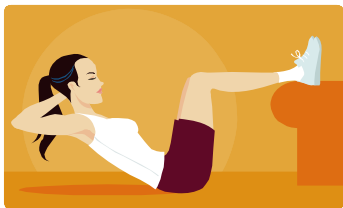


Individual Fitness: A High School Physical Education Alternative to Team Sport

Tina Dake, M. Ed.

Whitmer High School

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Whitmer High School



- Student Population: 2,311
- Enrollment by Race:
 - American Indian- 0.5%
 - Asian- 0.6%
 - Black Non-Hispanic- 6.6%
 - Hispanic- 4.3%
 - White Non-Hispanic- 86.5%
- Socio-Economic Level:
 - 18% of students are eligible for the Free or Reduced-Price Lunch Program



Individual Fitness: Good Idea!



- Students now have the choice between a team sport focus or a fitness focus to fulfill their graduation requirement (one semester on a block schedule; PE grade is included in the student's GPA).



- After passing either course, students have the opportunity to take PE electives:

- Lifetime Sports/Advanced Lifetime
- Weight Training/Advanced Weight Training
- Self-Defense



Life Long Fitness

The goal of this course is for students to acquire the skills and knowledge necessary to maintain an active lifestyle throughout their lifetime.



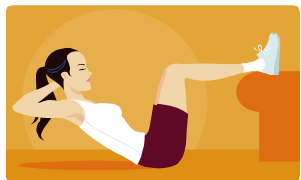


Where to Begin? Check Your Resources!

- PECAT (Physical Education Curriculum Analysis Tool)
- Physical Best Activity Guide- Middle and High School Levels- Second Edition. NASPE 2005.
- Physical Education for Lifelong Fitness- Second Edition. NASPE 2005.
- FITNESSGRAM
- www.presidentschallenge.org
- PE Fit
 - Betty Kern, MS, CSCS
 - www.PEJournal.com
 - PEJournal@yahoo.com

Individual Fitness: Course Outline

(Refer to: Individual Fitness Syllabus 2008–2009)



- Individual Assessment
- Benefits of Fitness
- Fitness Testing
- FITNESSGRAM
- Goal Setting
- Fitness Principles
- Target Heart Rate

Individual Fitness:

Course Outline Continued



○ Health Components of Fitness:

- Aerobic Capacity
- Muscular Strength & Endurance
- Flexibility
- Body Composition

○ Skill Components of Fitness:

- agility, balance, coordination, power, reaction time, and speed

Individual Fitness: Course Outline Continued



○ Rhythm/Pattern Development

- Step
- Aerobics
- Kickboxing

○ Fitness Planning

- Weight Training Logs
- General Fitness Logs:

PALA– Presidential Active Lifestyle Award

Individual Fitness:

Course Outline Continued



○ Yoga

○ Pilates



○ Piyo

○ Zumba



○ Martial Arts

○ Turbo Kick

○ Hip Hop Hustle

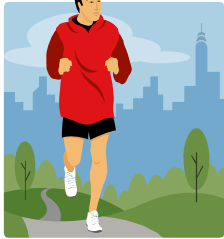


Individual Fitness:

Course Outline Continued



- Calorie Balance
 - Personal energy needs
 - www.mypyramid.gov
- Meal Planning
- Lifelong Fitness Plan



Student Perspective

*Video:

Student Testimonials

Activity Ideas



- Fitness Testing: (Refer to the [Fitness Testing Data Sheet](#) and [FITNESSGRAM Letter to Parents](#))



- Goal Setting: (Refer to the [Fitness Reflection worksheet](#))



- Aerobic Capacity: (Refer to the [Step Combinations group sheet](#))





Activity Ideas Continued



○ Muscular Strength and Endurance:

Refer to the following documents:



- My Weight Training Program

- Workout 1 Strength Training

- Workout 2 Weight Training

- Workout 3 Strength Training

- Workout 4 Strength Training



Activity Ideas Continued



- Popular Warm up Activities: Dice, Fitness Tag, Ladder Drills, 5 Minute Drill, Chase Game, and Link Tag



- Muscle of the Week: Application of what exercises work which muscles

- Student Application:

Refer to the following documents:

- What Are We Doing Today?
- Individual Fitness Profile Written Exam



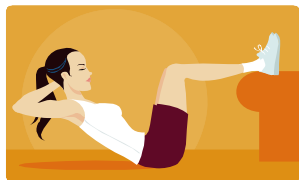


Students in Motion



Step Combination Lesson:

Student Video Clips





Field Trips/Special Guests



○ Bowling

○ Ice Skating



○ Swimming

○ Martial Arts



○ Fitness Instructors: University of Toledo
and YMCA



Thank You!



