

SPARK™



Classroom Activity
& Recess

SPARK™ abc's activity break choices

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The SPARK Programs

The SPARK Mission

SPARK is a research-based organization dedicated to creating, implementing and evaluating programs that promote lifelong wellness.



SPARK Programs



Physical Education



Early Childhood



Classroom Activity & Recess



After School



Coordinated School Health Initiative



SPARK™

**The Most Researched and
Field-Tested PE Program
in the World!**



Physical Activity 101

- It's recommended that school-aged children get 60+ minutes of MVPA per day.
 - 2 out of 3 kids today are inactive.
- Physically active students perform better academically, have better attendance, & behavior.
 - Only 20% of school districts require daily recess.

Source: letsmoveschools.org



What does Academic Performance mean?

Cognitive Skills and Attitudes

- Attention, concentration, memory, verbal ability

Academic Behaviors

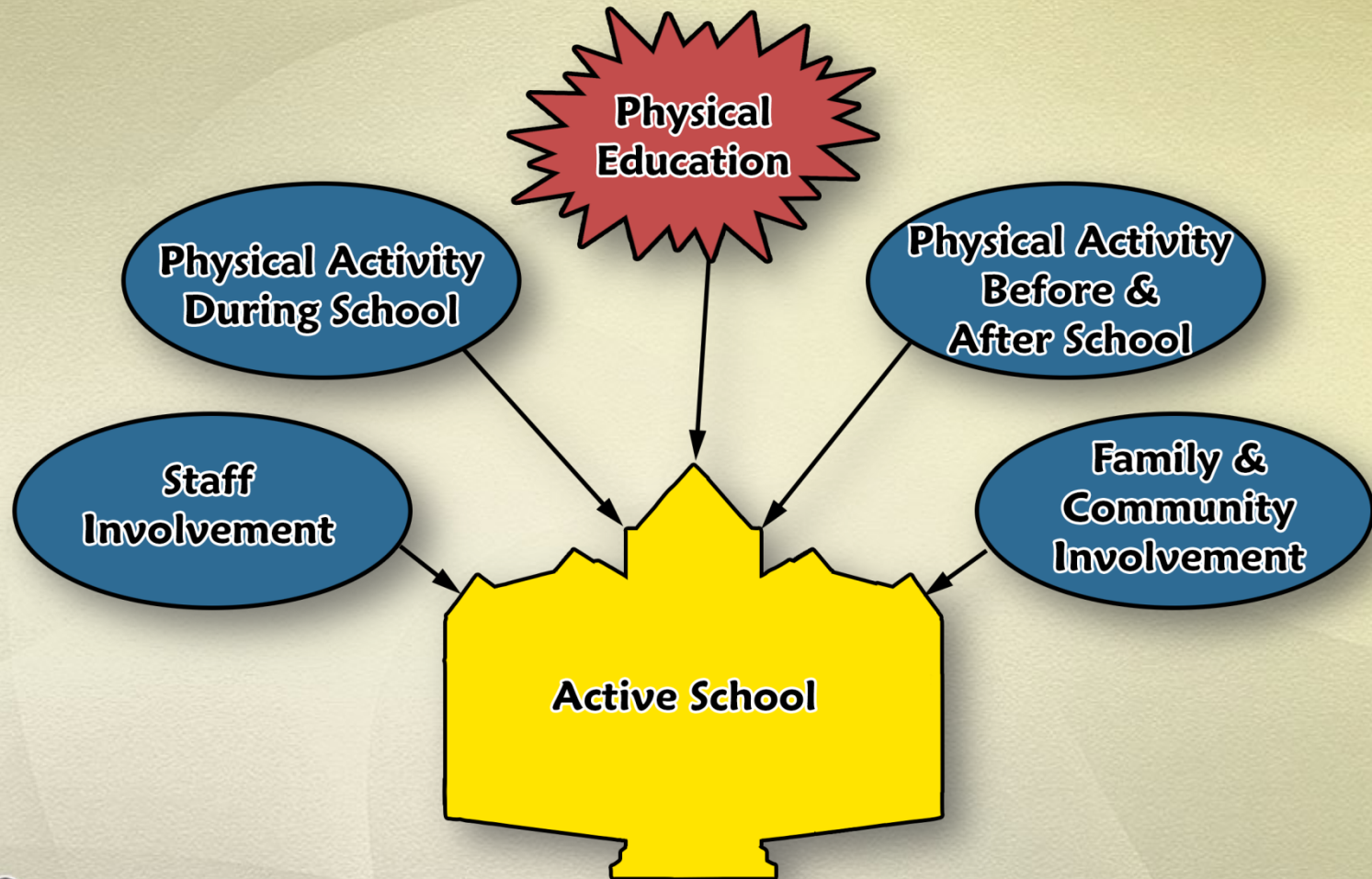
- Personal conduct, attendance, time on task, homework

