DOUBLE OR NOTHING

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will identify and discuss major muscles and body systems as they relate to Tabata workouts.
- ✓ **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 (or more) cones with task tents
- ✓ 5 (or more) Tabata Double or Nothing 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 Double or Nothing Routine Cards in the front side of each task tent.
3. Place activity log sheets in an area accessible to students.
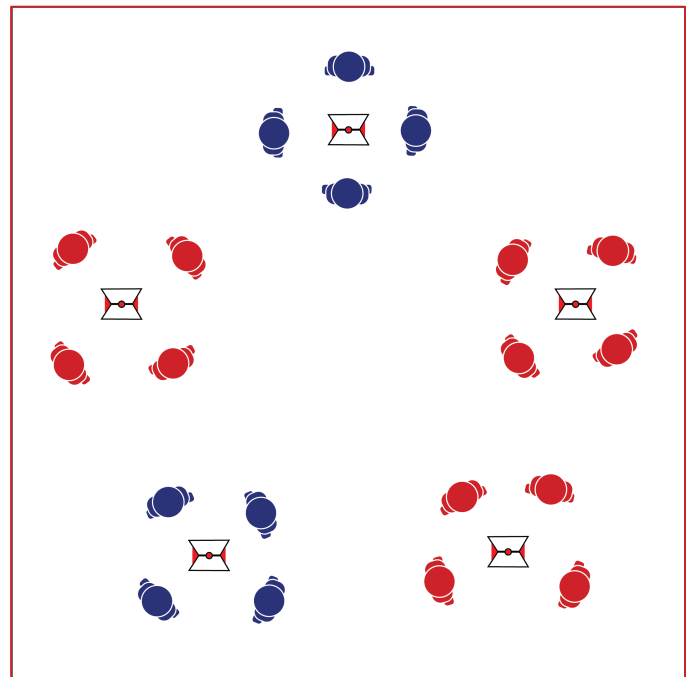
Activity Procedures:
1. It's time for a Tabata-style workout called Double or Nothing.
2. Each routine card gives a list of exercises/activities to be completed during each set of the Tabata workout. This is called "Double or Nothing" because every exercise is done twice in a row. Keep track of how many repetitions you complete in the 1st set of each exercise. Then, on the 2nd set, try to increase or sustain that number while also maintaining perfect exercise form.
3. Listen to the start/stop signals to complete each exercise Tabata-style. After completing a full routine card, we'll rotate to a new card and begin again.
4. When both routines are complete, find your activity log sheet from previous lessons and continue completing your log.

Grade Level Progression:
6: Perform the activity as described above.
7 & 8: Allow students to create their own Double or Nothing routines using the blank Tabata Routine Card.

DOUBLE OR NOTHING

UNIVERSAL DESIGN ADAPTATIONS

- ✅ Provide various 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

Major Muscles, Muscle, Bone, Relax, Contract, Body Systems, Interact, Blood, Nutrients, Digestive System, Oxygen, Respiratory System

STANDARDS & OUTCOMES ADDRESSED

- ✅ **Standard 3 [M14.6-8]** Identifies major muscles used in selected physical activities (6); Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (7); Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (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).
- ✅ **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- ✅ **DOK 1:** What are body systems?
- ✅ **DOK 2:** What do you know about different body systems?
- ✅ **DOK 3:** How is exercise related to different body systems? (Choose a system and discuss that system's relationship to exercise.)
- ✅ **DOK 4:** What information can you gather to support your ideas about exercise and body systems? (Teachers can assign this question as an internet scavenger hunt.)

TEACHING STRATEGY FOCUS

Manage response rates with tiered questioning techniques: Teachers' use of the DOK question set above provides the class with purposeful discussion prompts that ascend in cognitive complexity in order to push students to deepen their thinking about the content presented. Use a "turn-and-talk" strategy to ensure that all students discuss the topic. Next, "cold call" on students without asking for volunteers. This will allow you to hear from students who might not otherwise present if given the choice. Finally, be sure that all answers are supported by evidence and/or contain details. One- and two-word answers are not acceptable.