



AN EIGHT-WEEK PE UNIT

Dance Games in PE

Teacher kit

Everything to run a dance-game PE unit with one dance machine and four rotating stations: plans, floor setup, posters, step patterns and tracking sheets.



8

weeks

45

minutes per class

4 × 8 min

station rounds

24

students in 4 groups of 6

WHAT'S INSIDE

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3 Floor setup

Gym-corner layout and how to tape a five-panel grid

4–7 Station cards

One big card per station, to post where students can see it

8 Log in and badges

Poster for the dance station: logging in, feedback, badges

9–13 Step-pattern cards

Weeks 1–6, with suggested tempos and a routine builder

14 Paper log card

The backup for classes without StepUp

15 Active-time observation sheet

For the pilot observer: are students moving half the class?

16 Week at a glance

The eight-week plan, grading and unit rules on one page

Printing tips

- US Letter, actual size (100%). Black and white works fine.
- **Posters** (pages 4–8): one set per gym, laminated or in sheet protectors.
- **Pattern cards**: cut on the dashed line. One set for Station 2.
- **Routine builder** (page 13): one per group.
- **Paper log**: only without StepUp on the machine. One per student.
- Tempos, sizes and reps marked **suggested** are starting points.

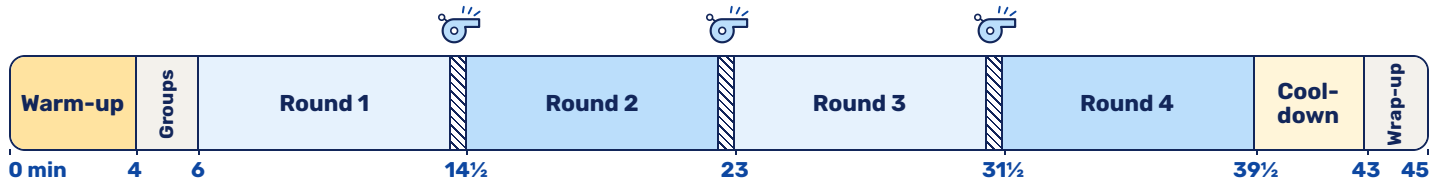
Teacher quick-start

Every class has the same shape. Only the challenge and the pattern card change.



Get Up and Move
FOUNDATION

The 45-minute class



0-4 MIN

Warm-up

Whole class: dynamic stretches to music, then the week's step pattern on the floor grids.

4-6 MIN

Challenge and groups

Show the week's challenge. Send four groups of 6 to their first stations.

6-39½ MIN

Four 8-minute rounds

Rounds start at 6, 14½, 23 and 31½. One whistle, then 30 seconds to rotate clockwise. 32 minutes of station time.

39½-43 MIN

Cool-down

Walking and stretching, then a quick effort check on a 1-10 scale.

43-45 MIN

Wrap-up

Cards back in the bin. Songs and effort were saved at the machine (no StepUp? paper log).

The four stations



One whistle = rotate. Students walk clockwise to the next station (1, 2, 3, 4, back to 1) and have 30 seconds to get ready.

1 Dance game

Three songs a round. Each song, one pair plays on the machine while the other four dance it on floor grids.

2 Step patterns

This week's step sequence on taped grids, to a beat, from the pattern card.

3 Rhythm cardio

Jump rope, skipping or an agility ladder, to the same music.

4 Strength and balance

Squats, lunges, calf raises and single-leg balance, at each student's own pace.



Fit it to your class

Up to 30 students

Make five groups of 6 and add a fifth station: an agility ladder or a second set of floor grids. Five rounds take about 54 minutes. In a shorter period, run four rounds and start the next class where you left off. If a group has an odd number, one student plays solo.

A second machine

Run two dance stations, so each student plays two songs on a machine.