Academic Achievement

- Performance on standardized tests, grades



Let's increase and improve Comprehensive School Physical Activity Programs



Comprehensive School Physical Activity Program

The CSPAP model provides 6 unique opportunities for PA within school communities:

1. Physical Education
2. Classroom-based PA
 - A. ASAPs (Activity Breaks)
 - B. Academically Integrated PA
3. Recess
4. Before & After School PA
5. Staff Involvement / Wellness
6. Family / Community Involvement



SPARKabc's Focuses

Physical Activity During School:

1. Classroom-based PA

- a) ASAPs (Activity Breaks)
- b) Academically Integrated PA

2. Recess

- a) Recess Planning / Management
- b) Recess Activities



Daily Activity Formula

The object is to help students accumulate 30 of the 60 minutes required for good health.

- 5 minute Classroom ASAP
- 10 minute Academically Focused Activity
- 15 minutes of Active Recess
- Promote out-of-school activity!!!



Pacing Guidelines

Getting Started – Sample Pacing Guidelines Week 1 Classroom Physical Activity Routine

Choose a specific time of day to implement physical (e.g., after the first morning lesson, before the day's final lesson, etc.). However, always look for opportunities to infuse *extra* activity into a day.

Monday	Tuesday	Wednesday	Thursday	Friday
ASAP (5 minutes): Fast Breaks for the Classroom 1	ASAP (5 minutes): Fast Breaks for the Classroom 2	ASAP (5 minutes): All Hands on Deck	ASAP (5 minutes): Rock, Paper, Scissors Olympics	ASAP (5 minutes): Personal Pizza
Academic Focus (10 minutes): Act It Out (Language Arts)	Academic Focus (10 minutes): Coconuts (Nutrition Education)	Academic Focus (10 minutes): Social Studies Grab Bag (Social Studies)	Academic Focus (10 minutes): Centipede Counting (STEM / Math)	Academic Focus (10 minutes): Student <i>(or teacher)</i> choice from the week's previous activities.

Month 1 Character Matters Focus: Respect

- *Although Character Matters resources are provided in the Recess section of SPARKabc's, we recommend that this Character Education program also be used in the classroom.*



ASAP's

Meaningful Movement Breaks

- Activities can last from 5-15 minutes
- ASAPs can be used as:
 - as planned movement breaks
 - as impromptu rewards for outstanding behavior
 - during transition to a new activity / content area
 - to refocus class attention and behavior



ASAP's

Active Soon As Possible

- Helps students channel energy / get back on task
- Encourages constructive movement and behavior
- Contributes to daily activity levels
- Helps students understand how their bodies move in relationship to the world around them
- Encourages creativity to move in the classroom
- Increases learning opportunities and retention



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SPARKabc's
activity break choices

CLASSROOM ASAPs TABLE OF CONTENTS

	GRADE	PAGE
Introductory Pages		
Introduction		iii
What You Have		iii
How To Use It		iv
What You Need		v
Activities		
All Hands On Deck Students perform activities based on a deck of playing cards.	K-6	1
Fast Breaks For The Classroom (Part 1) Students complete simple and fun movements in order to take a fast activity break.	K-6	2
Fast Breaks For The Classroom (Part 2) Students complete simple and fun movements in order to take a fast activity break.	K-6	3
Grab the Apple Pairs compete to be the first to grab an item.	K-6	4
Invisible Jump Rope Students complete a variety of jump rope tricks using an invisible rope.	K-6	5
Kickin' It! Students dribble and score goals by kicking paper balls through other students' feet.	K-6	6
Meet Me In The Middle Pairs do an add-on activity each time they meet in the middle of the class.	K-6	7
Non-Elimination Simon Says Groups of 4-5 play Simon Says. When an error occurs, they move to another group.	K-6	8
Pass It On The whole class stands in 1 large "circle" and passes various objects around following specific rules.	K-6	9
Scarf Juggling Students practice juggling 1, 2, or 3 scarves.	K-6	10
Scout Over Groups of 4-5 scoot down 1 chair while 1 player completes a task.	K-6	11

ASAP Activity



SPARKabc's

GOTCHA

CLASSROOM
ASAPs

GRADES 3-6

Ready

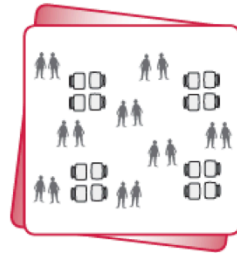
- No equipment needed

Set

- Students in pairs scattered throughout the class.

