throws to 4, who throws to 1, who gets it to the Catcher.



WELLNESS

Balanced Diet Relay - A balanced meal includes a variety of foods. Everyday, you should eat whole grains, lean protein, dairy and plenty of fruits and vegetables. When fielding, Throwers must name a healthy food before throwing. Listen carefully, because you can't use the same food group twice in 1 relay rotation. Think ahead, so you won't be stuck holding the ball thinking of a name of a healthy food while the Runner is scoring runs!

STANDARDS ADDRESSED

NASPE

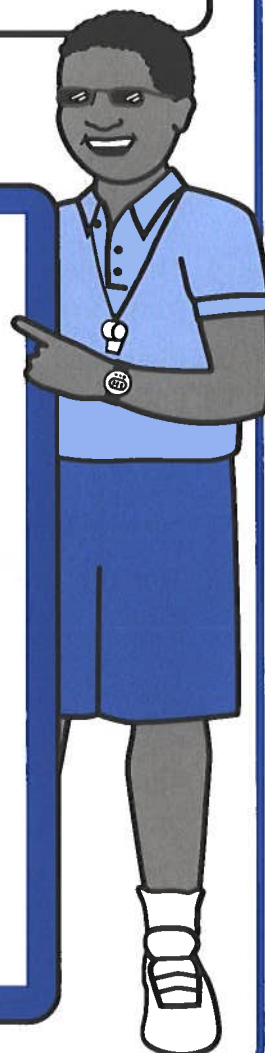
- #1, 2 Pitching, throwing, fielding
- #3, 4 Cardiovascular fitness
- #5 Cooperation
- #6 Accepting challenges

Your State (Write in here)

TONY'S TIPS

- If you're concerned about the play at the plate, use a "phantom" base. Place another base 3 paces to the side of home plate. Throwers, run to the phantom base instead of the real home plate.

NOTES



附件六、SPARK K-2 Building a Foundation

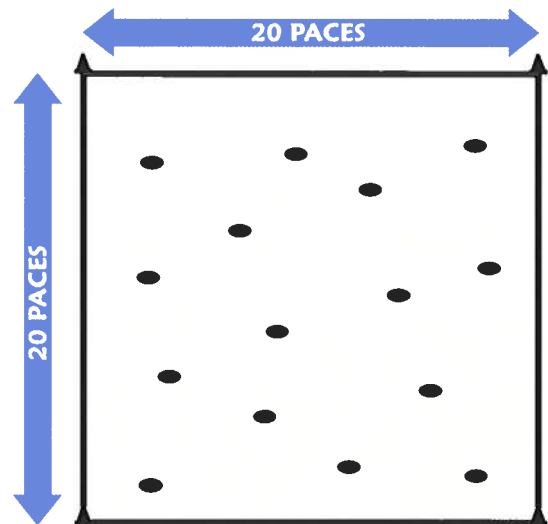


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- SPARK Expectation Cards (SPARK IM Disc)
- 1 copy of the Parent Letter per student (SPARK IM Disc)
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area (space apart so students cannot reach/touch each other).



GO!

1. Orientation and Expectations

- How quickly can you find a spot and stand on it?
- SPARK PE is active and fun! But, PE (Physical Education) **is** a class, just like Reading, Math, and Science. I expect you to listen and be respectful just like when you are in the classroom. PE is not free play or recess. We are here to help improve the fitness and skills of everyone in our class.
- *(Use the SPARK PE Expectation Cards to lead an interactive discussion.)*
- At the end of today's lesson, you will receive a letter to take home to a parent. It tells them when PE will be scheduled, so they can help you be prepared.
- What do you think you need to be prepared? *(Discuss what to wear on PE days, what to do if unable to participate, etc.)*

2. Personal Space

- The area you occupy is your "personal space." To find your personal space, do the "helicopter." Gently twirl your arms while you twist and turn at the waist. If you can touch somebody, you are too close; pick up your spot and move.
- Everyone needs their own personal space. Wherever you move, you take your personal space with you.
- The area on and around your spot marker is your "home base." We will learn how to move within, on, and around home base.
- I will give you a challenge to do at your home base. Do not begin until I give a start signal. *(Signal by turning music on, or saying, "Go," etc.)*
- After practice, I'll give a stop signal *(music off, hand signal, "Freeze!" etc.)*. Show how quickly you stop and listen.
- **Challenges** – Can you...
 - o Make yourself small? Even smaller?

(continued)

ORIENTATION AND PERSONAL SPACE

GO! (continued)

- o Make yourself tall? Even taller?
- o Make yourself narrow? Wide?
- o Stretch and touch the sky? Bend and reach to touch your shoes?
- o Turn and smile at a friend while keeping your hips pointing forward? This is called a "trunk twist." Turn and twist the other way?
- o Step forward off your home base and return? Step backwards off your home base and return? Sideways? Step to the other side?
- o Jump (2-foot takeoff and landing) forward off your home base? Jump all around your home base?
- o Stand behind home base? Jump over home base? Try it 3X.
- o Show how you can walk around home base on your hands and feet (on all fours) 3X?
- o Straddle (1 foot on each side of spot marker) home base and face away? Face me? Face another way?
- o Walk forward around your home base? On your heels? Your toes?
- How would you move your body if you were pushing something away from you? Pulling something towards you?
- How else can you move around your home base?

3. Name Game

- *(Have students form a circle.)* The object of this game is to learn each other's names and favorite sports.
- We'll go around our circle (*point the direction*), and when we get to you, say your name and perform a sport move (*e.g., swing a bat, kick a ball, shoot a free throw, etc.*) or any movement you'd like (*a jumping jack, run in place, stomp both feet, etc.*).
- We'll repeat your name and imitate your move. (*Demonstrate*)
- After everyone has had a turn, we'll start again and see if we can remember the person's name and their move!

4. Behavioral Assessment

- Show me a thumb's up if you:
 - o Tried your hardest in every activity.
 - o Listened to directions and followed them.
 - o Kept your hands and feet to yourself.
 - o Were respectful of others and our equipment.

5. Wrap It Up

- *(While stretching, discuss why cool-down is important at the end of activity, and how it will be a part of each PE class.)*
- Let's review the key words from today. *(These are the underlined words/phrases in the GO section.)*
- Why is it important for each of us to have our own personal space? What can you do to stay safe while in personal space?

ORIENTATION AND PERSONAL SPACE

STANDARDS ADDRESSED

● **NASPE**

#1, 2 Spatial awareness, spatial relationships, nonlocomotor skills, locomotor skills

- #3, 4 Participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)



ACADEMIC

Science and Social Studies

Let's blow giant pretend bubbles around ourselves. This is your personal space. What makes bubbles float and pop?

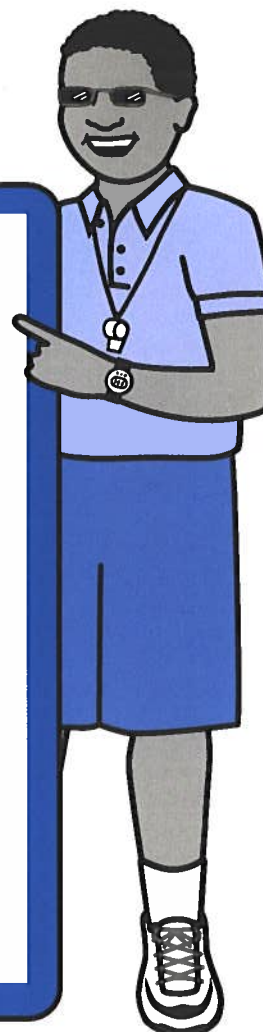
Who will name an animal that moves forward? Sideways? Backwards? Why don't we move backwards more during PE class? *(Reinforce safety and encourage children not to move backwards quickly and/or without looking where they are going.)*

TONY'S TIPS

- If possible, use music to start and stop movement.
- Praise those who stay within their home base, begin and stop on signal, and show movement creativity.
- Begin teaching the SPARK Coordinated School Health messages (see *Teaching SPARK PE*, pg. 7).
- Key words and concepts are underlined.

