



**LABLAST
SPLASH
CERTIFICATION MANUAL**

Table of Contents

[Introduction](#) (pg. 2)

The LaBlast® Story
What is LaBlast® Splash?
What Sets LaBlast® Splash Apart
The Success of LaBlast® Splash
Training Agenda
Overview of the Training
Training Objectives

[The Aquatic Fitness Environment: Teaching a Safe & Effective LaBlast® Splash Class](#) (pg. 6)

The Aquatic Environment
Pool and Facility Factors
Emergency Procedures

[Exercise Science and Benefits of LaBlast® Splash](#) (pg. 11)

Five Components of Physical Fitness
Improving Cardiovascular Endurance
Benefits of LaBlast®

[Teaching Aqua Dance Fitness](#) (pg. 14)

LaBlast® Splash Philosophy
The Learning Process
LaBlast® Splash Teaching Techniques
LaBlast® Splash Coaching Techniques
LaBlast® Splash Teaching Methods and Styles
The Importance of Cueing

[Components of a LaBlast® Splash Class](#) (pg. 22)

The Five Components of a LaBlast® Splash Class
The Dances - History and Breakdown of Interchangeable Patterns
Music: Definition, Selection, and Application
LaBlast® Splash Class Designs – Organization and Structure

[Questionnaire](#) (pg. 34)

[Teaching LaBlast® Splash: The Business Side](#) (pg. 37)

[The Dance Patterns: A Cheat Sheet](#) (pg. 41)

Introduction

The LaBlast® Story

LaBlast® Fitness was created after the second season of TV's "Dancing with the Stars". Louis was paired with celebrity partner, Lisa Rinna, who had such an amazing experience working with Louis on the show, that she searched for a way to continue dancing after the season ended. Lisa's search for programs offered for non-dancers did not result in many options. It quickly became apparent to the two friends that Louis had an opportunity to create a new and exciting dance fitness program. This program would be accessible to all, be completely different from any program out there, and make everyone feel like a star!

The premise was simple: create a partner-free dance program that anyone could participate in and learn to dance while getting fit and having fun. With Lisa's help, Louis launched his first class in a small dance studio with five friends. In just a few weeks, the class was jam-packed! More classes were added, and before he knew it, Louis was teaching eight classes a week. After two years, the classes had become so popular that he was inspired to develop a program that would be suitable for both dance and fitness facilities worldwide.

In 2009, Louis was partnered with Kelly Osbourne for the ninth season of "Dancing with the Stars". They had a very successful season, and Kelly lost 25 pounds during the three months that they danced together on the show. Following Season 9, Louis flew to his native country of the Netherlands to launch the LaBlast® program in several dance and fitness studios. The response was overwhelmingly positive. With this success, Louis returned to the United States with a determination to bring LaBlast® to students all across America.

What is LaBlast® Splash?

LaBlast® Splash is a fun and exciting aqua version of LaBlast® Fitness! LaBlast® Splash combines dance and shallow-aqua fitness to create an energetic class where people learn the true skill of dance, burn calories, increase their overall health, and have a blast all at the same time.

Like movement, water has no beginning and no end. Water is a natural element. Water provides 360 degrees of natural resistance and cushioning for your joints. The movements are easy on the body and facilitate participants to perform to a level previously inaccessible for them on land.

You must be certain to accurately describe LaBlast® Splash when speaking with potential students. The ability to do this is very important to the success of your class. Below are some examples that you can use to describe LaBlast® Splash, and to post at the reception desk of the studio/fitness facility where you teach.

- LaBlast® Splash is an aqua dance fitness program based on Ballroom Dancing and all the dances you see on “Dancing with the Stars”. It is partner-free, includes water weight training, and uses a wide variety of music in the program.

- LaBlast® Splash is a shallow aqua dance fitness workout based on Ballroom Dancing. It is partner-free and you learn the true skill of dance, while blasting away calories in the pool.

- LaBlast® Splash is a life-changing shallow aqua dance fitness class that will both challenge and inspire people of all ages and fitness levels. Inspired by TV’s “Dancing with the Stars”, this energizing aqua dance fitness class will have you moving to music of all artists, eras, and genres.

What Sets LaBlast® Splash Apart?

LaBlast® Splash is a program designed for participants of all fitness levels and dance backgrounds. It’s simple and fun! The LaBlast® motto is “if you can clap it, you can dance it”™. LaBlast® Splash builds a solid foundation and advances over time, keeping the dances both challenging and interesting! The clarity and simplicity of instruction, along with precise direction and timing, make LaBlast® easy to learn. LaBlast® Splash is:

- Based on logic.
- Teaches the true skill of dance while in the pool.
- Uses music from every genre, every era, and every artist.
- Based on both interchangeable patterns AND fully patterned dances.
(Pattern-o-graphy)

The set structure and logical teaching methods used in LaBlast® Splash allow students to achieve a great workout, be creative through musical expression, and gain a sense of accomplishment. There is nothing more rewarding than seeing a student succeed and truly learn how to dance!

The Success of LaBlast® Splash

LaBlast® Splash is a ‘workout in disguise’ and facilities worldwide have all realized the potential of its partner-free, fun, high-energy format. Dance knows no boundaries, and

LaBlast® Splash has proven that dance is truly a language that crosses all elements, settings, and borders. Our classes are changing the way people experience aqua dance fitness, and we are achieving this with our overall philosophy and teaching methods. LaBlast® Splash is successful because:

- **LaBlast® Splash is Accessible to All. ALWAYS.**
 - Too often we judge, segregate, and put people into categorical boxes. At LaBlast®, we pride ourselves on the fact that **anyone** can take our classes regardless of age, fitness level, gender, or ethnicity. When instructors are aware of everyone's needs, and provide variations within each dance, each student can accomplish their goals and feel like winners.
- **Our Unique Movement Philosophy**
 - Dance is not just doing choreography to the music, but rather dance is moving the whole body *“with”* the music. Becoming the dance holistically, that is with mind, body and soul, is what makes dance not only fulfilling, but results in achieving the best fitness benefits. Teach movement, not steps...even in the pool!
- **Educate our Instructors on all Aspects of Being a Fitness Professional**
 - This training will not only cover the philosophy of movement and the interchangeable patterns of each of the 10 dances in LaBlast® Splash, but we will also address many other important skills that will ultimately lead to success, such as teaching a safe and effective aqua class, proper cueing, motivating approaches to coaching, dance history, music selection, and entrepreneurial business skills.

Training Agenda

The training schedule is comprised of one, nine-hour training day, including:

- LaBlast® Splash Master Class
- What is LaBlast® Splash
- What are the Benefits of LaBlast® Splash
- The Aqua Fitness Environment
- LaBlast® Movement Philosophy and Properties of Movement in the Pool
- The Dances - *Disco, Samba, Paso Doble, Rumba, Quickstep, Foxtrot, Viennese Waltz, Jive, Lindy Hop, Twisting*
- Music and Application
- Teaching LaBlast® Splash
- Practical: “Showtime”
- Questionnaire
- Q & A Session

Overview of the Training

The LaBlast® Splash training is designed to teach instructors the skills necessary to teach a class safely and effectively. It includes education of unique dance theory, overall class design, and places a special emphasis on LaBlast® teaching techniques and shallow-aqua fitness instruction. The training teaches instructors how to blend dance, aqua-fitness, and fun all while in the pool – creating a high-energy, one-of-a-kind class experience for students of all levels.

Training Objectives

- Gain a complete understanding of LaBlast® Splash teaching techniques and theory.
- Learn how exercise and aqua exercise theories are applied to LaBlast® Splash.
- Explore and learn the history and interchangeable patterns of the LaBlast® Splash dances.
- Communicate the importance of teaching to all levels.
- Prepare participants to instruct a safe and effective LaBlast® Splash class.

The Aquatic Fitness Environment: Teaching a Safe and Effective LaBlast® Splash Class

As a LaBlast® Splash Instructor, it is your job to lead participants in a well-balanced class. An understanding of safe and effective movement patterns in the water will help you become a successful instructor. LaBlast® Splash uses multi-dimensional movements in the water, thereby giving participants a balanced movement experience. LaBlast® Splash follows the recommendations and guidelines of the Aquatics Exercise Association (AEA). Instructors should be familiar with these guidelines. It is your responsibility to make sure the environment is appropriate and safe for both you and your students at all times.

The Aquatic Environment

LaBlast® Splash instructors need to understand all the factors that influence and impact an aqua class.

Water Inertia:

Inertia is defined as ‘the tendency of an object to remain at rest or in motion with constant velocity (speed and direction) unless acted upon by a net external (unbalanced) force’. In aqua exercise, inertia is applied in three ways:

- **Total Body Inertia (movement of the entire body) –**
 - To overcome inertia, more energy is required of the whole body to stop, start, and change a movement than to continue with the same movement (AEA). Changing movements will increase the intensity and flow of a class. LaBlast® Splash includes various changes in dance patterns which are used strategically to increase the participants’ physical benefits.
- **Water Inertia (movement of the water) –**
 - Water’s inertia can impact the intensity of the class. When the class is moving in one direction, but then turns around to a new direction, the impact of the water’s inertia will cause the participants to feel as though they are moving upstream against the water (AEA). Patterns that travel or include a change of direction will impact the water’s inertia and require the class participants to expend more energy.
- **Limb Inertia (movement of the limbs) –**
 - The muscular effort required to move a limb is caused by inertia (AEA). In the water, drag is the main resistance for a person’s limb, which is created by the viscosity of the water and the speed of the movement.

