



TEAM WALK AND TALK

STUDENT TARGETS

- **Skill:** I will walk at a pace that increases my heart rate.
- **Cognitive:** I will use positive language during the walk and talk.
- **Physical Activity:** I will walk at a pace that warms up my muscles.
- **Personal & Social Responsibility:** I will actively listen to my classmates during the walk and talk.

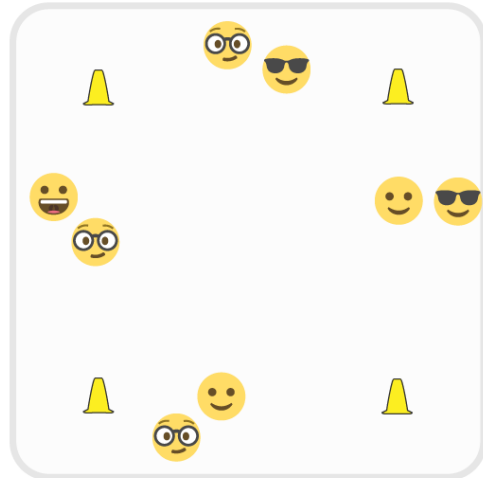
EQUIPMENT & SET-UP

Equipment:

- Components of Fitness Posters
- Task tents
- Cones
- [2- or 3-Minute Interval Music](#)

Set-Up:

- Using the cones, create a walking course. Use the task tents to display Fitness Posters on each cone. Choose 1 poster per lesson to display in each task tent.
- As students enter the activity area, they begin to walk the perimeter with a partner or small group.



ACTIVITY PROCEDURES

1. Today we are going to discuss fitness components while walking and talking with our classmates.
2. When the music begins, you will go to a cone to see the Emotional Health definition displayed. Then, you will walk and talk with your group while discussing this topic.
3. When the music stops, your group will go to the closest cone and review the Health-Related Fitness definition displayed in the task tent. Then, you will turn and walk the course in the opposite direction while discussing the Health-Related Fitness topic.
4. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Provide students with specific discussion starters for the topics on each poster.

ACADEMIC LANGUAGE

Health-related Fitness, Emotional Fitness, Fitness Walking, Positive Language, Active Listening

PRIORITY OUTCOMES

Physical Activity Knowledge:

Explains the connection between regular physical activity and overall physical, emotional, and mental health.

DISCUSSION QUESTIONS

- What do you know about the Health-Related components of Fitness?
- What is an example of how they can be applied to your everyday life?



TABATA HOT POTATO

STUDENT TARGETS

- **Skill:** I will perform 1 perfect repetition of a fitness exercise.
- **Cognitive:** I will identify the fitness component for different exercises.
- **Physical Activity:** I will maximize my physical activity time.
- **Personal & Social Responsibility:** I will mindfully regulate behavior with a focus on group goals.

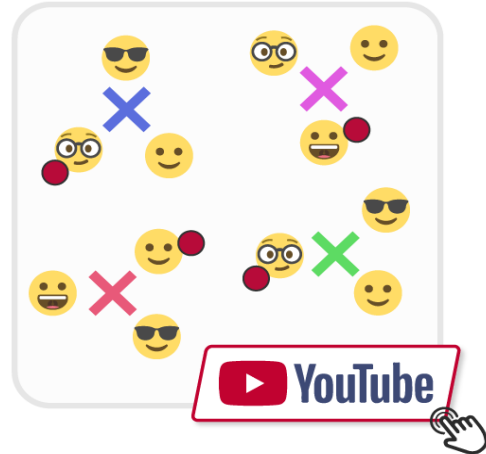
EQUIPMENT & SET-UP

Equipment:

- 1 cone per team
- 1 Ball (or other object) per team
- [Tabata Music](#)

Set-Up:

- Scatter cones as home base markers in activity space. Place 1 ball next to each cone.
- Space cones far enough apart to allow teams to move safely.
- Create teams of 3-5 students. Each team stands in a circle around a cone.