GO!

1. Today's Classroom ASAP is called *Gotcha*. The object is to grab your partner's finger while trying not to let your partner grab yours.
2. Facing your partner, hold your L hand out flat in front of you with the palm facing up. Place the point of your R index finger in your partner's raised L palm.
3. When you hear the word, "Gotcha," try to grab your partner's index finger with your L hand. At the same time remove your R index finger before your partner grabs it.
4. Score a point each time you grab a finger. (Repeat 3-5 rounds, then change partners.)
5. **Challenges**
 - How many times can you grab your partner's finger?
 - How few times can your partner grab yours?
 - **Circle Game** – Form 1 large circle around the room and place your L hand up and your R finger in the palm of the student on your R. Play as before, but in one large group.
5. **Teaching Tip**
 - Say other words that sound like "gotcha" to keep students guessing. After every 3-5 rounds, have students do a fitness activity such as jump tucks, stretches, push-ups, etc.



Movement in the Classroom

Why Integrate Activity?

- Provides activity during instruction time
- Works toward accumulation of daily physical activity
- Reinforces content from all subject areas
- Helps kinesthetic learners anchor academic concepts
- Improves academic behaviors
- Provides a break after long periods of instruction





Research

- Prepares the brain for optimal learning
- Improves coordination and balance which may improve attention and focus
- Increases blood flow to the brain aiding overall cognition
- Develops eye fitness in the form of peripheral vision, helping student track words on a page
- Supplies BDNF (a Nerve Growth Factor) AKA “Brain Fertilizer”





Academically Focused Activity

- Language Arts/Literacy
- Nutrition Education
- Social Studies
- STEM



Academically Focused Activity

SPARKabc's BATTLE CARDS

STEM

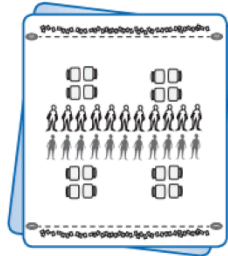
GRADES K-6

Ready

- 4 half cones (for boundaries)
- 2 decks of playing cards or, *Fraction Battle Cards*
- Music and player (optional)

Set

- Create a safe activity area by ensuring there is enough floor-space to be physically active.
- Scatter cards from one deck along one end line, the other on the opposite end line.
- Form 2 groups. Each group lines up directly across from the other in the center of the area forming 2 parallel lines. Every student faces a partner on the opposite team.



GO!

1. Today's activity is called *Battle Cards*. The object is for your group to collect as many cards as it can. You'll do that by winning a card battle against your partner.
2. On the start signal, move to get a card from your end line (don't look at it). Then, return to your partner and compare cards.
3. The player with the highest card wins the battle (Aces are high).
4. The player who wins the battle takes BOTH cards and places them face down with the other cards on their end line.
5. If both players have the same card, they'll return to their end lines to retrieve 2 more cards each (without looking at the cards place one on top of the other). When the players return to the center, show the top card only. The highest card takes ALL cards played in the battle and they are returned face down on the end line.
6. Continue until you hear the stop signal.
7. **Challenges**
 - How quickly can to identify the highest and lowest cards?
 - Can you use the *Fraction Battle Cards* instead of standard playing cards?
8. **Discussion**
 - This activity helps us practice identifying greater than, less than, and equal to. What other math concepts could we incorporate into a card game? What about Science concepts?
9. **Quick Cues**
 - Keep your head up and your eyes alert while you travel to and from the card pile.

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SPARKabc's

BATTLE CARDS

MIND/BODY CONNECTION

Exercise reduces stress – Research suggests that mental stress and anxiety can rob the brain and body of adequate oxygen by interrupting normal breathing patterns. Proper breathing exercises can enhance oxygen flow, thereby reducing heart rate and anxiety. Physical activity also plays a role in naturally flushing stress hormones from our system.

HOME PLAY

Card games are a great way to improve problem-solving skills. Creating active card games is a great way to solve the problem of you sitting for too long. Challenge your family and friends to help you create an active card game at home. Problem solved.

STANDARDS ADDRESSED

- Applies mathematical relationships
- Applies fraction equivalence and ordering
- Applies knowledge of math to solve problems

NOTES



4

TEACHING TIPS

- If space is limited students can play this game at a desk. Add physical activity in between each play (e.g., jog in place for 5 seconds before drawing a new card).
- 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.