LaBlast® Splash incorporates a variety of movements that are impacted by inertia. Combining movements, changing directions, and traveling will require greater energy and increase overall intensity, whereas, repetition of moves and staying in place will decrease the intensity (AEA). Instructors should keep these factors in mind when planning and teaching their classes, as well as, take care to teach to a variety of levels and/or show modifications as needed.

Viscosity and Drag:

Viscosity, in relation to aqua fitness, is the friction of molecules to a submerged body while in water. This friction leads to resistance to movement. Drag is the resistance in movement felt while in the water. Factors like viscosity, frontal body shape and size, and the velocity between a person and the water will impact the drag effect in the water (AEA).

LaBlast® Splash instructors should understand that movement in the water is not that same as on land and influences the body and muscles differently due to viscosity and drag. Instructors must make sure that the appropriate music with correct beats-per-minute (bpm) are selected when creating the class playlists.

Buoyancy:

When people are standing in water, they are impacted by two forces: the downward force of *gravity* and the upward force of *buoyancy* (AEA). Buoyancy will be influenced by a person's size and weight (AEA). Buoyancy is what allows many people to physically feel better during aqua fitness because it decreases the effects of gravity and compression of the joints (AEA). A person performing LaBlast® Splash with water at their chest height will bear approximately 25 – 35% of his/her own body weight.

Law of Action/Reaction:

For every action, there is an equal and opposite reaction - Newton's Third Law. In the water, this law takes effect and is evident in every movement (AEA). LaBlast® Splash dances are strategically planned with this law in mind.

Law of Acceleration:

The amount of force and mass will impact intensity in the pool (AEA). This principal is applied to LaBlast® Splash. During dances, such as the Lindy Hop, the more forceful the push off the bottom of the pool floor, the more intensity and energy expenditure will be experienced.

Hand Positions:

Hand movements and positions are very important in LaBlast® Splash. Intensity will increase or decrease depending upon how the hands are held in the water. Hand movements are also used to strengthen the hands and help prevent arthritis of the joints. The hand positions used in LaBlast Splash are:

1. Slicing
2. Fist
3. Flat
4. Cupping
5. Claw

Levers:

The length of a lever impacts the required energy needed to complete a movement. Instructors should understand this principle and balance the use of various lever lengths during class.

Short levers require less force and energy. In LaBlast® Splash, the elbows and knees are fulcrums that allow for short lever movement, with the bend and extension occurring from these joints.

Long levers will require greater energy. In LaBlast® Splash, the shoulders and hips are fulcrums that allow for long lever movement. These ball-and-socket joints have 360-degree range of motion.

Pool and Facility Factors

Pool facilities vary in size, space, and amenities. An ideal facility will have the following characteristics:

- Pool water temperature that is appropriate for shallow aqua fitness
- Good air ventilation
- Pool size that allows sufficient space for students to move comfortably
- Lifeguard onsite at all times during class
- Built-in stereo or a quality stereo for music
- Microphone system for the pool setting (if possible)
- Safe deck mat for the instructor to stand on while teaching

Water Temperature:

The Aquatic Exercise Association recommends a water temperature between 83 – 86 degrees Fahrenheit for shallow aqua fitness. Working in this water temperature range allows participants to achieve the maximum benefits without concern of getting cold or over-heated. Instructors need to advise participants to be aware of their own bodies, adjust the movements if necessary, and drink water as needed.

Since they are surrounded by water, most participants in aqua fitness will not feel hot because the water cools the body fast than air (AEA). Participants may experience chilling in the water if the water temperature is below 83 degrees. Recommendations to prevent chilling include encouraging participants to keep moving in the water and

suggesting they wear items such as neoprene tops or rash guard shirts to help keep them warm (AEA).

Humidity and Air Temperature:

When using indoor pools, LaBlast® Splash instructors are advised to be aware of air temperature. The Aquatic Exercise Association recommends the air temperature be 3 – 4 degrees higher than the water temperature. Most pools' humidity level is above 50% (AEA). This can impact the instructor teaching on the pool deck, often making it feel very hot. The air of an outdoor pool will vary depending on weather conditions and temperature. Instructors should plan in advance for teaching in any pool environment. They should stay hydrated and drink lots of water before, during, and after teaching LaBlast® Splash. Instructors can also cool off by choosing to get in to the pool or spray/splash themselves with water. They should teach carefully, avoid over-exertion when possible, and minimize impact (i.e. jumping) to reduce overheating.

Pool Depth and Slope:

Water depth influences a person's impact, control of motion, and body alignment (AEA). LaBlast® Splash is most suitably held in depths of 3.5 – 4.5 feet with the water at participants' mid-rib cage to armpit depth (recommendations of AEA for shallow aqua fitness). Pools with a slight slope will best allow participants to stand at a depth that best fits their height (AEA). A steep slope is not recommended as it will impact the ability to safely perform LaBlast® Splash movements. Instructors should ensure that any non-swimmers can find a location they feel safe in.

Pool Bottom :

The Aquatics Exercise Association recommends that instructors are aware of the pool's bottom surface. A slippery or rough surface can impact a participant's experience. If a pool bottom is not ideal, the instructor should advise students to wear aqua fitness sneakers or shoes. For a variety of reasons (safety, better control, protection of the feet, and shock absorbency), aqua fitness sneakers or shoes, although not required, can benefit all participants (AEA).

Pool and Deck Safety:

LaBlast® Splash is designed to be taught from the pool deck, providing the participant with a full view of the instructor's body movement and placement. Instructors need to be aware of the pool set-up and equipment such as steps/ladders, the water quality, and the pool deck. Instructors need to make sure all participants can safely enter and exit the pool. Participants should also be advised not to stand too close to ladders to prevent accidents. Instructors should take notice of their proximity to the participants (in the pool) to ensure they are not looking up in an uncomfortable manner and straining their cervical spine. To prevent this from happening, when possible, the instructors should either advise participants to move further back and/or move themselves further back away from the pool.

For their own safety, LaBlast® Splash instructors need to be aware of the pool deck surface and its impact on teaching. Pool decks, often made of concrete, provide minimal support or shock absorbency. Instructors need to wear safe and appropriate aqua fitness or regular fitness sneakers to prevent slipping and reduce any injuries or impact on the body. An aqua fitness mat, if available, should be used. When possible, an instructor can use a chair to show any dance movements, such as Lindy Hop and Quickstep, that require jumping.

Acoustics and Sound Systems:

Many pool facilities may not have high-quality sound systems or microphones. Instructors teaching may also have to deal with high ceilings, fans blowing, and noise from various sources including filtration systems, kids playing, or other people using the pool (AEA). It is recommended that instructors check all sound systems and equipment prior to the start of class and be selective of where they teach.

If the sound system provided is not ideal, instructors are advised to evaluate purchasing a personal stereo/microphone system or request that the facility upgrade their systems. If there is not an appropriate sound system, both visual and non-verbal cueing should be used to protect the instructor's voice. With any sound system, electrical safety is encouraged at all times; instructors should always be alert and careful to prevent accidents.

Emergency Procedures

Prior to teaching, instructors should familiarize themselves with all emergency procedures in place at the pool they are teaching at and verify that lifeguards will be present during the scheduled LaBlast® Splash class.

- Prior to teaching, secure CPR/AED Certification (if not already acquired).
- In the event of an emergency, the instructor should immediately assist the injured participant.
- If 911 or emergency services needs to be called, the instructor should remain with the injured participant. Designate a staff member to call 911 and report back to the instructor with the estimated arrival time.
- There should always be a lifeguard or secondary staff member (front desk staff, general manager) available to assist in case of an emergency.
- If the participant is injured but does not require emergency care, the instructor should remain with the participant until another staff member arrives to take over care of the injured participant and assist them from the incident area.
- All class incidents should be fully documented in accordance with facility and company policies and procedures.

Even with proper care, injuries can occasionally happen. Remember that only a physician can diagnose an injury and prescribe specific treatment. Instructors should

never advise treatment of any kind or attempt to diagnose injuries or ailments. There are, however, general guidelines for managing injuries, such as R.I.C.E.

R.I.C.E.

Swelling, caused by bleeding or inflammation in and around the injured area, is the body's response to injury. If swelling is controlled and minimized, the injured area is less painful and normal movement can be resumed sooner. Swelling is best controlled by **R**est, **I**ce, **C**ompression, and **E**levation.

Rest: Stop an activity until symptoms subside.

Ice: Should be applied for 20-30 minutes at a time, as often as possible, during the first 48-72 hours after the injury. Ice should never be applied directly to the skin.

Compression: Wrap the injured area with an Ace bandage, or any appropriate bandage.

Elevation: Raise the injured area above the level of the heart to minimize swelling.

Exercise Science and Benefits of LaBlast® Splash

The Five Components of Physical Fitness

There are five components of physical fitness. Each component is of equal importance, and no one component should be emphasized over the others. The five components defined below are health-related as opposed to skill-related. The development of a high degree of motor skill is sometimes confused with physical fitness, but these two attributes are not necessarily related to each other. A highly skilled person may have a low level of physical fitness, and the reverse may also be true.

Muscular Strength:

Muscle strength refers to the amount of force a muscle can exert in a single effort.

Muscular Endurance:

Muscle endurance refers to the ability of a muscle to perform a continuous effort without fatiguing.