Vocabulary

Home base, personal space, straddle



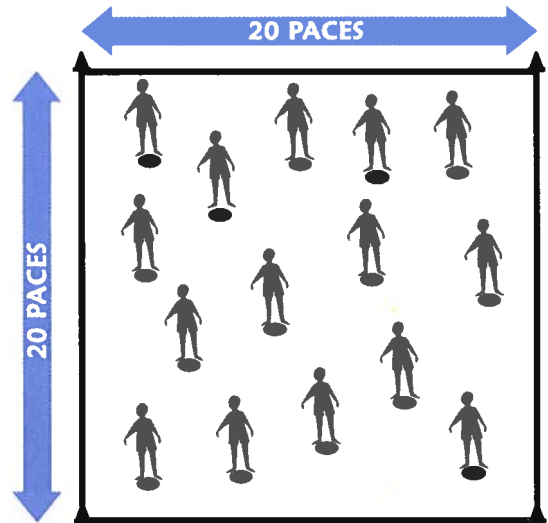


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- 1 hoop per student (optional)
- 2 beanbags per student (optional)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within boundaries.
- Send students to stand on a spot marker.



**BUILDING A
FOUNDATION**

GO!

1. Personal Space Review

- What is the area on and around your spot called? (*Home base*) What can you do to make sure you have enough personal space to move safely? (*The Helicopter*) Show me your helicopter; twist and turn with your arms at shoulder height.
- **Challenges** – Can you...
 - Jump side-to-side over your home?
 - Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home.
 - Make a lower case letter “t” with your jumps? Practice your “t” until you hear the stop signal. (*Give 20-30 seconds to practice.*)
 - Stand behind your home base and step over it? Now step with the other foot. How many times can you step over your home before the signal? (*Give 10-15 seconds to practice.*)

2. Creative Words and Moves

- What does creativity mean? We will practice moving creatively in our next activity.
- When I say a word, think how you could move to show me that word.
 - How would you move to show: Sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist?

3. General Space Introduction

- General space is the space we all share. It is the space inside our boundaries (*lines on floor, coned area, etc.*).
- When in general space, we move without bumping or shoving others.

(continued)

5

GENERAL SPACE AND CREATIVE MOVES

GO! (continued)

4. Go Away, Go Home

- When I say, “Go away,” leave your home base, and walk inside our general space. While moving, keep a safe distance from others.
- When you hear, “Go home,” return to your home base (*spot marker*).
- How safely can you move in general space?
- How quickly can you return home?
- (*Repeat several times.*)

5. Scrambled Eggs

- When you hear, “Scrambled eggs!” move safely within general space any way you wish.
- On signal, freeze right where you are. Can you freeze in a position without moving or falling over?
- If you hear, “Go home!” return to your home base.
- Show how well you listen and freeze.
- Watch for others moving in general space; no bumping or touching.
- (*Repeat many times until learned and signals are followed quickly.*)

6. Wrap It Up

- What people and objects were within your general space today? Are there any people or objects within your personal space right now?
- Who can name an animal that lays eggs – besides a chicken? (*Ducks, geese, ostriches, etc.*)
- Let’s review our key words from today. (*These are the underlined words/phrases in the GO section.*)

GENERAL SPACE AND CREATIVE MOVES

SPARK IT UP!

★ Switcheroo

When moving in general space, if you hear "Switcheroo," do not return to your home base. Go to a different spot.

★ Freeze Dance

(Play *The Freeze* from the ASAP unit. Students move within boundaries and stop when they hear the word "Freeze!")

★ Gathering Coconuts

(Scatter 1 hoop per student throughout activity area. Place 2 beanbags inside each hoop. Ask each student to stand inside a hoop. Give instructions.) When you hear my start signal, walk to another hoop ("coconut tree"), and take ("harvest") a beanbag ("coconut") from within and bring it to your home hoop. Take only 1 at a time. On the stop signal, count your coconuts!



WELLNESS

Keep your personal space neat and clean! Who washes their hands before eating and after using the restroom? Who brushes their teeth after eating and before going to bed?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills

● #3, 4 Participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

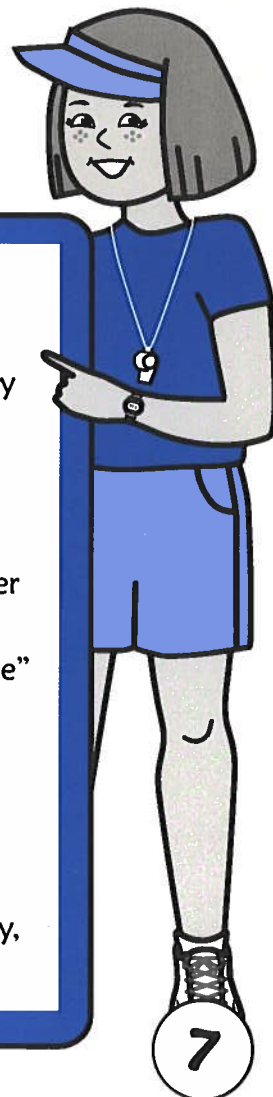
Your State (Write in here)

PAULA'S POINTERS

- Use "Scrambled Eggs" to signify that students may choose the way they move.
- Show those having difficulty stopping and maintaining their balance how to bend their knees and widen their stances (for lower centers of gravity).
- Alternate "Freeze" and "Go home" until students are proficient.
- Praise those following signals quickly and moving in general space without touching others.

Vocabulary

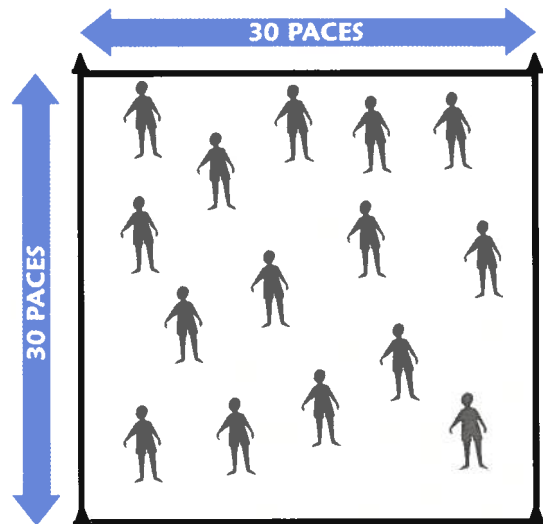
General space, boundaries, creativity, coconuts





Ready

- 4 cones (for boundaries)
- 6 small foamballs, yarnballs, or fluffballs, 2 of each color (red, yellow, green)
- 3 Movement Cubes (1 w/locomotor skills, 1 w/levels and directions, 1 w/pathways)
- *Locomotor Skill, Level, Direction, and Pathway Cards (SPARK IM Disc)*
- 2 sticks (optional)
- Music and player



Set

- Create large (30X30 paces) activity area.
- Scatter students within boundaries; ask them to spread out safely and establish their home base (first lesson without a spot marker or hoop).

GO!

1. Home Base Review

- Were you able to find a home base without a spot to help you?
- What did you do to make sure your home base is large enough? (*Helicopter movement*)
- When you hear, "Go home!" where will you go? Correct, back to the home base you're at now.

2. Rock and Roll

- Let's *Rock and Roll*! Three different people will roll 1 Movement Cube each. If one shows "Walk," the other says "Forward," and the 3rd shows "Zigzag," walk forward in a zigzag pathway.
- Remember *Rock and Roll* because we'll do it again for a warm-up.
- (*Play until all 8 locomotor movements, all directions, and all levels are reinforced.*)

3. Introduce Tempos

- The speed we move is called the tempo. The tempo can be slow, medium, or fast.
- **Challenges** – Can you...
 - Walk slowly? (*Intersperse "Go home," after every 2nd or 3rd challenge.*)
 - Skip at a medium speed (about half of full speed)?
 - Gallop at a fast tempo safely?

TEMPOS AND CREATIVE MOVES

GO! (continued)

- o Side-slide at a medium tempo and touch 2 different sidelines with your foot?
- o Run slowly around our activity area in this direction (*point*)?
- o Jump quickly around the cone nearest you and back to home base?
- o (*Continue prompting students by combining various locomotor skills and tempos.*)

4. Traffic Lights

- What colors are on a traffic light? What do these colors mean to drivers?
- In our game *Traffic Lights*, you are a car and need to obey the traffic lights.
- I'll choose students (4-6) to play the "traffic lights," and each of them will hold 1 red, yellow, or green ball.
- They'll try to softly touch others between shoulders and waist with their ball. This is called a "safe tag" or "2-finger tag."
- When you hear, "Traffic Lights," walk within our area at a medium tempo, trying to avoid the traffic lights (*taggers*).
- If tagged by a yellow traffic light, move slowly. If tagged by a green traffic light, move quickly. If tagged by a red traffic light, stop.
- If stopped, you may drive again when another driver gives you a high-five.