NOTES

Management Formats

Four consistent activity formats:

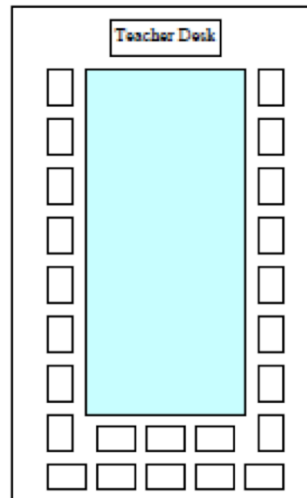
- Fitness Relay
- Tag and Learn
- Grab Bag
- Fitness Training

*****Additional activities provided in each unit.**

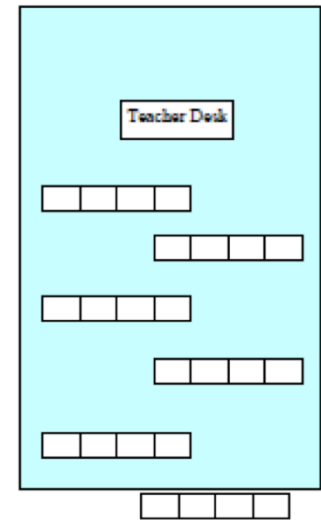


Finding Space

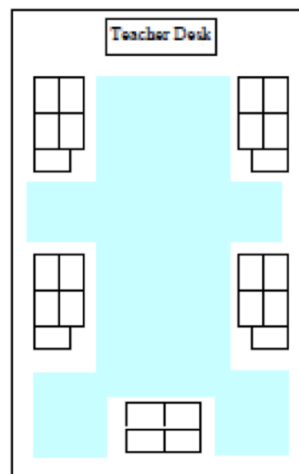
Horseshoe





Staggered Formation

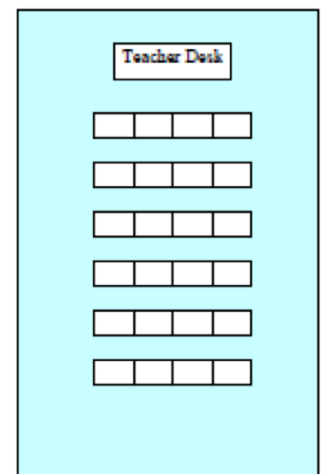


Cluster Formation



-  = student desk
-  = available space

Tight-Row Formation





Recess

Common Recess Challenges

- Students don't know how to engage in healthy play
- Students cannot create and follow rules in order to resolve conflicts (games end in arguments)
- Complicated games end before they get going
- Many kids end up on the sidelines, inactive and disengaged

