



TABATA TRAINING

MIDDLE SCHOOL

The Virginia Standards of Learning Project





TABATA TRAINING

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MODULE OVERVIEW

ABOUT THIS MODULE

Tabata Training is a short but meaningful module designed to teach the basics of Tabata methodology with a focus on exercise form and fitness knowledge concepts. The two-week module includes an activity and nutrition log in order to bring mindful consideration to each student’s lifestyle choices relating to personal health and fitness.

Planning and implementing this module in the first month of the school year will provide your classes with quick and customizable warm-up options while also providing students with applicable workout styles that can be done at home.

This version of OPEN’s Tabata Training module has been modified specifically to meet the Physical Education Standards of Learning for Virginia Public Schools. Additional free Middle School resources can be found at:

<http://openphysed.org/curriculummodules>

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MODULE OVERVIEW

STANDARDS ADDRESSED

- ✓ **Standard 1 [6.b,c]** Create and perform movement sequences in a rhythmic or dance activity (b); Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) (c).
- ✓ **Standard 1 [7.e]** Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e).
- ✓ **Standard 1 [8.c,f]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance (f).
- ✓ **Standard 2 [7.a,b]** Identify the “core muscles,” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement (a); Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b).
- ✓ **Standard 2 [8.a,g,i]** Explain how body systems interact with one another during physical activity (a); Describe how muscles move bones to create paired movement by relaxing and contracting (g); Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction (i).
- ✓ **Standard 3 [6.b,d,f]** Describe and apply the components of the FITT (frequency, intensity, time, type) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility (b); Describe how being physically active leads to a healthy body (d); Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school (f).
- ✓ **Standard 3 [7.a,e,f]** Identify safe practices for improving physical fitness (a); Compare and contrast aerobic and anaerobic capacity and muscle strength and endurance (e); Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity (f).
- ✓ **Standard 3 [8.d]** Create and implement an activity plan to meet physical activity guidelines of 60 minutes a day that includes warm-up, cool down, and appropriate intensity levels (d).
- ✓ **Standard 4 [6.c]** Reflect on completion of an improvement plan for a personally challenging skill or activity (c).
- ✓ **Standard 4 [7.c,h]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).
- ✓ **Standard 4 [8.a,b]** Describe and demonstrate 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) (a); Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher (b).
- ✓ **Standard 5 [6.b,c]** Describe the relationship between resting heart rate and exercise intensity (b); Explain the impact of physical activity guidelines on energy expenditure (c).
- ✓ **Standard 5 [7.b]** Explain the connection between an RPE scale and heart rate, and the body’s response to physical activity (b).
- ✓ **Standard 5 [8.b]** Explain the role of energy balance in weight management and body composition (b).

MODULE OVERVIEW

PLANNING COMPLETE LESSONS

Tabata Training activities are designed to provide vigorous warm-up/learning activities, as well as focused workout sessions in the form of Tabata interval training. The suggested block plan provides 30 to 45 minutes of physical activity. Additional activities can be added to extend the length of planned lessons. Adding activities from the Secondary Instant Activity module would provide a fun and vigorous large-group activity, which can be used to reinforce the importance of fitness concepts.

Tabata Warm-Up	<i>5 minutes</i>
+ Tabata Training Activity with Debrief	<i>10-15 minutes</i>
+ Large Group Activity with Debrief	<i>15-20 minutes</i>
+ Cool Down	<i>5 minutes</i>

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Several assessment options are provided with this module. They are designed to be interactive and fun while reinforcing the critical concepts covered in the activities.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers, a data collection tool available for Apple and Android devices. To learn more about Plickers, visit: www.plickers.com

Holistic Performance Rubric

The Holistic Rubric can be used as a both formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities/lessons.

The included Holistic Rubric separates skill/cognitive and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated independently. This rubric can be completed as students perform learning activities and/or during their final day of Tabata Training, providing a final holistic evaluation of each student's performance.

Physical Activity Log

The activity log provided with this module allows students to track their physical activity and nutrition behaviors across a two-week period of time. At the end of each week, students will answer a series of questions below the weekly log chart. The log and the questions that follow are designed to help students work toward key fitness outcomes, reflect on their health behaviors, and document their behaviors and attitudes around fitness and fitness concepts.

MODULE OVERVIEW

ASSESSMENT

Blank Tabata Routine Cards

One of the goals of the Tabata Training module is to teach students how to utilize and design Tabata workouts based on their exercise and activity preferences. Blank Routine Cards provide an opportunity for students to experiment with this workout design and allow teachers to assess and document student understanding of the module’s content.

Muscle- & Bone- Strengthening Puzzle

This word search is meant to reinforce student understanding of muscle- vs bone-strengthening exercise. It can be used as a homework assignment, an in-class activity for students with medical reasons for non-participation, or on days when physical activity space is unavailable.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Tabata Warm-Up + One and Done + Empire Tag*	Appropriate, Equipment, Guidance, Identify, Independent, Safe, Safety Concerns, Set, Specific, Vigorous, Compare, Contrast, Distinguish, Health-Related Fitness, Skill-Related Fitness
2	Tabata Warm-Up + Double or Nothing + Guardian*	Major Muscles, Muscle, Bone, Relax, Contract, Body Systems, Interact, Blood, Nutrients, Digestive System, Oxygen, Respiratory System
3	Tabata Warm-Up + Mirror-Mirror + RPS Victory Lap*	Aerobic Activity, Bone-Strengthening Exercise, Continuous, Intermittent, Moderate Intensity, Muscle-Strengthening Exercise, Physically Active Lifestyle, Program, Vigorous Intensity
4	Tabata Warm-Up + Flip Flop Don’t Stop + Empire Tag*	Muscle, Body Systems, Encourage, Positive Talk
5	Tabata Warm-Up + Tabata Interval Stations + Guardian*	Blood, Body Systems, Contract, Interact, Nutrients, Oxygen, Relax, Respiratory System, Type

*Activities from OPEN’s Secondary Instant Activities module

MATERIALS LIST

Tabata Training is a versatile module that can be done with a variety of equipment—or no equipment at all. Use our routine cards to create your own workouts with the items of your choice. The list below provides our equipment recommendations.

QTY	NAME	CODE	 USGAMES.COM
12	Jump Ropes (9')	1309553	Link to e-Store
12	Jump Ropes (8')	1309546	Link to e-Store
6	Jump Ropes (7')	1309539	Link to e-Store
6	Kettle Bells (8 lbs.)	1361742	Link to e-Store
6	Medicine Balls (6.6 lbs.)	1266306	Link to e-Store
6	Resistance Bands / Tubes	1249811	Link to e-Store
6	Fitness Exercise Balls	1266177	Link to e-Store
6	Agility Ladders	1271560	Link to e-Store
6	Task Tents	1389878	Link to e-Store
6	12" Cones (or larger)	1093452	Link to e-Store
	Academic Language Posters		OPENPhysEd.org
	Tabata Routine Cards		OPENPhysEd.org
	Blank Tabata Routine Cards		OPENPhysEd.org
	Student Assessments		OPENPhysEd.org
	Tabata Interval Timer App		Apple App Store



BLANK NOTE PAGE

TABATA WARM-UP

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will answer questions related to safe participation in fitness activities.
- ✓ **Fitness:** I will pace my activity so that I increase my heart rate and warm up my muscles.
- ✓ **Personal & Social Responsibility:** I will work independently.

TEACHING CUES

- ✓ Follow Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Pace Your Activity to Warm-Up Your Muscles

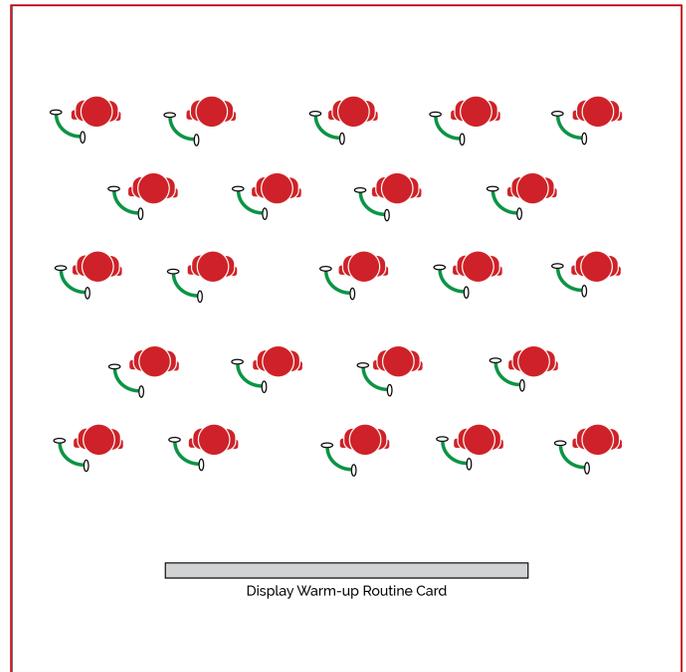
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Tabata Warm-Up Routine Card(s)
- ✓ 1 exercise resistance band per student
- ✓ Tabata audio cues (Tabata timer app)

Set-Up:

1. Set up a large activity area using cones or floor lines.
2. Place Tabata Warm-Up Routine Cards in task tents or display using a projector.
3. Scatter students in view of the Routine Cards and with enough personal space for safe movement.
4. Prepare Tabata audio cues using music player and/or a Tabata timer app.



Activity Procedures:

1. Each day of our Tabata module will begin with a 4-minute warm-up routine using an exercise resistance band. 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 in between each set. We may adjust our timing and intensity throughout the module, but it's important to understand the history behind our workouts. Dr. Tabata's research showed that even 4-minute workouts using his timing formula can have positive results on a person's overall fitness.
2. On the start signal we'll begin following the Tabata Warm-Up Routine Card that is displayed. On the stop signal, begin 10 seconds of rest and prepare for the next exercise on the routine card.
3. When the 4-minute routine is over, return your resistance band to the equipment storage area and get ready for our next activity.

Grade Level Progression:

- 6 & 7: Perform the warm-up as described above.
- 8: Allow students to create their own warm-up routines using the blank Tabata Routine Card.

TABATA WARM-UP

UNIVERSAL DESIGN ADAPTATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- ✓ Pair students to provide a guide for those who require assistance.
- ✓ Provide fitness activities at various levels of intensity and difficulty. Allow students to choose their level of participation.

Appropriate, Equipment, Guidance, Identify, Independent, Safe, Safety Concerns, Set, Specific, Vigorous

- ✓ **Standard 1 [8.f]** Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance (f).
- ✓ **Standard 2 [7.a,b]** Identify the “core muscles,” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement (a); Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b).
- ✓ **Standard 3 [6.d]** Describe how being physically active leads to a healthy body (d).
- ✓ **Standard 3 [7.a]** Identify safe practices for improving physical fitness (a).
- ✓ **Standard 4 [7.h]** Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).
- ✓ **Standard 4 [8.a]** Describe and demonstrate 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) (a).