Check This Out:

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

~ John F. Kennedy



Please contact me if you have any questions or if you would like to share your experiences after incorporating the activities shared today!



Physical Education: Individual Fitness

Mrs. Dake

Room: Small Gym

Welcome to Individual Fitness! This course was designed to give you the knowledge about how to maintain an active lifestyle throughout your lifetime. You will learn about fitness trends as we age, benefits of fitness, how to set a fitness goal, the components of fitness, and how to set up a personal fitness plan that will motivate you to continue moving throughout your entire life. I look forward to taking part in many types of movement that will keep our bodies healthy.

National Standards for Physical Education: Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Moving into the Future: National standards for physical education (2004)

Objectives: The objectives set forth for this class are derived from the National Standards for Physical Education and PECAT. The students will be able to:

1. Encourage classmates during class to do their best and display a positive attitude during activity.
2. Demonstrate various fitness skills that challenge students and are developmentally appropriate.
3. Describe how patterns of participation change over the life span and how much physical activity is recommended for their age and adults.
4. Describe and provide examples of the components of fitness.
5. Develop a personal fitness goal and a strategic plan to reach their goal.
6. Participate in physical fitness assessments throughout the semester and interpret their results.

7. Describe movement concepts and principles and apply them to their individual fitness plan.
8. Demonstrate leadership during class activities.
9. Identify safety concerns during class activities.
10. Identify individual motivational factors that encourage healthy physical activity throughout their lifetime.

Assessment: Students grade will be based on the following criteria:

- Participation/Dress
- Attendance
- Conduct
- Homework
- Quizzes/Final Exam
- Fitness Goal Progress Sheets
- Fitness Assessments
- Group Projects

Semester at a Glance:

- Weeks 1, 2, & 3- Class introduction/locker assignment; self assessment worksheet; what does *Life Long Fitness* mean to you? ; how does physical activity change over the life span? ; how much physical activity is recommended for adolescents and adults? ; what are the benefits of being physically fit? ; why is it challenging for some people to get daily physical activity into their lives? ; how can individuals overcome these challenges?; team building activities; class routine established; FITT principle; 4 components of fitness (overview); principles of training; fitness testing (pre-test); FITNESSGRAM standards identified; goal setting
- Weeks 4 & 5- Aerobic activities; aerobic fitness defined; Target Heart Rate (THR); FITT principle applied to aerobic activities; training methods for aerobic fitness; motor skill development through aerobic fitness; introduction of Presidential Active Lifestyle Awards (PALA) and activity logs
- Weeks 6 & 7- Bowling information and quiz; muscular strength & endurance activities; muscular strength & endurance defined; FITT principle applied to muscular strength & endurance activities; training methods; motor skill development; muscle identification; safety
- Weeks 8 & 9- Flexibility enhancing activities; benefits of flexibility exercises; flexibility defined; FITT guidelines applied to flexibility; training methods; factors that affect flexibility; motor skill development; fitness testing (mid); check on PALA progress
- Weeks 10 & 11- Body composition defined; the relationship between body composition, physical activity, and nutrition; activities that enhance knowledge about body composition

- Weeks 12 & 13- Combined-component training activities; health-related and skill-related components defined; application of knowledge from previous weeks that involve decision making, goal setting, and individual choice
- Weeks 14, 15, & 16- Personal Fitness Connections: self management & goal setting; being a good physical activity consumer; planning for a physically active lifestyle
- Weeks 17 & 18- Individual fitness plan project; fitness testing (post-test); review for comprehensive final exam; presentation of PALA recipients and Fitness Testing Personal Achievement winners; final exam

✓ *There will be opportunities for field trips and visits from fitness instructors throughout the semester.*

IRP/Injury: If you are assigned to IRP, you will be required to find a current event related to fitness that comes from a credible source; read and write a summary of the article; and present it to the class. If you have a doctor's note stating that you are unable to participate in class due to an injury or sickness, you have the opportunity to complete an extra credit report that is related to a fitness topic. Only 1 report per semester is accepted; the teacher will provide you with a copy of the criteria sheet upon request.

