

# OPEN Team Tabata Challenges



**US Games**

**OPENPHYSED.ORG**



**At the end of this instructional module, students will be able to answer the following essential questions.**

1. What are the components of health-related fitness?
2. What routines, behaviors, and etiquette will help my class build a positive learning environment in physical education?
3. How can I make Tabata training a part of my physical activity routine?



## Priority Outcomes

### Values Physical Activity



#### Personal Health

- (6) Describes how physical activity positively impacts the body to promote good health.
- (7) Identifies and explains the relationship between the five components of health-related fitness and disease prevention.
- (8) Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.
- (HS) Analyzes the health benefits of self-selected physical activity and applies choices to personal fitness planning.

#### Social Interaction

- (6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- (7) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- (8) Demonstrates respect for self by asking for help and helping others in various physical activities.
- (HS) Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.



The following block plan is a suggested progression of activities to be introduced over 4 classes. Modify this document based on your class schedule requirements. Review activities as needed.

# 1

## Day 1:

1. Team Walk and Talk (Instant Activity); Academic Language Focus: Positive Language
2. Tabata Challenge Draw (Pick 3 activities out of a hat. Then, remove those activities while drawing on Day 2) ; Academic Language Focus: Choose from the drawn challenge card
3. Tabata Team PEP Talk (Closing Activity) ; Academic Language Focus: Pep Talk

# 2

## Day 2:

1. Team Walk and Talk (Instant Activity); Academic Language Focus: Active Listening
2. Tabata Challenge Draw (Pick 3 activities out of a hat. Then, remove those activities while drawing on Day 3) ; Academic Language Focus: Choose from the drawn challenge card
3. Tabata Team PEP Talk (Closing Activity); Academic Language Focus: Encouragement

# 3

## Day 3:

1. Team Walk and Talk (Instant Activity); Academic Language Focus: Health-Related Fitness
2. Tabata Challenge Draw (Complete the final 3 challenge cards);  
Academic Language Focus: Choose from the drawn challenge card
3. Tabata Team PEP Talk (Closing Activity); Academic Language Focus: Support System

# 4

## Day 4:

1. Team Walk and Talk (Instant Activity); Academic Language Focus: Emotional Fitness
2. Student Challenge Choice (Allow students to choose 3 favorite challenges);  
Academic Language Focus: Choose from the drawn challenge card
3. Tabata Team PEP Talk (Closing Activity); Academic Language Focus: Positive Language

# TEAM WALK AND TALK

## LEARNING TARGETS:

- **Skill:** I will walk at a pace that increase 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.
- **SEL:** I will actively listen to my classmates during walk and talk.

## TARGET VOCABULARY:

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

## EQUIPMENT NEEDED:

- Health-Related Physical & Emotional Fitness Posters; Task Tents; Cones; 2- or 3-Minute Interval Music

## ORGANIZE:

- **Space:** With the cones, create a walking course. Use the Task Tents to display 1 of the 5 Fitness Posters on each cone. Choose 1 poster per lesson to display on all cones.
- **Students:** As students enter the activity area, they begin to walk the perimeter with a partner or small group.

## PROCEDURES:

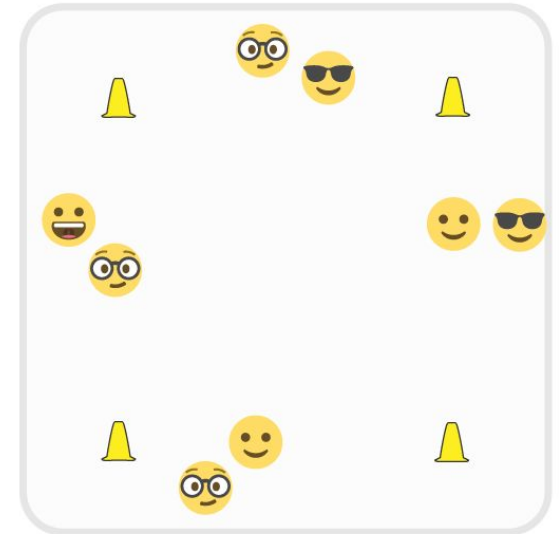
- **The Object:** To discuss Fitness Component while walking with classmates.
- **The Process:** Music On: Play interval music as students walk. Round 1: Students discuss the Mental Fitness Component as they walk. Round 2: Students discuss the Health-Related Fitness Component. Music Off: Students turn and prepare to walk the course in the opposite direction.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Use a white board to provide students with specific discussion starters.

