

**SURVIVAL MODE**

STUDENT TARGETS

- ✓ **Skill:** I will perform with proper form all of the exercises included in the Creative Mode Routines.
- ✓ **Cognitive:** I will create a personal Tabata training plan that I can implement at home.
- ✓ **Fitness:** I will work in my target heart rate zones.
- ✓ **Personal & Social Responsibility:** I will challenge myself during each Creative Mode Routine in an effort to improve my overall fitness.

TEACHING CUES

- ✓ Focus on Form
- ✓ Pace for Challenge & Success
- ✓ Improvement is Success

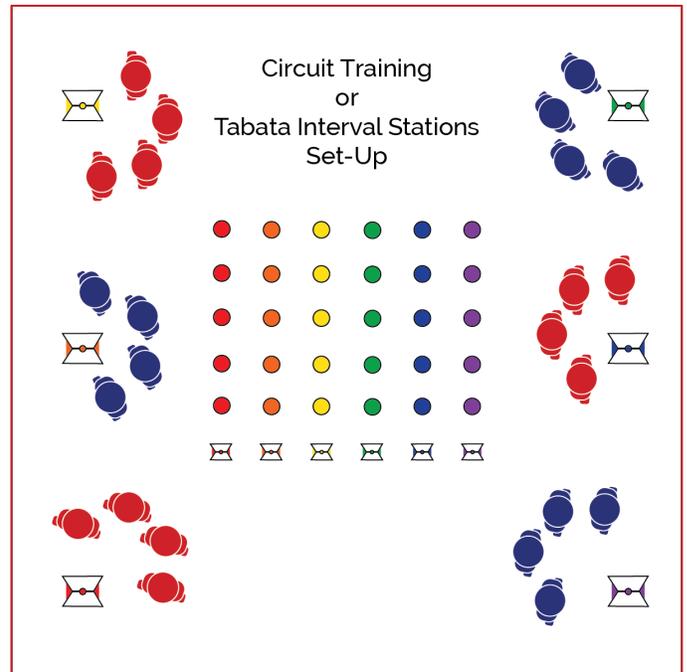
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ Student-generated team workout or station cards
- ✓ Fitness equipment to match student workouts
- ✓ 6 cones (6-color set)
- ✓ Task tents
- ✓ Perceived Exertion Cards
- ✓ Survival Mode Reflection Cards
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. Create and post schedule of student workouts.
2. Be sure to check student workouts for safety and developmental appropriateness. Suggest modifications when necessary.
3. According to the schedule, allow students time to set up their workout format based on the set-up followed in previous lessons.
4. Distribute HRMs according to class routine.
5. Display Perceived Exertion Cards.



**Activity Procedures:**

1. I've looked at and evaluated all of your Creative Mode Workouts and they look amazing!
2. Today we're going to begin performing the workouts that you've created. According to the posted schedule, each group will set up their workout and organize the class to perform the workout.
3. Each workout will be evaluated by 3 main criteria. 1 – Safety and appropriateness; 2 – fitness concepts; 3 – health benefits.
4. At the end of each workout, everyone in the class will log their experience using a Survival Mode Reflection Card.

**Grade Level Progression:**

**L2:** Students complete a personal Tabata training plan with exercise options and a planned schedule that can be implemented away from physical education class.

**SURVIVAL MODE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Provide a variety of equipment so that all students can create and experience a routine that is appropriate and challenging.

ACADEMIC  
LANGUAGE

Survival, Prevention, Safety, Personal Challenge, Success, Desire

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [H3.L1-L2]** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1); Demonstrates competency in two or more specialized skills in health-related fitness activities (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).
- ✓ **Standard 5 [H1.L1]** Analyzes the health benefits of a self-selected physical activity (L1).
- ✓ **Standard 5 [H2.L2]** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity (L2).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** How would you perform a Tabata routine at home?
- ✓ **DOK 2:** How would you apply what you've learned in physical education class to ensure your Tabata home routines are both safe and effective?
- ✓ **DOK 3:** How can you apply the FITT principle to your home Tabata workout plans?
- ✓ **DOK 4:** Create a home Tabata routine utilizing skills and concepts previously learned. Include an interpretation of how the routine is an expression of both personal challenge and enjoyment.

TEACHING  
STRATEGY  
FOCUS

**Help students record and represent knowledge:** Providing students with an opportunity to create home Tabata routines will allow them the space to represent what they've learned and document it in a way that can be meaningful to their personal journey toward a physically active lifestyle. As students begin to think about fitness choices as expressions of personal challenge and accomplishment, encourage their creativity and help them refine their activity choices with consideration for safety and lifetime enjoyment.