I am looking forward to a wonderful semester. My goal is to provide opportunities for student success. If there are any questions or concerns, you can reach me at 419-473-8383 extension 7909 or by e-mail: cdake@washloc.k12.oh.us

I would like for you and your parent/guardian to sign the permission slip below and return it the following day for 10 homework points.

We have read the Physical Education: Individual Fitness syllabus and have no further inquiries.

Student Signature

Parent/Guardian Signature

Individual Fitness Profile
(Written Exam: 50 Points)

Name: _____

Block: _____

Individual Fitness Goals (16 points):

- Design four individual goals
- List the health or skill component you want to enhance and follow the F.I.T.T. (Frequency, Intensity, Time and Type) principle for each goal.

Goal #1:

Goal #2:

Goal #3:

Goal #4:

Exercise Benefits (12 points):

- List 12 exercise benefits:

Weekly Fitness Plan Chart (14 points):

Day:	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Activity:							
Time: (Minutes)							
Intensity: (100% scale)							
Location:							

Personal Benefits (2 points):

- What fitness benefits did you gain from participating in this class?

--

What I Learned (6 points):

- List 3 things you learned in this class that will help to motivate you to stay physically active.

Fitness Reflection

Name: _____

Week of: _____

1. What is your personal fitness goal? Remember to be SMART when writing your goal:



SPECIFIC MEASURABLE ACTION REALISTIC TIMELY	For example: Starting today, I will improve my aerobic capacity by running, biking or swimming 60 minutes a day on most days of the week.
---	---

Your Personal Goal:

2. How successful were you this week in accomplishing your goal? Please list any successes you had this week; list any barriers you may have had this week too.
3. What activities did you enjoy in class this week?
4. What activities did you do outside of class?

5. Are there any changes you need to make to your goal at this time?

6. What was your motivation this week to help you in taking steps toward your goal? Do you have a support person(s) to help you in accomplishing your goal?

Fitness Testing Data Sheet

Name: _____

Block: _____

Fitness Test	FITNESSGRAM HFZ	My Score Date:	My Score Date:
Curl-up			
PACER (20-meter)			
Flexed Arm Hang			
Trunk Lift			
90° Push up			
Body Mass Index (BMI)			
Percent Fat (Skin Fold Measurement)		Body % Fat Analyzer:	Body % Fat Analyzer:
One Mile Run			

Shoulder Stretch: Left Side- Yes No Right Side- Yes No

What Are We Doing Today?

It is your turn to be the PE teacher for the day! You and a partner (no more than groups of 3) will create an activity to share with the class. You will incorporate the fitness information and activities you have learned in class. Your activity must represent a health or skill related component of fitness. The activity you design must challenge your peers and also be creative. You must have approval from your teacher before starting your outline.

Group Members Names:

Equipment needed (5 points):

Steps for presenting activity/ Description to peers (30 points):

1. The fitness component for this activity is: HEALTH or SKILL (circle)
The primary fitness component is:
2. Today we are playing:
3. The first thing you do is:
- 4.
- 5.
- 6.

Creativity (10 points):

Effort (5 points):

Workout #1- Aerobic & Fitness Routine

Name: _____

Block: _____

Goals: Improve aerobic fitness and tone muscles

Aerobic Exercise: Run or walk on the **treadmill**, use the **elliptical**, or ride the **bike** for 15 minutes.

- Fast walk = 4mph or faster
- Jog/run = 6mph or faster
- Elliptical = Level 8 or higher
- Bike = Level 8 or higher

List the aerobic exercise(s) performed and the time completed:

Strength Workout: 2 sets of 12-15 reps of each exercise

Strength Exercises:

Exercise	Weight Lifted
1a. Leg Extensions	
1b. Leg Curls	
2a. Shoulder Press	
2b. Lunges	



Strength Exercises Continued:

Exercise	Weight Lifted
3a. Triceps Extensions	
3b. Abdominal Exercise	List Abdominal Exercise(s) Performed:
4a. Biceps Curl	
4b. Lat Pull Down	

*Perform the exercises in groups of two by alternating the **a** exercise & **b** exercise with no rest between them. Then move on to the next set. This allows for more work to be accomplished in less time.