Cardiovascular Endurance:

Cardiovascular endurance or aerobic fitness is the capacity of the heart-lung system to deliver blood and oxygen to the working muscles during sustained exercise.

Flexibility:

Flexibility refers to a joint's ability to express its full range of motion. An adequate degree of flexibility is important to prevent injury and to maintain mobility.

Body Composition:

Body Composition is the makeup of the body using a two-component model of lean body mass and body fat. Lean body mass, consisting of the muscles, bones, nervous tissue, skin, and organs, represents the metabolically active part of the body that makes a direct and positive contribution during exercise. Body fat represents body tissue that stores energy for use during some forms of exercise, but otherwise does not contribute directly to exercise performance. Body fat is further classified into essential body fat that is necessary for maintenance of life and reproductive function; 3% - 6% of body fat is generally thought to be essential for men, and 8% - 12% for women. Excess body fat is contained in the fatty deposits or fat pads found both under the skin and internally. While body fat levels change with age, the percentage of body fat can be maintained at a suitable level throughout a lifetime. Participating in LaBlast® Splash classes on a regular basis can help students improve cardiovascular endurance, tone and sculpt muscles, increase flexibility, and improve overall fitness.

Improving Cardiovascular Endurance

Aqua dance fitness classes are an effective way to stimulate the cardio-respiratory system and build cardiovascular endurance. The constant movement, change of direction and various dance patterns give participants the opportunity to build both muscle endurance and cardiovascular endurance.

There are three basic variables to consider that contribute to improving cardiovascular-respiratory endurance:

Exercise Intensity:

Exercise intensity refers to how hard your body is working during physical activity. Your heart rate, breathing, temperature, and perspiration all measure your level of exercise intensity. Target heart rates for fitness and health gains are between 55 – 85% of your maximum heart rate (max HR). For maximum health benefits, the goal is to work hard, but not too hard.

The human body has a built-in system to measure your exercise intensity – your heart. Your heart rate will increase in proportion to the intensity of your exercise. You can track and guide your exercise intensity by calculating your Target Heart Rate (THR) range. An estimate of maximum heart rate can be calculated as 220 beats per minute (bpm) minus your age.

Participants should keep their heart rate at the lower end of your recommended range if they are just starting regular exercise. The intensity of the workouts should gradually increase as fitness levels improve.

Exercise Duration:

Exercise duration may vary from 20 – 60 minutes depending on the population. The aerobic component of most aqua dance-exercise classes is 20 – 30 minutes. The aerobic component of a LaBlast® Splash class is 35 to 45 minutes. Duration refers to the actual time that the person is within the target heart rate zone and does not include the warm-up or cool-down period.

Exercise Frequency:

The American College of Sports Medicine recommends three to five days a week for most cardiovascular exercise programs. Alternating days of more intense exercise with a day of rest or easy exercise, such as, walking, stretching, or yoga, will give the body time to build and repair muscles.

Benefits of LaBlast® Splash

The benefits of LaBlast® Splash are most specific to the cardiovascular and respiratory systems. Aqua fitness programs can significantly improve the efficiency with which the body performs. Improvements can be seen specifically in cardiac efficiency and breathing capacity.

LaBlast® Splash is an interval-based workout. During a LaBlast® Splash class, the intensity of the workout changes based on the patterns used, as well as the amount of aqua resistance and energy a participant expends. LaBlast® Splash patterns are strategically used to increase or decrease intensity levels creating an interval training effect.

The benefits of cardiovascular interval training in the water include:

- **Increased Caloric Burn** – The more vigorous the exercise, the more calories burned, so even short bursts will increase the number of calories burned. Several studies suggest that a person continues to burn calories up to five hours after their workout.
- **Eliminates Boredom** – Varying the intensity of the exercises or dances makes the workout go by faster, therefore eliminating any chance for boredom.
- **Creates a Deeper Workout** – Students will make gains in cardiorespiratory function and muscle endurance when various aqua principles and the properties of the water are applied to the dances. For example, Pendulum Swings in

Quickstep use long levers which increase the amount of force required by the muscles to move the limbs through the water.

- **Increased Fitness Levels** – Participants increase their ability to exercise and increase their stamina over time. Shorter bursts of higher intensity work efforts are more manageable for beginners.
- **Diminished Effect of Gravity and Less Stress on the Body** – Participants have less risk to the joints and muscles.

To help develop higher levels of muscular endurance, aqua buoys (weights) can be used during some LaBlast® Splash dance patterns. Aquatic buoy dumbbells can be used in Merengue and Viennese Waltz to help improve the muscle's ability to do work for a long period of time (endurance).

Teaching Aqua Dance Fitness

Teaching a safe and successful aqua dance class depends on the instructor's ability to apply solid instructional principles and practices. Inadequate teaching skills can adversely affect class participation. Even though instructing is intuitive to some people, without proper training and knowledge, teaching skills are under-utilized, and can impact a participant's overall class experience. Exploring the elements of effective teaching, applying those essential elements, and gaining knowledge of the learning process, will improve overall teaching skills.

LaBlast® Splash Philosophy

Movement:

Movement, like water, has no beginning and no ending, and therefore, change becomes very important. Movements may transition, and patterns and directions may change, but movement never stops. This is especially true in the water. The changes and transitions are what makes dancing and aqua fitness creative, and they create a natural flow which, in return, makes the students feel satisfied and successful. Another important aspect is that the movement is experienced by the entire body; not only physically, but also mentally and emotionally.

It's simple: when you teach movement, it includes the whole body. Dance is not merely doing steps to the music, but rather moving the whole body 'with' the music. Becoming the dance holistically, that is with the mind, body, and soul, is what makes dance not only fulfilling, but also creates the best fitness benefits on land and in the water.

To start teaching this philosophy, make sure you talk about **movement** and **patterns**, instead of "steps". For example, Bota Fogo in Samba is a movement pattern with the basic Samba rhythm of "1 a 2". Clap the rhythm and show the pattern by doing it with full body movement. Encourage your students to look at your whole body when following along so that they see all the information your body gives off. Never teach "steps" or make your students look at their feet to learn the patterns. This will only cause frustration. Understand the logic: when you look at feet, you only get 10% of the information, while looking at someone's whole body, you receive 100% of the information. If you teach this way, your students will learn faster, see any visual cues for movement changes, and transform in front of your eyes!

To make LaBlast® Splash accessible to everyone, it is imperative to teach the patterns with absolute clarity, especially when executing and anticipating a change of direction. This gives the student the opportunity to follow instantly without getting lost and frustrated. LaBlast® Splash emphasizes the importance of watching and listening. Seamless transitions, while moving the entire body make LaBlast® Splash accessible, both for students new to dance and experienced dancers.

Eurythmics:

Eurhythmics is a philosophy based on improving an artist's expression by using the voice to become a direct result of the inner feelings. This makes the instructor and students emotionally more expressive. Eurhythmics brings the physical in tune with the emotional. It creates a perfect balance between doing and feeling - moving expressively. An instructor should explain material in the way they want it to be expressed and executed.

Benefits of eurhythmics include:

- Creates atmosphere
- Prevents the instructor from sounding monotonous
- Aids in overcoming embarrassment for students and opens the door to better self-confidence
- Students will be more expressive
- Helps make cueing more visible and effective

The Learning Process

Many instructors do not appreciate the complexity of the process required to learn a new exercise or movement pattern. In a matter of seconds, a student must perceive and react to proper cues, remember similar situations and instructions on what to do, determine the proper strategy, make the correct response, and finally, through feedback, must determine if they perform the exercise correctly. This section examines the learning process and describes learning strategies that will facilitate the teaching of motor skills.

The nature of learning takes place in three domains of human behavior: cognitive, affective, and motor. (Magill, 1980). All three domains are important within the dance exercise field.

The cognitive domain (*mental*) describes intellectual activities and involves the learning of knowledge. Studies have shown that education within an exercise program positively affects motivation and exercise compliance. The affective domain (*emotional*) describes emotional behaviors. Motivation to exercise depends on a person's feelings about exercise. Instructors are therefore instrumental in helping participants develop a positive attitude about exercise. The motor domain (*physical*) refers to those activities requiring movement. Learning motor skills is the foundation of LaBlast® Splash. Within the aqua dance-exercise profession, the motor domain has been heavily emphasized, and limited attention has been given to the affective and cognitive domains. Since research has shown that teaching within all three domains is critical to exercise compliance, LaBlast Splash® focuses on all three domains: mental, emotional, and physical.

Stages of Learning:

To teach LaBlast® Splash effectively, an instructor should have knowledge of the various stages of learning. The learning model theorized that there are three stages of learning for a motor skill: *cognitive, associative* and *autonomous*.

- **Cognitive Stage (mental)** – Students make many errors and have highly variable performances. They know they are doing something wrong, but they do not know how to improve their performance. At this stage, dance exercise seems uncoordinated. *The instructor must make a number of corrections and the participant does not yet have the skills or knowledge to correct the errors on their own.*
- **Associative Stage (physical and emotional)** – Students have learned the basic fundamentals or mechanics of the skill. Their errors tend to be less gross in nature and they can now concentrate on refining their skills. *During this stage, LaBlast® Splash participants are able to detect some errors and you, as the instructor, only need to make an occasional correction.*
- **Autonomous Stage** – The skill becomes automatic or habitual. Students can now perform without thinking and can detect their own errors.