## DISCUSSION STARTERS:

- What do you know about this component of fitness? How does this component apply to everyday life?



# TABATA HOT POTATO

## LEARNING TARGETS:

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

## TARGET VOCABULARY:

- Health-Related Fitness (all 5 components), Mindful, Regulate

## EQUIPMENT NEEDED:

- Tabata Music; 1 Cone per Team; Ball (or other object); Exercise List; Health-Related Physical & Mental Fitness Posters

## ORGANIZE:

- **Space:** Scatter cones as home base markers. Place 1 ball next to each cone. Give space for teams to be safely active.
- **Students:** Teams of 3 to 5. Each team circles around a cone.

## PROCEDURES:

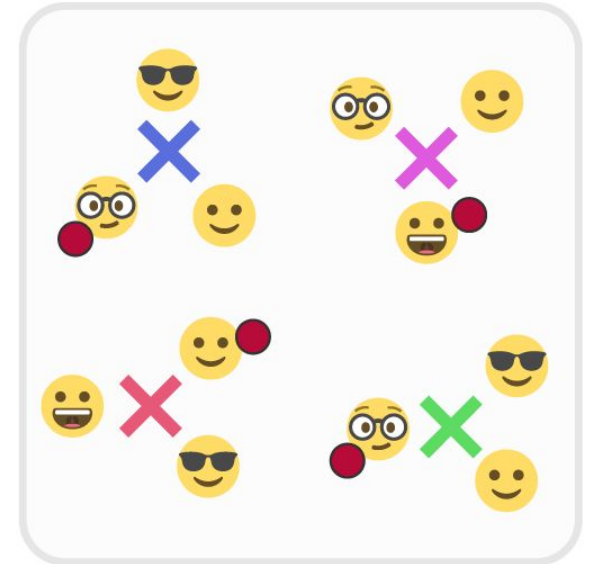
- **The Object:** The object of this activity is to continuously volley or pass the ball while the music plays. The student with the ball when the music stops performs 1 perfect repetition of an exercise (e.g., push-up) and names the health-related fitness component(s) address with that exercises.
- **The Process:** Music On: Begin passing/volleying. Music Off: Perform 1 perfect repetition.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Allow students to choose an object that matches their skill and interest level.
- Challenges students by prompting them to move clockwise as they pass or volley. When the music stops and restarts, they change directions.

## DISCUSSION STARTERS:

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



# TABATA TEAM SCRAMBLE



## LEARNING 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.
- **SEL:** I will cooperate with my team to score Team Scramble points.

## TARGET VOCABULARY:

- Control, Cooperate, Intensity, Moderate, Technique, Vigorous

## EQUIPMENT NEEDED:

- Tabata Music; 1 low-profile cone per student; 1 fitness card per student; Health-Related Physical & Mental Fitness Posters

## ORGANIZE:

- **Space:** Place 3 to 5 cones in a circle for each team of students. Place exercise cards at each cone.
- **Students:** Create teams of 3 to 5.

## PROCEDURES:

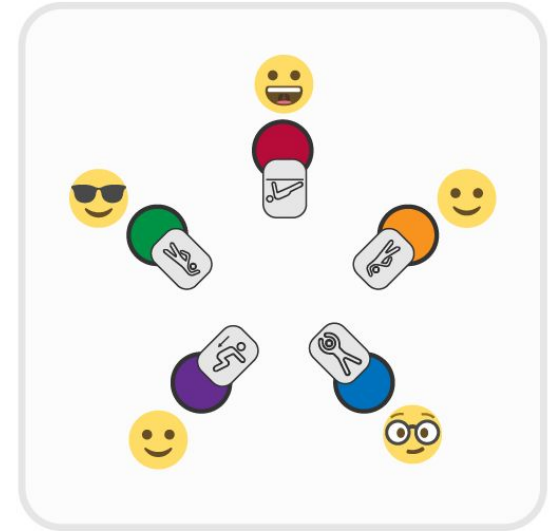
- **The Object:** The object of this activity is to scramble and change cone positions when the music is off, with all team members ready at a new cone before the music begins again.
- **The Process:** Music On: All students perform the exercise that is displayed on the fitness card at their cone. Focus on perfect exercise form and technique. Music Off: All students quickly scramble to a new cone before the music begins again. Score 1 point if all team members are ready to exercise when the music begins.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Simplify the activity by prompting all students to rotate 1 cone clockwise or counterclockwise.
- Add a challenge with teams swapping cones with other teams.