Grade bands

Elementary (K-5) 4 × 6 min in a 30-minute class, with shorter songs from a preset list

Middle school 4 × 8 min

High school 4 × 8 min, twice through in a 90-minute block

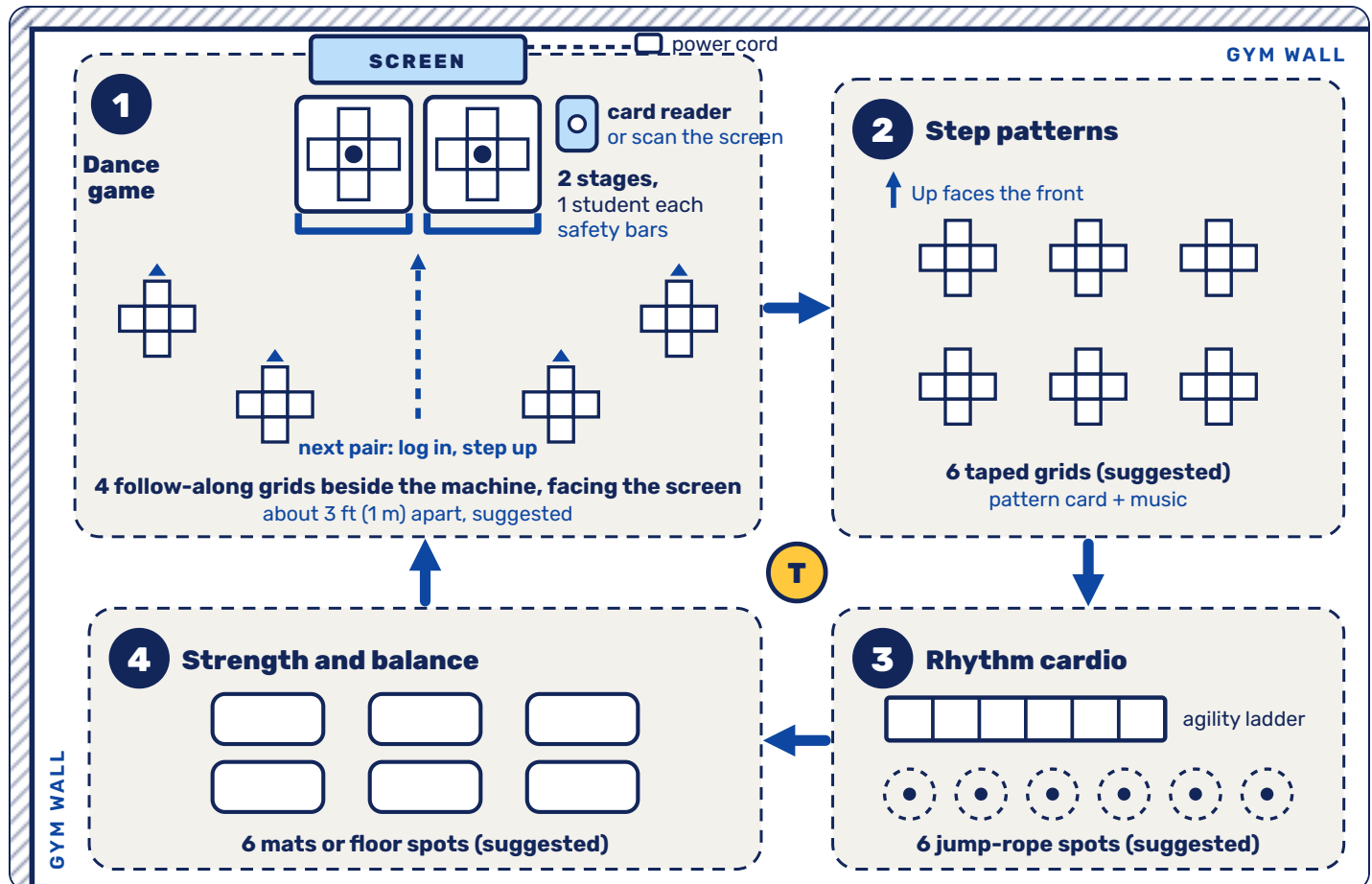


Safety rules

- ☒ **Sneakers with laces tied.** No socks only, no sandals.
- ☒ **One student per stage, always.**
- ☒ **Hands on the bar** through week 3.
- ☒ **Step off forward or to the side,** never backward. Anyone can step off at any time.
- ☒ **Keep the space around the stages clear.** Grids stay a step away.
- ☒ **Teacher: stand where you can see** the dance station and one other.
- ☒ **Wipe the bars, touchscreen and card readers** between classes.
- ☒ **Cords run along the wall,** never across the floor.

