Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- SPARK Expectation Cards (SPARKfamily.org)
- 1 copy of the Parent Letter per student (SPARKfamily.org)
- 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)
GO! (continued)
- Make yourself tall? Even taller?
- Make yourself narrow? Wide?
- Stretch and touch the sky? Bend and reach to touch your shoes?
- Turn and smile at a friend while keeping your hips pointing forward? This is called a “trunk twist.” Turn and twist the other way?
- Step forward off your home base and return? Step backwards off your home base and return? Sideways? Step to the other side?
- Jump (2-foot takeoff and landing) forward off your home base? Jump all around your home base?
- Stand behind home base? Jump over home base? Try it 3X.
- Show how you can walk around home base on your hands and feet (on all fours) 3X?
- Straddle (1 foot on each side of spot marker) home base and face away? Face me? Face another way?
- 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:
  - Tried your hardest in every activity.
  - Listened to directions and followed them.
  - Kept your hands and feet to yourself.
  - 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)

  ______________________

  ______________________

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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