

- **SEL Competencies:** shows the lesson's alignment with CASEL's SEL competencies and related skills.
- **Teacher Reflection:** space to share how the lesson went and what modifications could be made next time.

## **SPARK Instructional Media:**

- **Sample Unit Plan**
  - A 6-week sample unit plan provides an example for integrating this fitness unit into your teaching schedule. It includes activity sequencing and event scheduling. Use it as is or modified to meet your needs.
- **Printable Instructional Media**
  - All the printable instructional media required for this unit is provided at SPARKfamily.org. These 8.5" x 11" sheets include Peer Checklists, SPARK Fitness Instructor Tracking Sheets, Unit Content Cards, and more. Essential instructional media cards are also included in the SPARKfolio.
- **Leveled Assessment Choices**
  - To document and guide learning, teacher assessment options include both cognitive and skill-based assessments along with suggestions for individual student portfolio development.

## **How to Use It**

- Follow the sample unit plan or use it as a guide to adjust and create your own.
- Review the assessment tools provided at SPARKfamily.org and identify the options that fit your students and teaching situation.
- As you teach, assess your students' comfort, interest, and capacity to perform the activity and adjust as needed using Rewind or Fast Forward suggestions in the F.I.T.T. Reset section.
- Utilize Long-Term Grouping (LTG) as an option for forming learning teams. Determine the number, size, and desired composition of teams. Then create teams considering students' gender, size, skill, fitness, knowledge, and attitude. Utilize Personal Best Assessment data as well as teacher observation to form fair and equitable learning teams.
- Use a Team Points System to accentuate the cooperation-competition link. A consistent Team Points System helps students to be more task focused and goal oriented and has been proven to improve class management and decrease behavior problems. (Learn more in the How to Use It section at the beginning of this manual.)
- Provide student roles throughout the unit to broaden the overall participation experience. Students can assume game-related duty roles such as officials, scorekeepers, etc. Determine vital roles, expectations, and responsibilities at the start of the unit, then assign or allow students to volunteer for desired roles.
- Implement the SPARK Event on the final day of the unit as a culminating experience. Use the pre-designed event in the unit or create your own. Promote it early in the unit and add to its festive nature with an "awards banquet" to celebrate the accomplishments of each and every student.

## **Safety**

- Be sure the surface of the activity area is smooth, dry, and free of unnecessary equipment.
- Teach, monitor, and maintain a consistent focus on proper form and exercise technique.
- Ensure student leaders are modeling proper form and are utilizing techniques learned in Basic Training sessions.
- Provide opportunities for students to hydrate.
- Allow students to progress at their own rate.

## **Limited Equipment/Large Class Ideas**

- If the activity area is too small for the entire group, divide the class in half. While one half is participating in FUNctional Fitness activities, the other half participating in a different skill-based activity. Then, switch roles.