

PACE STATIONS

STUDENT TARGETS

- **Skill:** I will pace activity based on my target heart rate zone.
- **Cognitive:** I will calculate my target heart rate and identify my target zone.
- **Fitness:** I will discuss the concept of perceived exertion with my classmates.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

TEACHING CUES

- Focus on Form
- Pace for the Zone

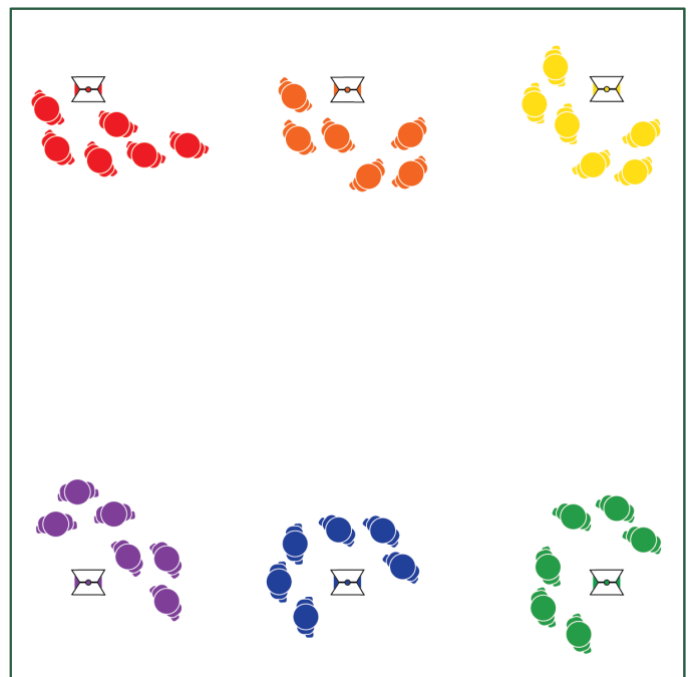
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6 colored cones to create stations
- 6 task tents
- Pace Station Task Cards
- Fitness equipment needed for each fitness station (optional)

Set-Up:

1. Create a circuit with 6 stations using cones and task tents.
2. Place Pace Station Task Cards inside the task tent at each station.
3. Divide class into 6 groups, each group at a station.



Activity Procedures:

1. It's time for Pace Stations. One station is designated at the Pace Station; today it's the blue station.
2. On the start signal, begin the exercise listed on the task card at your station. The Pace Station has a set number of repetitions to complete. As soon as the group at the Pace Station completes their repetitions, the group will yell, "SWITCH!"
3. On the switch signal, all groups will jog a little over 1 lap clockwise around the entire circuit to stop at the next station (just beyond the one completed). This pattern continues until the circuit is complete or the teacher gives the stop signal.

Grade Level Progression:

L1: Prompt students to describe and demonstrate exercise form at select stations with an emphasis on proper alignment and injury prevention.

L2: Prompt students to set an exertion goal for the activity using the perceived exertion card. At the end of the activity, students give thumbs up if they reached their exertion goal. If heart rate monitoring technology is available, students compare their perceived exertion with heart rate zone data.

PACE STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide a visual cue as a switch signal.
- Modify Pace Station Task Cards to meet the needs of the students in your class.

ACADEMIC
LANGUAGE

Aerobic, Aerobic Intensity, Fitness, Heart Rate Monitor, Heart Rate Zone, Pace, Perceived Exertion, Physiological Response

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [H3.L2]:** Applies rates of perceived exertion and pacing (L2).
- **Standard 3 [H10.L1-2]:** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about perceived exertion?
- **DOK 2:** How would you summarize the different levels listed on the Rate of Perceived Exertion Scale?
- **DOK 3:** How would you adapt a station that you completed today to change the intensity of the activity, and therefore your perceived exertion?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Much of fitness education is experiential. As students learn and process cognitive concepts, they must experience the physiological response that their body has as it relates to the fitness ideas being studied. Pace stations allow teachers to design fitness circuits that provide beneficial physical activity while also emphasizing critical fitness concepts.