Reference: Betty Kern, MS, CSCS

Workout #2- Aerobic & Fitness Routine

Name: _____

Block: _____

Goals: Improve aerobic fitness and tone muscles

Aerobic Exercise: Run or walk on the **treadmill**, use the **elliptical**, or ride the **bike** for 15 minutes.

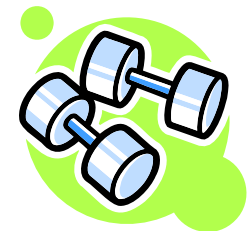
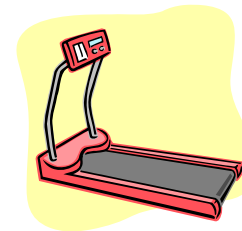
- Fast walk = 4mph or faster
- Jog/run = 6mph or faster
- Elliptical = Level 8 or higher
- Bike = Level 8 or higher

List the aerobic exercise(s) performed and the time completed:

Strength Workout: 2 sets of 12-15 reps of each exercise

Strength Exercises:

Exercise	Weight Lifted
1a. Shoulder Press	
1b. Lunges	
2a. Biceps Curl	
2b. Squats	



Strength Exercises Continued:

Exercise	Weight Lifted
3a. Triceps Extension	
3b. Leg Extensions	
4a. Abdominal Exercise	List Abdominal Exercise(s) Performed:
4b. Leg curls	

*Perform the exercises in groups of two by alternating the **a** exercise & **b** exercise with no rest between them. Then move on to the next set. This allows for more work to be accomplished in less time. Notice that the workout is alternating between upper body and lower body exercises; this allows for some recovery.

Reference: Betty Kern, MS, CSCS

Name: _____

Block: _____

My Weight Training Program

I will perform _____ sets of _____ repetitions.

My goal is to improve my: _____.

<u>Muscle</u>	<u>Exercise</u>	<u>Weight</u>
Abdominals		
Biceps		
Triceps		
Forearms		
Lats		
Traps		
Shoulders		
Chest		
Calves		

<u>Muscle</u>	<u>Exercise</u>	<u>Weight</u>
Gluts		
Quadriceps		
Hamstrings		

***Begin with one exercise per muscle group**

Aerobic Exercise: Run or walk on the treadmill, use the elliptical, or ride the bike for 15 minutes.

- Fast walk = 4mph or faster
- Jog/run = 6mph or faster
- Elliptical = Level 8 or higher
- Bike = Level 8 or higher

<u>Machine</u>	<u>Time</u>	<u>Distance</u>	<u>Calories Burned</u>

Workout #3- Slimming Down Workout

Name: _____

Block: _____

Goal: Improve muscle tone and slim down.

Strength Workout: 3 sets of 15-20 reps of each exercise
*NO REST BETWEEN SETS...ALTERNATE EXERCISES!

Strength Exercises:

Exercise	Weight Lifted
1a. Lateral Raises	
1b. Front Raises	
1c. Shoulder Shrugs	
1d. Shoulder Press	
1e. Abdominal Exercise	
2a. Triceps Extension	
2b. Biceps Curl	



Strength Exercises Continued:

Exercise	Weight Lifted
3a. Leg Extensions	
3b. Leg Curls	
4a. Abdominal Exercise	List Abdominal Exercise(s) Performed:
4b. Lunges or Squats or Both	

Aerobic Exercise: Run or walk on the **treadmill**, use the **elliptical**, or ride the **bike** for the time remaining after completion of the strength workout. Including aerobic exercise outside of school will also be helpful in accomplishing your goal.

- Fast walk = 4mph or faster
- Jog/run = 6mph or faster
- Elliptical = Level 8 or higher
- Bike = Level 8 or higher

List the aerobic exercise(s) performed and the time completed:

*Perform the exercises in groups according to the numbers without any rest between those sets. Then move on to the next group. Once you can perform 20 repetitions of any exercise, move on to a heavier weight.

