

## Chapter 1 : Instructional Programs | Town of Cary

*What is an Instructional Program? The term, instructional program, refers to a replicable instructional activity that is designed and implemented to achieve an instructional goal, namely, some clearly defined change or.*

After completing the hour online course at your own pace, participants will meet with the instructor to complete the classroom and test sections of the Certified Pool Operator certification. Registration Closes 10 days prior to class date. If minimum capacity is not met, full refunds will be given to all participants.

**NeuroFlow Fitness Adult** Do you want to know how meditation and yoga affect your body and mind? We will be learning about the neuroscience of yoga while moving our bodies and practicing yoga. Each week we will cover a new topic and integrate this information into the yoga flow part of our class. You should take this course if you want to learn how neuroscience-informed yoga and meditation techniques can help you live a happy and fulfilled life. Integrating athletic-based yoga flows and rowing drills for a complete head to toe workout. Using the technology of the Technogym rowers and complementary athletic based flows to each drill. The instructor will work on goals with the class to continually adjust working on strength and flexibility. In this small group training class you will rotate through each unique station over the course of 45 minutes. Stations include battle ropes, TRX, kettlebells, resistance tubing and more for a functional, efficient, full body workout. If you are looking to try something new, enjoy working in small groups or want get out of a workout rut this class is for you! The MyZone heart-rate belt is included in your enrollment fee. If you already have purchased a MyZone belt, please contact fitness mit.

**Part 2** This class is designed for women who already incorporate resistance training into their exercise regimen but want to safely use cable machines and free weights. Each class will consist of a brief lecture on gym safety, etiquette, and the main exercises of the day followed by a programmed warm up and circuit with heavy reliance on unsupported cable machines, kettlebells, body bars and other loose equipment. You will also be introduced to various components of more complex movements with form and safety cues from the instructor. Feel free to bring a notebook and pencil to take notes on form as we go. After these 6 weeks, you will be working smarter and harder than ever!

**Self-Myofascial Release Fitness Adult Small group SMR** introduces self-myofascial release techniques while incorporated components of corrective exercise methods and self-applied therapy. Learn to regionally and globally target fascial restrictions targeting upper body, lower body, and total body approaches. SMR combined with CES methods improve alignment, reduce musculoskeletal restrictions, develop balance and coordination, and balance emotional stress.

**Strength Training For Women: Part 1 Fitness Adult** Strength Training for Women is designed to teach, instruct, and educate women on the importance and relevance of strength training and how to successfully and safely execute basic strength training exercises in order to stay healthy and active. Each class will incorporate both focus points for discussion as well as a routine that will progress over time to leave you feeling accomplished and comfortable in gym-setting!

**Core Swimming Aquatics Adult** Your core muscle is the engine for all your swim strokes. Learning to use it and to use it properly will bring your strokes to another level. In this class we will show you how to incorporate your core muscles to be the focal point of your swimming technique. We will work on all four strokes: The goal for students is to be able to swim a quarter mile yards by the end of the class. Participants should be able to swim 50 yards without stopping. Class will focus on: Fine tune your freestyle stroke, learn to use pace clock and intro to interval training. Each class will be a timed continuous swim. In ONE-X you will find all of your favorite movements and equipment. From burpees, box jumps, and wall balls to kettle bells, spin bikes, and jump ropeâ€œONE-X is perfect for anyone looking for a fast-paced, non-stop, fun workout! Improve your front crawl, back crawl, breathing techniques, breaststroke, and sidestroke. Comfortable swimming on front and back and comfortable in deep water. Learn or improve on your front crawl stroke, backstroke, elementary backstroke, sidestroke, and breaststroke. Comfortable getting face wet, floating on front and being in shallow water. Start with safely and the basics. Learn how to stand-up and fall safely, moving forward, moving backward, and stopping. Each workout will last hours and will have a This program will work on starts, turns, endurance, as well as building strong sportsmanship. Children must have passed the American Red Cross