ACTIVITY PROCEDURES

1. Today we are going to work on volleying and passing.
2. When the music begins, you will begin to continuously pass the ball amongst your teammates.
3. When the music stops, whoever has the ball will perform 1 perfect repetition of an exercise (e.g., push-up) and will then name the health-related fitness component(s) addressed with that exercise.
4. When the music starts again, begin to continuously pass the ball again with your teammates.
5. For the next round, you are going to volley the ball continuously with your teammates instead of passing. We will follow the same pattern of whoever has the ball when the music stops will perform 1 perfect repetition of an exercise and then name the health-related fitness component addresses with that exercise.
6. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Allow students to choose an object that matches their skill and interest level.

Level 2: Challenge students by prompting them to move clockwise as they pass or volley. When the music stops and restarts, they change directions.

ACADEMIC LANGUAGE

Health-related Fitness, Mindful, Regulate

PRIORITY OUTCOMES

Personal Responsibility & Safety:

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).

DISCUSSION QUESTIONS

- What does it mean to *mindfully regulate behavior*?
- How does your ability to *regulate behavior* affect your team's learning experience?



TABATA TEAM SCRAMBLE

STUDENT TARGETS

- **Skill:** I will perform each exercise with control and correct technique.
- **Cognitive:** I will discuss the importance of correct technique.
- **Physical Activity:** I will move at a moderate to vigorous intensity level.
- **Personal & Social Responsibility:** I will cooperate with my team to score Team Scramble points.

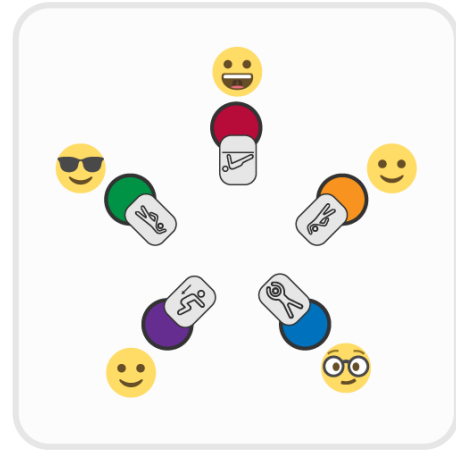
EQUIPMENT & SET-UP

Equipment:

- 1 low-profile cone per student
- 1 fitness card per student
- [Tabata Music](#)
- Components of Fitness Posters

Set-Up:

- Place 3-5 cones in a circle for each team of students. Place an exercise card at each cone.
- Create teams of 3-5 students. Each student stands behind a low-profile cone.



ACTIVITY PROCEDURES

1. Today we are going to work on proper exercise form and technique.
2. When the music begins, all students will perform the exercise that is displayed on the fitness card at their cone. Focus on using proper form and technique.
3. When the music stops, all students quickly scramble to a new cone before the music begins again. The object is to scramble and change cone positions when the music is off, with all team members ready at a new cone before the music begins again. Your team will score 1 point if all team members are ready to exercise when the music begins.
4. When the music starts again, begin to perform the exercise that is displayed on the fitness card at your new cone.
5. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Simplify the activity by prompting students to rotate 1 cone clockwise or counterclockwise.

Level 2: Add a challenge with teams swapping cones with other teams.

ACADEMIC LANGUAGE

Control, Cooperate, Intensity, Moderate, Technique, Vigorous

PRIORITY OUTCOMES

Personal Responsibility & Safety:

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).

DISCUSSION QUESTIONS

- What is *technique*, and how is it related to exercise safety?
- What does it mean to *cooperate*, and how is cooperation related to positive learning environments?



TABATA TEAM REP CHALLENGE

STUDENT TARGETS

- **Skill:** I will perform exercises and skills with a focus on safety and control.
- **Cognitive:** I will discuss the concept of respect with classmates.
- **Physical Activity:** I will stay active throughout the team challenge.
- **Personal & Social Responsibility:** I will demonstrate respect for self and others.

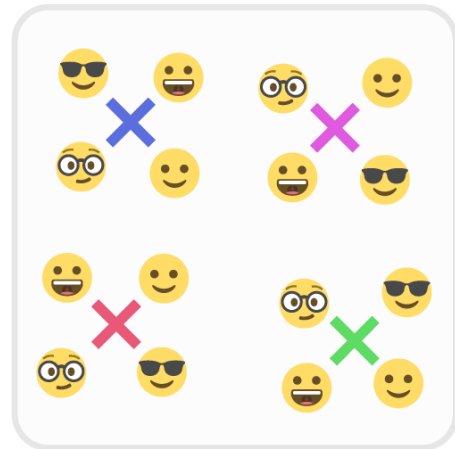
EQUIPMENT & SET-UP

Equipment:

- 1 cone per team
- Whiteboard or poster board
- [Tabata Music](#)

Set-Up:

- Scatter cones as home base markers.
- Write 2 exercises or skill drills on a whiteboard or poster (e.g., Plank Shoulder Taps & Plank Jacks).
- Create teams of 3-5 students. Each student stands in a circle around their cone.