Floor setup

One corner of the gym, seen from above. Numbers marked "suggested" are starting points; adjust to your space.



Taped five-panel grid → Rotate clockwise: 1, 2, 3, 4

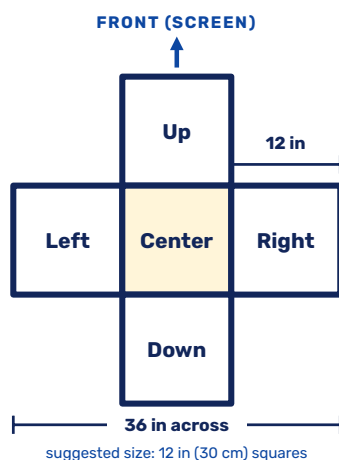


Card readers on the machine (or scan its screen with a phone)



Teacher spot (suggested): sees the dance station and one other --- Power cord along the wall

Not to scale. Plan a dance-station zone of about 20 × 20 ft near a standard outlet (a planning estimate; check it on site). Keep the space around the stages clear. Bigger class? See page 2.



How to tape one five-panel grid

- 1 Tape the Center square first:** about 12 × 12 in (30 × 30 cm).
- 2 Add Up, Down, Left and Right,** each sharing a side with Center.
- 3 Point Up to the front:** the screen at Station 1, the front wall at Station 2.
- 4 Label the squares** with a marker on the tape: U, L, C, R, D.
- 5 Press the tape flat** so nobody trips. Ask facilities which tape suits your floor.

Tape you'll need: about 16 ft (5 m) per grid. 10 grids (4 at Station 1, 6 at Station 2) use about 160 ft (50 m). **SUGGESTED**



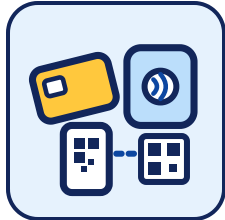
STATION 1 OF 4

Dance game

One pair on the stages. Four on the grids.

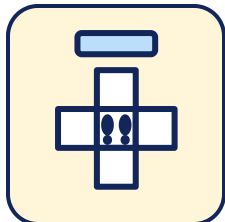


Sneakers with laces tied. No socks only, no sandals.



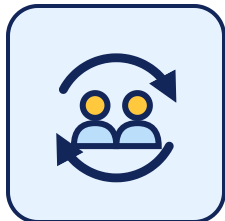
Your pair's turn? Step up.

One student on each stage. With StepUp, tap your card or scan the screen first.



The other four: dance the same song on the grids.

Face the screen and follow along.



Song over? The next pair steps up.

Three songs a round: you dance one on the machine and two on the grids.



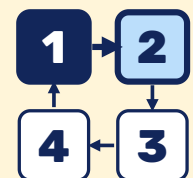
Hands on the bar in weeks 1-3.

Step off any time: forward or to the side, never backward.



Whistle = rotate EVERY 8 MIN

Walk clockwise to **Station 2**. You have 30 seconds to get there and get ready.



You are here: 1
Next: 2



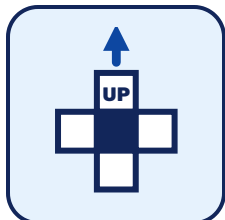
STATION 2 OF 4

Step patterns

This week's pattern, on the taped grids.



One student per grid. Use this week's pattern card.



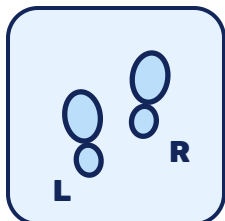
Start on Center, facing the front.

Up is the square in front of you.



**Count in "5, 6, 7, 8"
and step on the beat.**

One step for every beat of the music.



**Feet take turns: left,
right, left, right.**

The L and R on the card show which foot.



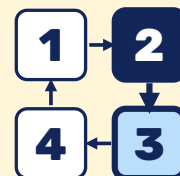
Got it? Try it without the card.

Then teach it to a partner.