5. Creative Words and Moves III

- How would you walk on ice? On hot sand? In a strong wind? Through the jungle?
- Can you move like a: rabbit – cow – dog – snake – bird – duck – horse – fish? How about an angel – a scarecrow – a dragon?
- Can you move like: Lightning and thunder – rain – a snowflake?

6. Wrap It Up

- How are creative moves used in dance and sport? Who can give us an example?
- Instead of always driving a car to the park or store, ask a parent to walk or ride a bike with you if it isn't too far.
- Let's review our key word from today.

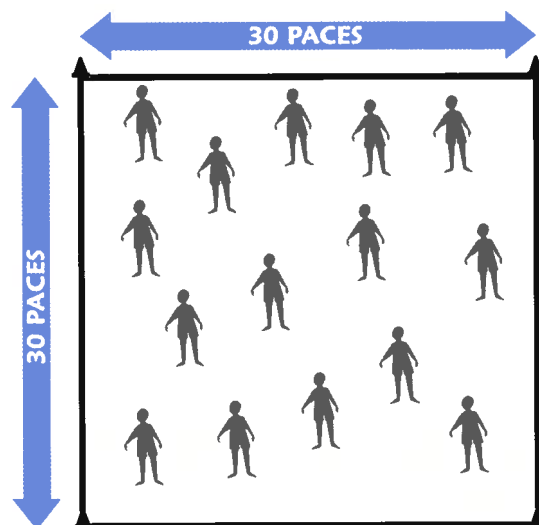


Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Locomotor Skill, Level, Direction, Pathways, Tempo Movement Cube Cards (SPARK IM Disc)*
- Music and player

Set

- Create a large (30X30 paces) activity area.
- Send students to establish a home base.



GO!

1. Rock and Roll

- Our 3 Movement Cubes are locomotor skills, directions and levels, tempos, and pathways. On my signal, different people will roll the dice; we'll see what ends up on top. Then everyone will move that way.
- *(Begin slowly to integrate a warm-up. Start with 1 or 2 Cubes, and begin adding on until students can sequence 3 or more movements. Prompt in challenging language; e.g., "Can you skip – quickly – at a high level – in a zigzag pathway?")*

2. Back to Back (Forming Pairs)

- Today, we'll begin partner activities. On my signal, walk within our area.
- When you hear, "Back-to-back," quickly stand back-to-back with a friend.
- If you don't find a partner, raise your hand and walk to the middle. That's our lost and found!
- If there is someone still looking for a partner, invite that person to join your pair. We never want anyone to feel left out, do we?
- *(Practice several times using different locomotor skills. Encourage students to pair quickly, and seek different partners each round.)*

3. The Sculptor

- How quickly can you get back-to-back with a new partner? One is the "Clay," the other is an "Artist;" decide now.
- The Artist "molds" their Clay partner into a letter of the alphabet by gently moving their limbs into shape.
- When the Clay looks like the letter, the Artist stands back and copies the shape.
- We will switch roles every few rounds.
- *(Repeat having the Artist stand in front and mirror their partner's shape.)*

(continued)

PAIRING AND MOVING TOGETHER

GO! (continued)

4. **Shadow Matching** (See “Tips” for an indoor variation.)

- How quickly can you get back-to-back with a new partner? One partner is a “Poser,” the other a “Matcher;” decide now.
- The first Poser poses with the sun to their back. The Matcher stands next to their partner and tries to match their poses by watching their shadow.
- Switch roles after the Poser has performed 3 different poses.
- (Continue for several minutes to give all a chance to do numerous poses.)

5. **Same and Different**

- How quickly can you get back-to-back with a new partner? One partner is the first “Leader,” the other a “Follower;” decide now.
- When I say, “same,” Leaders lead their partner inside our area, and Followers match their Leader’s locomotor skill (e.g., both gallop).
- When I say, “different,” Leaders still lead their partners, but Followers do a different locomotor skill. For example, one hops, one skips.
- We will switch roles every few rounds; then repeat with new partners.

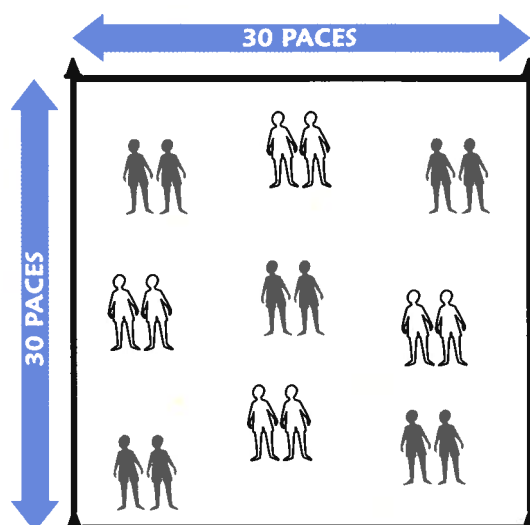
6. **Wrap It Up**

- What are things that make physical activity with others more fun?
- Who will name a sport or activity where 2 people play together against 2 others? (Tennis, squash, 2 on 2 basketball, 2 on 2 soccer, etc.)
- Let’s review today’s key phrase while we stretch.



Ready

- 4 cones (for boundaries)
- 2 paper plates per student
- 1 fluffball (or yarnball, crumpled paper) per 4 students
- 1 scarf
- 4-5 beanbags (fruit and veggie beanbags optional)
- 1 junk food wrapper (e.g., candy) per 4 students (optional)
- Music and player



Set

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

GO!

1. Safe Tag Review

- Who will show how we tag safely (*2-finger tag*)? Where do you softly touch someone (*between waist and shoulders*)?

2. Partner Tag

- One partner stands at high-level, the other low. High is the first “Chaser” and low the first “Fleeer.”
- On my signal, Fleers fast walk (*then gallop, side-slide, skip, run, etc.*) away from your partner. “Chasers” do 3 jumping jacks (*3 imaginary soccer kicks, 3 baseball throws, run in place 3 sec., etc.*), then fast walk after your partner to try to tag them.
- When tagged, it is your turn to be the Chaser. Do 3 jumping jacks 1st, then chase your partner.
- Continue chasing and fleeing until the signal.

3. Partner Toss and Tag

- (*Distribute 1 fluffball – or yarnball, or crumpled newspaper – per pair.*)
- While the music is on, toss the fluffball back and forth with your partner. When the music stops, whoever is holding the ball becomes the Chaser. Chasers, try to safe tag your partners with the ball. After a tag, drop the ball. Fleers, pick up the ball and become Chasers. Continue tagging until the music signals you to play catch again.

CHASING AND FLEEING

GO! (continued)

4. Paper Plate Tag

- For *Paper Plate Tag*, each of you will wear paper plate shoes; each foot on a plate. Both feet must stay on the plates at all times.
- I will designate “Chasers.” (*Select 1 student per 4 and hand them each 1 fluffball.*)
- Fleers, on my signal, scatter within our boundaries.
- Chasers, when you hear me say, “Paper plate tag,” Tag and freeze as many others as possible by touching them with your fluffballs.
- One student will receive the “magic scarf.” It is used to “thaw-out” students who are tagged and “frozen.”
- The student with the scarf hands it to a frozen classmate, then rejoins the game as a Fleeer.
- The new carrier of the scarf tries to “thaw” another frozen student.
- I’ll switch Chasers every minute or so.

5. Wrap It Up

- What strategies might you use to avoid being tagged? (*Change tempo, direction, level, pathway, dodge, fake.*)
- Let’s review today’s key words while we stretch.

*SPARK™ IT UP!

* Shadow Tag (*Need to play where shadows exist.*)

Same as before, but “tag” your partner by stepping on their shadow. When your shadow is tagged, switch roles and continue playing.

* Everybody’s It Tag

In *Everybody’s It*, everybody plays both the Chaser and the Fleeer at the same time. On signal, everyone tries to tag each other. The 1st time you are tagged, keep 1 hand on the body part where you were tagged, and continue trying to tag others. The 2nd time tagged you are “frozen” until someone gives you a high-five to “thaw” you. Thank the person who gave you the high-five and continue playing.

