



“High Activity Solutions for a Low Activity World”

Presented By: Paul Rosengard

www.sparkpe.org

1 800 SPARK PE

“High Activity Solutions for a Low Activity World” (or “How I learned to love MVPA”)

Presented for Oregon AHPERD, October 2007

Description: This presentation will share lessons learned from a 29-year career teaching, conducting research in physical education, and disseminating activity programs that are being used in thousands of schools nationwide. Concepts and methods that have been proven to improve students participation, activity levels, fitness, and sport related skills in “real-world” settings will be shared. Attendees will leave with at least three new ideas to use in their classes the very next day. Rated RR for **R**elevant and **R**eally fun!

Three high activity solutions:

1. Talk Less: Studies of physical education have shown that oftentimes, teachers spend excessive time talking (e.g., giving lengthy instructions, asking for clarification questions, disseminating knowledge that doesn't lead to movement, etc.). SPARK challenges teachers to try and use as few words as possible to facilitate student engagement. “Set the stage and get off.” Then, move to offer positive-specific feedback at least 3-1 over corrective statements.

Sample Activity: STRADDLEBALL:

Teaching points: Object is... do that by...; 80-20 rule, be a plumber and fix leaks; using “carrots” to influence behavior.

2. Disguise and Differentiate: Research has shown that student participation increases and they move at higher levels of MVPA (moderate to vigorous activity) if fitness is fun and “disguised” within an enjoyable game, dance, skill progression, etc. Additionally, because fitness development is approximately 70% genetically determined, physical educators should differentiate instruction (e.g., nice and easy, recreational, hard core) so students choose their level (challenge by choice) and experience success.

Sample Activity: GRAB THE APPLE

Teaching points: Disguising upper body fitness development, differentiating learning

3. Modify Traditional Sports: Most sports children play (e.g., soccer, baseball, football) do not align with physical education objectives and should be highly modified to increase activity levels and equalize participation.

Sample Activity: THROW AND RUN, STRIKE AND RUN GAMES

Teaching points: Boundary change, smaller groups, fewer rules, equalize play, component curriculum, higher MVPA

✧ See the SPARK website for resources: www.sparkpe.org

✧ Call SPARK to inquire about hosting a workshop or attending an Institute:
800sparkpe

✧ Write SPARK with any questions: spark@sparkpe.org



Sports, Play & Active Recreation for Kids!

Research-Based Physical Activity Programs: Early Childhood; Elementary, Middle, and High School Physical Education; and After School

A Healthy Beginning:

The SPARK team began studying elementary physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based physical activity/nutrition programs. The original SPARK study was supported by the Heart, Lung, and Blood Institute of the National Institutes of Health and San Diego State University.

Results:

Numerous refereed publications (over 45 to date) have reported SPARK physical education (PE) program effects, including papers showing evidence of achievement in the variable such as physical activity, physical fitness, lesson context and teacher behavior, academic achievement, motor skill development, student enjoyment of the program, adiposity, institutionalization and teacher acceptance.

Honors:

SPARK Physical Education has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "School based solution to our nation's health care crisis." In 1993, SPARK PE was validated by the National Diffusion Network of the U.S. Department of Education and earned "Exemplary Program" status. That same year, Arnold Schwarzenegger and Governor Pete Wilson of California presented SPARK with a "Governor's Commendation" for efforts to improve the health of California's youth. In 2006, SPARK earned "Gold" rankings for their elementary and middle school PE programs from the Cooper Institute study examining effective U.S. activity and health interventions.

Sharing Good News and Growing:

Following the research phase, the elementary PE program was expanded to focus on dissemination. Over the years, additional research has led to the creation and development of:

Early Childhood (ages 3-5), Middle School PE (grades 6-8), Active Recreation (ages 5-14), High School PE, Coordinated School Health (components include Food Service, Health Promotion for Staff, Family and Community Involvement, and a host of SPARK Recommended Resources – in development).

Each evidence-based SPARK program is a coordinated package of curricula, on-site staff development, extensive follow-up consultation, evaluation tools, and age-appropriate equipment (via SPARK's exclusive corporate sponsor, Sportime).