Reference: Betty Kern, MS, CSCS

Workout #4- Muscle Building Workout

Name: _____

Block: _____

Goal: To build muscle and gain strength

Strength Workout: 3 sets of 6-8 reps of each exercise.

*The last few reps of each set should be very hard!

***In order to continue making progress, you must move up to a heavier weight once you can do 8 repetitions of an exercise!**

Strength Exercises:

Exercise	Weight Lifted
1. Bench Press with bar or dumbbells	
2. Triceps Extensions	
3. Biceps Curls	
4. Shoulder Press with machine or dumbbells	
5. Leg Extensions	
6. Leg Curls	



Strength Exercises Continued:

Exercise	Weight Lifted
7. Squats or Lunges	
8. Abdominal Exercises	

*In order to make gains, you must **rest between sets** of these exercises; rest at least 1 minute, but no more than 2 minutes. If time is short, you could alternate between an upper body exercise and a lower body exercise or do abdominal exercises between sets of other exercises.

Group 1

Across The Top

An **Across the Top** starts beside the bench, facing sideways. Very similar to an [Over the Top](#), this move brings you across the "long end" of the bench.

This move is done in 4 counts:

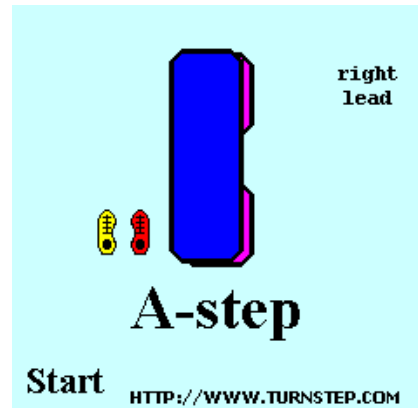
- 1. Step sideways up onto the bench with the the lead foot.
- 2. Step up so both feet are on the bench.
- 3. Step off the other side of the bench with the lead foot.
- 4. Step down so both feet are on the floor.

A-step

An **A-step** forms the letter "A" as you move. Start next to the bench, facing sideways.

This move is done in 4 counts:

- 1. Step up to the center of the bench with the lead foot.
- 2. Bring the other foot up so both are on top of the bench.
- 3. Step down and back on the other side of the bench with the lead foot.
- 4. Bring the other foot down next to the lead foot.



Group 2

Around The World

An **Around the world** starts next to the bench, facing sideways.

This move is a combination of two [turnsteps](#) , and two [over the tops](#).

This move is done in 16 counts:

- (Turnstep #1)
 - 1. Step up on bench with the lead foot.
 - 2. Bring other foot on bench as you turn.
 - 3. Step off with the same foot.
 - 4. Bring the lead foot down next to the other.
- (Over the top #1)
 - 5. Step sideways up onto the bench with the the lead foot.
 - 6. Step up so both feet are on the bench.
 - 7. Step off the other side of the bench with the the lead foot.
 - 8. Step down so both feet are on the floor.
- (Turnstep #2)
 - 9. Step up on bench with the lead foot.
 - 10. Bring other foot on bench as you turn.
 - 11. Step off with the same foot.
 - 12. Bring the lead foot down next to the other.
- (Over the top #2)
 - 13. Step sideways up onto the bench with the the lead foot.
 - 14. Step up so both feet are on the bench.
 - 15. Step off the other side of the bench with the the lead foot.
 - 16. Step down so both feet are on the floor.



Group 3

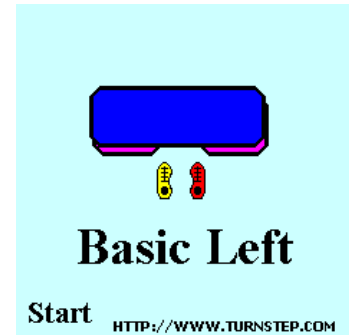
Basic Left

This page, which describes the move known as a **Basic Left**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **Basic left** starts in front of a horizontal bench.

This move is done in 4 counts:

- 1. Step up on bench with left foot.
- 2. Step up on bench with right foot.
- 3. Step down backwards to the floor with left foot.
- 4. Step down backwards to the floor with right foot.