Whistle = rotate EVERY 8 MIN

Walk clockwise to **Station 3**. You have 30 seconds to get there and get ready.



You are here: 2
Next: 3



STATION 3 OF 4

Rhythm cardio

Jump, skip and step to the music.



Check your laces before you start.



Pick one: jump rope, skipping or the ladder.

You can switch at any time.



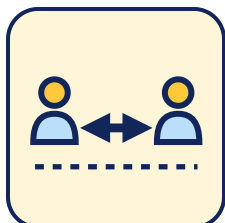
Move to the beat of the music.

Same music as the other stations.



Go, rest, repeat.

Rest by marching in place to the beat.
From week 3: 1-minute jump-rope sets.



Spread out: a rope's length apart.

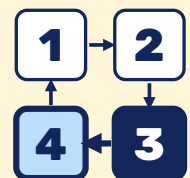
Look around you before you start.



Whistle = rotate

EVERY 8 MIN

Walk clockwise to **Station 4**. You have 30 seconds to get there and get ready.



You are here: 3
Next: 4

STATION 4 OF 4



Strength and balance

Do the circuit. Repeat until the whistle.

SUGGESTED REPS



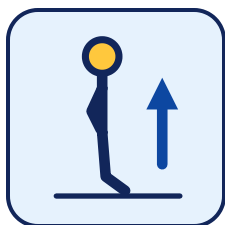
10 squats

Feet shoulder-width apart, chest up, sit back.



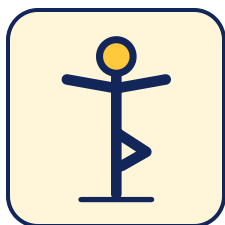
8 lunges, each leg

Big step forward; back knee lowers toward the floor.



15 calf raises

Rise up on your toes, then lower slowly.



20-second balance, each leg

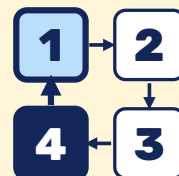
Arms out. A wobble is fine. Good form first, at your own pace.



Whistle = rotate

EVERY 8 MIN

Walk clockwise to **Station 1**. You have 30 seconds to get there and get ready.



You are here: 4
Next: 1



AT THE DANCE STATION

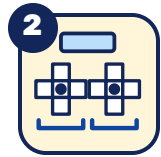
Log in and badges

Coming with StepUp: log in on the machine, dance, then see how you did.



Log in

Tap your card, or scan the screen's code with your phone.



Check it's you, then dance

The screen says "Hi, Comet 44!" One student per stage, hands on the bar in weeks 1-3.



See your progress

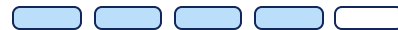
Every song saves to your StepUp account. A song that isn't yours? Tap "Not me."

AFTER YOUR SONG

Comet 44

New personal best!
+4,200 since last time

Hard Worker: 4 of 5 songs



The machine shows your card nickname, never your name.

Badges you can earn

Your songs, levels and scores save every time you log in.



First Song

Log your first song.



Explorer

Play 5 different songs.



Personal Best

Beat your own best on a song.



Level Up

Clear a harder level for the first time.



Hard Worker

Rate your effort "Worked hard" or more on 5 songs.



Steady Dancer

Dance on 10 different days.



Checkpoint Climber

Beat your week-1 checkpoint score when you replay that song.

How badges work

Every badge compares you only with your own songs. StepUp gives no letter grades: your teacher grades effort and growth, not game scores.

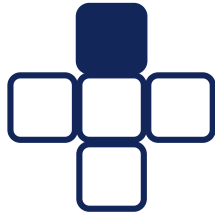
For teachers: privacy and goals. With StepUp, the machine would only read card numbers and show card nicknames; names appear only on StepUp pages. Logout is automatic, and "Not me" reports come to you. You choose how many songs Hard Worker takes and how many days Steady Dancer takes. Grade effort and growth, not raw scores.