## DISCUSSION STARTERS:

- 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



## LEARNING TARGETS:

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

## TARGET VOCABULARY:

- Control, Repetition, Respect, Safe, Team

## EQUIPMENT NEEDED:

- Tabata Music; 1 cone per team; whiteboard or poster

## ORGANIZE:

- **Space:** Scatter cones as home base markers. Write 2 exercises or skill drills a whiteboard or poster (e.g., Plank Shoulder Taps & Plank Jacks).
- **Students:** Teams of 3 to 5. Each team circles around a cone.

## PROCEDURES:

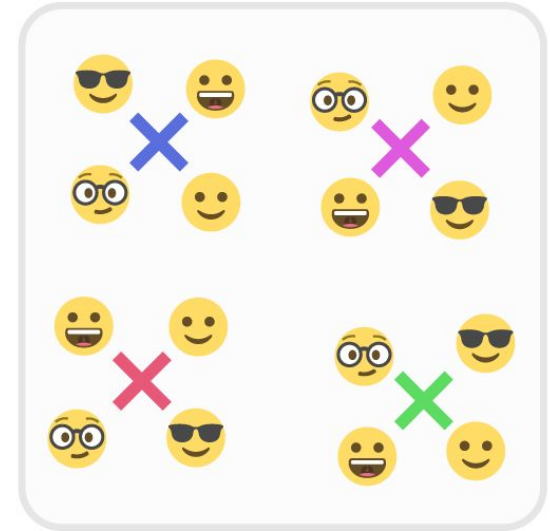
- **The Object:** The object is to perform as many repetitions as you can. At the end of a 4-minute Tabata cycle, teammates will add reps together to get a Team Rep Score.
- **The Process:** Music On: Students perform 1 of the 2 exercises while counting reps. In our example, either plank shoulder taps or plank jacks (count each tap or jump as 1 plank rep). Music Off: Students rest and prepare to perform the other exercise. Music back on: Continue counting reps with the number left off in previous round. 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.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Use exercises and drills that match student needs, skills, and interests. Allow students to CYO skill options.

## DISCUSSION STARTERS:

- 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



## LEARNING 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.
- **SEL:** I will contribute to my team's overall success as we try to improve.

## TARGET VOCABULARY:

- Contribute, Effort, Improve, Teamwork

## EQUIPMENT NEEDED:

- Tabata Music; 2 cones per team

## ORGANIZE:

- **Space:** Create a line of cones as the starting line of a relay race.
- **Students:** Teams of 3 to 5 behind each cone with an extra cones. The first student in line begins in pike position.

## PROCEDURES:

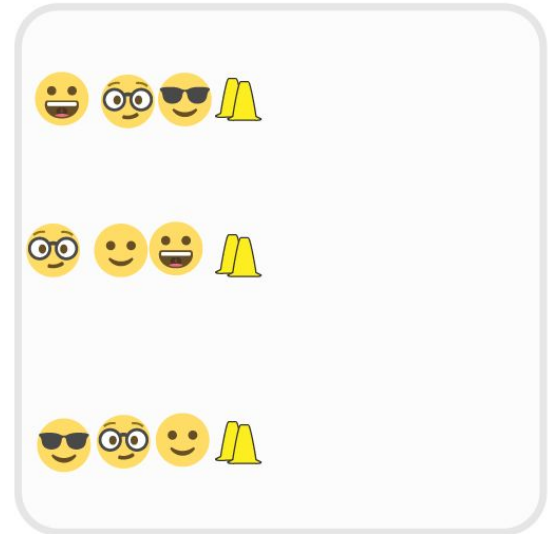
- **The Object:** To see how far the team can move using an inchworm race format.
- **The Process:** Music On: Student 1 goes from Pike to Plank position and yells "GO!" Student 2 runs to the front of the link and moves from Pike to Plank position and yells "GO!" Student 3 repeats. When all students have gone, Student 1 continues by getting up and running to the front of the line and goes from Pike to Plank. Music Off: Team quickly places the extra cone to mark the spot they reached. This is the distance to beat during the next round. Repeat for the entire 4-minute Tabata cycle.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Rather than Pike-to-Plank, students move to the front and lay down head-to-toe, or extend arms finger-to-finger. In other words, modify the movements and exercises to match the needs of your students.