Basic Right

A **Basic right** starts in front of a horizontal bench.

This move is done in 4 counts:

- 1. Step up on bench with right foot.
- 2. Step up on bench with left foot.
- 3. Step down backwards to the floor with right foot.
- 4. Step down backwards to the floor with left foot.

Charleston

A **charleston** can be done with or without a bench.

This move is done in 4 counts:

- 1. Step forward with the lead foot.
- 2. Step forward with the other foot. You can raise your knee, kick, or just tap.
- 3. Step back with the other foot.
- 4. Step backwards and lunge back with the lead foot.

Group 4

Corner to Corner

A **Corner to Corner** starts in front of a horizontal bench.

This move is done in 8 counts:

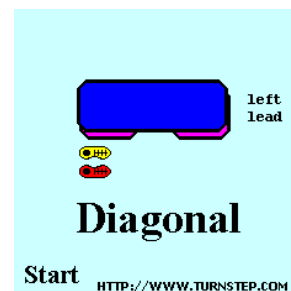
- 1. Step up on bench with the lead foot, facing diagonally.
- 2. Bring your other knee up.
- 3. Bring you knee and foot down to where they started.
- 4. Step down with the lead foot.
- 5. Step up on bench with the other foot, facing diagonally.
- 6. Bring your lead knee up.
- 7. Bring your knee and foot down to where they started.
- 8. Step down with your other foot.

Diagonal

A **Diagonal** starts next to the bench, facing sideways. This move is also known by some as a **corner to corner**

This move is done in 4 counts:

- 1. Step up on bench with the lead foot.
- 2. Bring other foot up on bench, past the lead foot.
- 3. Step off to the far side of the bench with the lead foot.
- 4. Step off the side with the other foot.



Group 5

Flamingo

This page, which describes the move known as a **Flamingo**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **Flamingo** is a knee up, straddle down, up and off the same side that you started on.

This move is done in 8 counts:

- 1. Step up on the bench with the lead foot.
- 2. Raise the other knee up.
- 3. Bring the other knee back down on the ground.
- 4. Step down on the other side of the bench with your other foot. You are now straddling the bench.
- 5. Step up on the bench with your lead foot.
- 6. Step up on the bench with your other foot. Both feet are now on top of the bench.
- 7. Step back down with your other foot on the same side as before.
- 8. Bring the other foot down next to the lead foot. You are in the same place as when you started the move.



Grapevine

A **Grapevine** is done on the floor, and does not require a bench.

The picture shows a right lead grapevine, followed by a left lead grapevine, for a total of 8 counts.

This move is done in 4 counts:

- 1. Step to the side with the lead foot.
- 2. Bring the other foot slightly behind and past the lead foot.
- 3. Step to the side with the lead foot.
- 4. Bring the other foot next to the lead foot.

Group 6

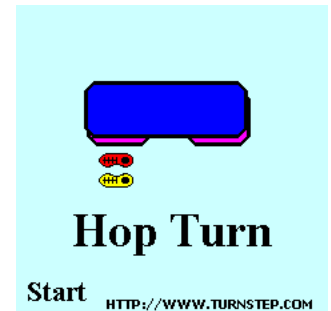
Hop Turn

This page, which describes the move known as a **Hop Turn**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **Hop Turn** is a simple way to get to the other side of the bench. It is also known as a "pivot turn".

This move is done in 4 counts:

- 1. Step sideways up onto the bench with the the lead foot.
- 2. Lift your other knee, as you pivot on the ball of the lead foot.
- 3. Bring the other foot down on the other side of the bench.
- 4. Step down with the lead foot to the other side of the bench.



Horseshoe

A **Horseshoe** is also known as a **turn-straddle-turn**, which is exactly what it is: a turnstep that goes right into a straddle, then into a turnstep on the other side of the bench. This is also known as a **U-turn**.