Level 5 or its equivalent, be able to swim yards continuously, and be comfortable swimming all 4 competitive strokes. Swimmers entering this level should be able to comfortably swim 25 yards of Front Crawl with side breathing, Backstroke and Elementary Backstroke. Swimmer will also learn open turns and standing dives. Swimmers entering this level should be able to swim yards each of Front Crawl with side breathing, Backstroke, Elementary Backstroke, and yards of Breaststroke or Sidestroke. They should also be comfortable in deep water and able to tread or float in deep water for 1 minute. Swimmers entering this level should be comfortable swimming independently in deep water, be able to swim at least 10 yards on their front with breathing, at least 10 yards on their back with Backstroke and Elementary Backstroke and be able to tread water for seconds. Swimmers entering this level should be comfortable under the water, be able to float on their front and back without support for seconds, be able to swim yards on their front and back and be ready to begin attempting skills in deep water. Topics covered at this level include: Swimmers entering this level should be comfortable putting their face in the water and fully submerging underwater with minimal assistance. They should be able to float with minimal assistance on their front with their face in the water and on their back with their ears in the water. Participants should also be ready to attempt these skills without support.

**Advanced Beavers Aquatics Youth 3 yrs - 5 yrs** This class begins the independent use of the swim skills developed in previous classes. Class size is still small with only 4 students and is taught on a tot-dock, but swimmers will work on floating, gliding and swimming with decreasing support from the instructor. Swimmers entering this level should be comfortable putting their face in the water and fully submerging without assistance. They should be able to float with assistance on their front with their face in the water and on their back with their ears in the water and should be ready to attempt these skills without assistance.

**Intermediate Beavers Aquatics Youth 3 yrs - 5 yrs** This class will continue to develop the swimming readiness skills of airway control and floating and introduce gliding and supported kicks and arm movements. Swimmers will begin to attempt some skills with minimal support from the instructor in preparation for independent swimming. They should also be willing to float on their back with ears in the water with support. Swimmers will learn basic swimming readiness such as bubble blowing, floating on front and back with assistance and underwater exploration. This class is taught on a tot-dock so that the students can stand in the water and begin to develop independent skills. Class sizes are 4 students per instructor. Swimmers entering this class must be at least 3 years old on the first day of class. Parental supervision within the same pool area is required during all lessons.

**Parent Beaver Aquatics Youth 2.** Parents and toddlers will be lead in fun activities designed to work on the basic skills needed for successful transition into the Beaver Swim Program. Toddlers must be at least 2. Toddlers not fully toilet trained must wear tight fitting rubber pants over a swim diaper.

**Parent Toddler Aquatics Youth 18mo - 35mo** The main focus of the Toddler class is on building swimming readiness by emphasizing fun in the water. Toddlers must be at least 18 months on the first day of class. Parents will learn how to safely support and hold their swimmer while learning to enjoy the water. Songs and games will be used to build a sense of comfort while having fun! Infants must be at least 6 months on the first day of class. Infants must wear tight fitting rubber pants over a swim diaper.

**Efficient Freestyle Aquatics Adult** This course will break down the coordination, flexibility, timing, and power of the freestyle stroke to help swimmers learn good form and increase overall efficiency. Drills that teach proper posture, body-line, and balance will be used to create the desired fluid motion when moving through the water. Participant needs to be able to swim 50 yards of freestyle continuously and should be comfortable in deep water.

**Pre-Masters Workout Aquatics Adult** This program is designed for the adult swimmer who wants to gain swimming endurance and learn the fundamentals of participating in a swimming workout. Pre-Masters will help prepare swimmers for either a Masters Swim Program or for the use of lap swimming as a form of aerobic exercise. Students should know the front crawl, backstroke, and breaststroke prior to taking this class and be able to swim yards continuously.

**Efficient Swimming Aquatics Adult** Do you understand swimming basics but need help putting it all together? Participants must be comfortable swimming on their front and back and comfortable in deep water.