## DISCUSSION STARTERS:

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





# TABATA TEAM CHARADES



## LEARNING TARGETS:

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

## TARGET VOCABULARY:

- Control, Cooperation, Health-Related Fitness, Safe

## EQUIPMENT NEEDED:

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

## ORGANIZE:

- **Space:** Scatter cones as home base markers. Cones on their side with charades cards mixed up inside the bottom of the cone.
- **Students:** Teams of 3 to 5. Each team circles around a cone.

## PROCEDURES:

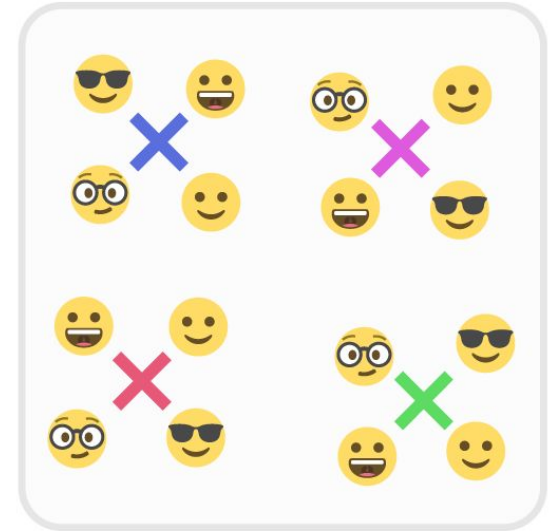
- **The Object:** Teams guess the Fitness Charade exercise and fitness component and perform together.
- **The Process:** Music On: First student pulls a card and acts out an exercise that matches the component of fitness on the card. Teammates begin performing the exercise as they guess its name as well as its component of fitness. Music Off: Activity stops and the next student (clockwise rotation) pulls a card and gets ready to perform a new activity or exercise that matches the fitness component on the card.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Provide cards with components of fitness as well as activities that match.
- Or, use a whiteboard to create and display a list of activities that can be done for each fitness component.

## DISCUSSION STARTERS:

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



# TABATA HIGH OR LOW



## LEARNING 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.
- **SEL:** I will discuss how regular physical activity is related to my overall wellbeing.

## TARGET VOCABULARY:

- Opportunity, Personal Fitness, Physical Activity, Preparation

## EQUIPMENT NEEDED:

- Tabata Music; 1 cone per team, 1 six-side die per team

## ORGANIZE:

- **Space:** Scatter cones as home base markers with 1 die per team.
- **Students:** Teams of 3 to 5. Each team circles around a cone. Designate 1 student to begin as the roller.

## PROCEDURES:

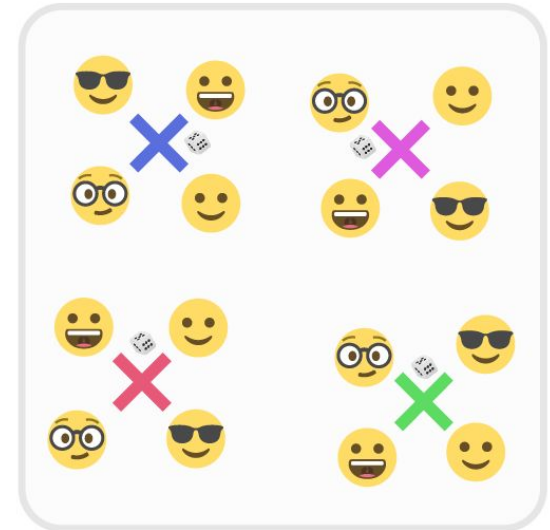
- **The Object:** To guess if a roll of the dice will be high (#4,5,6) or low (#1,2,3).
- **The Process:** Music On: Students make a guess (high or low) by raising both arms to the sky (high), or pointing both hands to the floor (low). The roller rolls the die. If the roll is low, all who guessed high are eliminated and begin performing the designated exercise (jumping jacks for example) for the rest of the Tabata interval. Those who guess correctly, now make another guess and the roller rolls again. Continue. Music Off: Choose a new roller and a new exercise and get ready to play again.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Create High/Low signals that are easily performed by all students.
- Generate a list of exercises and allow students to perform the exercise of their choice.