WEEK**1****Card 1A** Learn the stage • 4 steps**Forward and back****90** BPM

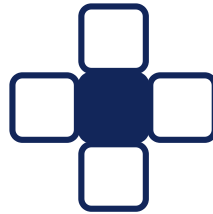
SUGGESTED TEMPO

**1****L**

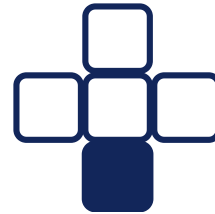
CENTER

**2****R**

UP

**3****L**

CENTER

**4****R**

DOWN



AGAIN

SAY IT "Center, up, center, down"

Start with both feet on Center, facing the front. Your left foot marches on Center while your right foot steps forward to Up, then back to Down.

L left foot
R right foot

**WEEK****1****Card 1B** Learn the stage • 4 steps**Out, out, in, in****90** BPM

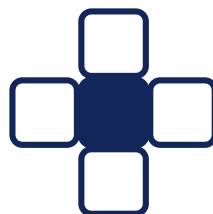
SUGGESTED TEMPO

**1****L**

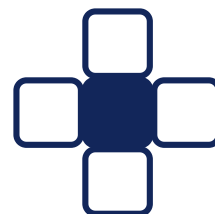
LEFT

**2****R**

RIGHT

**3****L**

CENTER

**4****R**

CENTER



AGAIN

SAY IT "Out, out, in, in"

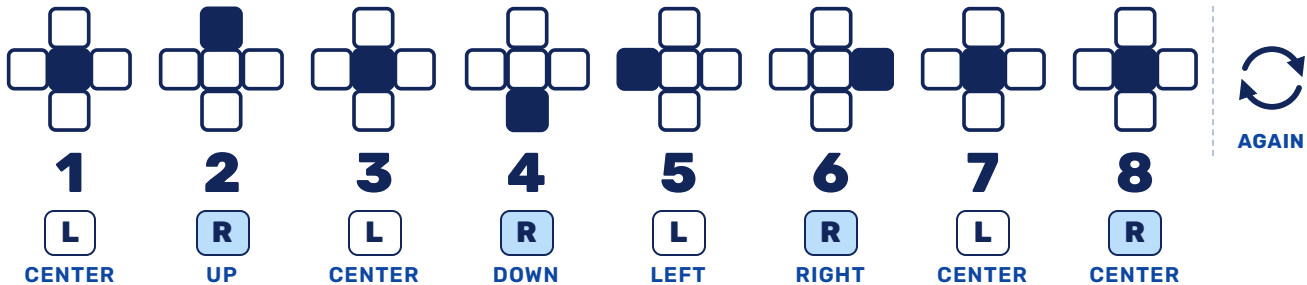
Left foot steps out to Left, right foot steps out to Right, then left foot and right foot come back in to Center.

L left foot
R right foot

WEEK

2**Card 2A** Find the beat • 8 steps**Rock and V****100** BPM

SUGGESTED TEMPO

**SAY IT "Center, up, center, down, out, out, in, in"**

Cards 1A and 1B joined together. Go straight from count 8 back to count 1, with no pause.

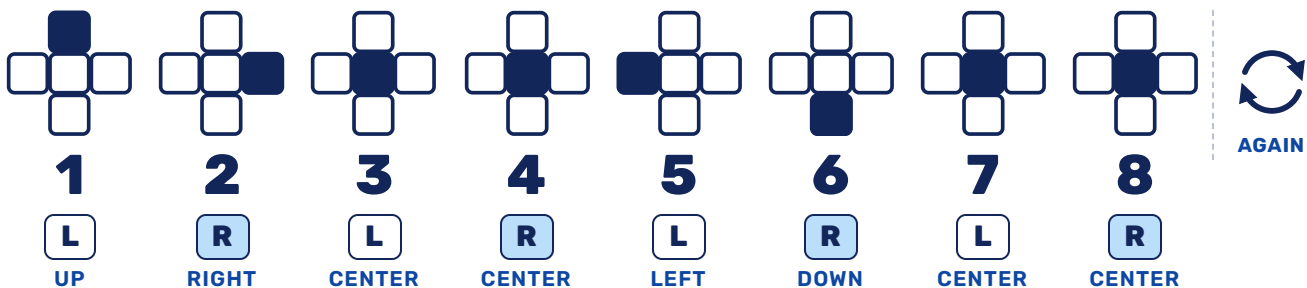
L left foot
R right foot



WEEK

2**Card 2B** Find the beat • 8 steps**Zigzag****100** BPM

SUGGESTED TEMPO

**SAY IT "Up, right, in, in, left, down, in, in"**

Left foot reaches Up while the right foot goes Right. Both back in. Then left foot to Left while the right foot goes Down.