- ✓ **DOK 1:** How can you recognize appropriate and safe fitness participation?
- ✓ **DOK 2:** How do exercise/activity cues affect safe participation?
- ✓ **DOK 3:** How is appropriate behavior related to independent participation?

Identify Critical Content: Safe and appropriate participation is absolutely essential for the success of fitness instruction. By starting the Tabata module with a focus on safe participation, students will understand baseline expectations for their behavior and performance.

ONE AND DONE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will identify and discuss the components of health- and skill-related fitness.
- ✓ **Fitness:** I will maintain a physical activity log for the duration of this Tabata module.
- ✓ **Personal & Social Responsibility:** I will focus on safe and appropriate participation.

TEACHING CUES

- ✓ Follow Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Maintain Exercise Intensity

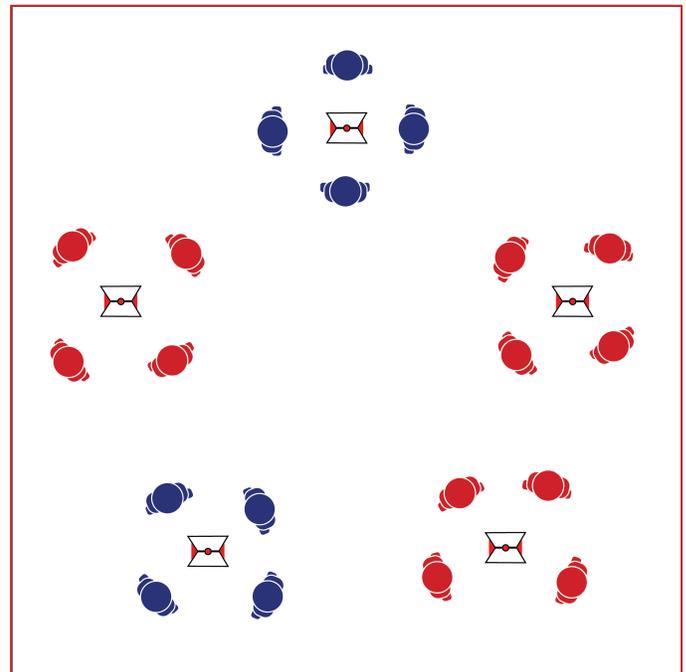
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5 cones with task tents
- ✓ 5 Tabata One & Done Health-Related Routine Cards
- ✓ 5 Tabata One & Done Skill-Related Routine Cards
- ✓ See routine cards for equipment needed
- ✓ 1 physical activity log sheet per student
- ✓ Tabata audio cues (Tabata timer app)

Set-Up:

1. Place cones around the perimeter of the activity area with space for students to exercise safely.
2. Place Health-Related Routine Cards in the front side of each task tent.
3. Place Skill-Related Routine Cards in the back side of each task tent.
4. Place activity log sheets under each cone.



Activity Procedures:

1. It's time to do another Tabata-style workout using a One & Done Routine Card.
2. Every routine card gives a list of exercises/activities to be completed during each set of the Tabata workout. This is called "one & done" because each exercise is only done 1 time during the routine.
3. The 1st card we are going to complete is the health-related routine. Listen to the start/stop signals to complete each exercise Tabata-style.
4. The 2nd card to complete is the skill-related routine. Again, use the start/stop signals to make your way through the routine.
5. When both routines are complete, write your name on an activity log sheet and begin completing your log.

Grade Level Progression:

- 6: Perform the activity as described above.
- 7 & 8: Allow students to create their own skill- and health-related routines using the blank Tabata Routine Card.



ONE AND DONE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Modify routine cards and exercises to meet the needs of all students.
- ✓ Decrease the intensity of this activity by providing a longer rest interval.

ACADEMIC
LANGUAGE

Compare, Contrast, Distinguish, Health-Related Fitness, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [6.c]** Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) (c).
- ✓ **Standard 1 [7.e]** Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e).
- ✓ **Standard 1 [8.c]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- ✓ **Standard 3 [6.f]** Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school (f).
- ✓ **Standard 3 [7.a,e,f]** Identify safe practices for improving physical fitness (a); Compare and contrast aerobic and anaerobic capacity and muscle strength and endurance (e); Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity (f).
- ✓ **Standard 3 [8.d]** Create and implement an activity plan to meet physical activity guidelines of 60 minutes a day that includes warm-up, cool down, and appropriate intensity levels (d).
- ✓ **Standard 4 [8.a]** Describe and demonstrate 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) (a).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is skill-related fitness? What is health-related fitness?
- ✓ **DOK 2:** What is the difference between health-related and skill-related fitness?
- ✓ **DOK 3:** How is skill-related fitness related to health-related fitness?
- ✓ **DOK 4:** Work with a partner to develop a new Tabata routine that focuses on health-related fitness. Next develop a routine with a focus on skill-related fitness.

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Identifying, distinguishing, comparing, and contrasting are all tasks that are cognitive in nature. Organizing students so that they experience the relevance of health- and skill-related fitness within a physical activity context will help them process the experience in order to successfully complete cognitive tasks.

DOUBLE OR NOTHING

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will identify and discuss major muscles and body systems as they relate to Tabata workouts.
- ✓ **Fitness:** I will maintain a physical activity log for the duration of this Tabata Module.
- ✓ **Personal & Social Responsibility:** I will focus on safe and appropriate participation.

TEACHING CUES

- ✓ Follow Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Maintain Exercise Intensity

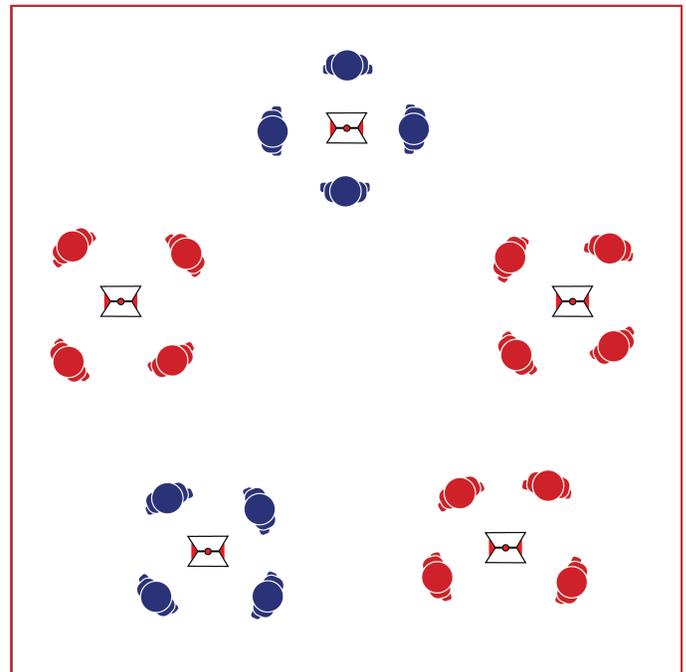
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5 (or more) cones with task tents
- ✓ 5 (or more) Tabata Double or Nothing Routine Cards
- ✓ See routine cards for equipment needed
- ✓ 1 physical activity log sheet per student
- ✓ Tabata audio cues (Tabata timer app)

Set-Up:

1. Place cones around the perimeter of the activity area with space for students to exercise safely.
2. Place Double or Nothing Routine Cards in the front side of each task tent.
3. Place activity log sheets in an area accessible to students.



Activity Procedures:

1. It's time for a Tabata-style workout called Double or Nothing.
2. Each routine card gives a list of exercises/activities to be completed during each set of the Tabata workout. This is called "Double or Nothing" because every exercise is done twice in a row. Keep track of how many repetitions you complete in the 1st set of each exercise. Then, on the 2nd set, try to increase or sustain that number while also maintaining perfect exercise form.
3. Listen to the start/stop signals to complete each exercise Tabata-style. After completing a full routine card, we'll rotate to a new card and begin again.
4. When both routines are complete, find your activity log sheet from previous lessons and continue completing your log.

Grade Level Progression:

6: Perform the activity as described above.

7 & 8: Allow students to create their own Double or Nothing routines using the blank Tabata Routine Card.



DOUBLE OR NOTHING

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide various routine cards and exercises to meet the needs of all students.
- ✔ Decrease the intensity of this activity by providing a longer rest interval.

ACADEMIC
LANGUAGE

Major Muscles, Muscle, Bone, Relax, Contract, Body Systems, Interact, Blood, Nutrients, Digestive System, Oxygen, Respiratory System

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [6.b]** Create and perform movement sequences in a rhythmic or dance activity (b).
- ✔ **Standard 2 [8.a,i]** Explain how body systems interact with one another during physical activity (a); Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction (i).
- ✔ **Standard 3 [6.d]** Describe how being physically active leads to a healthy body (d).
- ✔ **Standard 3 [7.a]** Identify safe practices for improving physical fitness (a).
- ✔ **Standard 4 [7.h]** Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).
- ✔ **Standard 4 [8.a]** Describe and demonstrate 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) (a).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are body systems?
- ✔ **DOK 2:** What do you know about different body systems?
- ✔ **DOK 3:** How is exercise related to different body systems? (Choose a system and discuss that system’s relationship to exercise.)
- ✔ **DOK 4:** What information can you gather to support your ideas about exercise and body systems? (Teachers can assign this question as an internet scavenger hunt.)

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques: Teachers’ use of the DOK question set above provides the class with purposeful discussion prompts that ascend in cognitive complexity in order to push students to deepen their thinking about the content presented. Use a “turn-and-talk” strategy to ensure that all students discuss the topic. Next, “cold call” on students without asking for volunteers. This will allow you to hear from students who might not otherwise present if given the choice. Finally, be sure that all answers are supported by evidence and/or contain details. One- and two-word answers are not acceptable.

MIRROR-MIRROR

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will identify exercises that work to improve both muscle and bone strength.
- ✓ **Fitness:** I will perform exercises that work to improve both muscle and bone strength.
- ✓ **Personal & Social Responsibility:** I will focus on safe and appropriate participation.