Motivating Participants:

Motivation is a key component of effective learning. A common characteristic associated with a student dropping out of an exercise program is a lack of self-motivation. The instructor should create an atmosphere that enhances participant self-motivation. The extent to which people are self-motivated depends on the degree to which they perceive and control their own behavior. Most people are motivated by challenge, growth, achievement, and recognition. A LaBlast® Splash instructor can enhance motivation by offering variety within the classes, by individualizing dances, and by giving more responsibility to the students.

Characteristics that encourage good relationships with students include empathy, respect, warmth, and sincerity. The instructor should serve as a role model for the students. By being knowledgeable, cheerful, encouraging, and genuinely enthusiastic about dancing, a positive environment is created.

Instructors can use the motivational strategies below to enhance the overall LaBlast® Splash experience for class participants:

- Provide good exercise leadership.
- Provide feedback.
- Provide opportunities for self-monitoring and for keeping record of progress.
- Ensure a slow rate of exercise progression to minimize injuries.
- Provide opportunities for making social contacts.
- Vary the exercise program.

- Recognize individual accomplishments with extrinsic rewards such as certificates of accomplishment.
- Provide opportunities for having fun.

Having fun is an important motivator for people to continue exercising. LaBlast® Splash provides the perfect opportunity to have fun. Using a variety of music, dance styles, exercises, and props, and providing opportunities for social interaction, all contribute to a fun exercise environment.

A LaBlast® Splash instructor plays multiple roles during a class - instructor, motivator, coach, entertainer, and dancer, to name just a few. Effectively teaching LaBlast® Splash is a challenge. Carefully design classes and employ sound teaching principles. Evaluate student's progress by giving feedback and develop strategies to motivate class participants to continue exercising and dancing. The additional work will result in successful LaBlast® Splash classes!

LaBlast® Splash Teaching Techniques

The type and amount of information that LaBlast® Splash participants can understand is dependent on what stage of the learning process they are in. For example, beginner LaBlast® Splash students see a dance routine as composed of many steps, each step demanding their full attention. Every step is critical. However, more advanced LaBlast® Splash students see only a few steps as crucial, for example, where the tempo changes, or at the beginning of a challenging part of the dance. Because beginner students are less skilled at determining what information is most important, the instructor must provide them with specific information about what is important. When teaching an exercise or movement pattern, there are a number of ways to effectively communicate information to class participants. The instructor must determine which approach will be the most effective.

Approaches to Teaching:

- **Part Approach** – The dance is broken down into each individual movement pattern. Students repeat each part as many times as needed until they successfully complete the patterns. It is suggested to repeat the movement patterns eight times, but the instructor should determine if more repetitions are needed. This process can be done with or without music. When all the patterns have been reviewed, the instructor can adapt the LaBlast® teaching technique of repeating each movement pattern four times. This approach keeps students moving, and also captures the attention of the students, especially when done to music.
- **Add-On Approach** – The instructor shows one pattern, and then adds on additional patterns to the choreography, as the first part is repeated over and

over. Movement patterns are added on during the song. The entire routine is achieved by adding on, bit by bit. This approach works well because it keeps students dancing to the music and gives them less opportunity to overthink the process.

Task Complexity:

Task complexity refers to the number of parts or components within a task and the level of information that is required to complete the task. A highly complex task has many components and requires a lot of attention. Keep things as simple as possible in order to avoid confusing the students. Less is more.

Through dancing, students find the fun, fitness, and health benefits of exercise, and learn more about the tasks that the instructor would like to be achieved. Even though there are many tasks at hand in a class, organizing how many tasks you are expecting from your students at one time is critical to the success of the class. As the program progresses, the patterns will increase in depth and variety. Skill is learned over time.

For example:

Pick a specific goal that you want your students to achieve in class. In order for students to correctly execute a task, an instructor must first build the foundation, and then go through the levels of progression without skipping any level. A task cannot be successfully completed without the proper steps being taught in the correct order (number of components).

Task Organization:

Organize your goals! Task organization refers to the number of parts or tasks that are interrelated, and that must be taught to the students. A task high in organization is composed of closely related components. A task low in organization is composed of independent parts, such as the individual dance patterns making up a routine. The instructor should teach each pattern in its simplest form. Once you determine the tasks that you would like to focus on, you must organize them in a manner that your students can most benefit from.

For example:

The instructor should let the class know what the expectations are. There can be tasks for the entire class or a task for individual dances. What task(s) do you want to

focus on? Below is an example of specific tasks and how they might be organized throughout a class.

Dance	Task
Warm-Up	Blood circulation, isolations, light stretching. Increase body temperature in the water.
Disco	Get involved in the music and evoke emotional self.
Quickstep	Increase intensity using long levers and Skip Twists with tucks.
Paso Doble	Water Inertia. Push against the force.
Rumba	Focus on lengthening.
Jive	Proper execution of jive kick.
Lindy Hop	Have fun, use force and push off bottom of pool.
Cool-Down	Breathing.

When your tasks are well organized, your class will be able to get the most out of the class and feel successful in reaching their goals. Also note: there is a balance throughout the class in terms of physical, mental, and emotional, as well as, where to be an entertainer, motivator, and/or teacher.

LaBlast® Splash Coaching Techniques

By providing appropriate feedback, you can greatly influence a student's performance. Providing feedback to students serves three important functions in learning:

1. It provides information about performances.
2. It serves as a motivator for further performances.
3. It reinforces or strengthens correct responses.

Types of Feedback:

- **Corrective Statements** – Used when a student's response is incorrect. The statement identifies the error and tells the student how to correct it.
- **Value Statements** – Expresses a feeling about the student's performance, using words such as "good" or "well done." This type of statement can motivate or encourage a student.
- **Neutral Statements** – Acknowledges the performance but does not judge or correct it.

All three types of statements have a place in the teaching environment. Newer instructors who have not yet developed effective skill analysis techniques often find themselves relying on value statements. Positive reinforcement is very important in the early stages of learning.

The instructor should use positive value statements when participants make a good attempt, even when the performance is not yet correct. The correction should always be given in a friendly manner and can be offered either publicly or privately to the individual. If several participants are performing a move incorrectly, the instructor should give feedback to the entire class. If one person consistently performs a part of the dance or movement incorrectly, the instructor should talk to that person *privately* after the class.

LaBlast® Splash Teaching Methods and Styles

To teach LaBlast® Splash successfully, you must select an appropriate teaching style, and use effective techniques for teaching movement patterns, including proper cueing. The teaching style chosen is an important factor in determining an instructor's success in effectively presenting a well-rounded LaBlast® Splash class.

There are two teaching styles directly applicable to the LaBlast® Splash program:

- **The Command Style** – The instructor makes all decisions about posture, rhythm, and duration, while the students follow directions and movements. The command style is the most commonly used style in dance-exercise classes. This style works well for warm-ups, cool-downs, and learning new routines, but leaves no room for individualization.
- **The Democratic Style** – The democratic style allows students the freedom to focus on individual aspects of the dance; for example, different arm patterns or a focus on hip movement, but the teacher is still instructing the students. The democratic style allows the student to decide on what part of the dance to individualize, making choices about style and performance. A great instructor leads by example and provides choices for their students. Commend individuality, but don't force your opinion.

Teaching Movement Patterns:

New movements should always be taught in their simplest form. The instructor should begin by teaching basic movement patterns with simple arm gestures and using appropriate aqua tempo. As the students become more proficient, arm gestures can be

increased, and movement patterns can be danced in various directions: forward, backward, wall-to-wall, diagonally, or on the spot. Progression of intensity can be achieved by executing back-to-back dances.

Movement patterns must be selected carefully. In LaBlast® Splash, complex routines can slow the class down and confuse students, especially in beginner classes where students might have never danced before or participated in any type of cardio exercise requiring stamina. Proper modifications must be given for every movement pattern, and the more difficult patterns can be removed from each dance, if necessary.

A steady pace is important to learn a skill effectively and to avoid any injuries. Instructors should teach a class in an accessible way, allowing students to feel their progress and achievement. The instructor should encourage beginner students to start slowly and progress gradually to avoid being discouraged when confronted by new challenges.

Many of the dances are based on having one rhythm and one rhythm only, such as Cha Cha, Samba, Hustle, Rumba, and Viennese Waltz. This rhythm is for the entire body, not just the feet. When teaching one of these dances, the instructor should clap the rhythm first so that students can experience the rhythm. Remember, “if you can clap it, you can dance it”™. Use it! It was trademarked because it really works. The fastest way for students to learn is by watching and listening. The instructor should mention this many times throughout the class. It is the instructor’s responsibility to make the dance logical, and to be clear and concise in teaching techniques. Choose your delivery and the amount of information you give wisely. This will create an easy-to-learn and fun environment for your students.

The Importance of Cueing

Cueing is a very important part of LaBlast® Splash. The instructor should monitor the class for safety and be aware of the students at all times. Each cue should be brief and should be anticipated to provide the students with enough time to move smoothly from one movement pattern to the next. Both audio and visual cueing are used in LaBlast® Splash classes. Students are encouraged to watch and listen to learn the dances. It is important that the instructor anticipates each pattern within each dance by visually indicating the new direction before the new pattern begins. Audio cueing is also very important, especially when teaching the patterns in between songs. During LaBlast® Splash classes, the music may be loud and there may be various factors making it hard for class participants to hear an instructor, therefore, visual cueing is very important. It is highly recommended by the Aquatics Exercise Association to use visual cueing as this will help to protect the instructor’s voice and vocal cords.