This move is done in 8 counts:

- 1. Step up on the bench with the lead foot.
- 2. Bring other foot on top of the bench as you turn.
- 3. Keep turning as you step down with the lead foot to begin the straddle.
- 4. Step down on the other side of the bench with your other foot. You are now straddling the bench.
- 5. Step up on the bench with your lead foot.
- 6. Bring other foot on top of the bench as you turn. You are now facing the opposite direction as in count 2.
- 7. Step down with the lead foot on the far side of the bench.
- 8. Bring the other foot down next to the lead foot. You are now on the far side of the bench, facing the same direction as when you started.



Group 7

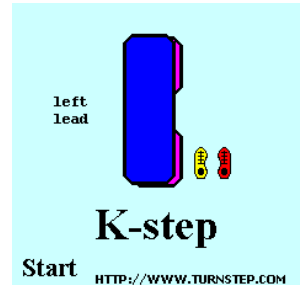
K-step

This page, which describes the move known as a **K-step**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

The **K-step** next to the bench, and steps up and forward, then back again, to form the letter "K." with the bench and your feet.

This move is done in 8 counts:

- 1. Step up on bench with lead foot.
- 2. Bring the other foot up and tap the bench next to the lead foot.
- 3. Step forward and off the bench with the foot that tapped.
- 4. Step forward and off the bench with the other foot.
- 5. Step backwards onto the bench with the lead foot.
- 6. Bring the other foot back and tap the bench next to the lead foot.
- 7. Step backward and off the bench with the foot that tapped.
- 8. Step backwards and off the bench. You are back to the starting position.



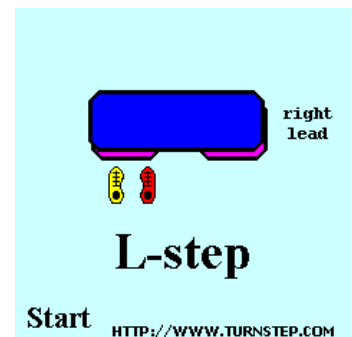
L-step

This page, which describes the move known as a **L-step**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

The **L-step** starts facing the bench, off to one side. Step forward, then off to the side, and return. You can stop on the side at count 4 for "half an L-step" (also called simply "half an L").

This move is done in 8 counts:

- 1. Step up on bench with lead foot.
- 2. Lift other knee in the air.
- 3. Lower knee and step off to the side of the bench.
- 4. Bring the lead foot down next to the other foot.
- 5. Step up on bench with lead foot.
- 6. Lift other knee in the air.
- 7. Lower knee and step to the front of the bench.
- 8. Bring the lead foot down next to other foot.



Group 8

Mambo cha-cha-cha

This page, which describes the move known as a **Mambo cha-cha-cha**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **mambo cha-cha-cha** is a combination of a mambo and a cha-cha-cha (also known simply as a cha-cha). A mambo is a two count move: step forward on the ball of your lead foot, then shift your weight and hips backwards onto the back foot. It's easy once you've seen it done.

A cha-cha-cha is done with 2 normal beats, then three half beats, to make the rhythm "one two three-and-four". It can be done in place (like in the picture), or you can move forward or backwards while you do it.

This move is done in 4 counts:

- 1. Step forward slightly with your lead foot as you shift your weight forward.
- 2. Shift your weight backwards onto your other foot. Use your hips!
- 3. Start the cha-cha-cha portion by down with your lead foot, and then very quickly...
- **[and]** step back onto your other foot. This is done on the half count between three and four, known as the "and" count.
- 4. Step back on your lead foot to end the cha-cha-cha.

Over The Top

This page, which describes the move known as an **Over The Top**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

An **Over the top** starts next to then bench, facing sideways. Very similar to an [Across the Top](#), this move brings you over the "short end" of the bench.

This move is done in 4 counts:

- 1. Step sideways up onto the bench with the the lead foot.
- 2. Step up so both feet are on the bench.
- 3. Step off the other side of the bench with the lead foot.
- 4. Step down so both feet are on the floor.



Group 9

Repeater

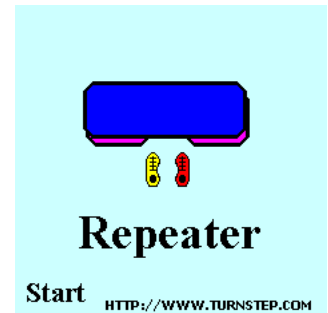
This page, which describes the move known as a **Repeater**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **Repeater** starts in front of a horizontal bench. The repeater shown is a "repeater three", but other numbers can be done such as a "repeater five" or even a "repeater seven".