ACTIVITY PROCEDURES

1. Today we are going to work on performing as many repetitions as you can as a team during the 4-minute Tabata cycle.
2. When the music begins, all students will perform 1 of the 2 exercises listed at your cone while counting repetitions (reps). In our example, either plank shoulder taps or plank jacks, count each tap or jump as 1 plank rep.
3. When the music stops, all students rest and prepare to perform the other exercise listed at their cone.
4. When the music starts again, continue counting reps by adding to the number left off in the previous round. Teacher Note: This activity can be done with any 2 exercises or skill drills. For example, dribbling right and then left-handed, or volleying a balloon underhand and overhand, or jumping jacks and burpees.
5. At the end of the 4-minute Tabata cycle, teammates will add reps together to get a Team Rep Score.
6. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Allow students to create their own skill options for their cone.

ACADEMIC LANGUAGE

Control, Repetition, Respect, Safe, Team

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DISCUSSION QUESTIONS

- In this challenge, how did you demonstrate respect for self? Respect for others?
- What behaviors can you demonstrate as you work to earn respect from your classmates and friends?



TABATA TEAM INCHWORM RELAY

STUDENT TARGETS

- **Skill:** I will move with a focus on safety and control.
- **Cognitive:** I will discuss teamwork with my classmates.
- **Physical Activity:** I will demonstrate good effort during the challenge.
- **Personal & Social Responsibility:** I will contribute to my team's overall success as we try to improve.

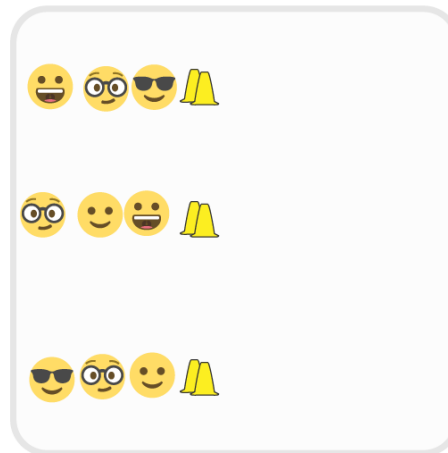
EQUIPMENT & SET-UP

Equipment:

- 2 cones per team
- [Tabata Music](#)

Set-Up:

- Create a line of cones as the starting line of a relay race.
- Create teams of 3-5 students behind each cone, with one extra cone.
- The first student in line begins in a pike position.



ACTIVITY PROCEDURES

1. Today we are going to see how far each team can move using an inchworm race format.
2. When the music begins, student 1 goes from a pike to a plank position and yells "GO!" Student 2 runs to the front of the line and moves from a pike to a plank position and yells "GO!" Student 3 repeats. When all students have gone, student 1 continues by getting up and running to the front of the line and continues to move from a pike to a plank position.
3. When the music stops, the student in the back of the line quickly places the extra cone to mark the spot they reached. This is the distance to try and beat during the next round.
4. When the music starts again, continue the same inchworm process, and try to get further than you did the previous round.
5. Teams will continue until the end of the 4-minute Tabata cycle.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Rather than pike-to-plank, students move to the front and lay down head-to-toe. Modify the movements and exercises however needed to match the ability level and needs of your students.

ACADEMIC LANGUAGE

Contribute, Effort, Improve, Teamwork

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DISCUSSION QUESTIONS

- What is teamwork? What does teamwork look like? What does it sound like?
- Did your team improve each round? How did you contribute to your team's success in this challenge?



TABATA TEAM CHARADES

STUDENT TARGETS

- **Skill:** I will perform exercises using safe and controlled form.
- **Cognitive:** I will choose exercises that match specific fitness components.
- **Physical Activity:** I will increase my heart rate during this challenge.
- **Personal & Social Responsibility:** I will demonstrate cooperative behaviors during this challenge.