In the fitness industry, it’s common to teach aqua fitness facing the students. The biggest benefit from the approach is the fact that you can have direct contact with your

students and it creates atmosphere. Mirror teaching can also be confusing and often times frustrating for students when instructors are teaching specific patterns that have more depth or are more challenging. The art of successful teaching is finding the right balance between mirroring and facing the same way as your students. This makes learning so much easier for your students.

Types of Cueing:

- **Footwork Cueing** – Indicates which foot moves in which direction (left foot in front when you move to the left or right foot in front when you move to the right).
- **Directional Cueing** – Tells the students which direction to move (forward and back, up and down, or wall to wall).
- **Rhythmic Cueing** – Indicates the correct rhythm of the routine (single, single, double).
- **Numerical Cueing** – Refers to counting the rhythm (1 and 2, 3 and 4).
- **Step Cueing** – Refers to the name of the pattern (chasse, triple step, or rock step).

As students become proficient at executing movement patterns, they will need fewer verbal cues. The instructor can then rely more on nonverbal cues, such as using the hands or head to indicate direction. For beginner students, it is very helpful to be dramatic about visual cueing using over-the-top gestures. The over-the-top gestures can also be amusing, which makes the class light-hearted and fun. Visual cueing could be used for directional indications, and at the same time, function as added expression.

A demonstration by a good instructor has a tremendous impact on observers. Teach by example. This motivates and inspires students. Although instructors are on the pool deck, all movements demonstrated should be performed as they are to be executed by the participants in the pool. Arm movements should be the same height and match the participants in the water.

Components of a LaBlast® Splash Class

The 5 Components of a LaBlast® Splash Class

There are five components to a LaBlast® Splash class: Warm-up, Cardiovascular Conditioning, Twisting, Strength Conditioning, and Cool-down.

Warm-up:

The period of exercise at the desired target heart rate during LaBlast® Splash is preceded by a warm-up of about 8-10 minutes. Three important components of the warm-up include *increasing blood circulation, body isolations, and light stretching.*

The warm-up should include:

- limbering exercises to prepare the muscles for the exercises to be performed
- Large muscle movement to gradually raise the heart rate, blood pressure, cardiac output, and respiratory ventilation so the body is not suddenly taxed
- Movements to help participants get acclimated to the water, especially if the water is cold
- Preview and rehearsal of future movements to be used during the class

Cardiovascular Interval Training:

The cardiovascular training segment of a LaBlast® Splash class is 30 - 40 minutes in length. LaBlast® is an interval-based dance fitness class that uses various types of dance to increase or decrease the intensity of the workout. The patterns affect the intensity of the workout. The cardiovascular training segment of a LaBlast® Splash class begins at a lower intensity, and can build throughout the class, or, in true interval style, the intensity can vary throughout the workout.

Twisting:

Twisting is the number one movement in LaBlast® Splash. Twisting is a 3-dimensional movement that engages the entire midsection (abdominal muscles and lower back), as well as the lower body (primarily the quadriceps and calves). In order to safely execute a twisting action, you must align your hips, knees, ankles, and toes. The more you turn your ankles and feet, the more you will turn your hips, relieving excessive pressure on your knees. It is important to clearly explain proper execution of twisting, both visually and verbally.

Twisting is '***turning two body parts in opposite directions at the same time***'. This is also referred to as "in opposition". The ribcage turns opposite, in relation to the hips, at the same time, while the feet turn diagonally side to side. Make sure to rotate hips, knees, and ankles exactly the same to avoid knee injuries.

The leg movement is like prancing. One leg is bent while the other is straight. Twisting is also a great way to re-establish the phrasing in music application. It can be used as a "filler" during a dance to complement the music or phrasing pattern of a particular song.

Even though each pattern in every dance is performed four times, to challenge the stamina of class participants and increase core engagement, the instructor can choose to alter the number of times the twisting pattern is performed.

In LaBlast® Splash, participants will feel both resistance and drag when performing twisting patterns. Instructors should be aware and may consider having participants hold on to the side of the pool to practice twisting correctly.

Strength Conditioning:

LaBlast® Splash classes can include a special strength training segment that utilizes light aqua dumbbells to increase the intensity of the workout, as well as, improve muscular endurance. During the Merengue, gravity-weighted dumbbells are utilized for a specific series of exercises. Suggested guidelines for hand weights are low- or medium-resistance.

Options include:

- **Gravity-Weighted Dumbbells** – Can be used to focus on pectoral muscles, anterior and medial deltoids, and biceps.
- **Buoyant-Aqua Dumbbells** – Can be used to focus on lats, posterior deltoids, and triceps.

To provide an extra challenge for class participants, the instructor can implement “Happy Hour”. Happy Hour is a LaBlast® term for repeating each strength exercise set twice!

Cool-down:

It is important to cool-down gradually after a period of vigorous exercise. Stopping exercise abruptly after a vigorous workout may trap a large quantity of blood in the muscles or lower parts of the body. As a result, an insufficient amount of blood circulates back to the brain or the heart, which may cause dizziness or fainting. It is important to use proper breathing technique, such as, inhaling through the nose and exhaling through the mouth. To help increase oxygen consumption, it is essential to pull the breath in as low into the waistline as possible.

Provide a series of movements during the cool-down period that allows the muscles and cardiovascular- respiratory system to gradually reduce their elevated levels of activity. A gradual cool-down aids in the removal of accumulated lactic acid. A period of stretching should be performed to reduce the risk of developing delayed muscle soreness.

The types of stretches used are dependent on the pool’s water temperature. If the water is warmer, stretches can be static and held briefly. If the pool is lower in temperature, stretches should be dynamic with participants moving while stretching.

The LaBlast® Splash Dances – History and Breakdown of Interchangeable Patterns

LaBlast® Splash incorporates many different types of dances. The dances are performed with self-expression and the choreography may include arm movements. The specific arm movements add intensity to the workout and allow the freedom of individual expression within the dances. Instructors should carefully transition arms in and out of the water during the various dances. Arms should not firmly break the water surface, but instead smoothly enter or exit the water when required. These arm movements through space are gestures that go hand-in-hand with the body continuing to move as a whole. The whole body is still moving, even while adding or emphasizing an additional body part or action.

Teach each pattern clearly and slowly. Use concise words that accurately describe what to do. For example, “straight forward” or “straight back”, “diagonal to the left”, or “wall to wall”, etc. Use your voice (audio) and gestures (visual) to direct the students, so they can understand what is expected of them, and instantly follow along.

Once a full dance is performed, give corrections and feedback immediately. Explain in detail the changes in the dance if additional arm movements are added to increase the intensity of the workout. After a second song of the same dance, the instructor moves on to the next dance. To keep the class simple and more basic, stick with one dance throughout a song. To progress the complexity of the class, dances can be combined within a single song.

The LaBlast® Splash Fitness training will cover 10 dances:

The Club Dances:	Disco, Twisting
The Latin Dances:	Samba, Rumba, and Paso Doble
The Ballroom Dances:	Foxtrot, Quickstep and Viennese Waltz
The Swing Dances:	Jive and Lindy Hop

When teaching, it is important to know all aspects of the dance, including the history. Listed below, each dance has a dedicated section including the history, teaching techniques, and patterns.

Disco

History of Disco:

Disco dancing originated in the United States in the late 1960's but did not gain huge popularity until the mid-to-late 1970's. The Disco era was all about line dancing, platform shoes, and dressing to impress.

Disco Patterns:

1. Double Arm Points, up and halfway down
2. Arm Punches (single, single, double) – arms up and down in the water (forward)
3. The Robot – (4 count)
4. Triple Steps (guns, rolls)

Samba

History of the Samba:

The Samba is a very old Brazilian dance with an African heritage. It has been around for almost 100 years. The Brazilians use the Samba to celebrate the beginning of the Lenten season (Carnaval). The Samba has many different variations from the slow and sultry *Bossa Nova*, the moderately fast *Bahia*, to the fastest hip-shaking *Batucada*. There are many Samba schools that compete at the world famous 'Sambodromo', which is Brazil's most famous stadium where the annual Samba competition takes place.

Samba Form and Technique:

In the ballroom dance world, the Samba is based on **bounce**, which is pulled from African heritage. The bounce is created by being as heavy as possible, and the downward beat bounce is emphasized. Even though the body is vertical, being a little more forward with the weight, is desired. In the pool, being 'heavy' is a challenge due to buoyancy. Participants should focus on rebounding off the pool bottom.

Rhythm: [one - a two]

Samba Patterns:

1. Basic Forward/Backward (assisted sagittal)
2. Whisk (resisted transverse)
3. Continuous Volta Spot Turn (assisted transverse)
4. Stationary Samba Walk (sagittal)

Paso Doble

History of the Paso Doble:

The Paso Doble is a Spanish dance based on the bull fight and influenced by Flamenco. The heritage of Flamenco started hundreds of years ago, all the way back in India, and has strong relationships between Bollywood and Balinese dance. This dance is all about strength, pride, and passion. Students can play the role of the Matador, Cape, Toreador, or a Flamenco dancer. The changing of roles within the dance makes the Paso Doble both fun and exciting.

Paso Doble Form and Technique:

Since the Paso Doble is all about spatial awareness, this dance focuses more on muscle endurance. The overall body movement in Paso Doble is are constantly bound (flow dynamic) and direct (space dynamic) in energy, and therefore LaBlast® Splash participants will feel greater intensity in the water. The Paso Doble is a great example of a dance that incorporates both cardiovascular training and body conditioning, especially in the water.