TEACHING CUES

- ✓ Demonstrate Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Maintain Exercise Intensity

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 5 (or more) cones with task tents
- ✓ 5 (or more) Mirror-Mirror Exercise Cards
- ✓ See exercise cards for equipment needed
- ✓ 1 physical activity log sheet per student
- ✓ Tabata audio cues (Tabata timer app)

Set-Up:

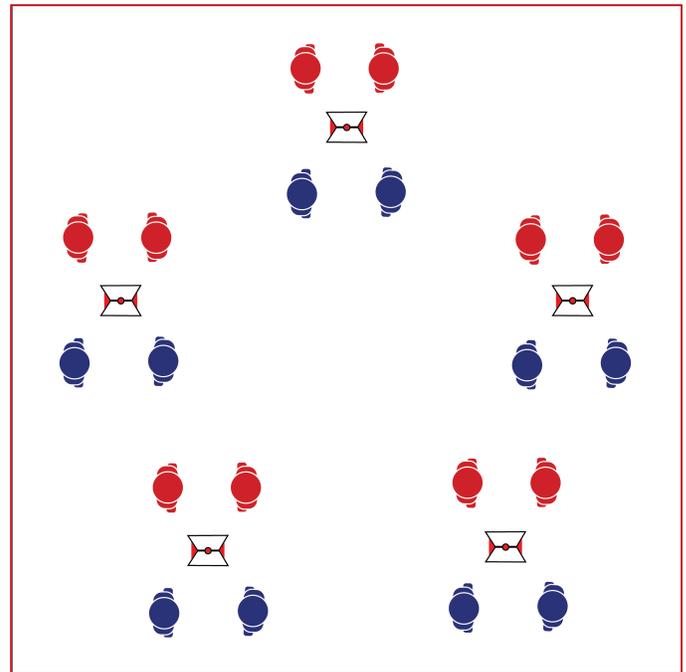
1. Place cones around the perimeter of the activity area with space for students to exercise safely.
2. Place Mirror-Mirror Cards in the front side of each task tent or display them using a projector that can be seen by all students.
3. Place activity log sheets in an area accessible to students.

Activity Procedures:

1. It's time for a cooperative Tabata-style workout called Mirror-Mirror.
2. Each exercise card gives a list of exercises/activities that can be completed during 1 set of the Tabata workout. This is called "Mirror-Mirror" because Partner A will choose an exercise during the 1st set, and Partner B will "mirror" her/his movements. When the music stops and starts again, Partner B will choose an exercise, and Partner A will "mirror" her/his movements. (Complete one 4-minute Tabata workout using this format.)
3. Next we'll repeat this activity, but Partner A will complete muscle-strengthening exercises, and Partner B will complete bone-strengthening exercises. Keep in mind that some exercises may be both (bone- and muscle-strengthening).
4. Now that we've completed two 4-minute routines, find your activity log sheet from previous lessons and continue completing your log.

Grade Level Progression:

- 6: Perform the activity as described above.
- 7 & 8: Allow students to create their own list of bone- and muscle-strengthening exercises.





MIRROR-MIRROR

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Decrease the intensity of this activity by providing a longer rest interval.
- ✓ Don't limit exercise choices to bone- and muscle-strengthening options. Give other options that meet the needs of your students.

ACADEMIC
LANGUAGE

Aerobic Activity, Bone-Strengthening Exercise, Continuous, Intermittent, Moderate Intensity, Muscle-Strengthening Exercise, Physically Active Lifestyle, Program, Vigorous Intensity

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [6.c]** Identify the six components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) (c).
- ✓ **Standard 1 [8.c]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- ✓ **Standard 2 [7.a]** Identify the “core muscles,” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement (a).
- ✓ **Standard 2 [8.a,g,i]** Explain how body systems interact with one another during physical activity (a); Describe how muscles move bones to create paired movement by relaxing and contracting (g); Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction (i).
- ✓ **Standard 3 [6.b,d]** Describe and apply the components of the FITT (frequency, intensity, time, type) principle and their relationship to implementing safe and progressive personal fitness programs for aerobic capacity, muscle fitness, and flexibility (b); Describe how being physically active leads to a healthy body (d).
- ✓ **Standard 3 [7.a]** Identify safe practices for improving physical fitness (a).
- ✓ **Standard 4 [7.h]** Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How can you recognize a bone-strengthening exercise? A muscle-strengthening exercise?
- ✓ **DOK 2:** How would you compare and/or contrast bone-strengthening with muscle-strengthening exercises?
- ✓ **DOK 3:** How are muscle- and bone-strengthening exercises related to a physically active lifestyle?
- ✓ **DOK 4:** Develop a comprehensive exercise program that will help you incorporate muscle- and bone-strengthening activity into your weekly routine at least 5 times per week.

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Muscle- and bone-strengthening exercises are essential for good physical health across a person's lifespan. However, many programs fail to help students classify activities for future lifestyle planning. Deeply discussing these elements of good health allows students to examine the concepts as well as their current and future activity choices with the skills and knowledge needed to make appropriate lifestyle choices.

FLIP FLOP DON'T STOP

STUDENT TARGETS

- ✓ **Skill:** I will perform exercises with proper form and a focus on safety.
- ✓ **Cognitive:** I will discuss major muscles and body systems involved in performing this Tabata routine.
- ✓ **Fitness:** I will identify muscles used in each exercise interval.
- ✓ **Personal & Social Responsibility:** I will use encouraging language with my partner during each rest interval.

TEACHING CUES

- ✓ Focus on Form and Safety
- ✓ Use Encouraging Language
- ✓ Have Fun

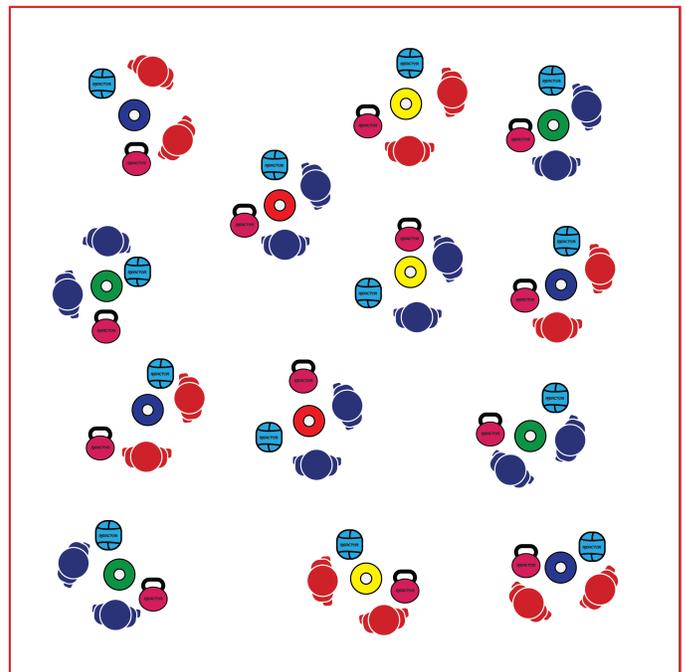
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 low profile cone per 2 students
- ✓ 2 different pieces of fitness equipment per pair of students (e.g., 1 medicine ball & 1 fitness band)
- ✓ Tabata audio cues (Tabata timer app)
- ✓ 1 8-Minute Tabata Flip Flop Routine Card
- ✓ 1 body systems assessment per pair of students
- ✓ Heart rate monitors (optional)

Set-Up:

1. Provide a home base using 1 low profile cone for each pair of students. Scatter home bases throughout the activity area.
2. Distribute fitness equipment according to class routine.



Activity Procedures:

1. Today's Tabata workout is called Flip Flop Don't Stop. Before we begin, you and your partner will create a short "Don't Stop" handshake that you'll be able to perform during each rest interval. This handshake has to have 2 components (e.g., a fist-bump and then a high-5) and also a short, encouraging phrase (e.g., "We won't stop!").
2. On the start signal, 1 partner will begin with 1 piece of equipment and the other partner will use the other piece. Perform the 1st exercise on the Routine Card.
3. On the 10-second rest signal, quickly perform your handshake and then flip-flop (switch) equipment. Perform the 2nd exercise on the Routine Card.
4. Continue this interval pattern for an 8-minute Tabata workout.

Grade Level Progression:

- 6:** Perform the activity as described above.
7 & 8: Provide blank Flip Flop Routine Cards. Allow pairs to create and perform their own routines.



FLIP FLOP DON'T STOP

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Provide a variety of equipment and exercises to match students' abilities.
- ✓ Provide visual cues and demonstrations of each exercise.

ACADEMIC
LANGUAGE

Muscle, Body Systems, Encourage, Positive Talk

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 2 [8.a,g,i]** Explain how body systems interact with one another during physical activity (a); Describe how muscles move bones to create paired movement by relaxing and contracting (g); Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction (i).
- ✓ **Standard 3 [6.d]** Describe how being physically active leads to a healthy body (d).
- ✓ **Standard 3 [7.a]** Identify safe practices for improving physical fitness (a).
- ✓ **Standard 4 [7.c]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c).
- ✓ **Standard 4 [8.a,b]** Describe and demonstrate 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) (a); Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher (b).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How do you recognize the major muscles used in an exercise?
- ✓ **DOK 2:** What do you notice about how the muscles perform during an exercise?
- ✓ **DOK 3:** How is the respiratory system related to muscle performance?
- ✓ **DOK 4:** Design a Tabata Flip Flop Routine that includes exercises that work at least 4 major muscle groups.

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes: Tabata Flip Flop Routines provide a rich environment for practicing skills, strategies, and processes that are essential for lifelong fitness participation. First, students are performing fitness exercises in an encouraging setting where they can get feedback on form and safety. Next, they are practicing positive social interactions in a physical activity setting and learning the value of being active with a friend. Finally, they are working through the process of designing and performing their own Tabata routines.

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

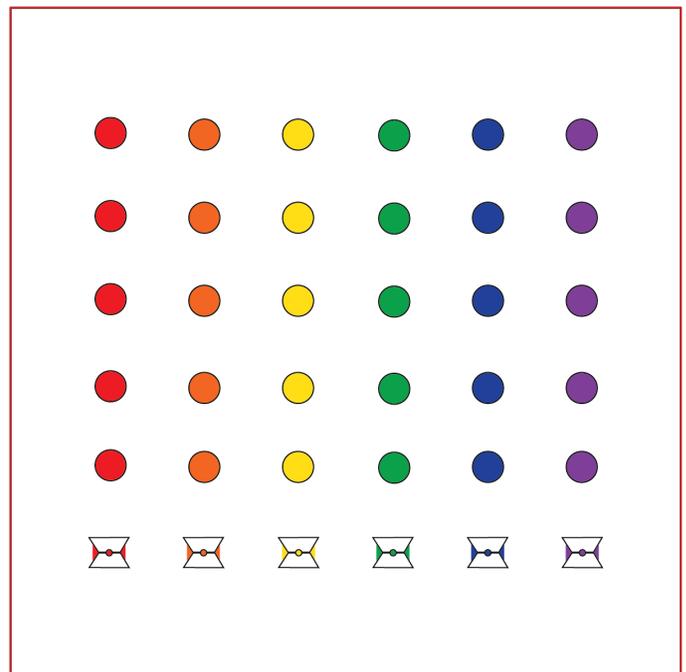
ACTIVITY SET-UP & PROCEDURE

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.