The knee raise can be replaced with abductions, curls, or kicks. The move known as a [Rocking Horse](#) is a very specialized form of a repeater.

This move is done in 8 counts:

- 1. Step up on bench with lead foot.
- 2. Bring other foot up and do a knee lift.
- 3. Bring the same foot down and tap the floor lightly.
- 4. Raise the same foot back into a knee lift.
- 5. Bring the same foot down and tap the floor lightly.
- 6. Raise the same foot back into a knee lift.
- 7. Bring the same foot down to the floor.
- 8. Bring the lead foot down to the floor.



T-step

A **T-step** starts alongside the bench. Step up on the bench, straddle down, step up again, then step backwards, forming a letter "T" with your feet.

This move is done in 8 counts:

- 1. Step up on bench with the lead foot.
- 2. Bring the other leg up on the bench.
- 3. Step down on the other side with the lead foot.
- 4. Step down with the other foot so that you are now straddling the bench.
- 5. Step back up on the bench with the lead foot.
- 6. Step back up on the bench with the other foot. You are now on top of the bench.
- 7. Step backwards to the floor with the lead foot.
- 8. Step backwards to the floor with the other foot.

Group 10

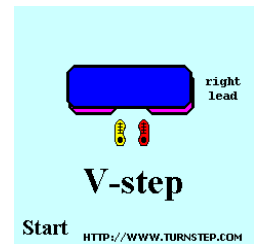
V-step

This page, which describes the move known as a **V-step**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **V-step** forms the letter "V" with your feet as you step up wide on the bench and then down.

This move is done in 4 counts:

- 1. Step up on the bench with the lead foot, as wide as possible.
- 2. Step up on the bench with the other foot, as wide as possible.
- 3. Step down backwards to the floor with the lead foot.
- 4. Step down backwards to the floor with the other foot.



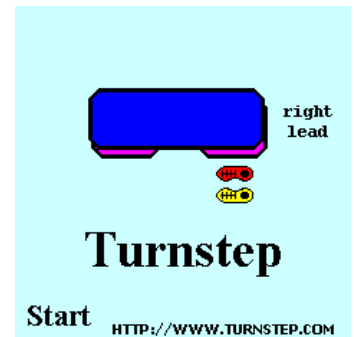
Turnstep

This page, which describes the move known as a **Turnstep**, is part of the [Turnstep Dictionary](http://www.turnstep.com) at www.turnstep.com.

A **Turnstep** starts next to the bench, facing sideways.

This move is done in 4 counts:

- 1. Step up on the bench with the lead foot.
- 2. Bring other foot on bench as you turn.
- 3. Step off with the lead foot.
- 4. Bring the other foot down next to the lead foot.



Dear Parent or Guardian,

We have had a busy start to the semester in physical education. I am pleased to share with you that your child has completed nine FITNESSGRAM tests! The students participated in the curl-up, PACER (20-meter), flexed arm hang, trunk lift, 90° push-up, Body Mass Index (BMI), skin fold measurement, one mile run and shoulder stretch. These tests measure each of the health components of fitness: aerobic capacity, muscular strength & endurance, body composition, and flexibility.

The FITNESSGRAM was developed by the Cooper Institute for Aerobic Research and is endorsed by the National Association for Sport and Physical Education (NASPE) organization. The primary goal of the FITNESSGRAM program is to assist students in establishing physical activity as part of their daily lives. The focus of this physical education course is life long fitness. Students are learning the skills necessary to achieve this ultimate goal.

We have students of all fitness levels in class. Please note that I am sensitive to the needs of all my students. It is important to me to create a welcoming and encouraging classroom environment and provide the tools necessary for their success.

Please review and sign the FITNESSGRAM report card and discuss with your child the importance of being in the Healthy Fitness Zone (HFZ). I have listed my contact information below if you have any comments or concerns. Thank you for your support and I am looking forward to a great semester!

Sincerely,

Mrs. Tina Dake
Health and Physical Education
419-473-8383 ext. 7809
cdake@washloc.k12.oh.us