Paso Doble Patterns:

1. Sur Place (arms frontal with fist in the water + frontal above the water)
2. Turn + Sur Place (assisted transverse + frontal with fist)
3. Cuban Breaks (sliced across + assisted sagittal on the diagonal)
4. Separation (arms sagittal)

Rumba

History of the Rumba:

The Rumba is a family of percussive rhythms, song, and dance that originated in Cuba as a combination of the musical traditions. The Rumba first emerged in Cuba during the 1880s at the time when slavery was finally abolished on the island. There are quite a few different interpretations of the dance with various paces/beats-per-minute (bpms). In LaBlast® Splash we focus on the American style, which is a moderately-paced dance. It is considered a slower version of Salsa.

Rumba Form and Technique:

Similar to the Salsa, to create a natural body action in Rumba, one must relax the upper torso and allow the hips to move side to side as a result of legs prancing and feet rolling from the ball of the foot to the heel. The posture of the body remains vertical throughout the dance.

Rhythm: [quick – quick – slow]

Rumba Patterns:

1. Cucarachas (assisted frontal)
2. Basic Diagonal (assisted sagittal) (rocking/jumping horse on forward basic on the diagonal)
3. Wall to Wall (Assisted transverse)
4. Cross behind (resisted transverse)

Quickstep

History of the Quickstep:

The Quickstep originated in the mid-19th century as a military exercise. The dance was developed in England in the early 20th century and was influenced by the Fast Foxtrot and Charleston. The Quickstep is the fastest of the competitive ballroom dances with fast footwork, and yet a very cool, calm, and collected upper body. The Charleston's *Flapper feet* are very apparent in the Quickstep, and the upright posture of the dance is taken from the tight "corset" era of the Roaring Twenties. Like the Lindy Hop, the Quickstep is upbeat and all about joy.

Quickstep Patterns:

1. Pendulum Jumps forward/backward (single, single, double) – arms in hold
2. Scatter Chasses (arms in hold)
3. Twist Jumps single (arms in hold)
4. Jumping Jacks plus Kick (arms in hold) (jumped)

Foxtrot

History of the Foxtrot:

The Foxtrot premiered in 1914. The exact origin of the name of the dance is unclear, although one theory is that it took its name from vaudeville actor, Harry Fox. Some credit African-American dancers as the source of the Foxtrot after seeing the dancers perform for fifteen (15) years at an exclusive colored club.

Foxtrot Patterns:

1. Side Sway (resisted transverse)
2. Single Side Step (assisted press forward on rock step) (Jumped)
3. Chasses (frontal both arms up/down)
4. Three-step-turn with side Sway (resisted transverse)

Viennese Waltz

History of the Viennese Waltz:

What is now called the Viennese Waltz is the original form of the waltz. It was the first ballroom dance performed in the closed hold or "waltz" position. It is one of the most desired dances by women, who inspired by movies such as "The Sound of Music". The dance that is typically known as the waltz is actually the English or slow waltz, danced at approximately 90 beats-per-minute, while the Viennese Waltz is danced at about 180 beats-per-minute (58-60 measures).

The Viennese Waltz is a rotary dance where the dancers are constantly turning, either toward the right (natural) or toward the left (reverse), interspersed with non-rotating change steps to switch between the different directions of rotation. A true Viennese Waltz consists only of turns and change steps. Other moves such as the fleckerls, side sway, or underarm turns are modern inventions and are not normally performed at the annual balls in Vienna. In a properly danced Viennese Waltz, couples do not pass, but turn continuously left and right while traveling counterclockwise around the floor following each other. In the modern ballroom dance, two versions of Viennese Waltz are recognized: International Style and American Style. *The Viennese Waltz can be performed in the water with or without weights.*

Rhythm: [one – two – three, four – five – six]

Viennese Waltz Patterns:

1. Swing forward and backward (assisted sagittal)
2. Side Chassés (assisted frontal + lengthen arms above water)
3. The Whisk (resisted transverse)
4. Three step turn with side Sway (resisted transverse during Sway) (turn is jumped)

Jive

History of the Jive:

The Jive is a swing dance and a lively, uninhibited version of the Jitterbug. This dance originated in the United States in the 1930's in the African-American community. The Jive, like the Salsa, has influences from many different swing dances such as the Lindy Hop, Rock 'n Roll, the Twist, East Coast Swing, and the West Coast Swing.

Jive Form and Technique:

On land, the Jive is a fast-paced dance with lots of quick flicks, kicks, and body swing. Jive requires attendees to dance in contraction, engage their core, and maintain their balance as they travel (i.e. moves like Fall off the Rocks). In LaBlast® Splash, Jive is done at a slower pace and requires music with slower beats-per-minute. The only way to create swing movement is to be relaxed. Teaching Jive in LaBlast® Splash will require the instructor to expend more energy because it is done at a slower speed. For their

own safety on deck, instructors can consider using a chair to show moves like ‘Fall Off the Rocks’, which require more jumping.

Jive Legs:

To create natural hip action, students should focus on the movement of the legs instead of the hips. Hip movement is the result of the knees bending alternately with the feet rolling from the ball to the heel. The more the legs work, the more the hips will move. When performing Jive kicks, the focus is on rebounding the knees in a very short and sharp movement (like a snake’s tongue) in order to work the quadriceps, hamstrings, and gluteal muscles.

Jive Patterns:

1. Basic 6-count (assisted sagittal) (rock step: rocking/jumping horse)
2. Triple steps forward and backward (assisted transverse)
3. Single Kicks (3 jogs)
4. Double Kicks (1 tuck)

Lindy Hop

History of the Lindy Hop:

Lindy Hop was made popular in the United States in the 1920s and was developed in the African American communities. For many Lindy Hop historians, the Charleston is Lindy Hop's most influential predecessor. Just as jazz music emerged as a dominant art form that could absorb and integrate other forms of music, the Lindy Hop absorbed and integrated other forms of dance. The Lindy Hop is a swing dance like the Jive. This is a high-speed dance expressing freedom with a lot of arm and leg swing movement.

Lindy Hop Form and Technique:

Since the original Lindy Hop tempo is the fastest dance on the planet, it’s really important to relax the body to be able to swing the arms and legs as necessary. The key point: the faster the movement, the more you need to stay relaxed and stay in contraction. This is not only important to be able to express the dance correctly, but to prevent injuries.

Lindy Hop Patterns:

1. Basic 8-count (Biceps/Triceps + press forward on kicks) (rock step: rocking/jumping horse)
2. Single Side Kicks (frontal)
3. Double Side Kicks (sagittal)
4. Fall-off-the-Rocks (frontal during kicks)

Twisting

Importance of Twisting:

Twisting is the number one movement in LaBlast®. Twisting is a 3-dimensional movement that engages the entire midsection (abdominal muscles and lower back), as well as, the lower body (primarily the quadriceps and calves). In order to safely execute a twisting action, you must align your hips, knees, ankles, and toes. The more you turn your ankles and feet, the more you will turn your hips, relieving excessive pressure on your knees. It is important to clearly explain proper execution of twisting, both visually and verbally.

Twisting is “turning two body parts in opposite directions at the same time”. This is also referred to as “in opposition”. The ribcage turns opposite, in relation to the hips, at the same time, while the feet turn diagonally side-to-side.

Twisting Choreography:

1. The Chubby Checker Twist (sagittal)
2. Knee Lift/Kick Twist (sagittal on knee lift, transverse on twisting)

Music: Definition, Selection, and Application

It can't be stressed enough how important musical diversity is in LaBlast® Splash. The more you use music of different genres, artists, and eras, the more your class will stay fresh and current. Keep updating your music choices to stay unpredictable, and create a new, exciting experience in each class. That's exactly what LaBlast® Splash provides within the monthly instructor subscription known as the LaBlast® Splash Instructor Foundation (L.I.F.) Subscription.

The playlists found in the L.I.F. subscription will include authentic songs that are very characteristic of the dance, as well as, out-of-the-box music choices. Some out-of-the-box examples might include dancing a Samba to country music or the Cuban Cha Cha to hip hop music. A wide range of songs from different eras and genres will be used so that instructors can connect with class participants. All age ranges within your class are considered. Remember that it's the instructor's responsibility to listen to the music and lyrics in advance to make sure it is appropriate for their specific audience.

Students love the variety and fun of a themed LaBlast® Splash class. Themes based on an era (such as the 60's, 70's, 80's, and 90's), an artist/s (Michael Jackson, Divas), a holiday (Halloween, Christmas/Hanukkah), a theme (patriotic, pool party), movies, musicals, etc. The possibilities are endless and can often help you find unique music

that you might not have thought of otherwise. Create your own themed classes or use the ones from your L.I.F. subscription.

Once participants are comfortable with the patterns and dances, you can start experimenting with combining dance routines. Combining dances to the same songs without changing the patterns is a great way to mix up a LaBlast® class and keep it interesting. For example, do the Disco patterns once followed by the Cha Cha patterns and repeat this. Combinations of dances like Disco/Hustle and Paso Doble/Cha Cha can fit naturally to the music and keep the class engaged. You can perform three to four dances to the same song to keep your LaBlast® Splash class interesting - the more dances the more fun!