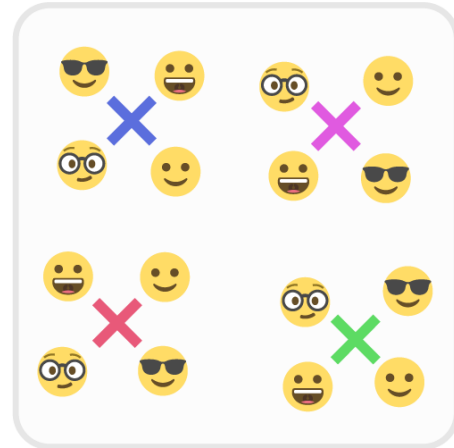
EQUIPMENT & SET-UP

Equipment:

- 1 cone per team
- Fitness Charades Cards
- [Tabata Music](#)

Set-Up:

- Scatter cones as home base markers. Cones should be on their side with charades cards mixed up inside the bottom of the cone.
- Create teams of 3-5 students with one team in a circle around each cone.



ACTIVITY PROCEDURES

1. Today we are going to see if you can guess the fitness exercise that your teammate is acting out during a game of charades.
2. When the music begins, the first student pulls a card and acts out an exercise that matches the component of fitness shown on the card. Teammates all perform the exercise while they guess its name as well as the component of fitness it addresses.
3. When the music stops, the next student (clockwise rotation) pulls a card from the cone and gets ready to perform a new activity or exercise that matches the fitness component on the card.
4. When the music starts again, continue the game of Charades.
5. Teams will continue until the end of the 4-minute Tabata cycle.

GRADE LEVEL PROGRESSION

Level 1: Provide cards with components of fitness as well as activities that match.

Level 2: Create and display a list of activities that can done for each fitness component.

ACADEMIC LANGUAGE

Control, Cooperation, Health-Related Fitness, Safe

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DISCUSSION QUESTIONS

- What are the 5 components of fitness? What exercises/activities can we do to improve each of th 5 components?
- How did you demonstrate cooperation during this team challenge? How does cooperation affect enjoyment?



TABATA HIGH OR LOW

STUDENT TARGETS

- **Skill:** I will perform exercises using safe and controlled form.
- **Cognitive:** I will discuss the work preparation with my classmates.
- **Physical Activity:** I will stay physically active through the challenge.
- **Personal & Social Responsibility:** I will discuss how regular physical activity is related to my overall health and wellbeing.

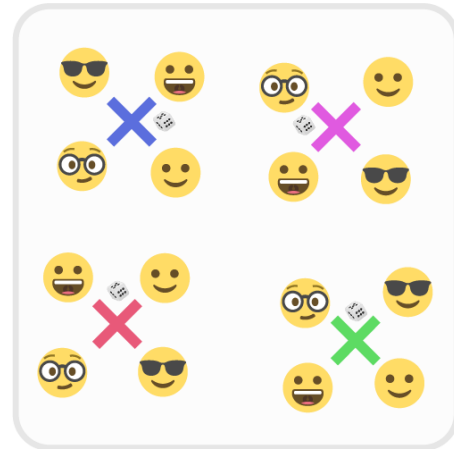
EQUIPMENT & SET-UP

Equipment:

- 1 cone per team
- 1 six-sided die per team
- [Tabata Music](#)

Set-Up:

- Scatter cones as home base markers with 1 die per team next to the cone.
- Create teams of 3-5 students with one team in a circle around each cone.



ACTIVITY PROCEDURES

1. Today we are going to see if you can guess if a roll of the dice will be high (4,5,6) or low (1,2,3).
2. When the music begins, students make a guess (high or low) by raising both arms to the sky (high), or pointing both hands to the floor (low). The first student rolls the die. If the roll is low, all who guessed high begin performing the designated exercise (jumping jacks for example) for the rest of the Tabata interval. Those who guessed correctly, now make another guess and the student will roll again. The same student continues to roll the dice until the music stops.
3. When the music stops, a new student will become the dice roller. Choose a new exercise for those who guess incorrectly to perform until the music stops.
4. When the music starts again, continue rolling the dice and guessing high or low.
5. Teams will continue until the end of the 4-minute Tabata cycle.