TABATA INTERVAL STATIONS

<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 [6.d,f] Describe how being physically active leads to a healthy body (d); Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school (f). ✓ Standard 3 [7.a,f] Identify safe practices for improving physical fitness (a). Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity (f). ✓ Standard 3 [8.d] Create and implement an activity plan to meet physical activity guidelines of 60 minutes a day that includes warm-up, cool down, and appropriate intensity levels (d). ✓ Standard 4 [6.c] Reflect on completion of an improvement plan for a personally challenging skill or activity (c). ✓ Standard 4 [7.h] Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h). ✓ Standard 4 [8.a] Describe and demonstrate 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) (a). ✓ Standard 5 [6.b,c] Describe the relationship between resting heart rate and exercise intensity (b); Explain the impact of physical activity guidelines on energy expenditure (c). ✓ Standard 5 [7.b] Explain the connection between an RPE scale and heart rate, and the body's response to physical activity (b). ✓ Standard 5 [8.b] Explain the role of energy balance in weight management and body composition (b).
<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 information presented in class relating to prior experiences and past behavior. Allow students to explore inferences through focused discussion, prompting them to give evidence and context to support their thinking.</p>

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 3 [6.d,f]** Describe how being physically active leads to a healthy body (d); Develop a personal fitness plan using baseline data to address one or more components of health-related fitness, to improve or maintain fitness level to include SMART goals, action plan, and documentation of activities inside and outside of school (f).
- ✓ **Standard 3 [7.a]** Identify safe practices for improving physical fitness (a).
- ✓ **Standard 4 [8.a,b]** Describe and demonstrate 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) (a); Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher (b).

FOCUS TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will answer questions related to safe participation in fitness activities.
- ✓ **Fitness:** I will pace my activity so that I increase my heart rate and warm up my muscles.
- ✓ **Personal & Social Responsibility:** I will work independently.

ACADEMIC LANGUAGE

- ✓ Appropriate
- ✓ Equipment
- ✓ Independent
- ✓ Safety Concerns
- ✓ Health-Related Fitness
- ✓ Skill-Related Fitness

SELECTED ASSESSMENT

- ✓ Physical Activity Log Sheets

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students enter the activity area to see a warm-up routine posted on the wall via a computer and projector. As students enter, they read the exercises and practice each. If a student does not know the exercise, she/he can ask a classmate. When all students arrive, begin warm-up.</p>	<p>→</p> <p>Tabata Warm-Up</p> <p>→</p>	<p>DOK 1: How can you recognize appropriate and safe fitness participation? DOK 2: How do exercise/activity cues affect safe participation? DOK 3: How is appropriate behavior related to independent participation?</p>
<p>2 LEARNING TASK</p>	<p>After warm-up debrief is done, students have 30 seconds to walk the perimeter and choose a One and Done routine to complete. All choices will be based on their routine preference or social groups. Complete health-related routine first, then complete skill-related card.</p>	<p>→</p> <p>One and Done</p> <p>→</p>	<p>Use debrief time to introduce student activity logs.</p>
<p>3 LEARNING TASK</p>	<p>Students are provided an appropriate amount of time to complete the logs. Next, students help clear Tabata stations and equipment in preparation for Empire Tag (secondary instant activity).</p>	<p>→</p> <p>Empire Tag</p> <p>→</p>	<p>DOK 1: What are the components of skill-related fitness? DOK 2: How does skill-related fitness affect your ability to reach goals? DOK 3: How are the components of skill-related fitness related to Empire Tag?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Students complete physical activity log sheets immediately after the One and Done Tabata session. They'll collect the sheets from Task Tent stations and will then place completed work in the student work folder placed by the locker room door.</p>		

AEROBIC ACTIVITY

(noun)

Sustained exercise/movement such as jogging or cycling that stimulates and strengthens the cardiorespiratory system.

Performing aerobic activities Tabata-style can help make us even healthier.



AGILITY

(noun)

**The ability to move quickly, easily,
and with precision.**

Football players have great agility, which allows them to dart out of the way of the defense quickly.



APPROPRIATE

(adjective)

Correct or right for a given situation or setting.

If everyone demonstrates appropriate behavior,
P.E. class will be fun for us all.



BALANCE

(noun)

The ability to adjust the distribution of weight in order to remain upright and steady.

The more you practice balancing on one leg, the easier it will become.



BARRIER

(noun)

A circumstance or obstacle that prevents a person or group of people from achieving a goal or accomplishing a task.

Part of what makes exercise so fun is overcoming barriers and feeling proud of your accomplishments.



BLOOD

(noun)

The liquid that circulates in the arteries and veins of humans transporting oxygen, nutrients, and other essential substances throughout the body while also eliminating waste materials such as carbon dioxide.

Colin knew that the faster his heart was beating, the faster blood was circulated throughout his body.

BODY COMPOSITION

(noun)

**The high ratio of lean tissue
to fat tissue in the body.**

The more often you exercise and eat healthily, the better your body composition will become.



BODY SYSTEM

(noun)

A group of organs and structures that together perform one or more vital functions.

Examples include the circulatory system and the digestive system.

Plenty of exercise and proper nutrition are good for all your body systems.



BONE

(noun)

Hard, whitish tissue that makes up the skeleton in humans and other vertebrates.

We have to keep our muscles and our bones strong if we want to live long, healthy lives.



BONE-STRENGTHENING EXERCISE

(noun)

Physical activity that is weight-bearing and muscle-strengthening and applies safe pressure on any part of the skeletal system.

Jump-squats are Deedi's favorite bone-strengthening exercise.



CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Tabata-style sprinting workouts are sure to increase your cardiorespiratory endurance.



COMPARE

(verb)

To note the similarities between two or more things.

If you compare planks and push-ups, you'll see that they are very similar to one another.



CONNECTION

(noun)

A relationship in which a person, place, thing, or idea is linked with something else.

There is a scientific connection between exercise and good health.



CONTINUOUS

(adjective)

Without stopping.

Tabata-style workouts are different from continuous workouts because you pause to recover every so often instead of moving non-stop.



CONTRACT

(verb)

The muscular action that shortens or tightens a muscle in order to stabilize or cause movement in a part of the body.

Greg watched his quadriceps contract as he performed a squat with good form.



CONTRAST

(verb)

To note the differences between two or more things.

Caroline contrasted Tabata workouts with long jogs and noticed that one is stop-and-go, while the other is continuous.



COORDINATION

(noun)

The ability to use different parts of the body together smoothly, efficiently, and purposefully.

Jack practiced walking along a straight line every day in order to improve his coordination.



DESIGN

(verb)

To create a plan with a specific purpose or intention.

Tabata training is designed to allow your heart rate to spike and then recover multiple times within one workout.



DIGESTIVE SYSTEM

(noun)

The gastrointestinal tract plus accessory organs and structures that move food from the mouth through the body in order to break down food so that it can be absorbed and assimilated into the body.

Ron knew that eating the right foods could help make his digestive system healthier.



DISTINGUISH

(verb)

To recognize or treat someone or something as different or apart.

The stronger she became, the more easily Elizabeth could distinguish all the different muscles in her body.



DOCUMENT

(verb)

To record in written, photographic, or other form that can be recalled or produced at a later time for review.

Andy documented all his workouts so that he could go back later and remember what he did.



ELIMINATE

(verb)

To remove, get rid of, or exclude.

Eliminating trans fats from our diets
will make us healthier.



ENCOURAGE

(verb)

To offer support, confidence, or hope to someone else.

Bobby encouraged Lisa to complete one more Tabata interval and finish the set strong.



EQUIPMENT

(noun)

The set of tools, accessories, and objects used in a sport or activity.

It's important to be gentle with P.E. equipment so that it will stay in good condition for everyone to use.



EXERT

(verb)

To make a physical or mental effort.

Donovan exerted his maximum strength during the Tabata-style push-ups.



FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

By making Tabata-style workouts a part of her regular routine, Josie improved her fitness.



FLEXIBILITY

(noun)

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

Avery wanted to improve his flexibility in order to avoid becoming injured.



GUIDANCE

(noun)

Advice or information aimed at helping a person or group reach a goal, resolve a problem, or improve.

Exercising in P.E. class is beneficial because the teacher can provide guidance about proper exercise form.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Andrew performed a Tabata-style pushup workout to improve his health-related fitness.



HEALTHY BODY

(noun)

The body of an individual whose body systems are all working at optimal levels. This is one part of wellness, which also includes mental, emotional, and social well-being.

Tabata workouts can help you create a healthy body.



IDENTIFY

(verb)

To establish who or what someone or something is.

Can you identify all the aspects of health-related fitness?



IMPACT

(noun)

The effect or influence of a person, thing, or action on another person, thing, or action.

Exercise and healthy eating have a very positive impact on the body.



IMPLEMENT

(verb)

**To put a decision, plan,
or agreement into action.**

Aiden implemented a plan to exercise five times a week and began to feel more energetic in his daily life.



IMPROVE

(verb)

To achieve a higher standard or quality; to make or become better.

If you practice purposefully every day,
you are certain to improve.



INDEPENDENT

(adjective)

Free from outside control or lead.

April counted in her head so that she could perform the Tabata workout independently without someone keeping time.



INTERACT

(verb)

To act in a way that has an effect on another while they also have an effect on you.

Frank loves to interact with his classmates while he is at school.



INTERMITTENT

(adjective)

Occurring in intervals. Not continuous or steady.

Tabata workouts involve intermittent starting and stopping.



LOG

(noun)

A regular and systematic record of occurrences or observations.

Zach recorded all his workouts in his activity log to keep track of his progress.



MAJOR MUSCLES

(noun)

Groups of muscles that all work to move or stabilize a specific region of the body.

Major muscles in the body include the abdominals and the quadriceps, among others.



MENTAL HEALTH

(noun)

A person's psychological and emotional well-being.

Exercise can improve your mental health in addition to your physical health, especially mindful exercises like yoga.



MODERATE INTENSITY

(noun)

A rate of movement that can be sustained for long periods of time; increases heart rate, but also allows an individual to easily maintain a conversation without losing one's breath.

Tracy performed exercises with moderate intensity so that she could maintain them for a longer duration.



MUSCLE

(noun)

A bundle of fibrous tissue inside the body of a person or animal that can tighten and contract in order to move or maintain the position of body parts.

A Tabata squat workout will strengthen all the muscles in your legs.



MUSCLE-STRENGTHENING EXERCISE

(noun)

Physical activity that safely overloads a muscle or group of muscles in order to increase one's overall ability to move weight.

Jeff's favorite muscle-strengthening exercise is biceps curls.



MUSCULAR ENDURANCE

(noun)

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

Being strong is not enough; you must also have muscular endurance in order to make it through an entire Tabata workout without stopping to rest.



MUSCULAR STRENGTH

(noun)

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

Annie wanted to increase her muscular strength so that she could lift heavier objects with ease.



NUTRIENT

(noun)

A substance that provides nourishment essential for growth and the maintenance of life.

Most healthy foods contain multiple different nutrients.



NUTRITION

(noun)

The process of providing or obtaining the food necessary for health and growth.

To become your healthiest self, you must pay attention to both exercise and nutrition.



OXYGEN

(noun)

A colorless, odorless chemical element that is the life-supporting component of the air.

When you are in good physical shape, your body uses oxygen more efficiently, so your heart doesn't have to work as hard during exercise.



