

TABATA INTERVAL STATIONS

STUDENT TARGETS

- Skill:** I will adjust exercise intensity in order to work in my target zone.
- Cognitive:** I will discuss best safety practice in exercise environments.
- Fitness:** I will increase my heart rate into a target zone.
- Personal & Social Responsibility:** I will work in self-space with awareness of and respect for others.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 spot marker per student
- 6 cones with task tents (use 6-color set if available)
- Interval Station Cards
- Equipment specific to each station card
- Music with Tabata interval breaks

Set-Up:

1. Place cones in a line along one side of the activity area.
2. Place Interval Station Cards in task tents on each cone.
3. Distribute spot markers in a line behind each cone with space for safe movement. Color-coordinate spots with cones if possible.
4. Distribute station equipment at corresponding spots.

Activity Procedures:

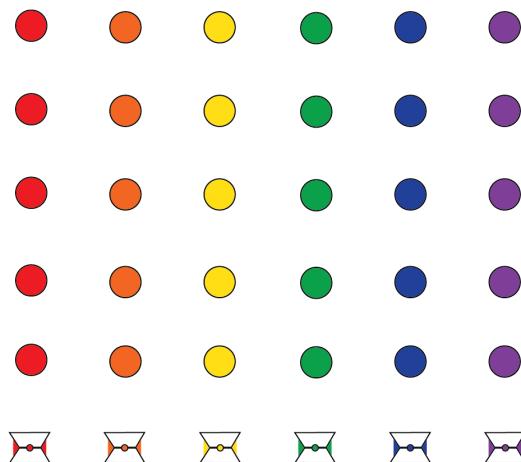
1. It's time to try Tabata interval training. This style of HIIT training was adapted from a research study done by Dr. Izumi Tabata from Tokyo, Japan. He studied and found positive effects when individuals completed 8 rounds of 20-second exercise intervals followed by 10-second rest intervals, lasting a total of 4 minutes.
2. To create a 20-minute workout, we'll complete four separate 4-minute interval cycles with 1 minute of rest in between each cycle.
3. Prepare to begin the exercise designated for your row of spot markers. Start when the music begins. On the signal, stop your exercise and move to the spot to your left. Prepare to start the new exercise and begin on the signal. The station on the far left will move quickly around the circuit to the spots on the far right. After 8 cycles, we'll rest for 1 full minute.
4. Pace your movement so that you stay in the target heart rate zone.

Grade Level Progression:

L2: Use several types of activity tracking technology and compare the results of each. Discuss the pros, cons, and accuracy issues of the technology used.

TEACHING CUES

- Move Safely
- Rotate Quickly
- Keep Your Pace



**TABATA INTERVAL STATIONS****UNIVERSAL
DESIGN
ADAPTATIONS**

- Change the duration of work and rest intervals.
- Provide modifications at each station, and allow students to work at the level of their choices.

**ACADEMIC
LANGUAGE**

Tabata Interval Training, Perceived Exertion, Personal Challenge, Deliberate Practice

**STANDARDS
& OUTCOMES
ADDRESSED**

- Standard 3. [H10.L1 & L2]** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- Standard 4. [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, use of equipment, implementation of rules) (L1).

**DEBRIEF
QUESTIONS**

- DOK 1:** What would you include on a list about safety in exercise/fitness environments?
- DOK 2:** How does safety affect the long-term health benefits of exercise?
- DOK 3:** Can you describe a sequence of safety measures and precautions that one could take in an exercise/fitness environment?
- DOK 4:** Analyze the consequences of past behavior with respect to safety and exercise. How has that behavior either enhanced or hindered your physical activity experiences? Why?

**TEACHING
STRATEGY
FOCUS**

Help students elaborate on content: The debrief question set above requires students to make inferences about the information presented in class as it relates to prior experiences and past behavior. Allow students to explore these inferences through focused discussion, prompting them to give evidence and context to support their thinking.