­­

## 

**Activity Procedures:**

1. It’s time to do another Tabata-style workout using a One & Done Routine Card.
2. Every routine card gives a list of exercises/activities to be completed during each set of the Tabata workout. This is called “one & done” because each exercise is only done 1 time during the routine.
3. The 1st card we are going to complete is the health-related routine. Listen to the start/stop signals to complete each exercise Tabata-style.
4. The 2nd card to complete is the skill-related routine. Again, use the start/stop signals to make your way through the routine.
5. When both routines are complete, write your name on an activity log sheet and begin completing your log.

**Grade Level Progression:**

**6:** Perform the activity as described above.

**7 & 8:** Allow students to create their own skill- and health-related routines using the blank Tabata Routine Card.

**Equipment:**

* 5 cones with task tents
* 5 Tabata One & Done Health-Related Routine Cards
* 5 Tabata One & Done Skill-Related Routine Cards
* See routine cards for equipment needed
* 1 physical activity log sheet per student
* Tabata audio cues (Tabata timer app)

**Set-Up:**

1. Place cones around the perimeter of the activity area with space for students to exercise safely.
2. Place Health-Related Routine Cards in the front side of each task tent.
3. Place Skill-Related Routine Cards in the back side of each task tent.
4. Place activity log sheets under each cone.

* **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
* **Cognitive:** I will identify and discuss the components of heath- and skill-related fitness.
* **Fitness:** I will maintain a physical activity log for the duration of this Tabata module.
* **Personal & Social Responsibility:** I will focus on safe and appropriate participation.
* Follow Exercise Cues
* Listen for Start/Stop Signals
* Maintain Exercise Intensity

**ONE AND DONE**

**ONE AND DONE**



**Organize students to interact with content:** Identifying, distinguishing, comparing, and contrasting are all tasks that are cognitive in nature. Organizing students so that they experience the relevance of health- and skill-related fitness within a physical activity context will help them process the experience in order to successfully complete cognitive tasks.



* Modify routine cards and exercises to meet the needs of all students.
* Decrease the intensity of this activity by providing a longer rest interval.



* **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
* **Standard 3 [M7.6-8]** Identifies the components of skill- related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
* **Standard 3 [M16.6-8]** Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log (6); Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log (7); Designs and implements a program to improve levels of health-related fitness and nutrition (8).
* **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (8).



* **DOK 1:** What is skill-related fitness? What is health-related fitness?
* **DOK 2:** What is the difference between health-related and skill-related fitness?
* **DOK 3:** How is skill-related fitness related to health-related fitness?
* **DOK 4:** Work with a partner to develop a new Tabata routine that focuses on health-related fitness. Next develop a routine with a focus on skill-related fitness.



Compare, Contrast, Distinguish, Health-Related Fitness, Skill-Related Fitness