

## How to Use It

- Pair this unit with 1 of the less vigorous Spotlight on Skills units (such as Volleyball, Softball, or Cooperatives), because it is quite vigorous.
- Start with shorter durations and build to longer. For example, students may be able to move continuously for only 5 minutes on the first day of the unit, while a month later, they may be able to jog for 10 minutes easily.
- Keep the course/track relatively short (i.e., no greater than 220 yards around) to help with student observation, control, and motivation.
- Use the Teaching Cues for Walk/Jog/ Running Prompt Page (SPARKfamily.org) to help provide feedback to students on their technique. To minimize setup, use the same activity area for these activities as for your Spotlight on Skills activity for the day.
- Review the assessment samples provided on the SPARKfamily.org website. The student self-check is a student-paced assessment that can be administered throughout the entire unit. The performance rubric is an observational assessment you can use to collect skill development data. Ideally, you would take rubric observations toward the middle to the end of the unit.
- There are 3 sample unit plans on pages 4-6, built on a 3 PE classes-per-week instructional model. Use these as guides to adjust and create unit plans that meet your particular instructional requirements.
- Remember to use a short 5-7 minute ASAP activity before the main activity in your lesson. Choose several from the ASAP sections to rotate throughout the unit.

### Safety

- Allow students to drink water after these activities and before your Spotlight on Skill activities.
- Allow students to pace themselves. Only they know how they feel.