GRADE LEVEL PROGRESSION

Level 1: Create a variety of different high/low signals that can be performed by all students.

Level 2: Generate a list of possible exercises and allow students to perform the exercise of their choice if they guess incorrectly.

ACADEMIC LANGUAGE

Opportunity, Personal Fitness, Physical Activity, Preparation

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DISCUSSION QUESTIONS

- There's a saying, "good luck is where preparation meets opportunity." What do you think this saying means? How does regular physical activity help you be prepared for life's opportunities?



TABATA BOWLING BATTLE

STUDENT TARGETS

- **Skill:** I will roll the ball with control with a focus on accuracy and safety.
- **Cognitive:** I will discuss ways to create a positive learning environment.
- **Physical Activity:** I will actively participate and follow the rules of the game.
- **Personal & Social Responsibility:** I will demonstrate respect for the physical education equipment.

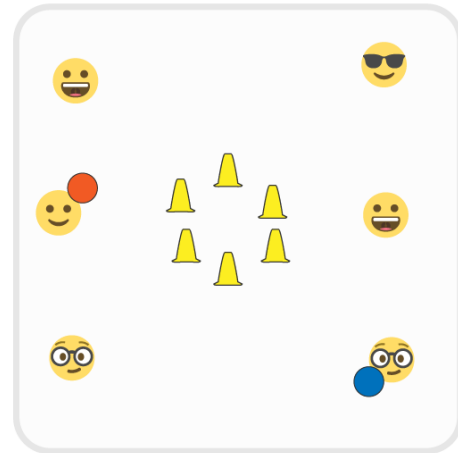
EQUIPMENT & SET-UP

Equipment:

- 1 cone per student
- 1 foam ball per team
- [Tabata Music](#)

Set-Up:

- Create circles of 6 to 10 cones (1 circle per 2 teams).
- Create teams of 3-5 students. 2 teams will begin at each circle of cones. One team on one side of the circle and the other on the opposite side.
- Each team begins with a foam ball.



ACTIVITY PROCEDURES

1. Today we are going to work on our bowling skills during the Tabata Bowling Battle!
2. When the music begins, one student from each team will roll their ball trying to hit a cone. If a cone is hit, the roller runs to collect the cone and the ball, passing the ball to the next student for a turn. If no cone is hit, retrieve the ball and pass it to the next student. Every student on the team must have a turn to roll the ball before anyone can roll a second time.
3. The goal is to collect as many cones as possible in 20 seconds before the music stops.
4. When the music stops, quickly reset the cones to set up for the next round. But remember, you will only have 10 seconds to get the cones back into place.
5. When the music starts again, continue rolling the ball and trying to hit and collect as many cones as possible for your team.
6. Teams will continue until the end of the 4-minute Tabata cycle.

GRADE LEVEL PROGRESSION

Level 1: Add a second ball after students demonstrate the rules and etiquette of the game.

Level 2: Use larger targets and assign 1 student to be the ball retriever during each round of play.

ACADEMIC LANGUAGE

Equipment, Positive Learning Environment, Respect

PRIORITY OUTCOMES

Etiquette:

Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

DISCUSSION QUESTIONS

- In this challenge, how did you demonstrate respect for equipment (things we use)?
- How does respecting equipment help to create a positive learning environment?



TABATA RPS RACE

STUDENT TARGETS

- **Skill:** I will focus on exercise form and perform 1 perfect repetition.
- **Cognitive:** I will discuss personal challenges with my classmates.
- **Physical Activity:** I will be active with a variety of RPS partners.
- **Personal & Social Responsibility:** I will demonstrate active listening as others share their examples of personal challenges.

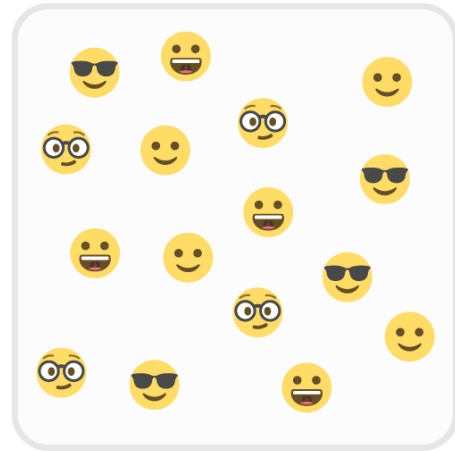
EQUIPMENT & SET-UP

Equipment:

- [Tabata Music](#)

Set-Up:

- Create a large open activity area.
- Scatter students in the activity area.



