

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 practices 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.

TEACHING CUES

- ✓ Move Safely
- ✓ Rotate Quickly
- ✓ Keep Your Pace

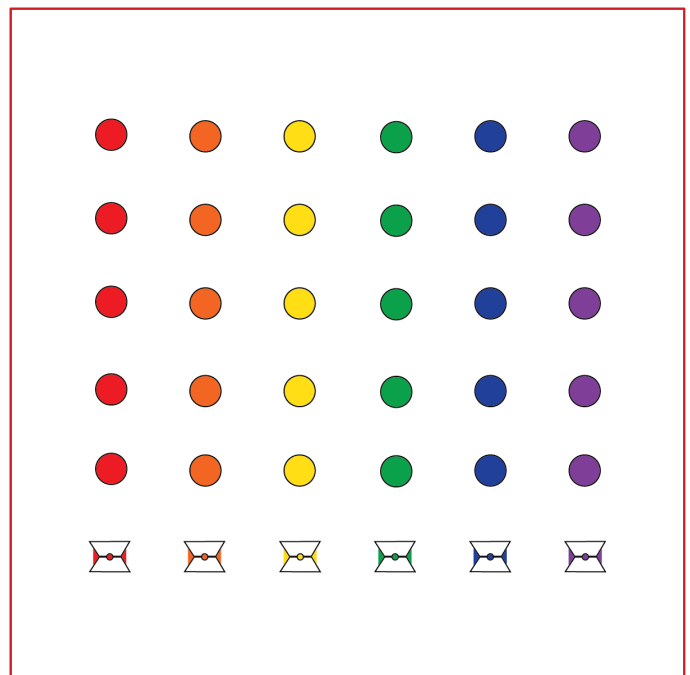
ACTIVITY SET-UP & PROCEDURE

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
- ✓ Tabata audio cues (Tabata timer app)
- ✓ Heart rate monitors (optional)

Set-Up:

1. Place cones in a line along 1 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 for Tabata interval training. Today's workout will be a full 16 minutes. We'll work to pace our activity so that we maintain a heart rate in our target zone.
2. 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.
3. Again, pace your movement so that you stay in the target heart rate zone.

Grade Level Progression:

6-8: Perform the activity as described above.



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<p>UNIVERSAL DESIGN ADAPTATIONS</p>	<ul style="list-style-type: none"> ✓ Change the duration of work and rest intervals. ✓ Provide modifications at each station and allow students to work at the level of their choice.
<p>ACADEMIC LANGUAGE</p>	<p>Blood, Body Systems, Contract, Interact, Nutrients, Oxygen, Relax, Respiratory System, Type</p>
<p>STANDARDS & OUTCOMES ADDRESSED</p>	<ul style="list-style-type: none"> ✓ 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 [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). ✓ 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).
<p>DEBRIEF QUESTIONS</p>	<ul style="list-style-type: none"> ✓ DOK 1: What would you include on a list about how being physically active leads to a healthy body? ✓ DOK 2: How can different types of activities have positive impacts on your health? ✓ DOK 3: Can you formulate a theory for the positive impacts of different activities on health? How would you test/prove your theory to be correct? ✓ DOK 4: Analyze the consequences of past behavior with respect to lifestyle and physical activity. How have your choices and behaviors either enhanced or hindered your health? Why?
<p>TEACHING STRATEGY FOCUS</p>	<p>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.</p>