PHYSICAL ACTIVITY

(noun)

Any physical movement that uses the body's energy.

Tabata-style workouts are a great physical activity to improve strength and overall health.



PHYSICAL ACTIVITY LEVEL

(noun)

**An expression of a person's daily
physical activity.**

Kaitlynn increased her physical activity level so that she could improve her overall health.



PHYSICAL HEALTH

(noun)

A description of the working condition of a person's body systems.

Erin wanted to improve her physical health, so she began eating healthier foods.



PHYSICALLY ACTIVE

(adjective)

In motion, often referring to purposeful movement done for health benefits.

Molly stays physically active so that she will be strong and fit.



PHYSICALLY ACTIVE LIFESTYLE

(noun)

Regular and habitual behaviors that contribute positively to a person's ability to perform and enjoy health-enhancing physical activity.

A physically active lifestyle is important if one wants to live a long and healthy life.



POWER

(noun)

The ability to quickly exert force.

The stronger your legs are, the more power you will have to jump high.



PROGRAM

(noun)

A planned series of events, activities, or behaviors.

Mike worked with his P.E. teacher to develop an exercise program he could follow regularly.

REACTION TIME

(noun)

The rate at which one is able to respond to a stimulus.

Nora watched her opponents closely so that when they moved, her reaction time would be as short as possible.



REFLECT

(verb)

To think deeply or carefully about something, oftentimes a prior experience.

Ferdinand used his activity log to remember which exercises he'd performed and reflect on whether they were effective.



RELAX

(verb)

**To make or become less tense or
anxious.**

When one part of a muscle group contracts, the
other part relaxes.



RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

Tanya showed respect for her peers by putting the equipment back where it belonged after class.



RESPIRATORY SYSTEM

(noun)

A set of organs and body structures that allow a person to breathe and exchange oxygen and carbon dioxide throughout the body.

Aerobic activities make the respiratory system more healthy.



RULE

(noun)

**An understood law or command
that keeps a space or activity
under control.**

When the whole class follows the rules,
everyone has more fun.



SAFE

(adjective)

**Protected against physical, social,
and emotional harm.**

You must perform exercises with good form in order
for them to be safe for your body.



SAFETY CONCERNS

(noun)

A matter of interest or importance to the well-being of a person, group, place, or thing.

If you can identify the safety concerns associated with a specific activity, you can work to avoid them.



SELF-RESPECT

(noun)

A feeling that one is behaving with honor, dignity, and honesty.

Laura's self-respect increased when she realized that she was even stronger than she thought.



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

Improving your skill-related fitness will help you become a better athlete.



SOCIAL INTERACTION

(noun)

The way that people relate and respond to each other when in pairs or groups.

Amie and Kimber had a positive social interaction when they shook hands after class.



SOLUTION

(noun)

A specific way or plan for solving a problem or dealing with a difficult situation.

Sometimes the solution to a bad mood is to get up and exercise!



SPECIFIC

(adjective)

Clearly defined or identified.

The time period of a traditional Tabata exercise is specific: 20 seconds on, 10 seconds off.



SPEED

(noun)

The rate at which one is able to move or operate.

The greater your speed when you perform an exercise, the more reps you can fit into one Tabata interval.



SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Because there weren't enough teachers to referee every match, our class relied on the spirit of the game to keep the activity running smoothly.



SUPPORT

(verb)

**To give help, assistance,
and encouragement to
someone or something.**

Keri wanted to support her classmates, so she cheered them on as they completed a Tabata set.



TABATA INTERVAL TRAINING

(noun)

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by 8 rounds with 20-second intervals of high-intensity exercise followed by 10 seconds of rest. Oftentimes, this 4-minute interval pattern is repeated 4 times to create a 20-minute workout routine.

Tabata interval training makes my heart rate switch between hard work and recovery, which has many health benefits.

TRASH TALK

(noun)

Insulting or boastful speech intended to disrespect or intimidate an opponent or rival.

Trash talk is not a kind-hearted action.



TYPE

(noun)

The activity category associated with a given exercise (e.g., strength training, cardio, etc.).

Bethany's favorite type of workout is Tabata-style.



VIGOROUS INTENSITY

(noun)

A rate of movement that can be sustained for short periods of time and increases respiration and heart rate, making it difficult to hold a conversation without losing one's breath.

Connor exercised with vigorous intensity in order to increase his heart rate into the target zone.



TABATA ROUTINE CARD

4-Minute Tabata Warm-Up 1

Set #	Exercise Name	Interval Start
1	Jumping Jacks	0:00
	Rest 10 Seconds	
2	Biceps Curl [Resistance Band]	0:30
	Rest 10 Seconds	
3	Invisible Jump Rope	1:00
	Rest 10 Seconds	
4	Triceps Kick-Back [Resistance Band]	1:30
	Rest 10 Seconds	
5	Jumping Jacks	2:00
	Rest 10 Seconds	
6	Upright Row [Resistance Band]	2:30
	Rest 10 Seconds	
7	Star Jumps	3:00
	Rest 10 Seconds	
8	Power Squats [Resistance Band]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up 2

Set #	Exercise Name	Interval Start
1	Boxer Rope Skips [Jump Rope]	0:00
	Rest 10 Seconds	
2	Plank Arm Raises	0:30
	Rest 10 Seconds	
3	Boxer Rope Skips [Jump Rope]	1:00
	Rest 10 Seconds	
4	Plank Leg Raises	1:30
	Rest 10 Seconds	
5	Boxer Rope Skips [Jump Rope]	2:00
	Rest 10 Seconds	
6	Plank Arm Raises	2:30
	Rest 10 Seconds	
7	Boxer Rope Skips [Jump Rope]	3:00
	Rest 10 Seconds	
8	Plank Leg Raises	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	Half-Jack Med-Ball Squeeze [Medicine Ball]	0:00
	Rest 10 Seconds	
2	Biceps Curl [Medicine Ball]	0:30
	Rest 10 Seconds	
3	Half-Jack Med-Ball High [Medicine Ball]	1:00
	Rest 10 Seconds	
4	Triceps Extension [Medicine Ball]	1:30
	Rest 10 Seconds	
5	Half-Jack Med-Ball Squeeze [Medicine Ball]	2:00
	Rest 10 Seconds	
6	Med-Ball Oblique Twist [Medicine Ball]	2:30
	Rest 10 Seconds	
7	Half-Jack Med-Ball High [Medicine Ball]	3:00
	Rest 10 Seconds	
8	Walking Lunge [Medicine Ball]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	Decline Planks [Fitness Ball]	0:00
	Rest 10 Seconds	
2	Wall-Ball Squat [Fitness Ball]	0:30
	Rest 10 Seconds	
3	Straight Crunch [Fitness Ball]	1:00
	Rest 10 Seconds	
4	High-Ball Squat [Fitness Ball]	1:30
	Rest 10 Seconds	
5	Twist Crunch [Fitness Ball]	2:00
	Rest 10 Seconds	
6	T-Raises [Fitness Ball]	2:30
	Rest 10 Seconds	
7	Incline Planks [Fitness Ball]	3:00
	Rest 10 Seconds	
8	Y-Raises [Fitness Ball]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	High Knees Straight Through [Agility Ladder]	0:00
	Rest 10 Seconds	
2	In-Out Jumps [Agility Ladder]	0:30
	Rest 10 Seconds	
3	In-Out Toe Touches [Agility Ladder]	1:00
	Rest 10 Seconds	
4	2-Foot Lateral Run [Agility Ladder]	1:30
	Rest 10 Seconds	
5	Jumping Jacks [Agility Ladder]	2:00
	Rest 10 Seconds	
6	90-Degree Jump Turns (Clockwise) [Agility Ladder]	2:30
	Rest 10 Seconds	
7	90-Degree Jump Turns (Counter-Clockwise) [Agility Ladder]	3:00
	Rest 10 Seconds	
8	Hop Scotch In-Outs [Agility Ladder]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	One-Legged Marching Pose (Right)	0:00
	Rest 10 Seconds	
2	One-Legged Marching Pose (Left)	0:30
	Rest 10 Seconds	
3	One-Legged Clock with Arms (Right)	1:00
	Rest 10 Seconds	
4	One-Legged Clock with Arms (Left)	1:30
	Rest 10 Seconds	
5	Power Man Vertical Jumps	2:00
	Rest 10 Seconds	
6	180-Degree 2-Foot Jump Turns	2:30
	Rest 10 Seconds	
7	Stationary Skips	3:00
	Rest 10 Seconds	
8	Plank Scarf Tosses	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Double or Nothing: Routine Card 1

Set #	Exercise Name	Interval Start
1	Lunges	0:00
	Rest 10 Seconds	
2	Lunges	0:30
	Rest 10 Seconds	
3	Plank Arm Raises	1:00
	Rest 10 Seconds	
4	Plank Arm Raises	1:30
	Rest 10 Seconds	
5	Squats	2:00
	Rest 10 Seconds	
6	Squats	2:30
	Rest 10 Seconds	
7	Plank Leg Raises	3:00
	Rest 10 Seconds	
8	Plank Leg Raises	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Double or Nothing: Routine Card 2

Set #	Exercise Name	Interval Start
1	Jumping Jacks	0:00
	Rest 10 Seconds	
2	Jumping Jacks	0:30
	Rest 10 Seconds	
3	Jump Squats	1:00
	Rest 10 Seconds	
4	Jump Squats	1:30
	Rest 10 Seconds	
5	Plank Climbers	2:00
	Rest 10 Seconds	
6	Plank Climbers	2:30
	Rest 10 Seconds	
7	Push-ups	3:00
	Rest 10 Seconds	
8	Push-ups	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Double or Nothing: Routine Card 3

Set #	Exercise Name	Interval Start
1	Floor Tap & Toss [Medicine Ball]	0:00
	Rest 10 Seconds	
2	Floor Tap & Toss [Medicine Ball]	0:30
	Rest 10 Seconds	
3	Side-to-Side Chops [Medicine Ball]	1:00
	Rest 10 Seconds	
4	Side-to-Side Chops [Medicine Ball]	1:30
	Rest 10 Seconds	
5	Med-Ball Climbers [Medicine Ball]	2:00
	Rest 10 Seconds	
6	Med-Ball Climbers [Medicine Ball]	2:30
	Rest 10 Seconds	
7	Med-Ball Push-ups [Medicine Ball]	3:00
	Rest 10 Seconds	
8	Med-Ball Push-ups [Medicine Ball]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Double or Nothing: Routine Card 4

Set #	Exercise Name	Interval Start
1	KB Squats [Kettle Bell]	0:00
	Rest 10 Seconds	
2	KB Squats [Kettle Bell]	0:30
	Rest 10 Seconds	
3	KB Upright Rows [Kettle Bell]	1:00
	Rest 10 Seconds	
4	KB Upright Rows [Kettle Bell]	1:30
	Rest 10 Seconds	
5	KB Deadlifts [Kettle Bell]	2:00
	Rest 10 Seconds	
6	KB Deadlifts [Kettle Bell]	2:30
	Rest 10 Seconds	
7	KB Press Right [Kettle Bell]	3:00
	Rest 10 Seconds	
8	KB Press Left [Kettle Bell]	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Mirror-Mirror Exercise Cards