## DISCUSSION STARTERS:

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



# TABATA BOWLING BATTLE



## LEARNING 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 following rules of the game.
- **SEL:** I will demonstrate respect for physical education equipment.

## TARGET VOCABULARY:

- Equipment, Positive Learning Environment, Respect

## EQUIPMENT NEEDED:

- Tabata Music; 1 cone per student; 1 foam ball per team

## ORGANIZE:

- **Space:** Create circles of 6 to 10 cones (1 circle per 2 teams)
- **Students:** Create teams of 3 to 5; 2 teams to a 1 circle of cones. One team on one side of the circle and the other on the opposite side. Each team with a foam ball.

## PROCEDURES:

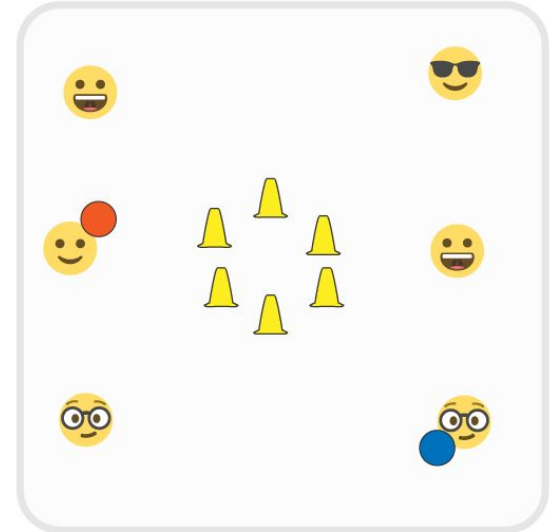
- **The Object:** To collect the cones that your team hits with a rolled ball.
- **The Process:** Music On: Teams roll their balls trying to hit a cone. If a cone is hit, the roller runs to collect the cone and the ball, passing the ball to a new student for a turn. If no cone is hit, retrieve the ball and pass to a new student. Collect as many cones as possible in 20 seconds. Music Off: Cones are quickly reset and made ready for the next round.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Add a second ball after students demonstrate the rules and etiquette of the game.
- Use larger targets and assign 1 student to be the ball retriever during each round of play.

## DISCUSSION STARTERS:

- 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



## LEARNING 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.
- **SEL:** I will demonstrate active listening as others share their examples of personal challenges.

## TARGET VOCABULARY:

- Challenge, Overcome, Support

## EQUIPMENT NEEDED:

- [Tabata Music](#)

## ORGANIZE:

- **Space:** Create a large open activity area.
- **Students:** Scatter students in the activity area.

## PROCEDURES:

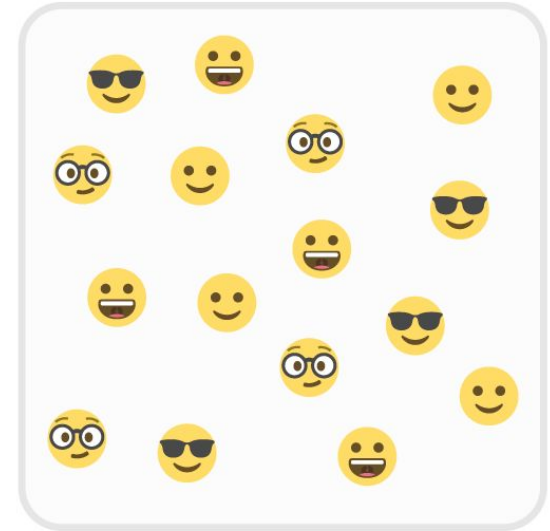
- **The Object:** To win as many rounds of Rock, Paper, Scissor as you can during each Tabata interval.
- **The Process:** Music On: Students find a partner and play 1 game of R,P,S (if it is a tie, try again). As soon as the game is over, quickly find a new partner and play again. Continue with as many new partners as possible while the music plays. Music Off: All students perform 1 “Perfect Burpee” and reset their scores for a new Tabata interval.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Use any of the popular R,P,S modifications (e.g., full body RPS; Giants, Wizards, Elves; etc.).
- Replace the “Perfect Burpee” with another exercise that meets your students needs and skill level.