L left foot
R right foot

WEEK

3**Card 3A** Stamina • 16 steps**Rock, V and zigzag****110** BPM

SUGGESTED TEMPO

LINE 1 • COUNTS 1-8**1****L**

CENTER

**2****R**

UP

**3****L**

CENTER

**4****R**

DOWN

**5****L**

LEFT

**6****R**

RIGHT

**7****L**

CENTER

**8****R**

CENTER

↓
GO ON TO
LINE 2**LINE 2 • COUNTS 9-16****9****L**

UP

**10****R**

RIGHT

**11****L**

CENTER

**12****R**

CENTER

**13****L**

LEFT

**14****R**

DOWN

**15****L**

CENTER

**16****R**

CENTER

↻
BACK TO 1**BUILD IT** Line 1 is card 2A. Line 2 is card 2B.

Go from count 8 straight into count 9, and from 16 back to 1. Keep it going for the whole song.

L left foot
R right foot

WEEK

3**Card 3B** Stamina • 16 steps**March the plus****110** BPM

SUGGESTED TEMPO

LINE 1 • COUNTS 1-8**1****L**

CENTER

**2****R**

CENTER

**3****L**

UP

**4****R**

UP

**5****L**

CENTER

**6****R**

CENTER

**7****L**

DOWN

**8****R**

DOWN

↓
GO ON TO
LINE 2**LINE 2 • COUNTS 9-16****9****L**

LEFT

**10****R**

CENTER

**11****L**

CENTER

**12****R**

RIGHT

**13****L**

LEFT

**14****R**

RIGHT

**15****L**

CENTER

**16****R**

CENTER

↻
BACK TO 1**SAY IT "Walk up, walk back, step out, step in"**

Line 1 walks forward and back. Line 2 steps out to the sides and back in.

L left foot
R right foot

WEEK

4

Card 4 Level up • 16 steps

Level-up 16**115** BPM

SUGGESTED TEMPO

LINE 1 • COUNTS 1-8

**1****L**

LEFT

**2****R**

RIGHT

**3****L**

CENTER

**4****R**

CENTER

**5****L**

UP

**6****R**

DOWN

**7****L**

CENTER

**8****R**

CENTER

GO ON TO
LINE 2

LINE 2 • COUNTS 9-16

**9****L**

DOWN

**10****R**

UP

**11****L**

CENTER

**12****R**

CENTER

**13****L**

LEFT

**14****R**

CENTER

**15****L**

CENTER

**16****R**

RIGHT

BACK TO 1

SAY IT "Out, out, in, in, front, back, in, in"

Counts 5-6: left foot forward to Up, right foot back to Down. Counts 9-10: swap feet.

L left foot
R right foot

WEEK

5

Card 5 Speed and accuracy • 8 steps

Speed ladder**100-130** BPM

SUGGESTED TEMPO

START WITH CARD 2A • COUNTS 1-8

**1****L**

CENTER

**2****R**

UP

**3****L**

CENTER

**4****R**

DOWN

**5****L**

LEFT

**6****R**

RIGHT

**7****L**

CENTER

**8****R**

CENTER

AGAIN

CLIMB THE LADDER: SAME PATTERN, FASTER BEAT

**100 BPM**

RUNG 1 • WEEK-2 SPEED

**115 BPM**

RUNG 2 • SUGGESTED

**130 BPM**

RUNG 3 • SUGGESTED

ACCURACY A partner counts missed steps.

Zero misses? Move up a rung. Then climb the ladder again with cards 2B, 3A and 3B.

