

TABATA TO IMPROVE

STUDENT TARGETS

- **Skill:** I will perform fitness exercises with proper form and a focus on safety.
- **Cognitive:** I will choose fitness activities in order to maintain or improve my overall level of fitness.
- **Fitness:** I will use a heart rate monitor to track and adjust exercise intensity so that I am working in my target zone.
- **Personal & Social Responsibility:** I will work independently and with consideration for others.

TEACHING CUES

- Follow Exercise Cues
- Focus on Safety
- Listen for Start/Stop Signals
- Rotate Quickly

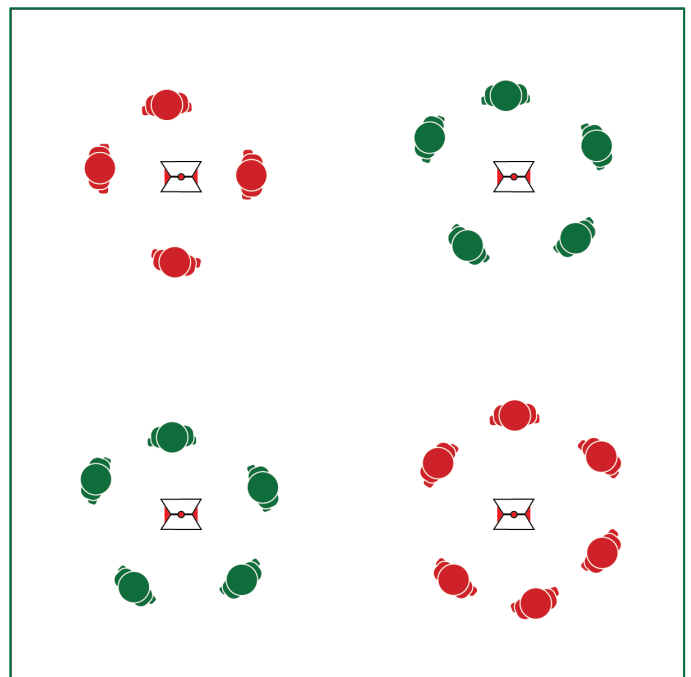
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 4 task tents
- Tabata to Improve Station Cards
- Blank Tabata Station Cards (optional)
- Tabata audio cues (Tabata timer app)
- Heart rate monitors (optional)

Set-Up:

1. Create 4 stations using cones, task tents, and Tabata Station Cards.
2. Place station cards in task tents on cones.
3. Distribute station equipment (if any) at spots.
4. Allow students to choose which station they'd like to begin.



Activity Procedures:

1. Today's activity is Tabata to Improve – Tabata-style training with a focus on improving areas of fitness not in the Healthy Fitness Zone. For example, you'll work on upper body muscular strength and endurance if your push-up score is not in the healthy fitness zone.
2. Tabata training was created by a Japanese scientist named Dr. Izumi Tabata. True Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest. Dr. Tabata's research showed that even 4-minute workouts using his timing formula can have positive results on a person's overall fitness.
3. There are 4 stations, and each one corresponds with a fitness testing category. You can choose which station to work at for each 4-minute Tabata routine. After each routine, choose a new station for the next one. The full workout will be 16 minutes. Pace your activity to stay in your target heart rate zone.
4. Listen for the audio cues to start and stop your activity and rest intervals.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Allow students to create custom Tabata to Improve Station Cards based on personal fitness test results and improvement plan.

TABATA TO IMPROVE

UNIVERSAL
DESIGN
ADAPTATIONS

- Adjust the duration of work and rest intervals to meet the needs of your students.
- Provide modifications at each station and allow students to work at a level of their choice.

ACADEMIC
LANGUAGE

Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M8.6-8]** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (6); Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (7); Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (8).
- **Standard 3 [M15.6-8]** Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (6); Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (7); Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment (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 is the Healthy Fitness Zone (HFZ)?
- **DOK 2:** What do you know about improving fitness scores that are not in the HFZ? What do you know about maintaining scores that are in the HFZ?
- **DOK 3:** How would you adapt an exercise that we did today so that it works to improve more than one fitness testing category?
- **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 level of fitness? Why?

TEACHING
STRATEGY
FOCUS

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.