Muscle-Strengthening	Bone-Strengthening
Squats	Jumping Jacks
Lunges	Jump Squats
Push-ups	Burpees
Plank Arm Raises	Star Jumps
Plank Leg Raises	Plank Walk [Clockwise Circle]
Calf Raises	Plank Walk [Counter-Clockwise Circle]
Raised Arm Circles	Plank Jacks
Arm Scissors	High-Knee Stationary Jog

TABATA ROUTINE CARD

Mirror-Mirror Exercise Cards

Muscle-Strengthening	Bone-Strengthening
Ball-Hug Squats [Medicine Ball]	Speed Rope [Jump Rope]
Bull-Hug Lunges [Medicine Ball]	Power Rope [Jump Rope]
Ball-Hug Calf Raises [Medicine Ball]	Skier Rope [Jump Rope]
V-Ups [Medicine Ball]	Backwards Rope [Jump Rope]
Biceps Curls [Medicine Ball]	Ball Slams [Medicine Ball]
Triceps Extension [Medicine Ball]	Squat Press & Toss [Medicine Ball]
Oblique Twists [Medicine Ball]	Calf-Jump Slams [Medicine Ball]
Med-Ball Planks [Medicine Ball]	Ball-Hug Sumo Walk [Medicine Ball]

TABATA ROUTINE CARD

Flip Flop Don't Stop [Routine Card 1]

Set #	Partner A then B [Medicine Ball]	Interval Start
1&2	Half-Jack Med-Ball Squeeze	0 & :30
	Rest 10 Seconds	
3&4	Side-to-Side Chops	1 & 1:30
	Rest 10 Seconds	
5&6	Med-Ball Climbers	2 & 2:30
	Rest 10 Seconds	
7&8	Half-Jack Med-Ball High	3 & 3:30
	Rest 10 Seconds	
9&10	Floor Tap & Toss	4 & 4:30
	Rest 10 Seconds	
11&12	Med-Ball Oblique Twist	5 & 5:30
	Rest 10 Seconds	
13&14	Med-Ball Push-ups	6 & 6:30
	Rest 10 Seconds	
15&16	Walking Lunge	7 & 7:30
	Rest 10 Seconds	

Set #	Partner B then A [Kettle Bell]	Interval Start
1&2	KB Squats	0 & :30
	Rest 10 Seconds	
3&4	KB Upright Rows	1 & 1:30
	Rest 10 Seconds	
5&6	KB Deadlifts	2 & 2:30
	Rest 10 Seconds	
7&8	KB Press Right	3 & 3:30
	Rest 10 Seconds	
9&10	KB Press Left	4 & 4:30
	Rest 10 Seconds	
11&12	KB Swing Control	5 & 5:30
	Rest 10 Seconds	
13&14	KB Figure 8	6 & 6:30
	Rest 10 Seconds	
15&16	KB Around the World	7 & 7:30
	Rest 10 Seconds	

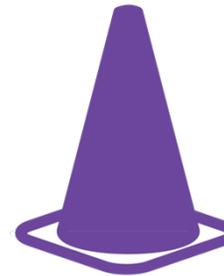
TABATA ROUTINE CARD

Flip Flop Don't Stop [Routine Card 1]

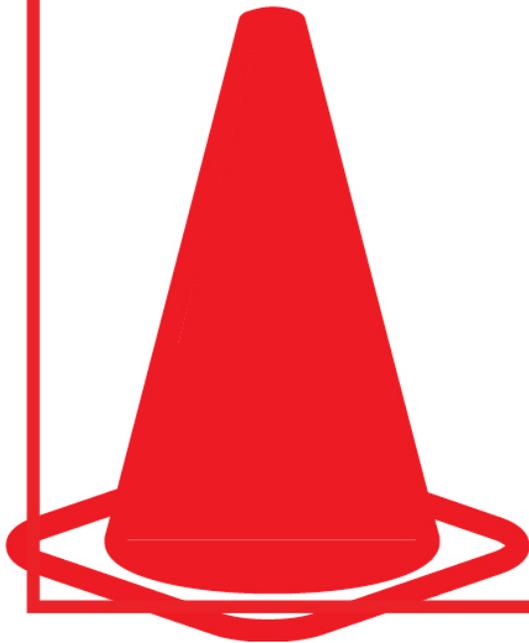
Set #	Partner A then B [Jump Rope]	Interval Start
1&2	Speed Rope	0 & :30
	Rest 10 Seconds	
3&4	Side-to-Side Skier Jumps	1 & 1:30
	Rest 10 Seconds	
5&6	Speed Rope	2 & 2:30
	Rest 10 Seconds	
7&8	High-Knee Skip Jumps	3 & 3:30
	Rest 10 Seconds	
9&10	Speed Rope	4 & 4:30
	Rest 10 Seconds	
11&12	Side-to-Side Skier Jumps	5 & 5:30
	Rest 10 Seconds	
13&14	Speed Rope	6 & 6:30
	Rest 10 Seconds	
15&16	High-Knee Skip Jumps	7 & 7:30
	Rest 10 Seconds	

Set #	Partner B then A [Resistance Band]	Interval Start
1&2	Biceps Curls	0 & :30
	Rest 10 Seconds	
3&4	Squats	1 & 1:30
	Rest 10 Seconds	
5&6	Shoulder Press	2 & 2:30
	Rest 10 Seconds	
7&8	Upright Rows	3 & 3:30
	Rest 10 Seconds	
9&10	Biceps Curls	4 & 4:30
	Rest 10 Seconds	
11&12	Squats	5 & 5:30
	Rest 10 Seconds	
13&14	Shoulder Press	6 & 6:30
	Rest 10 Seconds	
15&16	Squats	7 & 7:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

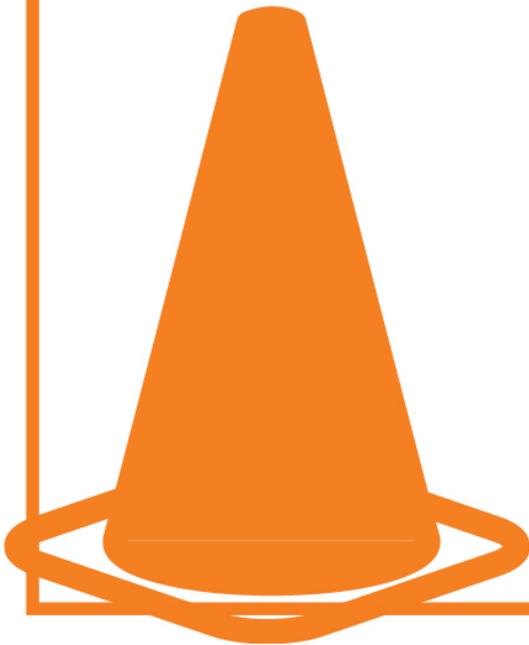
SPEED ROPE	UPRIGHT ROWS	HALF-JACK MED-BALL SQUEEZE	KB SQUATS	PLANK ARM RAISES	BASIC CRUNCH
Jump Rope	Resistance Band	Medicine Ball	Kettle Bell	No Equipment	Exercise Ball
					

SPEED ROPE



Jump Rope

UPRIGHT ROWS

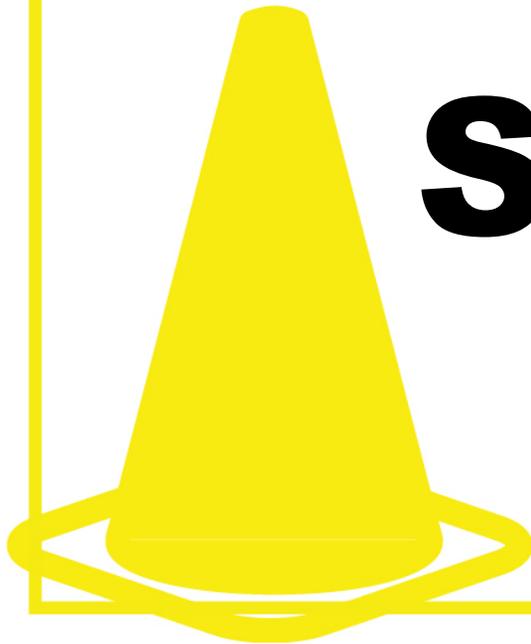


Resistance Band

HALF-JACK

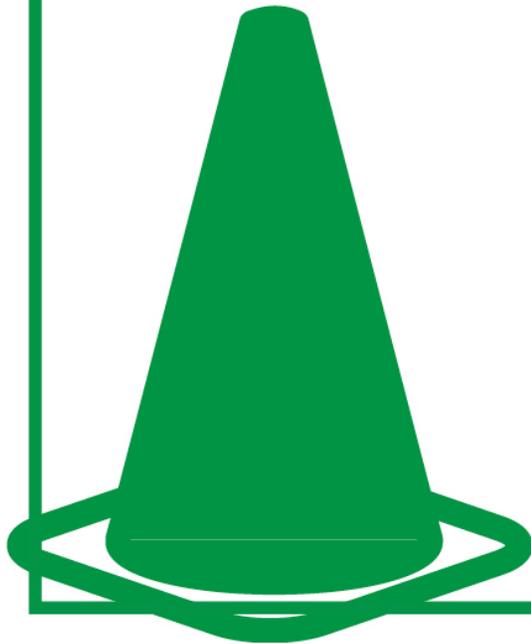
MED-BALL

SQUEEZE



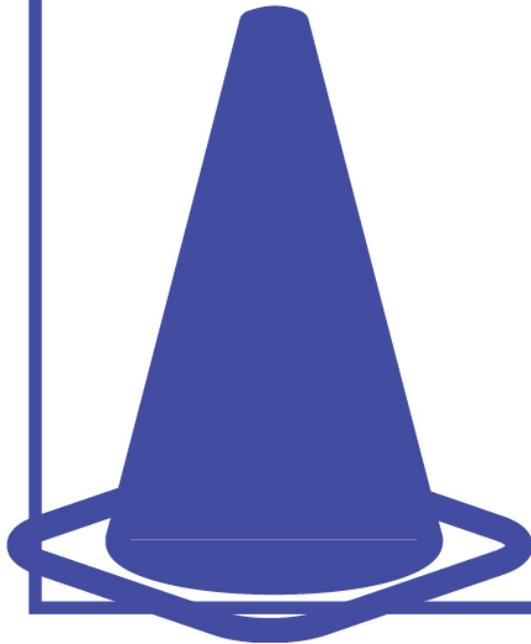
Medicine Ball

KB SQUATS



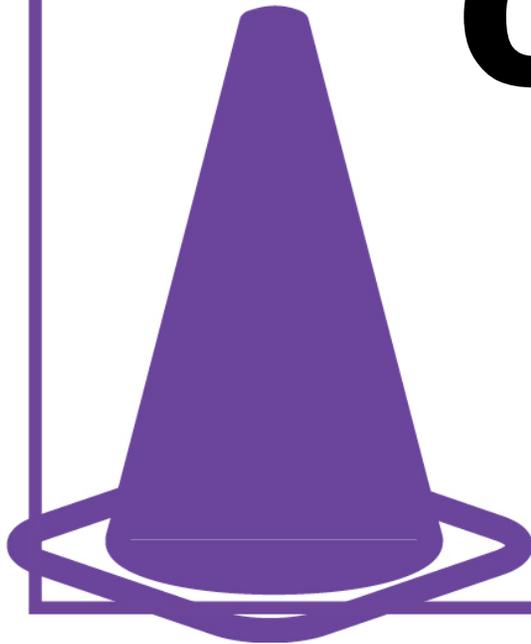
Kettle Bell

PLANK ARM RAISES



No Equipment

BASIC CRUNCH



Exercise Ball

UNIVERSAL DESIGN ADAPTATIONS

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. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Tabata Fitness Activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Tabata Training Activities