L left foot
R right foot

WEEK

6**Card 6** Create • build an 8-count routine**Routine builder****100–120** BPM
SUGGESTED TEMPO

Group _____

Routine name _____

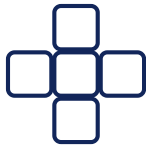
SHADE ONE SQUARE PER COUNT WITH A PENCIL

**1****L**

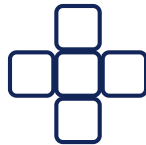
PANEL _____

**2****R**

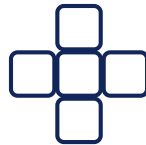
PANEL _____

**3****L**

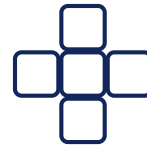
PANEL _____

**4****R**

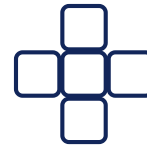
PANEL _____

**5****L**

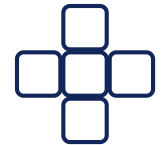
PANEL _____

**6****R**

PANEL _____

**7****L**

PANEL _____

**8****R**

PANEL _____

● Feet take turns: follow the L and R printed above.

● One square per count. No jumps, no turns.

● Left foot never on Right; right foot never on Left.

● Counts 7 and 8 finish back on Center.

WE TESTED IT: ☐ slowly ☐ on the beat ☐ taught to another group (week 7)

WEEK

6**Card 6** Create • build an 8-count routine**Routine builder****100–120** BPM
SUGGESTED TEMPO

Group _____

Routine name _____

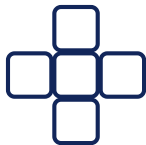
SHADE ONE SQUARE PER COUNT WITH A PENCIL

**1****L**

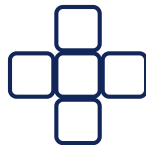
PANEL _____

**2****R**

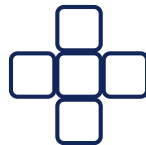
PANEL _____

**3****L**

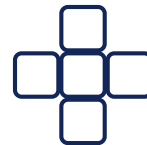
PANEL _____

**4****R**

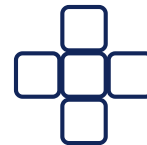
PANEL _____

**5****L**

PANEL _____

**6****R**

PANEL _____

**7****L**

PANEL _____

**8****R**

PANEL _____

● Feet take turns: follow the L and R printed above.

● One square per count. No jumps, no turns.

● Left foot never on Right; right foot never on Left.

● Counts 7 and 8 finish back on Center.

WE TESTED IT: ☐ slowly ☐ on the beat ☐ taught to another group (week 7)

My dance-game log



Get Up and Move
FOUNDATION

Name _____

Class _____

My checkpoint song _____

Level **B** **E** **H** **W**



StepUp on your machine? You don't need this card: your song, level and score save when you log in with your card or phone. **No StepUp?** Fill in one row each class.

Week	Class	Date	Song the one I played on the machine	Level circle one	Score	Cleared ✓ tick if yes	Effort 1-10
1 ★	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
2	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
3	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
4 ★	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
5	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
6	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
7	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	
8 ★	1			B E H W		☐	
	2			B E H W		☐	
	3			B E H W		☐	

Level: B = Beginner • E = Easy • H = Hard • W = Wild. Effort: 1 = very easy, 10 = all-out.

Rate your effort for the whole class, grids included.

★ Checkpoints: same song, same level

Week 1 _____ Week 4 _____ Week 8 _____

Mid-unit: (_____ - _____) ÷ _____ × 100 = _____ %

(week 4 score - week 1 score) ÷ week 1 score × 100

My growth: (_____ - _____) ÷ _____ × 100 = _____ %

(week 8 score - week 1 score) ÷ week 1 score × 100

Weekly goals: tick when done

- ☐ **1** Clear one song on Beginner
- ☐ **2** Clear two different Beginner songs
- ☐ **3** All three songs in my round, no break
- ☐ **4** Try Easy; replay my week-1 song
- ☐ **5** Beat my week-2 score on the same song
- ☐ **6** Hard (or Easy); build our routine
- ☐ **7** Try team mode; teach our routine
- ☐ **8** Replay my favorite; perform our routine

Active-time observation



School _____

Teacher _____

Class/period _____

Date _____

Unit week (1-8) _____

Observer _____

- 1** Pick 4 students, one from each group of 6, so all four stations are watched in every round.
- 2** At each 1-minute mark of each 8-minute round, glance at each student. Tick if moving; dash if not.
- 3** Moving = dancing on the machine or a grid, stepping, skipping, jumping, doing reps. **Not moving** = standing, waiting, sitting.