**Stroke Technique Aquatics Adult** This program is designed for swimmers with basic knowledge of swim strokes who want to improve their stroke technique. Students should know the front crawl, backstroke, and breaststroke prior to taking this class, and be able to swim 50 yards continuously.

Intermediate Swim Aquatics Adult Do you understand swimming basics but need help putting it all together? Participants must be comfortable swimming on their front and back. Beginning Swim Aquatics Adult This course offers instruction in basic swimming skills for beginners. Learn or improve on the basics of the crawl stroke, elementary backstroke, backstroke, sidestroke, and breaststroke. Participants must be comfortable getting their face wet, floating on their front and being in shallow water. Intro to Swim Aquatics Adult This course is designed for the true beginner who has little experience with swimming or who has swimming apprehension. Instructors provide support, guidance, and patience to help you learn to enjoy and be safe in the water. The focus will be on floating, treading, changing body position and comfort. Strength and Conditioning Fitness Adult This strength and conditioning class can help you achieve your performance goals whether you want to become faster, stronger, more flexible, or all the above! Participants should have an intermediate to advanced level of fitness prior to enrolling in this class. Intermediate Squash Fitness Adult Already have intermediate squash skills?

### Chapter 2 : Instructional Program " Albuquerque Public Schools

*Instructional Program a complete description of a course of programmed instruction, containing precise statements concerning the size of lessons, the division of the learning.*

No experience necessary and this clinic will be geared towards having fun and developing skills. Entire youth teams are encouraged to come together! Town of Cary Baseball Instructors Fees: Hitting Skills and Techniques age This clinic will focus on the fundamentals of hitting, including proper stance, hitting position, balance, bat path, bat speed, and follow through. The clinic will involve instructional drills and batting cage practice. Fielding Skills and Techniques age Participants will learn the proper positioning for fielding ground balls, fly balls, and learn proper arm angles when throwing. The information learned at the clinic will be able to be applied directly to the field. Pitching Skills and Technique age Participants will learn the basic skills of being a baseball pitcher. Mechanics will be taught along with understanding what it takes mentally to be a pitcher. Drills will be taught that will be able to be used independently in the participants own time. Proper arm care will also be discussed with the participants. No competitive experience is required. The session will focus on the fundamentals of hitting, including stance, hitting position, balance, bat path, bat speed, and follow through. Topics also included are opposite field hitting and hitting for power. The clinic will involve many instructional drills and batting cage practice. Mechanics from the wind up and the stretch will be taught and reviewed. Pick off moves will be taught and reviewed. Defensive responsibilities will also be reviewed as a part of this clinic. This clinic is targeted for participants who want to become effective pitchers on a competitive stage. Proper arm care will be discussed with the participants.

### Chapter 3 : Instructional Programs / Home

*Delaware Chenango Madison Otsego DCMO BOCES Chenango Campus County Road 32, Norwich, NY Call: () | Fax:*

Effective July 1, , the age at which a parent or guardian may provide consent for a child to withdraw from school was raised from 16 to 17 in C. Therefore, individuals 17 years of age seeking enrollment in adult education should have officially withdrawn from school prior to July 1, Local school districts and other eligible agencies providing mandated adult education programs are reimbursed by the Connecticut State Department of Education on a cost-sharing, sliding scale based on the relative wealth of a district. The mandated instructional program areas are described below: Instruction can be individualized or offered in a classroom, or a learning lab. Persons completing ABE are prepared to benefit from secondary level instruction. Secondary School Completion Connecticut Adult Education offers three distinct pathways for adults to attain a high school diploma. The Adult High School Credit Diploma program is a prescribed plan, process and structure for earning a required number of academic and elective credits. Credits toward a local diploma must be obtained through a prescribed plan that requires a minimum of 20 credits in academic and elective areas C. Credits for work or military experience, independent study projects and online courses are additional ways to obtain credit. Credits are required to be distributed as follows: Adults who have not completed high school must demonstrate, through a four-part examination that includes a writing sample, the attainment of academic skills and concepts normally acquired through completion of a high school program. Applicants for this examination must be at least 17 years of age and officially withdrawn from school for at least six months. GED instructional programs, provided throughout the state in local school districts and a variety of other instructional sites, help individuals to prepare for this rigorous examination. This program provides a secondary school credential designed for adults who have gained skills through life experiences and demonstrated competence in a particular job, talent or academic area. The NEDP is an online portfolio assessment program that offers no classroom instruction. An adult who successfully completes the portfolio assessment, as required, is awarded a high school diploma by the providing LEA or RESC. Persons completing this program are prepared to pursue citizenship through the prescribed process of the United States Citizenship and Immigration Services. English as a Second Language ESL Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited-English-speaking adults.