* Junk Food Tag

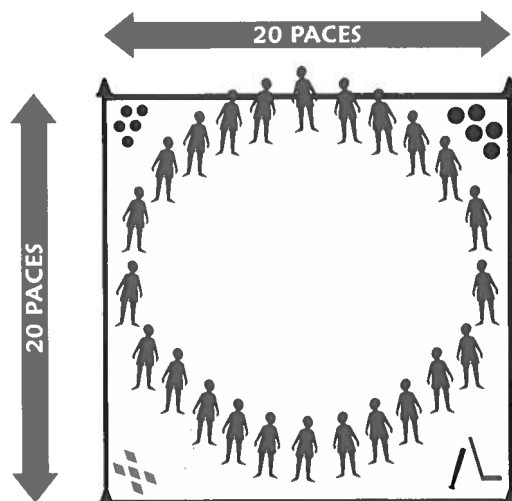
(*Need 1 junk food wrapper per 4 students and 1-2 fruit/vegetable beanbags.*) These wrappers come from unhealthy foods, also known as “junk foods.” In *Junk Food Tag*, the “Chasers” (carrying the wrappers) try to tag and freeze you. A student carrying a fruit and veggie beanbag looks for frozen classmate to toss it to, thereby “thawing them out.” The newly thawed owner of the beanbag moves to “thaw” other frozen students, while the previous beanbag owner joins the Fleers.

附件七、SPARK

3-6 first three lessons

Ready...

- *Expectation Cards* (page 7-12)
- Social Skills T-Chart (create using large sheet of paper)
- Copies of the Parent Letter (page 14-15 and *SPARK Instructional Media CD*)
- 4 cones (for boundaries)
- 5 foam balls
- 5 other tossables (vary shapes, sizes and weights)
- 5 beanbags
- 1 bat
- 1 hockey stick
- Music and player
- Name tags; 1/student (use if you and/or students don't know each other's names)



Set...

- Students sit in bleachers or in classroom (1st part of lesson).
- Create a medium (20X20 paces) activity area (for 2nd part).

GO!

1. Introduce SPARK PE

Physical education is essential for every BODY. We will have SPARK PE on _____ (State days and times.).

2. Instruct SPARK PE Class Expectations

What are the benefits of physical activity? (After hearing student input, supplement with the following:)

- Reduces stress, increases muscular strength and endurance, strengthens cardiovascular system and bone density, defends against heart disease, Type 2 diabetes, and some forms of cancer.
- Improves participation in lifetime sports and recreation (learn new sports, continue playing forever).
- Provides opportunities to work with others, make new friends and have fun.
- Increases energy levels, alertness and productivity.
- Helps people respond better to emergencies.
- Assists in weight control.
- Helps people look and feel better about themselves (increases self-confidence, self-esteem, and self-image).

3. Instruct SPARK PE Class Expectations

Physical education is a class, like social studies or math. I expect your behavior to be the same in PE as it is in our classroom.

- PE is not free play or recess.
- PE is not athletic competition.
- PE is organized instruction to help improve the fitness and skills of everyone. Most of all, it's active and fun!
- PE will be graded. *(Discuss your grading criteria here.)*

(Show the Expectation Cards, and lead an interactive discussion about your behavioral goals for students, and consequences for inappropriate actions.)

4. Explain SPARK PE Requirements

- When we meet for PE, you need to be ready. Wear comfortable clothes and athletic shoes.
- If unable to participate, you must bring a note from home.
- At the end of today's lesson, you will receive a letter to take home to your parents. It tells them when PE will be scheduled, so they can help you to be prepared.

5. Teach the First Social Skill

The social skill we will focus on this semester is _____.

(See SPARK Instructional Media CD under Overview for a suggested schedule of social skills for 3rd-6th grades and suggestions for teaching them.)

6. Transition to Activity Area

(Establish/practice protocols; e.g., lining up, moving to activity area, etc.)

- This is where we will meet for SPARK PE.

7. Name Game

- How quickly can we create a large circle?
- The object of our game is to learn each others' names. We'll also practice safety and courtesy.
- We'll go around the circle (*point*). On your turn, step forward, say your name, and "act out" your favorite sport or activity.
- After you say your name, everyone in the group says your name and does the sport move you did. Let's practice; I'll go first. (Go around circle 1X)
- Now we're ready to share equipment. Here's a foam ball. Say someone's name; make sure you have her/his attention. If you do, roll the ball to that person.
- The person receiving the ball says, "Thank you, _____," and the passer says, "You're welcome."
- When you show you can give/receive objects safely, I'll add more to our game (*continue adding balls = Roll. Introduce beanbags = Toss. Introduce bat or hockey stick = Walk outside of circle and hand off. Introduce baton = Jog slowly and hand off*).

- Let's see how many names we learned. (*If wearing name tags, have students cover them.*)
- We'll go back around the circle, and this time, instead of saying your name, step forward, and the group says your name and tries to remember your favorite activity.

8. Cool-Down/Closure

- Let's stretch together and discuss what we learned. Who will share (e.g., names, always get someone's attention before passing, look to pass to everyone, how to handle equipment safely, to be courteous)?
- Coming in for cool-down and closure is a routine we'll do at the end of each class.

9. Distribute Parent Letters**10. Transition to Classroom**

- (*Establish/practice protocols; e.g., lining up, moving back to classroom, etc.*)
- This is how we leave SPARK PE.

Expectation Cards

Establishing clear expectations for student behavior, interaction and participation is the first step in creating a positive learning environment. Prior to the first SPARK PE lesson, prepare *SPARK Expectation Cards* from the following pages or create your own. Refer to them during the first few lessons; then post them in your PE environment (or classroom) as a reminder throughout the year.

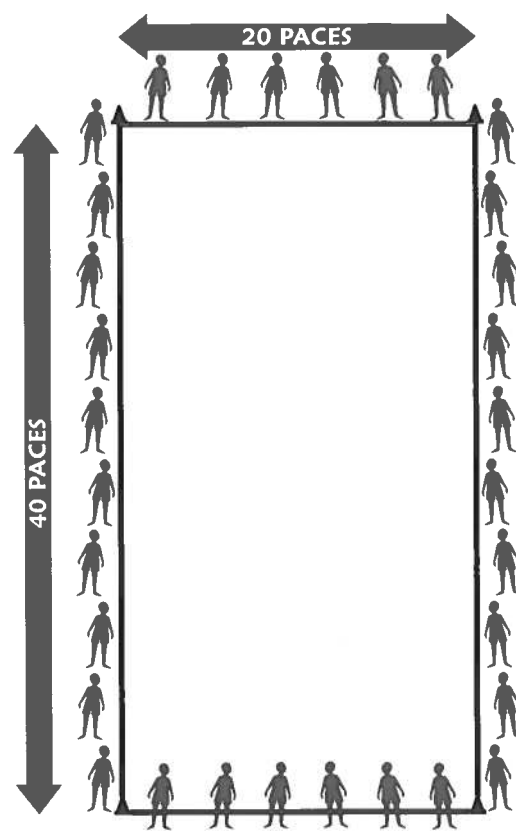
Ready...

- 4 cones (for boundaries)
- Music and player
- *Expectation Cards* (pg 7-12)

Set...

- Create a large (40X20 paces) activity area.
- Scatter students on perimeter.

GO!



1. Review First Day

- Who will tell us our PE days and times?
- Who remembers what we should wear?
- What must you do if you are unable to participate?
- What are our class expectations?
(*Show Expectation Cards.*)

2. Introduction

Today, we'll have fun learning and moving in different formations.

3. Super Starts and Stops

- The object of *Super Starts and Stops* is to follow cues, and maintain your balance.
- When the music starts, fast walk within boundaries. Watch where you're going; no bumping or touching anyone in general space.
- When the music stops, freeze like a statue, and get your body under control.

4. Back-to-Back

- The object of *Back-to-Back* is to learn how to pair quickly.
- When you hear, "Back-to-back!" find the person closest to you, and stand back-to-back.
- Touch backs softly; keep your arms/hands at your sides.
- No partner? Walk to the middle with your hand raised; that's our "lost and found."
- Turn and introduce yourself to your partner. Shake hands firmly; then tell your partner your favorite sport.
- Say, "It was nice meeting you;" then we'll play again.
- (*Prompt students to get back-to-back with a different partner each time and change their talk topics; e.g., favorite vegetable, fruit, place to play, etc.*)
- (*Change from back-to-back to knee-to-knee, toe-to-toe, thumb-to-thumb, etc.*)
- Can you skip quickly?

5. Mingle-Mingle

- The object of *Mingle-Mingle* is to learn how to form groups quickly.
- When you hear, “Mingle-Mingle,” move within our boundaries. Pretend we’re making a healthy smoothie, and we have to blend the ingredients.
- When the music stops, I’ll say a number. How quickly can you form a group that size? (*Tip: Hold up number of fingers, too.*)
- Invite others to join you – even if it means having an extra person. We never want anyone to feel left out.
- When your group is ready, get to a low level (kneel, squat, bend over).
- Can you gallop quickly at a low level?