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide mats for students to use during activities • Allow students to choose fitness equipment that meets their needs and provides an appropriate challenge • Provide exercises that do not require specialized equipment 	<ul style="list-style-type: none"> • Allow students to work at lower intensity levels • Use visual signals for class transitions • Change the duration of exercise sessions and provide additional periods of rest and recovery 	<ul style="list-style-type: none"> • Change the size of exercise areas to accommodate for greater personal space needs • Use music to set a pace that is appropriate for student skill and fitness levels 	<ul style="list-style-type: none"> • Provide ongoing verbal cues • Use a variety of demonstrations • Provide physical assistance • Provide peer tutors/mentors • Use videos, pictures, and graphics as visual examples • Provide individualized (one-to-one) instruction and feedback

ACADEMIC LANGUAGE QUIZ

1

Which is NOT a component of health-related fitness.

- a. Cardiorespiratory Endurance
- b. Flexibility
- c. Agility
- d. Muscular Strength

2

To create a plan with a specific purpose or intention.

- a. Plan
- b. Train
- c. Design
- d. Purpose

3

To offer support, confidence, or hope to someone else.

- a. Cooperate
- b. Encourage
- c. Understand
- d. Include

4

To put a decision, plan, or agreement into action.

- a. Work
- b. Effort
- c. Attempt
- d. Implement

5

Abdominals, quadriceps, and biceps are considered ____.

- a. Major Muscles
- b. Minor Muscles
- c. Primary Push Muscles
- d. Secondary Push Muscles

6

A person's psychological and emotional well-being.

- a. Health
- b. Wellness
- c. Mental Health
- d. Personal Health

7

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

- a. Muscular Endurance
- b. Muscular Strength
- c. Conditioning
- d. Power

8

A rate of movement that can be sustained for long periods of time; increases heart rate, but also allows an individual to easily talk while moving.

- a. Vigorous Intensity
- b. Frequency
- c. Moderate Intensity
- d. Aerobic Activity

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently and safely performs exercises with perfect form and pacing. Can apply the academic language of both health- and skill-related fitness during discussions with peers. Identifies and explains how major muscles create movement. Identifies and explains how physical activity relates to body systems. Accurately and completely maintains a physical activity log.	Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well and working to help others improve.
Competent 3	Safely performs exercises with less than 3 corrections to form and pacing. Can apply the academic language of both health- and skill-related fitness during discussions with minor correction. Identifies major muscle groups as well as one or more body systems. Participates in discussion related to how muscles, bones, and body systems are affected by exercise/physical activity. Maintains a physical activity log.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs exercises with frequent errors in form. Has difficulty discussing various aspects of health- and skill-related fitness. Has difficulty identifying muscles and body systems. Cannot maintain an accurate physical activity log.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward cognitive learning and skill development.	Often breaks safety rules and disrupts learning for others.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

Day of the Week	Total PA	Type of PA	½ Plate Fruit/Veggies	
Monday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Tuesday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Wednesday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Thursday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Friday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Saturday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No
Sunday	Mins		Breakfast	Yes No
			Lunch	Yes No
			Dinner	Yes No

Did you reach 60 minutes of physical activity each day? _____

If not, why not? What happened that prevented you from getting 60 minutes of physical activity?

How could you make different choices or adjust your schedule in order to get 60 minutes of physical activity each day? _____

If you were able to get 60 minutes of physical activity each day, could you encourage a friend of family member to join you in order to help her/him get 60 minutes of activity? If so, who would you like to encourage and why? _____

Did you make ½ of each meal fruit and vegetables? _____

What was the most difficult part about trying to eat the correct amount of fruit and vegetables?

How might you overcome that challenge? _____

Day of the Week	Total PA	Type of PA	Sugar-Added Drinks
Monday	Mins		Sugary Drinks? Yes No
Tuesday	Mins		Sugary Drinks? Yes No
Wednesday	Mins		Sugary Drinks? Yes No
Thursday	Mins		Sugary Drinks? Yes No
Friday	Mins		Sugary Drinks? Yes No
Saturday	Mins		Sugary Drinks? Yes No
Sunday	Mins		Sugary Drinks? Yes No

Why is being physically activity for 60 minutes each day important for a healthy body?

Using the activities listed in your physical activity log, which health-related components of fitness have you been working to improve/maintain? _____

How is maintaining a healthy body related to your mental health? _____

Were you able to avoid sugary drinks for the entire week? _____

What was the most difficult part about trying to avoid sugary drinks? How might you overcome that challenge? _____

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up

Set #	Exercise Name	Interval Start
1	Exercise:	0:00
	Rest 10 Seconds	
2	Exercise:	0:30
	Rest 10 Seconds	
3	Exercise:	1:00
	Rest 10 Seconds	
4	Exercise:	1:30
	Rest 10 Seconds	
5	Exercise:	2:00
	Rest 10 Seconds	
6	Exercise:	2:30
	Rest 10 Seconds	
7	Exercise:	3:00
	Rest 10 Seconds	
8	Exercise:	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Health-Related Fitness Routine Card

Set #	Exercise Name	Interval Start
1	Exercise:	0:00
	Rest 10 Seconds	
2	Exercise:	0:30
	Rest 10 Seconds	
3	Exercise:	1:00
	Rest 10 Seconds	
4	Exercise:	1:30
	Rest 10 Seconds	
5	Exercise:	2:00
	Rest 10 Seconds	
6	Exercise:	2:30
	Rest 10 Seconds	
7	Exercise:	3:00
	Rest 10 Seconds	
8	Exercise:	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Skill-Related Fitness Routine Card

Set #	Exercise Name	Interval Start
1	Exercise:	0:00
	Rest 10 Seconds	
2	Exercise:	0:30
	Rest 10 Seconds	
3	Exercise:	1:00
	Rest 10 Seconds	
4	Exercise:	1:30
	Rest 10 Seconds	
5	Exercise:	2:00
	Rest 10 Seconds	
6	Exercise:	2:30
	Rest 10 Seconds	
7	Exercise:	3:00
	Rest 10 Seconds	
8	Exercise:	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Double or Nothing: Routine Card

Set #	Exercise Name	Interval Start
1	Exercise:	0:00
	Rest 10 Seconds	
2	Exercise:	0:30
	Rest 10 Seconds	
3	Exercise:	1:00
	Rest 10 Seconds	
4	Exercise:	1:30
	Rest 10 Seconds	
5	Exercise:	2:00
	Rest 10 Seconds	
6	Exercise:	2:30
	Rest 10 Seconds	
7	Exercise:	3:00
	Rest 10 Seconds	
8	Exercise:	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

Mirror-Mirror Exercise Cards

Muscle-Strengthening	Bone-Strengthening
Exercise:	Exercise:

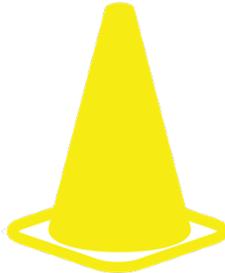
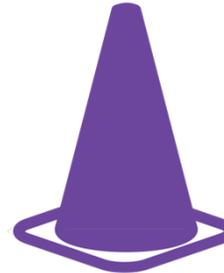
TABATA ROUTINE CARD

Flip Flop Don't Stop: Routine Card

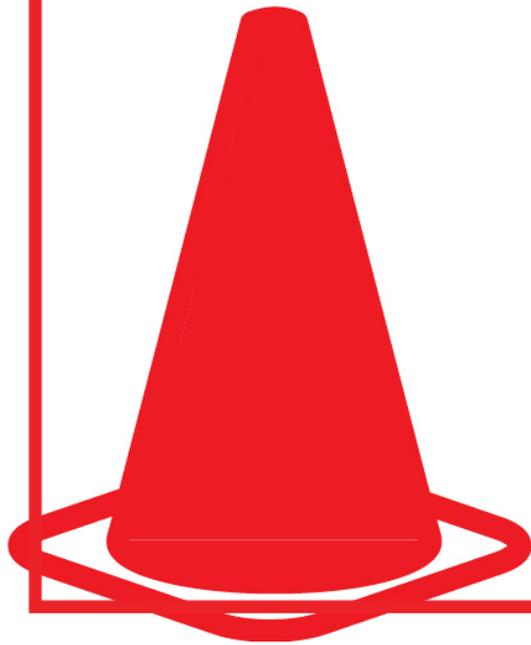
Set #	Partner A then B	Interval Start
1&2	Exercise:	0 & :30
	Rest 10 Seconds	
3&4	Exercise:	1 & 1:30
	Rest 10 Seconds	
5&6	Exercise:	2 & 2:30
	Rest 10 Seconds	
7&8	Exercise:	3 & 3:30
	Rest 10 Seconds	
9&10	Exercise:	4 & 4:30
	Rest 10 Seconds	
11&12	Exercise:	5 & 5:30
	Rest 10 Seconds	
13&14	Exercise:	6 & 6:30
	Rest 10 Seconds	
15&16	Exercise:	7 & 7:30
	Rest 10 Seconds	

Set #	Partner B then A	Interval Start
1&2	Exercise:	0 & :30
	Rest 10 Seconds	
3&4	Exercise:	1 & 1:30
	Rest 10 Seconds	
5&6	Exercise:	2 & 2:30
	Rest 10 Seconds	
7&8	Exercise:	3 & 3:30
	Rest 10 Seconds	
9&10	Exercise:	4 & 4:30
	Rest 10 Seconds	
11&12	Exercise:	5 & 5:30
	Rest 10 Seconds	
13&14	Exercise:	6 & 6:30
	Rest 10 Seconds	
15&16	Exercise:	7 & 7:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

