

## 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 Game 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. (Learn more in the How to Use It section at the beginning of this manual.)
- 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 duty roles such as judges, music DJ, etc. Determine vital roles, expectations, and responsibilities at the start of the unit, then assign or allow students to volunteer for desired roles.
- Focus students on Fair Play at all times. Structured competition can be healthy when used to enhance cooperation and learning. Use a contract early in the unit that highlights expectations for fair play. Connect these expectations with the Team Points System and conduct frequent discussions with students regarding fair play issues.
- Implement the SPARK Event in the second half 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

- Dance can be scary for students, especially if they have limited experience. Promote a safe and encouraging environment from the start of the unit.
- Be sure the surface of the activity area is safe and free of unnecessary equipment.
- Allow students to progress at their own rate.

## Limited Equipment/Large Class Ideas

- If equipment and/or space are in short supply, divide the class in half. While one half participates in fitness-specific activities, the other half participates in the unit activity. On signal, switch roles.
- If you don't have enough bats for each field, use paddles or racquets. These can also be used for students having difficulty hitting with a bat.