6. Body Parts

- *Body Parts* is like *Mingle-Mingle*; but now when the music stops, I’ll call a number AND a body part. First, form your group. Then, all touch that body part in the center of your circle.
- (*Continue challenges; e.g., 3’s – knees! 4’s – elbows! 5’s – toes! etc.*)
- Can you side-slide slowly, at a medium level, in a zigzag pathway?

7. Cool-Down/Closure

- Today, we learned how to pair and group quickly. This will give us more time to learn and be active.
- We also reviewed and sequenced locomotor skills, levels and tempos.
- These movements provide the foundation for many of the activities and sports we’ll play in SPARK PE.

Ready...

- 4 cones for boundaries
- 2 hoops per 5 students
- Music and player

Set...

- Create large (20X40 paces) activity area.
- Place hoops on corners.

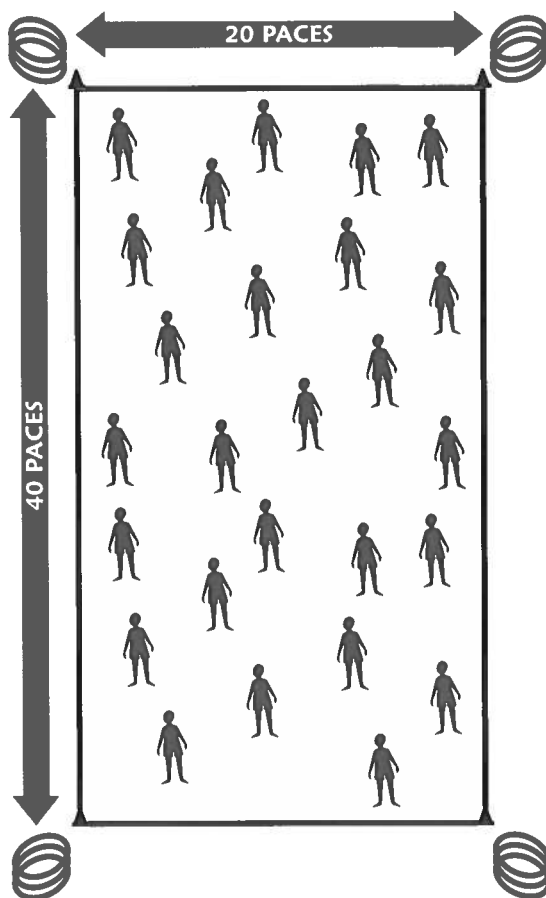
GO!

1. Hog Call

- Back-to-back. Lost and found is in the middle.
- With your partner, create a phrase related to physical activity. Could be 1 word: "Basketball" or 2: "Hockey/puck."
- One of you is "hockey;" the other "puck." On signal, you have 15 seconds to create your phrase and memorize it.
- Got it? Back-to-back with your partner, we're ready to play "Hog Call!"
- On signal, each fast walk to opposite sides of the court (line at least 20 paces away). When you reach it, do not turn around.
- Place palms over your eyes – your elbows are "bumpers."
- The object of this game is to reunite with your partner without being able to see them.
- On signal, shout your partner's word (hockey), and walk slowly to reunite.
- (After playing with a physical activity phrase, have students get a new partner and play again. This time, creating a phrase referencing good nutrition; e.g., "oat – meal," or "blue – berry.")

2. Barnyard

- Mingle-Mingle 5's! When your group is ready, all move to a low level (squat, kneel, bend).
- This game is called Barnyard. Each group will represent a different barnyard animal.
- Chickens, let's hear your chicken noises! Sheep. Cows. Pigs. Ducks. Dogs. Horses.
- Mingle-Mingle; mix yourselves up.
- Freeze! Palms over eyes, bumpers out. No peeking.
- The object of this game is to reunite with your barnyard animals – using only your animal noises!



3. Houdini Hoops

- How quickly can you make a circle with your group?
- The object of *Houdini Hoops* is to see how quickly you can move a hoop around your circle.
- To do that, you'll practice cooperating and communicating.
- When your group is ready, I'll give you a hoop. Join hands, and place the hoop over one person's wrist, so it dangles like a bracelet.
- When the music starts, move the hoop around your circle by stepping and ducking through it. Don't let go of each others' hands!
- How quickly can your group pass the hoop around the circle 2X?
- How many times can your group move the hoop around the circle in 1 minute?
- *(If there is time, bring all together in a large circle, and play with multiple hoops.)*

4. Cool-down/Closure:

- Today, we worked in pairs and groups to practice cooperation and trust.
- How did it feel to have your eyes closed? You have to trust that I will create an environment that is physically and emotionally safe for us every day in SPARK PE.

附件八、SPARK 3-6 Build a Lesson



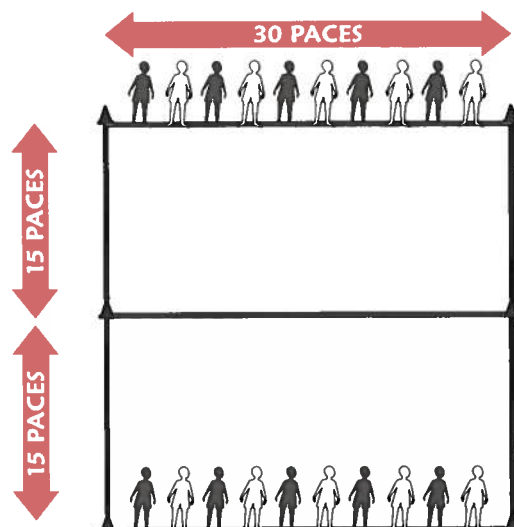
Ready...

- 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.

★ More Aerobic

(Spread cones farther apart to increase aerobic fitness.)

★ Kids Call

(Call individual students to give a new task for each round.)

★ Pair Creation

You and your partner create your own tasks each round. This will be your own original "Pair Creation."



ACADEMIC

Math (Finding the Middle) - I'll call a number between 1 and 100. When you meet your partner in the middle, both say the number that is half of that number (or the middle). For example, I call 68, you and your partner call 34 before you start your moves.

STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor, non-locomotor skills

#3, 4 Cardiovascular endurance, upper-body strength

#4 Understanding warm-up concepts

#5 Cooperation

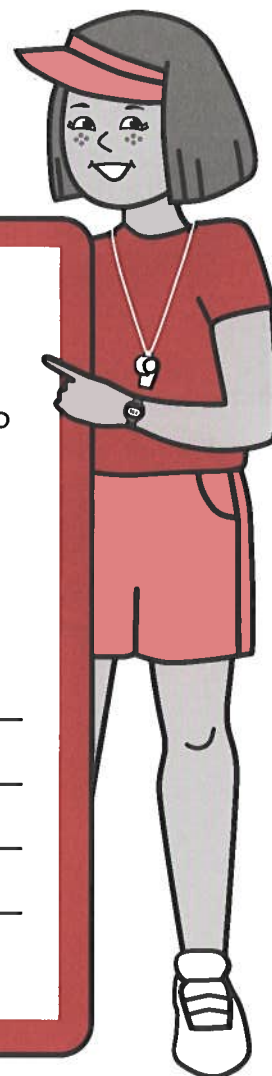
#6 Accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Use rowdy, stadium-type music to motivate students.
- Allow faster students to meet partner past halfway.

NOTES



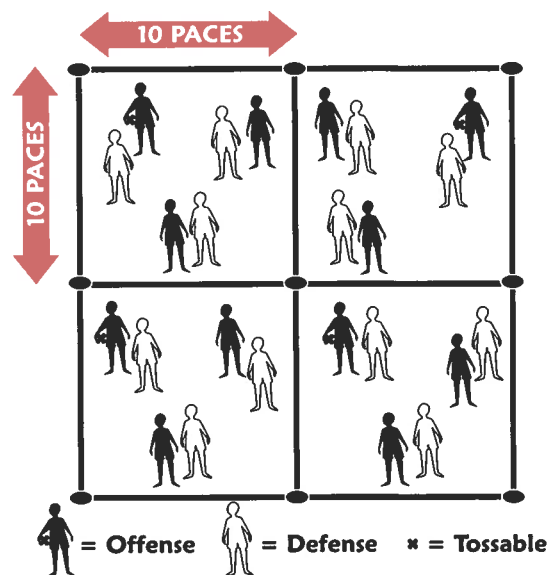


Ready...

- 1 tossable per group of 6 (offer many choices in color, weight, size, density, shape, type, etc.)
- 4 spot markers per group of 6
- 3 pinnies per group of 6

Set...