**Chapter 4 : Instructional Programs - UNCG Recreation & Wellness**

*Contact the school district that you reside in to enroll your school-age child.*

Implications for At-Risk Students What is it, specifically, that instructional leaders do that is most effective for students in at-risk situations? How do principals exhibit high expectations or display an instructional focus? What exactly do they do that results in academic gains for students at risk? At schools where at-risk students are making academic gains, effective principals do for teachers what effective teachers do for students. In studies of effective schools with high numbers of minority and low socioeconomic status students, characteristics commonly used to describe students at risk, specific leadership behaviors have been found. These actions can be classified into three realms of interactions: An examination of these complex and complicated occurrences reveals that these areas are rarely discrete, overlap in some aspects, and intersect in others. However, each will be examined separately in Issues The focus of this particular issue is the interactions between the principal and teachers. What Works with At-Risk Students We know how to meet the basic, academic, and affective needs of at-risk students. Similarly we know how successful principals demonstrate instructional leadership practices. Research concerning effective instruction for at-risk students parallels the research concerning effective instructional leadership. Affective needs of at-risk students are addressed with effective instruction programs such as cooperative learning which help in reducing a sense of alienation and promote student collaboration. Instructional Leadership Instructional leadership is a significant factor in facilitating, improving, and promoting the academic progress of students. At first glance, these behaviors appear to be merely a partial list of effective schools research findings on instructional leaders. Yet when we examine what works with at-risk students, the old adage, "the whole is larger than the sum of its parts," applies to the power these actions have for improving achievement among at-risk students. Additionally, a leader is characterized as the vision holder, the keeper of the dream, or the person who has a vision of the purpose of the organization. Bennis believes that leaders are the ones who "manage the dream" p. Leaders have not only a vision but the skills to communicate that vision to others, to develop a "shared covenant" Sergiovanni, , p. They invite and encourage others to participate in determining and developing the vision. In Leadership Is an Art , De Pree writes that "the first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader is a servant" p. Leaders become servants to the vision; they work at providing whatever is needed to make the vision a reality. They gather the resources, both human and material, to bring the vision to reality. Principals in schools where at-risk students are achieving practice the skills and apply the knowledge of effective instructional leadership. They have a vision - a picture of what they want students to achieve. They engage teachers, parents, students and others to share in creating the vision. They encourage them to join in the efforts to make that vision a reality. Instructional Leaders of At-Risk Students Principals become servants to their vision of success for all students. They convey this vision to teachers, students, and parents through their actions. Because the interactions between teachers and students are critical, how principals influence this aspect of the educational process is important. Principals participate in the instructional process through their discussions with teachers about instructional issues, their observations of classroom instruction, and their interactions with teachers when examining student data. Although there are points of convergence in these actions, it is helpful to divide them into three categories: Instructional evaluative actions of principals include making frequent visits to classrooms as well as soliciting and providing feedback on instructional methods and materials. The following paragraphs examine in more detail the specific behaviors of principals in schools where at-risk students are achieving academic success. How do principals do this for teachers? They communicate directly and frequently with teachers about instruction and student needs. An example of frequent interaction with teachers is principals making a "conscious effort to interact in a positive manner with every teacher on a daily basis" Reitzug, , p. They interact directly with teachers on instructional issues. Furthermore, a greater amount of time was spent during those interactions than the time span of conversations of a non-academic nature. Instructional leaders focusing their interactions on primarily instructional topics were also documented by Greenfield They are aware

