

Learning Objectives

- Students will demonstrate a variety of sprints and jumps using proper technique.
- Students will accept challenges to complete tasks without teacher prompting.
- Students will engage in activity with responsible interpersonal behavior.

Learning Targets

- I can complete a series of sprints and jumps safely and with proper form.
- I can accept challenges to complete tasks without giving up.
- I can work safely and cooperatively with a partner.

Teaching Cues

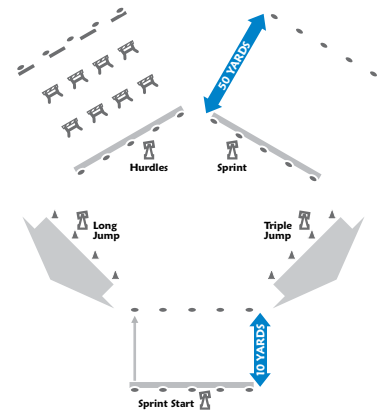
- At each station, follow the appropriate cues for that event.
- You should perform at least 3 trials for each event.
- After you perform a trial, place an X on the checklist for each cue you used.

PREP

- 24 [cones](#)
- 1 [Sprints and Jumps Circuit Task Card](#) per student (SPARKfamily.org)
- [Sprint Start, Sprint, Hurdle, Long Jump, and Triple Jump Skill Cards](#) (SPARKfamily.org)
- 1 clipboard and pencil per student

SET

- Place skill cards around perimeter on cones to form stations.
- **Long Jump, Triple Jump:** create start and jumping lines using 8 cones. Provide safe landing surface.
- **Sprint:** need at least 50 yards of straightaway.
- **Sprint Start:** need line and 10 yards of straightaway.
- **Hurdling:** create 4 lanes of hurdles.
- Distribute students evenly at all stations, each with a task card, a clipboard, and a pencil.



TEACH

1. Lesson Objective

- The object of **Sprints and Jumps Circuit** is to participate in 5 stations to practice track and field skills at your own pace and at your own level.

2. Instructions

- (Teach and have students demonstrate all stations. Cover instructions on the task card.)
- On signal, practice the skill shown on the skill card at your station.
- Follow the directions on your task card, practice the activity, and check your cues at each station.
- On signal, rotate clockwise to the next station and repeat (3-5 minutes per station).

3. Challenges

- Can you follow all of the cues on your task card?
- Can you help others with their skills?

Sprints and Jumps Circuit

Standards Alignment

Standard 3: Outcome 3

Participates in aerobic fitness activities.

Standard 3: Outcome 4

Participates in strength and endurance activities.

Standard 4: Outcome 1

Exhibits responsible social and inclusive behaviors.

Standard 4: Outcome 1

Accepts responsibility for improving levels of physical activity.

Standard 4: Outcome 6

Demonstrates knowledge of rules and etiquette.

Standard 5: Outcome 3

Generates positive strategies in a group challenge.

Standard 5: Outcome 4

Describes how moving competently in an activity creates enjoyment.

Standard 5: Outcome 6

Demonstrates respect for self and others during activities.

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-discipline

Social Awareness

Respect for others

Relationship Skills

Cooperation

Responsible Decision-Making

Analyzing situations, evaluating

Reflection Questions

- Which event was easiest for you? Which was the hardest? Why?
- Which do you prefer, sprints or jumps? Why?
- If you were participating in the Olympics which event would you choose to compete in?

SPARK It Up!

1. Pedometer

- (Need 1 pedometer per group at stations.)
- Clear your pedometer at each station. See which station promotes the most steps.

2. Design a Triple Jump

- Design a jump that involves 3 steps like the triple jump.
- You may use any locomotor movements you know like skipping, jumping, hopping, sliding, galloping, or leaping.
- Write down the steps to your jump on the back of your Task Card; then teach it to another student.

Teaching Suggestions

- Print Task Cards on cardstock if you don't have clipboards.
- Use music to increase enjoyment and motivation.

Integration

Sprinters get their speed from the power generated by the hamstring, gluteal, and quadriceps muscles. One exercise that helps build strength in these muscles is the lunge. Doing just 2 sets of 20 (1 set for each leg) every other day is a great way to build stronger leg muscles. Feel the need for speed and lunge every day.

Teacher Reflection