- Create a 10X10 pace grid for each group of 6.
- Students in groups of 3; 2 groups per grid; 1 wearing pinnies.
- 1 tossable (group's choice) per grid.



GO!

1. The object is to make 3 catches in a row, each to a different group member.
2. Pinnie group begins on Offense with the tossable. Defenders guard a member of the opposing group.
3. Incomplete passes (hit the ground, go out of bounds, intercepted) are picked up by the other group and they try to make 3 catches.
4. Three catches in a row score 1 point, and the other group gets the tossable.
5. Principle of 3s is in effect: Take 3 steps with the tossable; Defense stays 3' away from Offense; passes must travel at least 3'.

CHALLENGES

- ★ How many times can your group make 3 catches?

CUES

- ★ Offense, move to an open space. Keep moving. Change directions often.
- ★ Defense, follow the person you are covering. Keep your hands up. Stay at least 3' away from the Offense.

1 Pedometer

(1 student per group wears a pedometer. Change the focus of the activity so groups reaching the designated number of steps before the game ends are awarded bonus points to their running total.)

2 New Tossable

Choose a more challenging tossable, such as flying discs, footballs and tennis balls.

3 No Step

The player with the tossable is allowed only to pivot; no steps allowed.



HOME

Look for items around the house that are safe to throw and catch, like a rolled up sock, a paper plate, a ball, etc. Find a friend, and play catch, using the different tossables. See which is easiest to throw and catch.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, moving to open space

#2 Offensive and defensive strategies

#3, 4 Cardiovascular endurance

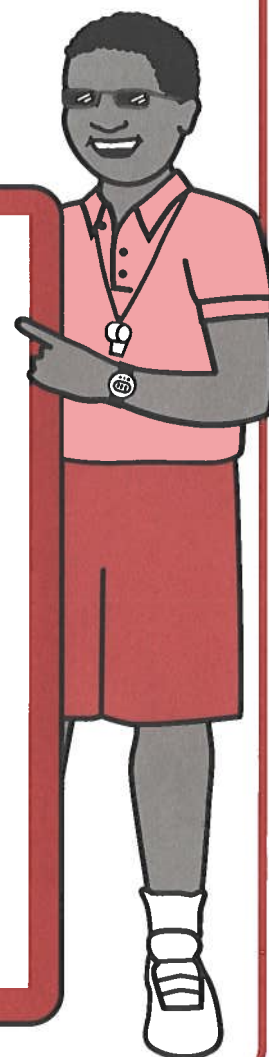
#5, 6 Cooperation, teamwork, accepting challenges

Your State (Write in here)

TONY'S TIPS

- Mix students of various skill and fitness levels for this activity. It helps those who don't "get it" to see how to move to get open, how to cover an opponent, etc.
- Discuss strategies for Offense and Defense: moving to an open space, faking, changing directions quickly, using all of the space, hands up, covering an opponent, etc.

NOTES



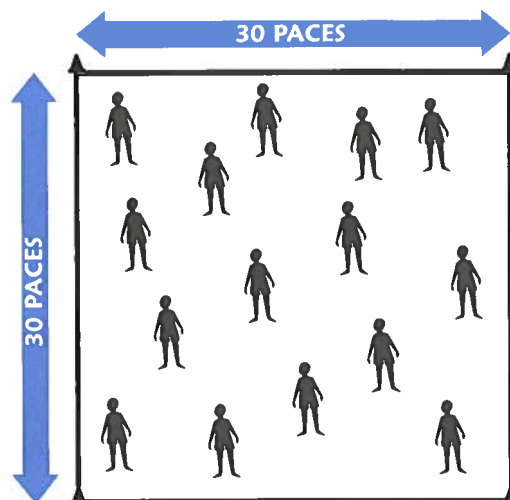


Ready...

- Music: "5-6-7-8"
- 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.

DANCE

★ 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

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

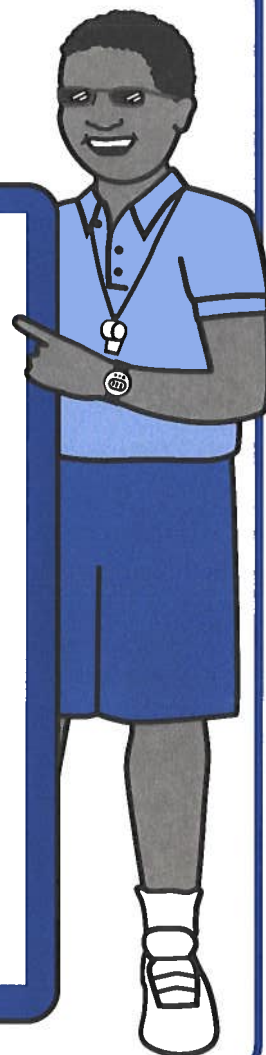
- appreciates, enjoys rhythmic movements

Your State (Write in here)

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



附件九、SPARK Mix Fitness Circuit Cards

JUMP TUCKS



STATIONARY

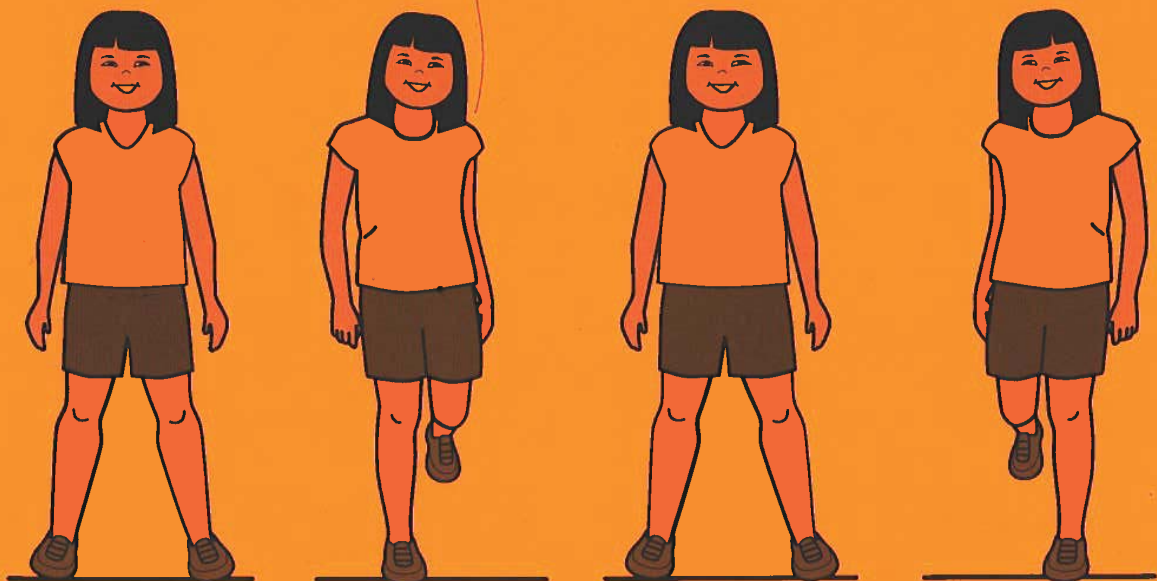
AEROBIC FITNESS

FITNESS CIRCUITS

SPARK
3-6

HOPSCOTCH

Straddle, Hop R, Straddle, Hop L.