SPARK Certified Trainers bring SPARK to you, working with a single site, a cluster of sites, or entire districts/cities in an effort to improve the quantity and quality of physical activity/education. The SPARK Programs also offer Institutes in the summer to give educators in-depth training in sunny San Diego.

For further information and a free cost analysis:

www.sparkpe.org

1-800-SPARKPE or spark@sparkpe.org

-GROUP DAY-

Straddleball

Diagram on back

-Groups of 8 with 1 ball.
(Groups of 7 or 9 are fine.)

-Today's Great Game is called
"Straddleball!"

-Have groups create a small circle, members touching outsides of feet. Legs wide to simulate a "goal."

-The object of the game is to score a goal by striking a ball through the legs of others.

-In time, add a second ball to each group. Advanced groups may use a third ball.

-Create a "goal" by spreading your legs very wide to touch the sides of the feet with the person next to you.

-NOTE: Some will enjoy aggressive play. Allow youth to categorize themselves into 2 or 3 levels (e.g., "hard core," "casual," "nice and easy").

-Bend your knees and get low. Palms of hands facing in towards the middle of the circle, fingers close to the ground.

-Send the ball through anyone's "goal" by striking it with an open palm and stiff wrist.

-Keep the ball low.

-You can protect your "goal" with your hands only.

-If the ball goes outside of your circle, the person who touched it last retrieves it. Toss it back in first, then rejoin the group.

Grab the Apple

-Pairs sitting cross-legged on floor facing each other, hands on knees.

-When pairs are ready, place bean bags between pairs.

-Lead activity by giving group a task and playing music. When you stop the music, pairs try to Grab the Apple.

-After several trials, lead variations.

-Advanced Learners: Try the Push-Up Hockey Game! While in push-up position, lift 1 hand at a time to the music. On START cue, score a goal by sliding bean bag through the arms of your opponent.

-The object of our game today is to “Grab the Apple”, your bean bag, before your partner.

-The music will play and when it stops, try to Grab the Apple before your partner.

-I'll give you different things to do while the music plays.

-First, hands on knees! When the music stops, Grab the Apple!

-Now I'll call a specific hand to Grab the Apple.

-Hands on shoulders! When music stops, Grab the Apple! (music off)

-You're getting the hang of this!

-Lay back, knees bent, like a “sit-up” position.

-Can you do a sit-up to the beat of the music?

-Grab the Apple!

-Push-up position!

-Grab the Apple!

-Can you lift a back leg to the beat of the music? Grab the Apple!

-Can you lift each hand to the beat of the music? Grab the Apple!

-Who can think of a good starting position? Grab the Apple!

UNIT: SOFTBALL

LESSON: 6, 7, & 8

OBJECTIVES

Hitting, fielding, throwing, running bases

EQUIPMENT

6-7 bases, cones, bats, balls, tall cones or hitting T's; whistle

ACTIVITY

ORGANIZATION

TEACHING CUES

-GROUP DAY-

**5 Person
Hit and Run Softball**

-Groups of 5 in same formation as 5 Person Throw and Run Softball (in Lesson 3).

-This game is played like Throw and Run Softball except students bat the ball instead of throw it.

-Allow batter to choose whether they hit a pitched ball (3 pitch maximum) or place the ball on the tee.

-No more than 3 pitches or 3 tee attempts per batter total even if ball is hit foul.

-When competent, have outfielders move to line up (all throws go in a straight line) the relay to the catcher.

-If additional lessons are desired at the conclusion of this unit, playing 5 Person Hit and Run Softball is recommended.

-This game is played like 5 Person Throw and Run except we will use bats to put the ball in play instead of throwing it. The rotation is the same.

-After hitting, batters run around the cone and back to home plate.

-Each person on the fielding team must relay the ball to a teammate who hasn't yet touched it. After all have thrown and caught in the field, whoever has ball last throws it to the catcher for the play at the plate! All this must happen before the runner gets home!

-A run is scored if batter beats the ball home.

-Batters keep own score.

-No fly ball outs.

-Rotate positions (as in Throw and Run) quickly after batter has scored or is declared out.

-Let's see how many turns at bat each person in your group can get before the period ends!