ACTIVITY PROCEDURES

1. Today we are going to see how many rounds of Rock, Paper, Scissors (R,P,S) you can win during each Tabata interval.
2. When the music begins, find a partner and play 1 game of R,P,S (if it is a tie, try again). As soon as the game is over, quickly find a new partner and play again. Continue with as many new R,P,S partners as possible while the music plays.
3. The goal is to play with as many different classmates as possible during each Tabata interval.
4. When the music stops, quickly perform one burpee to “reset” your scores for the next round. You will only have 10 seconds to perform a burpee and find a new partner to be ready to play again.
5. When the music starts, continue playing R,P,S with your classmates until the music stops again.
6. Teams will continue until the end of the 4-minute Tabata cycle.

GRADE LEVEL PROGRESSION

- Level 1:** Use any of the popular R,P,S modifications (e.g., full body RPS; Giants, Wizards, Elves; etc.).
Level 2: Replace the burpee with another exercise that meets your students needs and skill level.

ACADEMIC LANGUAGE

Challenge, Overcome, Support

PRIORITY OUTCOMES

Personal Challenge:

Recognizes individual challenges and copes in a positive way, such as extending more effort, asking for help/feedback, or modifying the task.

DISCUSSION QUESTIONS

- What is a personal challenge? Can you give examples of personal challenges that you’ve faced?
- What helped you overcome a personal challenge? How did the support of another person help?



TABATA DICE DUEL

STUDENT TARGETS

- **Skill:** I will perform exercises using safe and controlled form.
- **Cognitive:** I will discuss the joys of being physically active.
- **Physical Activity:** I will work to increase my heart rate.
- **Personal & Social Responsibility:** I will discuss ways that I can encourage others to be active.

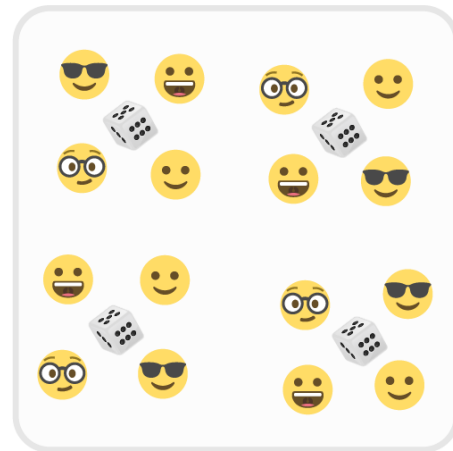
EQUIPMENT & SET-UP

Equipment:

- [Tabata Music](#)
- 1 six-sided die per team

Set-Up:

- Scatter dice as home base markers with space in between them for teams to be active.
- Create teams of 3-5 students. Each team stands in a circle around the die.
- Pair two teams to compete against one another.



ACTIVITY PROCEDURES

1. Today we are going to see which team can score the highest number of points when rolling the dice. Who is feeling lucky today?
2. When the music begins, choose an exercise from the exercise list, then roll the die and perform that number of repetitions of the chosen exercise. Continue rolling and performing repetitions for the full 20-second Tabata interval.
3. When the music stops, roll the die as many times as you want to during the rest interval. Stop when you roll a high number. If the music starts before you stop, your score is the last number that you rolled. You will only have 10 seconds to roll the highest possible number.
4. When the music starts, continue rolling the die and exercising until the music stops again.
5. Teams will continue until the end of the 4-minute Tabata cycle. Teams will add your points from the highest dice roll from ALL of the rest intervals for your overall Tabata Team Score.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Allow students to create a list of exercises or skill drills that match their interests.

ACADEMIC LANGUAGE

Encourage, Enjoy, Physical Activity, Support

PRIORITY OUTCOMES

Personal Challenge:

Recognizes individual challenges and copes in a positive way, such as extending more effort, asking for help/feedback, or modifying the task.

DISCUSSION QUESTIONS

- What do you enjoy most about being physically active with friends and classmates?
- How can you encourage your friends and family members to be physically active with you?