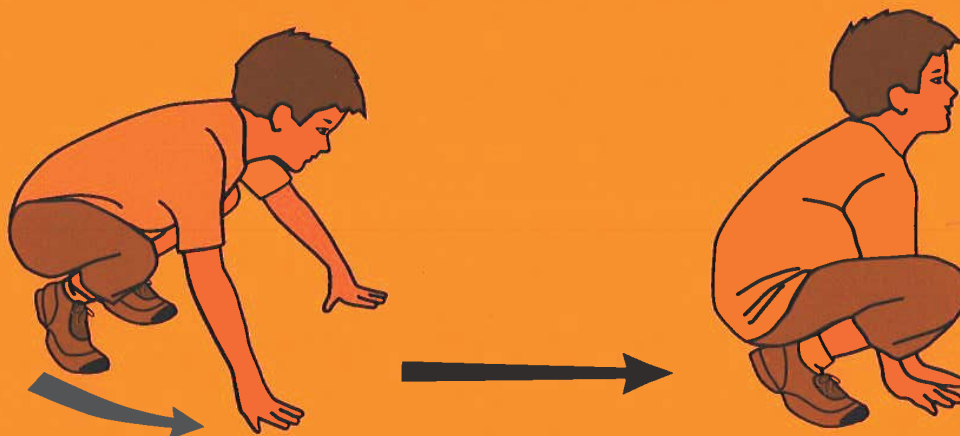
TRAVELING

AEROBIC FITNESS

FITNESS CIRCUITS

SPARK
3-6

FROG JUMP



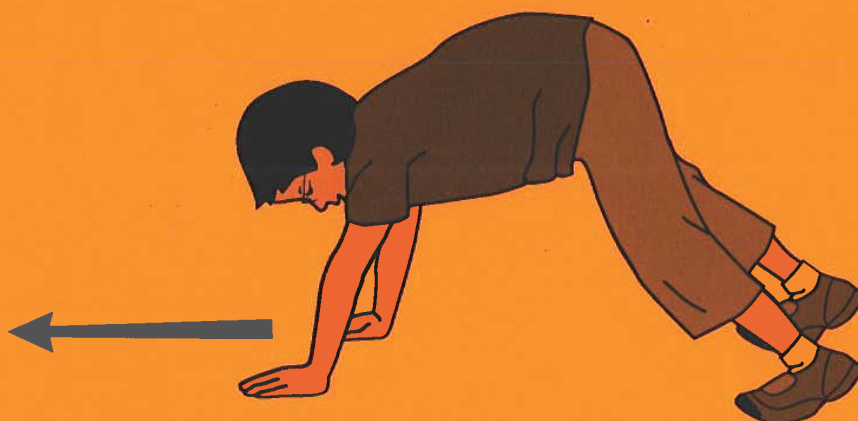
ANIMAL TRACKS

AEROBIC FITNESS

FITNESS CIRCUITS



PUPPY RUN



ANIMAL TRACKS

AEROBIC FITNESS

FITNESS CIRCUITS



KNEE TAG

On signal, try to tag each other's knees.



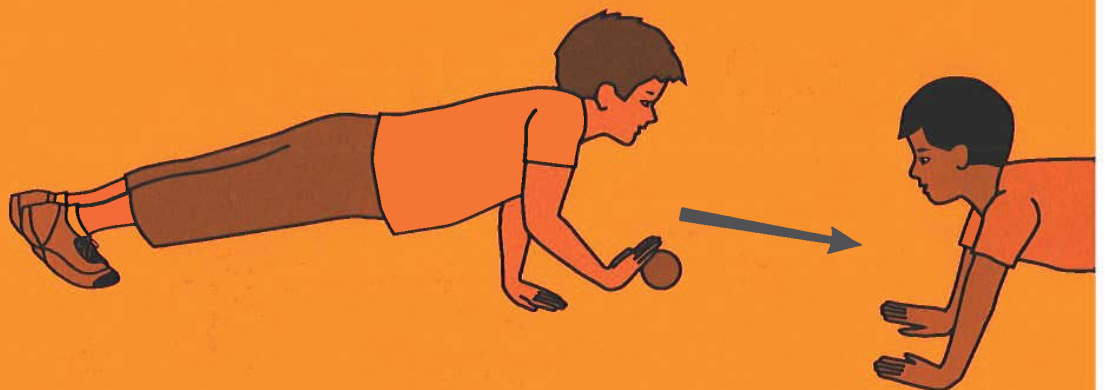
PERFORMANCE RELATED

FITNESS CIRCUITS



PUSH-UP HOCKEY

Try to score a goal between your partner's hands.
Choose which push-up position you can hold for at least 30 :



STRENGTH & ENDURANCE

FITNESS CIRCUITS

WALL SITS

Keep both feet in front of your knees.



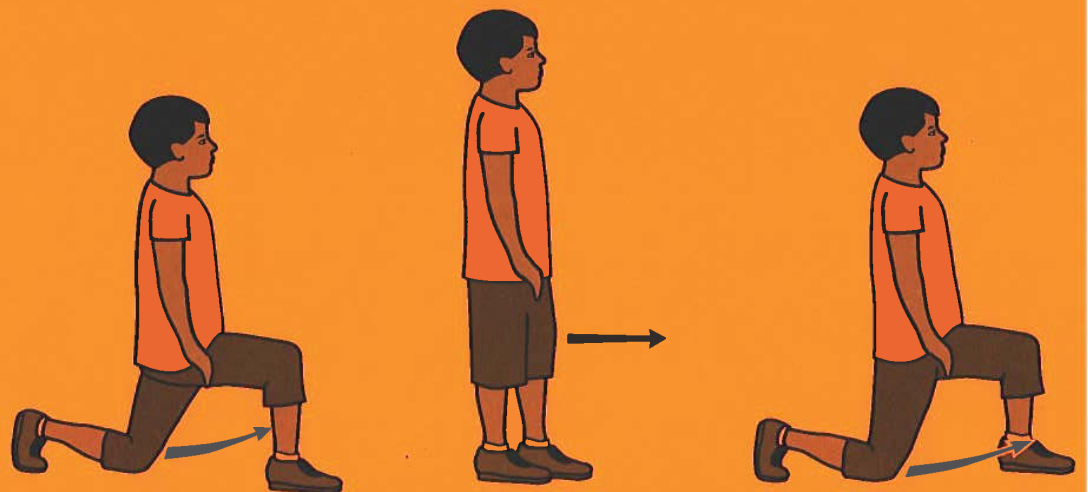
STRENGTH & ENDURANCE

FITNESS CIRCUITS



WALKING LUNGES

Lunge forward with 1 leg and move back leg to meet front leg. Alternate lunge legs as though walking. Keep your front foot slightly ahead of front knee.



STRENGTH & ENDURANCE

FITNESS CIRCUITS



STRADDLE JUMPS

(HALF JACKS)



STATIONARY

AEROBIC FITNESS

FITNESS CIRCUITS



SKIER



STATIONARY

AEROBIC FITNESS

FITNESS CIRCUITS



KNEE TO CHEST CURLS

Bring your knees toward your chest.



STRENGTH & ENDURANCE

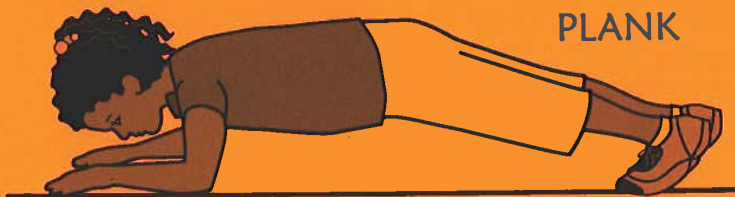
FITNESS CIRCUITS



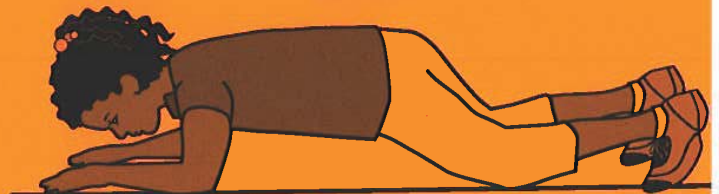
PLANK

Hold your body in plank position.
Choose the level that you can hold for at least 30 seconds.

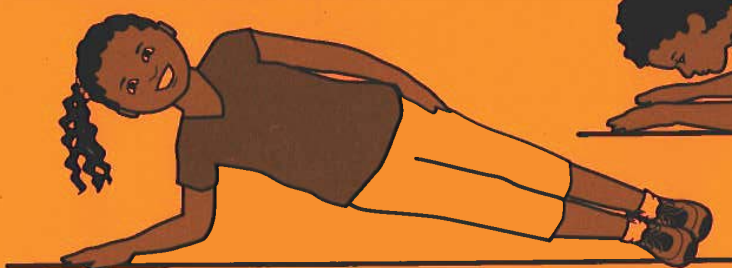
PLANK



KNEE PLANK



SIDE PLANK



STRENGTH & ENDURANCE

FITNESS CIRCUITS



附件十、SPARK quality lesson check and instructional strategies

日期

SPARK 授課品質檢核表 初階

偶爾在課堂結束後，利用下列問題列表檢查自己的體育課授課品質。

- 是 否 學生從一開始就很積極投入。
- 是 否 活動在安全的環境中進行。
- 是 否 學生接收到的指令清楚、簡潔。
- 是 否 學生的身體活動時間至少占了課程時間的 50%。
- 是 否 課堂管理和活動轉換的時間控制在最短。
- 是 否 學生有足夠的器材可以使用。
- 是 否 小組人數恰當。
- 是 否 充分鼓勵學生在課堂上積極投入身體活動。
- 是 否 大部分的學生都樂在其中。
- 是 否 鼓勵/獎勵學習者利用課外時間從事體育活動。
- 是 否 課程中涵蓋了收尾和收操。
- 是 否 課程包含 ASAP 活動及技能學習。
- 是 否 課程長度至少 30 分鐘。
- 是 否 我對於活動懷抱熱情。