## DISCUSSION STARTERS:

- 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



## LEARNING 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.
- **SEL:** I will discuss ways that I can encourage others to be active.

## TARGET VOCABULARY:

- Encourage, Enjoy, Physical Activity, Support

## EQUIPMENT NEEDED:

- Tabata Music; 1 Six-Sided Die Per Team

## ORGANIZE:

- **Space:** Scatter dice as home base markers with space for teams to be safely active.
- **Students:** Teams of 3 to 5. Each team circles around a die. Pair 2 teams to compete against one another.

## PROCEDURES:

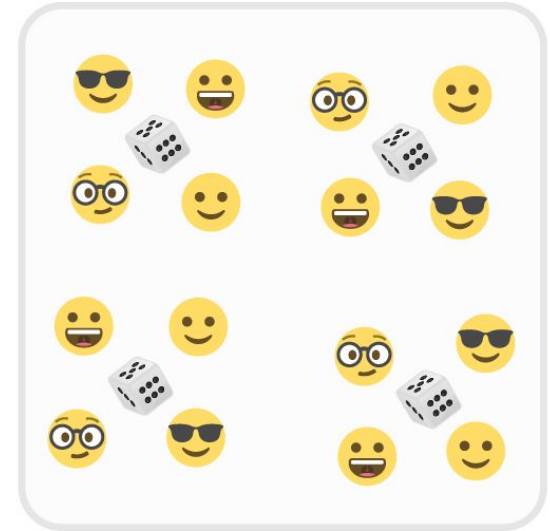
- **The Object:** To score the highest number possible by rolling a high number when the music is off.
- **The Process:** Music On: Teammate choose an exercise form the exercise list, the roll the die and perform that number of repetitions of the chosen exercise. Continue rolling and performing repetitions for the full 20 second interval. Music Off: 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. Add your scores from each rest interval for your overall Tabata Team Score.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Allow students to create a list of exercises or skill drills that match their skills and interests.

## DISCUSSION STARTERS:

- 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?



# TABATA TEAM PEP TALK

## LEARNING TARGETS:

- **Skill:** I will use positive language during my pep talk.
- **Cognitive:** I will discuss components of emotional fitness in my talk.
- **Physical Activity:** I will discuss health-related fitness in my talk.
- **SEL:** I will act as a support system for my classmates and friends.

## TARGET VOCABULARY:

- Encouragement, Pep Talk, Positive Language, Support System

## EQUIPMENT NEEDED:

- Tabata Music; 1 Cone per Team; Ball (or other object)

## ORGANIZE:

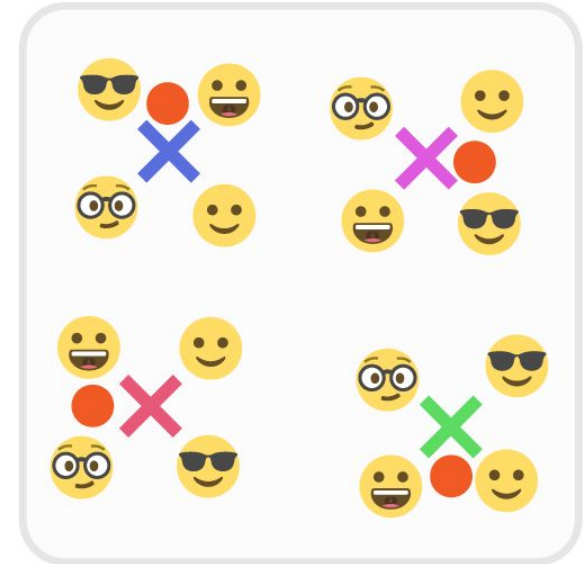
- **Space:** Scatter cones as home base markers. Place 1 ball next to each cone. Give space for teams to be safely active.
- **Students:** Teams of 3 to 5. Each team circles around a cone.

## PROCEDURES:

- **The Object:** For each member of the team to lead a pep talk using positive and encouraging language.
- **The Process:** Play 1 round of Hot Potato. The student who ends with the ball begins the pep talk.
- **Music On:** The pep talk leader gives the team a 20-second pep talk based on the day's emotional fitness component. **Music Off:** Rotate discussion leader either clockwise or counter-clockwise. Continue until all students have been the discussion leader. If time permits, take two turns with students providing a PEP talk using the Health-Related Fitness Component.

## DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- As a group, discuss what would be included in a pep talk and write example phrases on a white board or poster so students can review the phrases during their talk.
- Choose pep talk captains on each team that you know will be able to be successful. Allow other students to listen to the talks without the pressure of taking a pep talk turn.
- Complete this as a class with the teacher giving the pep talk and passing to students who have prepared.





**Score a perfect four!** Read about what you need to do and then make it happen.

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4

Every time I come to physical education class, I treat my teacher and my classmates with respect. I follow all directions and contribute to a positive learning environment. I move my body with control and I respect all equipment. I can use health-related fitness vocabulary in class discussion. I can describe what Tabata is.

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3

When I come to physical education class, I treat my teacher and my classmates with respect. I follow all directions with only 1 or 2 reminders, and help everyone stay safe. I move with control and I respect all physical education equipment. I can define the components of health-related fitness. I can describe what Tabata is.

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2

When I come to physical education class, I work to treat others with respect. I still need reminders that help me follow directions, but I'm getting better each class. I move safely but sometimes lose control. I respect physical education equipment. I can talk about what health-related fitness is.

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1

When I come to physical education class, I need reminders on how to show respect to myself and others. I need a lot of reminders that help me follow directions. Sometimes I forget to respect physical education equipment. I don't really know what health-related fitness is.

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## AEROBIC CAPACITY

The body's ability to take in, transport, and use oxygen during vigorous physical activity.



## EMOTIONAL CAPACITY

The ability to regulate emotions during potentially stressful events.





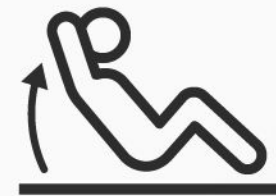
## MUSCULAR ENDURANCE

The ability of a muscle to continue to perform without fatigue.



## EMOTIONAL ENDURANCE

The ability to stay focused on personal or group goals in the face of challenge.



## MUSCULAR STRENGTH

The maximum amount of force a muscle can produce in a single effort.



## EMOTIONAL STRENGTH

The ability to lift up and support others during times of emotional pressure.



## FLEXIBILITY

The ability to bend and move the joints through the full range of motion.



## EMOTIONAL FLEXIBILITY

The ability to compromise with others in an effort to support a common goal.



## BODY COMPOSITION

Measurement of the percentage of fat, muscle, water, and bone found in the human body.



## EMOTIONAL COMPOSITION

The ability to mindfully reflect on personal reactions to positive and negative feelings.



## AEROBIC CAPACITY

The body's ability to take in, transport, and use oxygen during vigorous physical activity.



## Take Home Tabata Routine

- Round 1:** Jumping Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 2:** Jump Rope (20 Sec)  
*Rest for 10 Seconds*
- Round 3:** Mummy Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 4:** Jump Rope (20 Sec)  
*Rest for 10 Seconds*
- Round 5:** Jumping Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 6:** Jump Rope (20 Sec)  
*Rest for 10 Seconds*
- Round 7:** Mummy Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 8:** Jump Rope (20 Sec)  
*Rest for 10 Seconds*

## MUSCULAR STRENGTH

The maximum amount of force a muscle can produce in a single effort.



## Take Home Tabata Routine

- Round 1:** SlowMo Push Ups (20 Sec)  
*Rest for 10 Seconds*
- Round 2:** SlowMo Squats (20 Sec)  
*Rest for 10 Seconds*
- Round 3:** Power Push Ups (20 Sec)  
*Rest for 10 Seconds*
- Round 4:** Power Squats (20 Sec)  
*Rest for 10 Seconds*
- Round 5:** SlowMo Push Ups (20 Sec)  
*Rest for 10 Seconds*
- Round 6:** SlowMo Squats (20 Sec)  
*Rest for 10 Seconds*
- Round 7:** Power Push Ups (20 Sec)  
*Rest for 10 Seconds*
- Round 8:** Power Squats (20 Sec)  
*Rest for 10 Seconds*

## MUSCULAR ENDURANCE

The ability of a muscle to continue to perform without fatigue.