Physical Activity

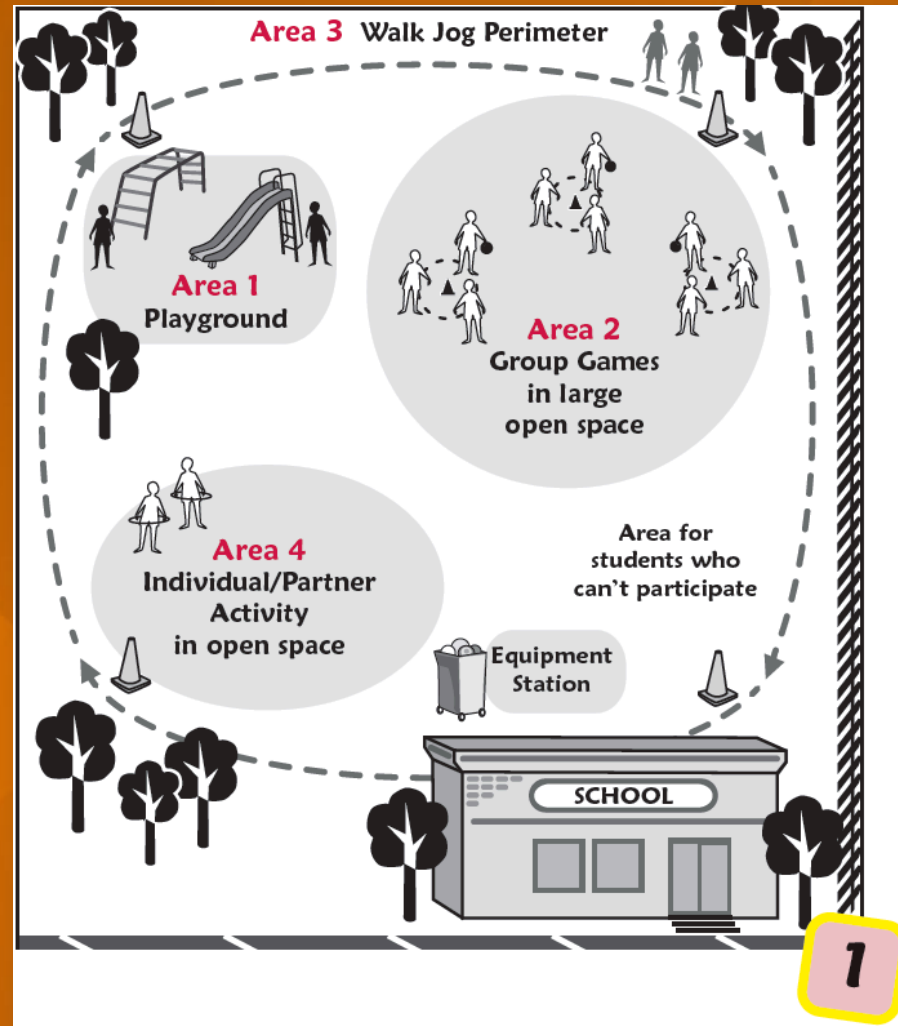


Recess Benefits for Kids

- Health benefits of Activity
- Practice Social Skills
- Conflict resolution
- Creative Play
- Learn leadership / followership
- Problem-solve
- Release energy



Recess Activity Areas



Recess Handbook



Recess Report Card

SPARKabc's RECESS HANDBOOK

Component Report Card

Use this Report Card for group discussion and component evaluation.

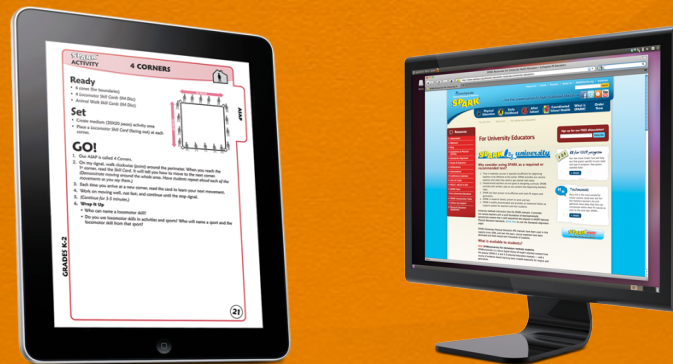
Total the number of points earned by each component.

Score each component	Fully In Place	Partially In Place	Under Development	Not In Place
SR1: Recess Time and Frequency				
Occurs every day	3	2	1	0
Is at least 15 minutes in length	3	2	1	0
Takes place before lunch	3	2	1	0
Component Total				
SR2: Recess Effectiveness				
Is Inclusive – provides opportunity and choice for all youth	3	2	1	0
Promotes moderate to vigorous physical activity (MVPA)	3	2	1	0
Promotes positive social skills	3	2	1	0
Component Total				
SR3: Recess Supervisors				
Prioritize child physical and emotional safety	3	2	1	0
Are actively engaged to prompt and reward physical activity	3	2	1	0
Receive annual training	3	2	1	0
Component Total				
SR4: Recess Facilities & Equipment				
Sufficient space is available outdoors for all children to move safely	3	2	1	0
Indoor opportunities for safe movement are available during inclement weather	3	2	1	0
Children are provided with ample developmentally appropriate equipment	3	2	1	0
Component Total				
SR5: Recess Formal Policies				
Recess does NOT replace Physical Education	3	2	1	0
Recess is NOT withheld as a punishment, or held as a reward	3	2	1	0
Physical Education and Recess Staff communicate each marking period to plan for successful recess implementation	3	2	1	0
School staff, administration, and parents are annually informed of the benefits and importance of recess	3	2	1	0
Component Total				

SPARKabc's

A Fully Digital Program

- Delivered to classroom teachers online at www.sparkabcs.org
- SPARKfamily.org members can add SPARKabc's to their program line-up.

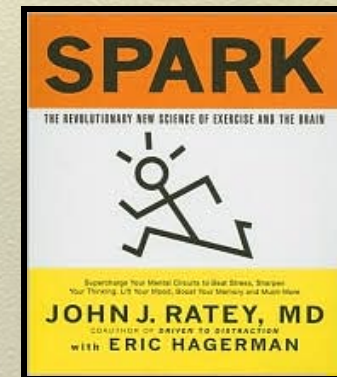


To fully utilize all of the resources that SPARK has to offer

Effects of Activity on Learning

“Exercise itself doesn't make us smarter. Instead, exercise makes us more able to learn and focus and optimizes the brain for learning.”

John Ratey, author of:
Spark: The Revolutionary New Science of
Exercise and the Brain



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standards at www.sparkpe.org!



**What
questions
do you
have?**

THANK YOU!

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