分數 (回答「是」的題數)

日期

SPARK 授課品質檢核表 進階

填寫此檢查表，評量課程中是否運用了良好的體育教學方法與實例。定期進行自我評量，監測自己的進步。

課程設計：

- 是 否 在熱身階段包含了能讓血液流動到肌肉的活動。
- 是 否 課程是安全的。
- 是 否 所有學生都享有均等的學習和活動機會（譬如每人輪到的次數差不多）。
- 是 否 學生的身體活動時間至少占了課程時間的 50%。
- 是 否 學生被鼓勵在課外時間從事身體活動。
- 是 否 課程涵蓋了收操時間，包含伸展與總結。

課堂管理：

- 是 否 學生數與器材數的比例，在練習技能時不超過 3：1，比賽時則不超過 10：1。
- 是 否 把銜接時間控制在最短（譬如運用哨音指令、背心規則 Pinnies Rule、3s 原則……等等）。
- 是 否 善用音樂引導活動的開始與結束，或者引起動機。

教學指示：

- 是 否 教學指示清楚而簡潔。
- 是 否 使用正向、鼓舞人心的詞彙（譬如：領先「ahead」vs. 獲勝「win」）
- 是 否 訂定短期目標，促進學生在體適能與技巧方面達到個人進步。
- 是 否 在課程中安排多個挑戰，激發學生的動機。
- 是 否 給予學生正向/明確的回饋，並且與糾正性回饋之間的比例達到至少 3：1。
- 是 否 在學生展現出合作行為和良好社交技能時給予正增強。
- 是 否 我在課堂中展現出對於身體活動和教學的熱忱。

分數（回答「是」的題數）

SPARK

策略秘笈

組織與管理 (Organization and Management)

- 發放與回收器材 (Distributing and Collecting Equipment)
- 連擊組合 (The Old 1-2:)
- 3s 原則 (Principle of 3s)
- 銜接 (Transitions)
- 背心規則 (Pinnies Rule)
- 活動開始與結束的信號 (Start and Stop Signals)

教學指令 (Giving Instructions)

- 目標是...你可以透過什麼達成... (The object is... You do that by...)
- 80/20 法則 (The 80/20 Rule)
- 當、之前、做什麼 (When Before What)
- 叫學生名字、給予回饋 (Student's Name Followed By Feedback)
- 3:1 的比例 (3 to 1 Ratio)
- 個別化 (Individualize)
- 將干擾降到最低 (Minimize distractions)
- 避免驚喜 (No surprises)

提升 MVPA (50% 以上) (Increasing MVPA(50% or more))

- 觀察移動 (Look for Movement)
- 不淘汰 (Non-Elimination)
- 注意標線! (Be Line Conscious!)
- 個人/兩人/小組 (Individual/Partner/Group)

自選挑戰 (Challenge by Choice)

- Get-Go 活動 (BASICS 中的「A」項目) (Activity From the Get-Go(the “A” in BASICS))
- 進步 (Progression)
- 自我挑戰 (Self Challenges)
- 重複教學 (Teach it Again)
- 小老師 (Student Helpers)
- PACE 活動 (PACE Activities)
- 加 1 更好玩 (Add 1 for Fun)
- 退一步 (Step Back)

附件十一、2017-2018

FFCA Common PE

Rubric June 2, 2017

面向/成就階層	優秀/ 持續滿足期望	非常好/ 經常滿足期望	好/ 有時滿足期望	滿意/ 偶爾滿足期望	需要再加油/ 很少滿足期望
					
身體素養 身體素養有助成功發展技能、培養自信心 關鍵技能：基礎技能、應用、策略	學生能在獨處時或活動中， 持續 展現基礎性動作技能 (個人活動、不同環境、比賽、舞蹈、體操)。學生能 持續 應用符合年齡的策略，藉以繼續在比賽中成功。	學生 經常 能在獨處時或活動中，展現基礎性動作技能 (個人活動、不同環境、比賽、舞蹈、體操)。學生能 經常 應用符合年齡的策略，藉以繼續在比賽中成功。	學生 有時 能在獨處時或活動中，展現基礎性動作技能 (個人活動、不同環境、比賽、舞蹈、體操)。學生 有時 能應用符合年齡的策略，藉以繼續在比賽中成功。	學生 偶爾 能在獨處時或活動中，展現基礎性動作技能 (個人活動、不同環境、比賽、舞蹈、體操)。學生 偶爾 能應用符合年齡的策略，藉以繼續在比賽中成功。	學生 很少 能在獨處或活動時，能展現基礎性動作技能 (個人活動、不同環境、比賽、舞蹈、體操)。學生 很少 能應用符合年齡的策略，藉以繼續在比賽中成功。
積極參與 每天在安全、促進健康和幸福的環境中，精力充沛地活動 關鍵技能：努力、安全、挑戰、設定目標、體適能/幸福	學生能 持續 投入最大努力、傾聽指令、遵循規則和例行事項，安全地參與，並且在熱身時、進行活動時和比賽中都專注在任務上。學生能 持續 讓活動變得對自己有挑戰性，以及有助達成個人目標。學生能 持續 注意身心變化，並受益於身體活動。	學生 經常 能投入最大努力、傾聽指令、遵循規則和例行事項，安全地參與，並且在熱身時、進行活動時和比賽中都專注在任務上。學生 經常 能讓活動變得對自己有挑戰性，以及有助達成個人目標。學生 經常 能注意身心變化，並受益於身體活動。	學生 有時 能投入最大努力、傾聽指令、遵循規則和例行事項，安全地參與，並且在熱身時、進行活動時和比賽中都專注在任務上。學生 有時 能讓活動變得對自己有挑戰性，以及有助達成個人目標。學生 有時 能注意身心變化，並受益於身體活動。	學生 偶爾 能投入最大努力、傾聽指令、遵循規則和例行事項，安全地參與，並且在熱身時、進行活動時和比賽中都專注在任務上。學生 偶爾 能讓活動變得對自己有挑戰性，以及有助達成個人目標。學生 偶爾 能注意身心變化，並受益於身體活動。	學生 很少 能投入最大努力、傾聽指令、遵循規則和例行事項，安全地參與，並且在熱身時、進行活動時和比賽中都專注在任務上。學生 很少 能讓活動變得對自己有挑戰性，以及有助達成個人目標。學生 很少 能注意身心變化，並受益於身體活動。
合作/公平比賽 樂觀正面的領導人能尊重、溝通、合作與公平競爭。 關鍵技能：合作、公平比賽、領導力、團隊工作、溝通	學生能 持續 在不同的身體活動中公平競爭並遵守禮節。學生能 持續 對自己被指定的角色負責，幫助小組成功。學生能 持續 在和同儕及老師溝通時抱持尊重。	學生 經常 能在不同的身體活動中公平競爭並遵守禮節。學生 經常 能對自己被指定的角色負責，幫助小組成功。學生 經常 能在和同儕及老師溝通時抱持尊重。	學生 有時 能在不同的身體活動中公平競爭並遵守禮節。學生 有時 能對自己被指定的角色負責，幫助小組成功。學生 有時 能在和同儕及老師溝通時抱持尊重。	學生 偶爾 能在不同的身體活動中公平競爭並遵守禮節。學生 偶爾 能對自己被指定的角色負責，幫助小組成功。學生 偶爾 能在和同儕及老師溝通時抱持尊重。	學生 很少 能在不同的身體活動中公平競爭並遵守禮節。學生 很少 能對自己被指定的角色負責，幫助小組成功。學生 很少 能在和同儕及老師溝通時抱持尊重。

身體素養檢查表：

- 我盡最大能力展現技能。
- 我在活動、例行公事或比賽中展現技能。
- 我結合策略與技能。
- 我善用技能，在活動、比賽、例行公事中取得成功。

積極參與檢查表：

- 我傾聽、遵尋指令，並安全地參與所有活動（包括熱身、活動、比賽和收操）。
- 我在所有活動中都拿出最大的努力。
- 我在每個活動中都挑戰自己。
- 我了解我的身體和心智，並且受惠於常態性的身體活動。

合作與團隊工作檢查表：

- 我和他人溝通時保持尊重。
- 我傾聽並遵尋所有指令。
- 我遵守所有比賽和活動的規則，公平競爭。
- 我成功和他人合作，追求共同目標。