

ONE AND DONE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will identify and discuss the components of health- 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.

TEACHING CUES

- ✓ Follow Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Maintain Exercise Intensity

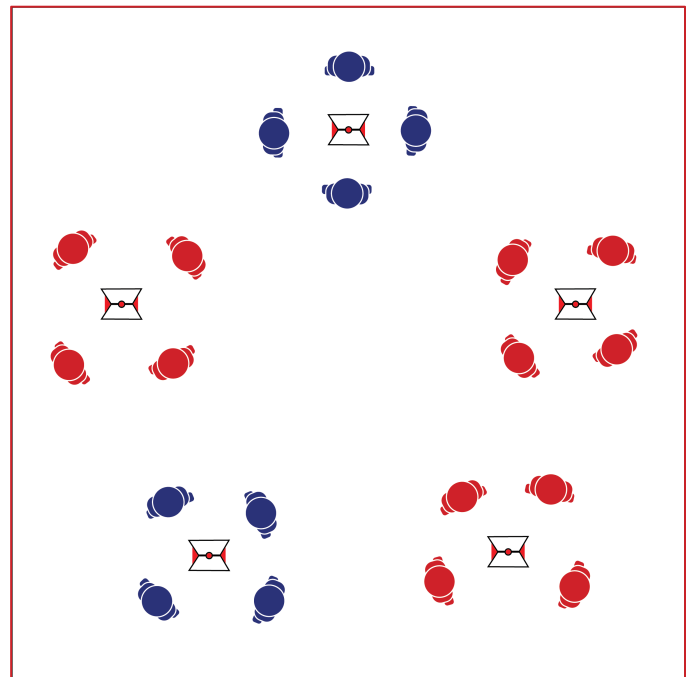
ACTIVITY SET-UP & PROCEDURE

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.



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.



ONE AND DONE

UNIVERSAL
DESIGN
ADAPTATIONS

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

ACADEMIC
LANGUAGE

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

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **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).

DEBRIEF
QUESTIONS

- ✓ **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.

TEACHING
STRATEGY
FOCUS

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.