A Initials _____ Group _____

Round	Station	Moving at minute ...								Ticks
		1	2	3	4	5	6	7	8	
1										/8
2										/8
3										/8
4										/8

B Initials _____ Group _____

Round	Station	Moving at minute ...								Ticks
		1	2	3	4	5	6	7	8	
1										/8
2										/8
3										/8
4										/8

C Initials _____ Group _____

Round	Station	Moving at minute ...								Ticks
		1	2	3	4	5	6	7	8	
1										/8
2										/8
3										/8
4										/8

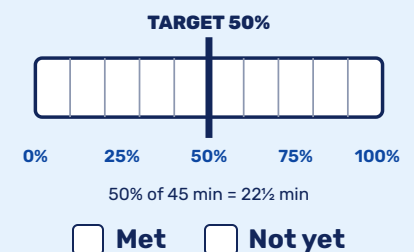
D Initials _____ Group _____

Round	Station	Moving at minute ...								Ticks
		1	2	3	4	5	6	7	8	
1										/8
2										/8
3										/8
4										/8

Work it out

- A** Total ticks, all 4 students: _____ of 128 (4 students × 4 rounds × 8 marks)
- B** Moving during stations: $A \div 128 \times 100 =$ _____ %
- C** Active station minutes: $B \div 100 \times 32 =$ _____ min (4 rounds × 8 min)
- D** Warm-up minutes the class was moving (0-4): _____ min
- E** Active minutes in class: $C + D =$ _____ min
- F** Share of class time active: $E \div 45 \times 100 =$ _____ %

Shade your result (F)



Notes: what helped, what got in the way?

Week at a glance

A new focus every week. Its dance-game goal is the class challenge at minute 4.



Get Up and Move
FOUNDATION

WEEK	FOCUS	DANCE-GAME GOAL	OTHER STATIONS	CARD
1	Learn the stage ★ CHECKPOINT 1	Clear one song on Beginner. Use the bar for balance. HANDS ON THE BAR	Name the five panels; step on the beat.	1A, 1B page 9
2	Find the beat	Clear two different Beginner songs. HANDS ON THE BAR	8-step pattern cards.	2A, 2B page 10
3	Stamina	Dance all three songs in the round without a break: one on the machine, two on the grids. HANDS ON THE BAR	16-step patterns; 1-minute jump-rope sets.	3A, 3B page 11
4	Level up ★ CHECKPOINT 2	Try Easy. Replay the week 1 song and compare scores.	Mid-unit check of effort and logs.	4 page 12
5	Speed and accuracy	Beat your own week 2 score on the same song.	Faster tempo on the pattern cards.	5 page 12
6	Create	Hard for confident students, Easy for the rest.	Groups build an 8-count routine on the grids.	6 page 13
7	Team play	Try team mode with your partner.	Rehearse routines; teach yours to another group.	Own routine
8	Showcase ★ CHECKPOINT 3	Personal-best day: replay your favorite song.	Perform routines for the class.	Own routine

Difficulty levels ☐ **Beginner** weeks 1–3 ☐ **Easy** from week 4 ☐ **Hard** week 6, if ready ☐ **Wild** not required



Grade effort and growth, not raw scores

- **Effort, every class:** students rate it 1–10 at the cool-down; check it against what you saw.
- **Growth, weeks 1, 4 and 8:** the same song at the same level, so growth is one number:

$$\frac{(\text{week 8} - \text{week 1})}{\text{week 1}} \times 100$$
40,000 to 58,000 is 45%.
- **Scores save** when students log in on the machine. No StepUp? They use the paper log.

Rules that run all eight weeks

- **Hands on the bar through week 3.** One student per stage.
- **Whole-class days** (week 1 day 1, week 8 showcase): pairs take turns on the machine; everyone else follows along on the grids.
- **Target:** students active at least half of class time (22½ of 45 minutes). Check it with the sheet on page 15.