Music not only provides the timing and rhythm for dance movement, it also makes the class fun and helps to motivate students. It is important to use all different genres of music when teaching LaBlast® Splash. Variety is the key to music selection, giving both students and instructors many options when dancing. Music sets the tone for the class, builds the energy throughout the workout, and motivates participants. Because music is the basis for LaBlast® Splash, instructors should be familiar with its fundamental elements, such as rhythm, beat, measure, meter, and tempo.

- **Rhythm** – the pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats. Rhythm can dictate the style of movement.
- **Beats** – regular pulsations that have an even rhythm and occur in a continuous pattern of strong and weak pulsations.
- **Timing** – a regular occurrence of beats in bars.
- **Meter** – organizes beats into musical patterns or **Measures** such as 4 beats per measure (4/4). Most dance-exercise routines use music with a meter of 4/4 time, e.g. Cha Cha, Disco, Paso Doble, Quickstep, and Jive. (2/4) e.g. Samba (3/4) e.g. Waltz.
- **Tempo** – the rate of speed at which music is played.

As a LaBlast® Splash instructor, it is suggested that you determine the tempo of the music by counting the number of beats-per-minute. The tempo of the music determines the progression of exercise because it dictates the speed of the movement and the intensity of the workout. **It is imperative that the appropriate beats-per-minute (bpm) are used for aqua fitness. 125 – 150 bpm is the recommended shallow aqua fitness speed with movements done at half-time (AEA).** Instructors should adopt general guidelines for selecting the appropriate music tempo for the various components of LaBlast® Splash. Movements often need to be performed at half-time, half the speed per beat (also known as half water tempo). Students will get a better and deeper workout when allowed to move at a slower tempo. Instructors should be cautious when choosing tempos over 140 bpm because speeds may be too

fast, if the movement is not performed at half time, for the water. **Instructors should try all moves in the pool with music before teaching in a class.**

Guidelines for Selected Music:

Listen to the selected pieces of music, and visualize the style of movement, as well as, the technique and character of the dance. Decide the order of tempos within each dance so it is built from slower to faster tempos. Count the number of beats within the phrases or verses, the chorus, or any special segments (such as instrumental section), especially when doing the Merengue. Twisting can be used as a “filler” to get back on phrase within a song.

Sample Playlists

LaBlast Splash
Fitness • Line Dance • Splash

LaBlast Splash Sample Playlist 1

11 Songs/ 45 Minutes

Song	Time	Artist	Album	Genre	Dance
No Promises (feat. Demi Lovato) [Club Edit]	4:45	Cheat Codes	No Promises (Warm Up)	Dance, Dance, Disco and/or Hustle	
I- Freak	5:32	Chic	Do It Like This Cha Cha or Quickstep		
Do It Like This	2:41	Daphne Willis	The Great Gat Quickstep		
Crazy In Love	2:54	Emeli Sandé & The Bryan Ferry Orchestra	Falling Into YoRumba		
Falling Into You	4:18	Céline Dion	Now That's W Lindy Hop		
Walking On Sunshine	3:57	Katrina And The Waves	Seal: Best 199 Viennese Waltz		
Kiss From a Rose	4:49	Seal	Girls Trip (Orig)Samba		
Lovely Day	3:16	The Soul Rebels	XSCAPE (Delu)Jive		
A Place with No Name	5:35	Michael Jackson	The Hustle an-Hustle		
The Hustle (Super Hustle Mix)	4:10	Van McCoy	Lounge	Pop	
Bollywood	3:00	After In Paris			

LaBlast® Splash Class Designs – Organization and Structure

Effectively teaching LaBlast® Splash involves setting goals and creating daily class plans. Class planning includes writing objectives and selecting activities, and also selecting patterns of class organization. Each element of designing instruction is addressed in this section. In addition, the process of selecting the appropriate music and movement patterns in examined.

Goal Setting:

The effective use of goal setting facilitates both learning and performance of motor skills. A LaBlast® Splash instructor establishes program goals and helps students in developing their personal goals. Program goals should reflect what you expect students to gain from LaBlast® Splash. It is important that students perceive that they control their own behavior and establish personal goals. Instructors can help students set goals that are realistic. Many students expect instant results, particularly when their primary

goal is to lose weight. To ensure some immediate success, students should establish short-term goals. Instructors can provide encouragement as students work toward their goals.

Examples of program goals might include the following:

- To feel fit – Reshape your body, get in to the best shape of your life.
- Lose weight – Burn calories, reduce body fat.
- Tone muscles – Increase muscular strength, flexibility, and range of motion.
- Have fun – Enjoy the exciting feeling of moving and dancing.

Creating a LaBlast® Splash Class Design:

Planning and class preparation result in the efficient use of time, smooth progression of activities, and greater program variety. All too often, instructors who do not plan their classes present the same music, same dances, and same movement patterns, day in and day out. Both students and instructors become bored with the same class routine.

A class design should consist of class objectives, planned activities, and the time allocated for each activity. Using a formal class design enables the instructor to teach a well-structured, safe, and effective LaBlast® Splash class. The class design grid is an excellent tool for a beginner instructor for it establishes a clear pattern and flow to the class and serves as a reminder of when to use specific coaching and teaching techniques.

Proper planning is the key to a successful class experience for both the instructor and the students. Being prepared and utilizing the class design system, allows the instructor to be confident and deliver a fun, entertaining, and effective workout. Being well prepared and rehearsed, is the sign of a true professional and allows the passion for dance and aqua fitness to be expressed in every LaBlast® Splash class. Passion is highly contagious – share it with your students!

LaBlast® Splash Questionnaire

1. If someone calls the club/studio and asks you to describe LaBlast® Splash, how would you answer?
2. Name a few ways that set LaBlast® Splash apart from other aqua fitness programs?
3. What's the number one movement involved in LaBlast® Splash and what are the benefits from this movement?
4. What are the five hand positions used in the water from easiest to most intense?
5. What are levers and explain why one lever type is more intense than the other?
6. What are the three planes and why are they important to use in each class?
7. Explain why during LaBlast® Splash classes it is important to use a variety of BPMs?
8. List three reasons why having your arms above the water for a balanced amount of time is very beneficial?
9. Name the three components of a LaBlast® Splash warm-up.
10. List three reasons why music is such an important part of LaBlast® Splash.
11. What is the definition of movement, and what makes a person 100% holistic?
12. What is the country of origin of each of the LaBlast® Splash dances?
13. An instructor can play multiple roles during class – name the top three roles you play!

14. What's the prominent body part in a Jive kick, what is the action used, and what body parts are being worked out?

15. Name a few techniques you can use to keep your LaBlast® Splash class interesting over a longer period of time.

16. Name the next three things you will do after completing this training.

LaBlast® Splash Questionnaire – Answer Key

1. LaBlast® Splash is an aqua dance-fitness program based on Ballroom Dancing and all the dances you see on “Dancing with the Stars”. It is partner free and uses a wide variety of music in each class.
2. a) LaBlast® Splash uses all music; b) You learn the true skill of dance; c) Everyone from any age or ability can join the same class, as LaBlast® Splash is based on variations of each pattern (pattern-o-graphy) versus level-based.
3. Twisting, since this movement works the entire waistline and core. It is the only three dimensional movement, which gives a lot of depth to the movement. Twisting includes all three planes at once.
4. Slicing – Fist – Flat – Cupped - Claw
5. Arms are an example of levers. You can use them in a short and long manner. Short levers bend from the elbow and long levers bend from the shoulder. Long levers are more intense as they cover more ground surface and get more resistance from the water.
6. Sagittal – Frontal – Transverse planes. Using all three planes during one class gives the members a full body workout and gives much variety to the patterns and dances experienced during a LaBlast® Splash class
7. A variety of BPMs give members different levels of intensity in their workout, it helps contribute to interval training, and it is simply more fun to workout to half and full water time and land time.
8. 1) Having arms above the shoulder is a movement of daily living. 2) It is great for lengthening the muscles. 3) It is a great way to check that members are properly executing a movement before doing the same movement in the water.
9. Blood circulation – Body part isolations – Light stretching
10. 1) Atmosphere 2) Uplifting and Encouraging 3) A good supporting beat helps members to be successful quicker.
11. Movement has no beginning, no ending, and it is crucial to move the whole body: physically, mentally, and emotional. It is the 100% commitment of all three that makes a person holistic and intuitive.
12. Disco – USA; Twisting – USA; Viennese Waltz – Austria; Rumba - Cuba; Jive – USA; Foxtrot - USA Paso Doble – Spain; Samba – Brazil; Lindy Hop – USA; Quickstep - England
13. Entertainer – Motivator – Educator
14. Prominent body part: The knee, which you lift to 90 degrees. Action used: rebound. Body parts used: hamstrings, glutes, and quadriceps.
15. Change your music frequently – change the order of the dances and patterns within the dance – Change the format, such as teaching on all four sides of the pool, or joining in the pool when they know the dances/patterns.
16. 1) Plan my first class. 2) Rehearse the Starter Kit dances right away after the certification. 3) Start promoting my first class on social media and by word of mouth

Teaching LaBlast® Splash – The Business Side

Instructor Starter Kit

LaBlast Splash Starter Kit Playlist 1

14 Songs: 52 Minutes

Song	Time	Artist	Album	Genre	Dance
Easy Love	3:49	Sigala	Easy Love - Single	Pop	Warm up
That's the Way (I Like It)	3:06	KC & The Sunshine Band	The Best of KC & The Sunshine Band	R&B/Soul	Disco
Car Wash	4:58	Rose Royce	The Very Best of Rose Royce	R&B/Soul	Disco
Sorry	3:21	Justin Bieber	Purpose (Deluxe)	Pop	Samba
Wasted Time	3:54	Keith Urban	Ripcord	Country	Samba
You're the One That I Want	2:50	John Travolta & Olivia Newton-John	Grease (Soundtrack from the Motion Picture)	Soundtrack	Quickstep
That Love	4:00	Shaggy	That Love - Single	Reggae	Quickstep
Evergreen	3:04	Barbra Streisand	The Essential: Barbra Streisand	Pop	Rumba
Fast Car	4:57	Tracy Chapman	Tracy Chapman	Singer/Songw	Rumba
Annie's Song	3:00	John Denver	The Essential John Denver	Country	Viennese Waltz
I'll Be	4:27	Edwin McCain	Rhino Hi-Five: Edwin McCain - EP	Pop	Viennese Waltz
Stuck On You	2:19	Elvis Presley	Elvis - 30 #1 Hits	Rock	Jive
The Sweet Escape	4:07	Gwen Stefani	The Sweet Escape	Pop	Jive
Koudamare	3:50	Cirque du Soleil	Ka'	New Age	Cooldown

Welcome to your Starter Kit! We organized everything you need to teach your first LaBlast® Splash class.