## Take Home Tabata Routine

- Round 1:** Plank Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 2:** Plank Arm Lifts (20 Sec)  
*Rest for 10 Seconds*
- Round 3:** Plank Holds (20 Sec)  
*Rest for 10 Seconds*
- Round 4:** Planks Leg Lifts (20 Sec)  
*Rest for 10 Seconds*
- Round 5:** Plank Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 6:** Plank Arm Lifts (20 Sec)  
*Rest for 10 Seconds*
- Round 7:** Plank Holds (20 Sec)  
*Rest for 10 Seconds*
- Round 8:** Plank Leg Lifts (20 Sec)  
*Rest for 10 Seconds*

## FLEXIBILITY

The ability to bend and move the joints through the full range of motion.



## Take Home Tabata Routine

- Round 1:** Downward Dog (20 Sec)  
*Rest for 10 Seconds*
- Round 2:** Mountain Pose (20 Sec)  
*Rest for 10 Seconds*
- Round 3:** Triangle Pose R (20 Sec)  
*Rest for 10 Seconds*
- Round 4:** Forward Fold (20 Sec)  
*Rest for 10 Seconds*
- Round 5:** Downward Dog (20 Sec)  
*Rest for 10 Seconds*
- Round 6:** Mountain Pose (20 Sec)  
*Rest for 10 Seconds*
- Round 7:** Triangle Pose L (20 Sec)  
*Rest for 10 Seconds*
- Round 8:** Forward Fold (20 Sec)  
*Rest for 10 Seconds*



## BODY COMPOSITION

Measurement of the percentage of fat, muscle, water, and bone found in the human body.



## Take Home Tabata Routine

- Round 1:** Jumping Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 2:** SlowMo Push Ups (20 Sec)  
*Rest for 10 Seconds*
- Round 3:** Plank Jacks (20 Sec)  
*Rest for 10 Seconds*
- Round 4:** Downward Dog (20 Sec)  
*Rest for 10 Seconds*
- Round 5:** Jump Rope (20 Sec)  
*Rest for 10 Seconds*
- Round 6:** SlowMo Squats (20 Sec)  
*Rest for 10 Seconds*
- Round 7:** Plank Arm Lifts (20 Sec)  
*Rest for 10 Seconds*
- Round 8:** Forward Fold (20 Sec)  
*Rest for 10 Seconds*

# CYO Tabata Routine Worksheet

Create Your Own Tabata routine to build fitness or physical literacy skills.

Student Name:

Date:

*Follow the rubric criteria on page 2 to create a routine that scores a perfect 3 out of 3.*

Exercise Name	Description	Health-Related Fitness Component	Safety Considerations	Overall Health Benefit(s)



# CYO Tabata Routine Worksheet

Create Your Own Tabata routine to build fitness or physical literacy skills.

*Use the rubric criteria below to create a routine on page 1 that scores a perfect 3 out of 3.*

	<b>Routine is Amazing! (3)</b>	<b>Routine is Good to Go (2)</b>	<b>Needs More Work (1)</b>
<b>Safety &amp; Appropriateness</b>	Exercises are appropriate and safe. Leaders can demonstrate exercises with safety cues.	Exercises are appropriate and safe.	Exercises are not appropriate and could be unsafe.
<b>Fitness Concepts</b>	Exercises are in the correct health-related fitness category.	Exercises are place in the correct category with some help.	Exercises are not in the correct category.
<b>Health Benefits</b>	Routine works in a target heart rate zone. Student can explain 3 health benefits of the routine.	Route works in a target heart rate zone. Student can explain 1 health benefit of the routine.	Routine does not provide the intensity needed to reach a target heart rate zone.





## Universal Design Suggestions



**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.



Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Use large, brightly colored organizational markers to help students stay safely in personal and/or general space.</li> <li>• Use different colored cones or spots to identify a home base for each team or student.</li> <li>• Use spot markers to create movement or travel routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Change rules to reflect equity of skill acquisition, mobility, and fitness level.</li> <li>• Vary movement expectations to increase equity. For example, allow different locomotor movements or the use of assistive equipment.</li> <li>• Adapt body positioning to student needs. For example, modify the game to play sitting.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues.</li> <li>• Adjust lighting (e.g., brighter or lighter).</li> <li>• Create visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible. Adjust as needed. One size doesn't fit all.</li> <li>• Establish consistent, predictable routines.</li> <li>• Speak slowly &amp; clearly with a well-defined beginning &amp; end.</li> <li>• Give 1-step vs multiple-step directions.</li> <li>• Provide multiple forms of prompts cues — kinesthetic, visual, and auditory.</li> </ul>

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams.

You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.