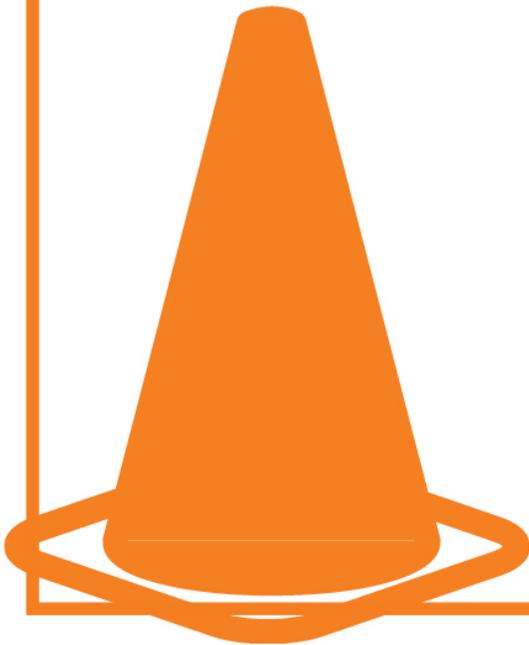
Exercise:	Exercise:	Exercise:	Exercise:	Exercise:	Exercise:
Equip:	Equip:	Equip:	Equip:	Equip:	Equip:
					

Exercise



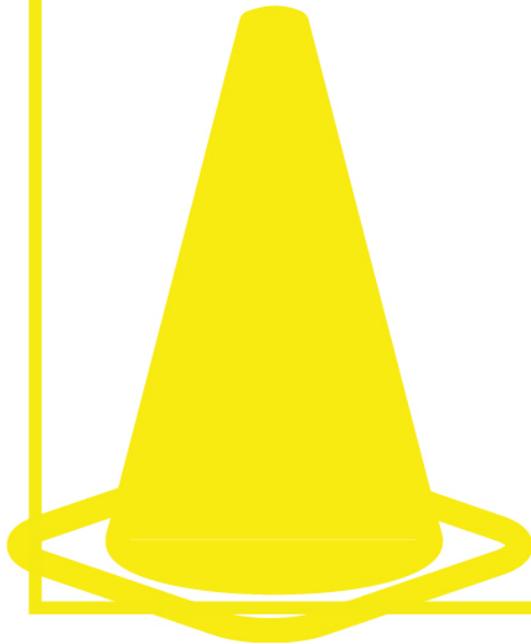
Equipment/Category

Exercise



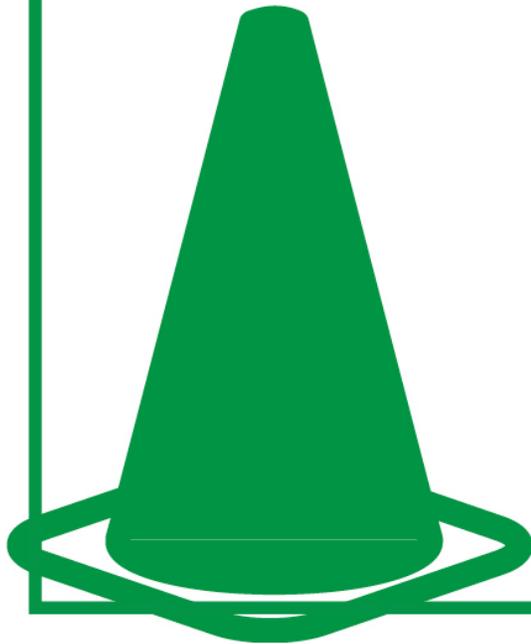
Equipment/Category

Exercise



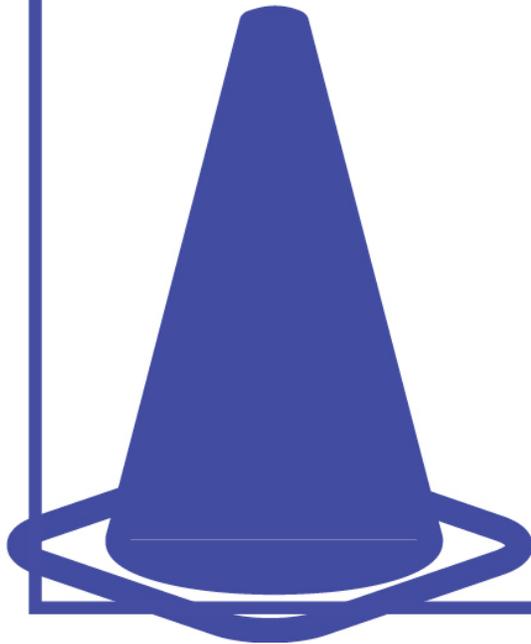
Equipment/Category

Exercise



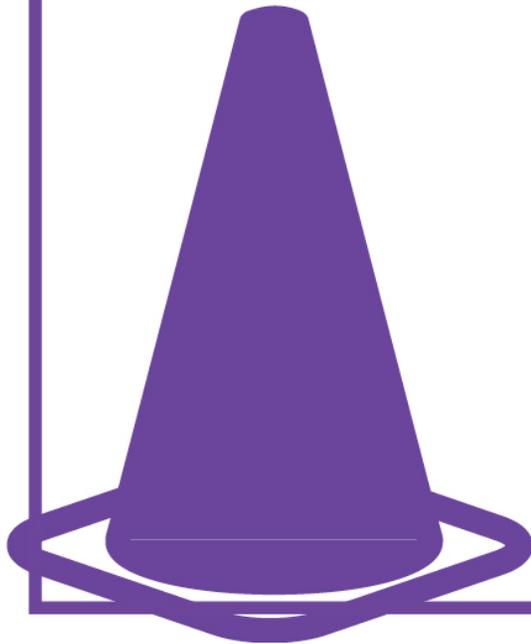
Equipment/Category

Exercise



Equipment/Category

Exercise



Equipment/Category

EXERCISE WORD SEARCH

Name: _____

Find and circle the exercises from each category.

A	X	V	I	J	E	C	M	J	M	B	Y	F	Y	M	L	X	K	P	H	N	N	D	G	P	R	P	G	L	F
H	K	Z	F	D	J	D	Y	E	Z	T	E	F	D	C	F	M	L	V	C	K	H	M	C	L	I	U	S	N	I
J	X	D	U	E	L	A	D	F	S	T	J	C	I	P	X	P	E	J	O	T	G	U	U	A	N	S	L	C	Z
U	C	O	N	P	M	M	F	V	R	E	E	S	S	V	Q	K	S	V	G	T	E	E	O	N	C	H	B	C	C
M	H	F	N	M	H	C	U	N	L	K	Y	F	F	F	S	J	R	A	N	B	Z	C	A	K	E	-	T	H	F
P	A	L	R	D	O	H	E	F	M	I	D	F	V	T	U	X	A	X	N	R	T	J	J	A	E	U	I	F	N
I	K	J	B	R	A	C	R	G	H	J	W	K	Q	K	M	J	H	W	E	W	U	C	Z	R	F	P	U	R	U
N	G	U	U	H	W	M	O	S	G	Q	H	U	R	K	L	N	C	R	S	N	Z	B	T	M	I	S	X	T	P
G	G	S	T	A	R	J	U	M	P	S	C	D	I	Q	F	L	B	J	K	L	G	V	G	R	C	Q	R	T	L
J	M	Z	S	Z	A	B	R	T	V	H	O	J	P	M	N	V	F	R	E	G	U	O	H	A	H	N	J	Y	A
A	C	A	L	F	R	A	I	S	E	S	G	X	B	R	Y	F	R	U	T	P	Q	D	J	I	Z	G	Q	W	N
C	A	V	S	A	I	U	Y	K	Q	A	Y	N	V	C	Q	G	N	O	I	L	I	G	A	S	Z	C	Z	E	K
K	C	D	Q	K	L	J	D	T	T	D	G	L	V	W	D	A	L	N	P	K	H	F	J	E	Q	U	N	E	W
S	P	C	E	D	G	U	O	V	A	P	Z	U	Q	P	F	Z	M	L	B	V	G	M	H	S	U	Z	G	F	A
R	N	N	R	D	R	T	N	O	K	S	Q	U	A	T	S	S	F	J	U	M	P	S	Q	U	A	T	S	X	L
G	L	N	C	A	B	K	R	G	J	B	Q	Y	A	P	J	I	S	W	N	G	W	S	N	L	T	H	H	B	K
P	J	M	W	J	D	Z	K	H	E	D	G	T	A	I	L	S	F	S	Y	R	L	R	E	Y	K	P	M	W	O
D	U	E	X	V	E	P	Y	T	Q	S	R	S	W	L	U	A	D	G	S	C	J	V	V	K	D	I	M	B	J
D	W	M	V	N	W	R	S	I	E	T	J	R	D	U	P	S	N	J	Y	Y	Z	N	L	J	R	B	V	O	R
A	I	N	B	P	E	Z	J	J	F	P	Z	J	O	F	J	Y	L	K	F	T	P	N	R	Z	K	S	U	J	L
W	R	C	N	T	C	O	T	Z	C	B	M	X	Q	O	A	I	N	M	L	U	I	I	Q	A	M	F	A	Y	O
D	Y	M	Y	H	O	D	Q	Q	P	L	A	N	K	J	A	C	K	S	R	E	P	C	C	A	S	Y	Q	E	L
M	M	J	C	U	N	M	L	T	H	L	R	L	B	O	G	J	L	X	J	U	G	P	W	B	A	U	I	L	V
T	I	W	C	I	X	O	X	W	X	J	A	F	F	M	R	P	O	R	P	X	O	R	N	U	G	M	Y	H	Y
C	U	W	P	N	R	V	B	W	V	A	R	M	S	C	I	S	S	O	R	S	H	I	A	J	V	M	V	Q	S
I	B	N	S	G	W	C	Y	K	S	Z	L	M	N	J	E	A	Z	W	N	M	Y	U	U	I	L	F	W	L	M
I	Z	A	R	P	F	O	L	X	I	L	N	T	B	V	F	G	E	S	J	R	G	D	S	I	S	Y	H	O	M
G	N	G	H	I	A	T	A	E	J	I	J	M	O	A	X	B	C	H	W	B	G	V	S	G	Y	E	H	J	N
H	U	U	I	I	S	T	T	I	S	C	C	B	W	R	A	Q	C	G	C	F	X	L	Z	U	Q	N	S	B	Q
U	Q	G	Q	N	C	N	R	W	B	T	B	U	R	P	E	E	S	M	C	U	W	N	F	J	K	J	O	G	R

Muscle-Strengthening Exercises

PUSH-UPS, LUNGES, PLANK LEG RAISES, ARM SCISSORS,
PLANK ARM RAISES, CALF RAISES, ARM CIRCLES, SQUATS

Bone-Strengthening Exercises

STAR JUMPS, JUMP SQUATS, PLANK JACKS,
JUMPING JACKS, BURPEES, PLANK WALK, JOG

TEACHER SELF-EVALUATION & REFLECTION GUIDE

Teaching Dates of Module:	School Year:
General Comments/Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	