What is included in your Starter Kit?

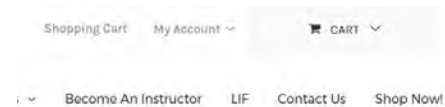
- Beginner Playlist
- Video breakdowns
 - In the videos, Louis walks through the chosen patterns with and without music, and will include technique, tips, and useful information about the patterns and design choices.

To view your Starter Kit videos:

- Go to www.LaBlastFitness.com.
- Hover over “My Account” or press “My Account” and scroll down.
- Log in using the Username and Password given to you in your Welcome Email.
 - Username: _____
 - Password: _____
- Click on the turquoise square saying, ‘LaBlast® Splash’.
 - There you will have access to a printable pdf of the Starter Kit Playlist, all the videos for each dance, and all the certification dances.

- Use the recommended pattern-o-graphy and playlist until you feel comfortable to build your own classes and following order of patterns.
- Remember, it’s all about your personality! Be an *entertainer* and have fun!

Business: Location, Cost, Music Rights, and Injury Waivers



As fitness professionals, it is important to complement our active fitness lives with business-savvy skills so that we may thrive overall. When deciding where to start teaching, at what time, and how much to charge, consider the following:

- The demographic you want to target (parents, baby boomers, 9-to-5er's, weekenders).
- Find affordable locations with suitable and inviting conditions.
- Research the area of the location to understand the best price to charge per class.
- Consider multiple pricing option, including per class and package pricing.
- Invest in a collection of water weights if your facility does not provide them. It is beneficial to the overall class experience and overall results
- The hours that are available at desirable times, and with suitable substitute options.

Location:

Location is an important factor to consider when selecting where you want to teach your class. When teaching in a Residential area, you are directly part of a community filled with schools, senior centers, and community centers. **Parents** could drop off their child/children and squeeze in some time for themselves by taking your class. The **Baby Boomers** are in the news a lot lately for the sheer reason they are healthier and are enriching their lives with a higher quality than Millennials. Baby Boomers love to find something social and fun to do in the afternoon just before or after lunch. The **9-5er's** might take a class before they leave for work or later in the day when they return. **Weekenders** like to start their morning in a healthy way by taking a class that will put them in a great mood for the rest of the day.

In a downtown business district, you are mixed in with the energy of a thriving city. Here you will find large *corporations* who are looking for 30-minute lunch hour classes, or *employees* who would take your class before heading home.

Demographic:

Understanding where you are located, and the demographic within that area, will help you in determining the best time to offer your class.

- Parents of School-Aged Children
 - Desired Class Time: 8:30am – 11:00am
- Work a Full-Time Job
 - Desired Class Time: Early Mornings 5:30am – 8:00am or Evenings 5:30pm – 9:00pm
 - Things to consider: would people in your area go straight to your class after work, or if they would rather go home first before coming back to take your class.
- Weekenders
 - Desired Class Time: 9:00am – 11:00am on Saturday or Sunday
- Baby Boomers
 - Desired Class Time: 11:00am – 3:00pm

- Corporations
 - Desired Class Time: 11:00 am – 1:00pm
 - Contact the corporation's health and wellness department to schedule a 30-minute lunch class.

Remember, these are generalized based on the specific demographic mentioned. It is a jumping board for you to begin researching in your area. You may find that the times that work best for a class might be slightly different than listed above.

When scouting for locations, the ultimate wish list is:

- Pool with shallow end around chest height.
- Professional-grade sound system
- Water weights
- Inviting atmosphere
- Helpful personnel
- Decent size pool for growth – (enough space for more clients)
- The ability to add more classes to the schedule

Cost:

When deciding what to charge, research what other classes at the same location are charging. Another important factor is the neighborhood. Is the location in an affluent, middle class, or lower income area? You want to make sure you are not the least or the most expensive. Once you become more successful, you can always raise your prices. If you go too low in price, you are not valuing your quality.

You should consider different payment options when setting up your price structure.

Single Class Options:

- First class for free OR discount their first class
- Pay for each class taken

Multiple Class Options:

- Packages of 5, 10, or 20 classes
- Monthly unlimited package
- Series (pay set price upfront for a specific time period)

Doing full research helps for sure, but you never know until you start teaching if you are going to hit the jackpot. To enhance your chances of success, offer multiple classes on different days for three months, after which you can decide which classes to keep or cancel. You might be in for a nice surprise that all your classes are filling up, this would be a nice problem to have.

Music Rights:

Most commercial facilities, such as gyms, dance studios, and community centers, already pay music rights to the respective organizations (ASCAP/BMI/etc.). When instructors teach their LaBlast® Splash classes at such facilities, no payment is needed. It is good business practice to confirm that the location/s have paid, and are up-to-date on their music licensing, to avoid unnecessary issues down the road.

Injury Waiver:

Each state and country has their own rules and regulations when it comes to injury waivers. Research waivers online for the one that both meets your needs and regulations set forth by your individual state. Once the right injury waiver is found, it would be best to have a lawyer verify. Another solution is to ask the facility for their injury waiver and use that one. It is good to be covered, and it is such peach of mind to know every aspect is covered.

THE NIGHT CLUB DANCES

Disco

- 1) Double arm points up and halfway down
- 2) Arm punches (single, single, double) (arms up and down in the water forward)
- 3) The Robot (4 count)
- 4) Triple Steps (guns, rolls)

Twisting

- 1) The Chubby Checker Twist (half + full water time)
- 2) Knee lift/kick Twist (half + full water time)

THE LATIN DANCES

Samba

- 1) Basic Forward/Backward (assisted sagittal)
- 2) Whisk (resisted transverse)
- 3) Continuous Volta Spot Turn (assisted transverse)
- 4) Stationary Samba Walk (sagittal)

Rumba

1. Cucarachas (assisted frontal)
2. Basic Diagonal (assisted sagittal) (rocking/jumping horse on forward basic on the diagonal)
3. Wall to Wall (Assisted transverse)
4. Cross behind (resisted transverse)

Paso Doble

- 1) Sur Place (arms frontal with fist in the water + frontal above the water)
- 2) Turn + Sur Place (assisted transverse + frontal with fist)
- 3) Cuban Breaks (sliced across + assisted sagittal on the diagonal)
- 4) Separation (arms sagittal)

THE BALLROOM DANCES

Quickstep

1. Pendulum Jumps forward/backward (single, single, double) – arms in hold
2. Scatter Chasses (arms in hold)
3. Twist Jumps single (arms in hold)
4. Jumping Jacks plus Kick (arms in hold) (jumped)

Viennese Waltz

1. Swing forward and backward (assisted sagittal)
2. Side Chassés (assisted frontal + lengthen arms above water)
3. The Whisk (resisted transverse)
4. Three step turn with side Sway (resisted transverse during Sway) (turn is jumped)

Foxtrot

- 1) Side Sway (resisted transverse)
- 2) Single Side Step (assisted press forward on rock step) (Jumped)
- 3) Chasses (frontal both arms up/down)
- 4) Three-step-turn with side Sway (resisted transverse)

THE SWING DANCES

Jive

- 1) Basic 6-count (assisted sagittal) (rock step: rocking/Jumping horse)
- 2) Triple steps forward and backward (assisted transverse)
- 3) Single Kicks (3 jogs)
- 4) Double Kicks (1 tuck)

Lindy Hop

- 1) Basic 8-count (Biceps/Triceps + press forward on kicks) (rock step: rocking/jumping horse)
- 2) Single Side Kicks (frontal)
- 3) Double Side Kicks (sagittal)
- 4) Fall-off-the-Rocks (frontal during kicks)

Source

Aquatics Exercise Association. Aquatic Fitness Professional Manual 6th Edition, Aquatic Exercise Association, 2010.



Dive into the future of aqua fitness with LaBlast SPLASH - the joint friendly, cardio-building, outrageously fun water fitness class that celebrates the true beauty of ballroom dance in the water. Based on all the dances from «Dancing With The Stars», LaBlast Splash is a revolutionary partner-free aquatic workout! Get ready to take the ballroom to the pool with different dances from multiple countries, cultures, and characteristics. Let's LaBlast!

IF YOU CAN
CLAP IT,

**YOU CAN
DANCE
IT!**

TM
-LOUIS
VAN AMSTEL