because they are involved. Principals allocate resources and materials. Andrews, Soder, and Jacoby called this "mobilizing resources" p. Attending to the materials needed, the "utilization of instructional resources to achieve maximal student outcomes" was a characteristic identified by Venezky and Winfield , p. Providing the "assured availability" of materials by designating personnel to provide the necessary materials to individual teachers was a leadership behavior reported by Levine and Stark Principals frequently visit classrooms for instructional purposes. Sizemore, Brossard, and Harrigan used the label of "rigorous supervision" p. Andrews, Soder, and Jacoby described the principals as "a visible presence" p. Principals solicit and provide feedback on instructional methods and techniques. When principals interact with teachers about classroom efforts, they are communicating with teachers about the instructional process just as teachers interact with students about their progress. Such two way communication is critical in establishing a climate of collaboration. Opportunities to interact with teachers on instructional issues increase as principals become a frequent visitor in the classroom. In addition to gaining first-hand knowledge of the instructional approaches being used by the staff, principals who are frequent classroom visitors become more aware of the daily challenges and constraints that teachers encounter Greenfield, Principals use data to focus attention on improving the curriculum or instructional approach to maximize student achievement. At-risk students greatly benefit from using computer-assisted-instruction programs that provide data-based feedback and maintain individual student records of performance. They work in concert with the teachers to review, modify, and adjust their instructional efforts. Venezky and Winfield reported that in successful schools "careful monitoring of student progress" took place p. A memo sent to parents by a principal of a high achieving, predominantly minority school provides an example of this leadership behavior: The comprehensive school improvement efforts of Prince George County began with the careful analysis of student data Murphy, Effective teachers determine the academic needs of students with the use of data such as reading inventories. Similarly, effective principals use data to determine areas of need for staff development activities. Sizemore, Brossard, and Harrigan reported the "prompt evaluation of teacher and staff performance and the provision of assistance, help and in-service where necessary" p. Implications for Change This Issues A review of the literature revealed that in schools where at-risk students were making academic progress, principals take a proactive role in the instructional process.

## Chapter 5 : Instructional Programs

*Instructional Programs Swim lessons, fitness classes, and more for youth and adults. MIT Recreation Instructional Programs offer a community of fitness enthusiasts of all levels who relax, de-stress and train together.*

Software for creating online guides Computer control technology Class recording capabilities D. Program structures Each institution will develop its own overall approach to instruction programming with comprehensive programs including the following elements: To meet these general guidelines, instruction programs should identify curricular and academic programs already in place or under development who will support evolving approaches to information literacy programming. Examples of curricular and academic programs with which instruction programs can become engaged include, but are not limited to: Evaluation and assessment Evaluation and assessment of an instruction program are systematic ongoing processes that inform and guide Library strategic direction. Measures of evaluation based on specific a student learning outcomes and b overall program goals; A variety of indirect and direct measures assessing various aspects of the program, e. The instructional setting s should, at least, duplicate the equipment, technology, and programs available to users. At minimum, the facilities should allow the instructor to demonstrate information systems in a designated teaching space. Ideally, facilities will provide the technology required to provide an individual hands-on opportunity for those being instructed. The physical setting should be flexible enough to accommodate active learning and student collaboration when appropriate. Instructional support facilities The library should provide convenient access to the equipment and services necessary to design, produce, reproduce, and update instructional materials in a variety of formats. There should be both physical and virtual spaces for the preparation and storage of instructional materials. Instructional technologists to assist with designing and providing technical support Commitment to purchasing and providing support for classroom technologies Administrative support for staffing to accomplish these goals C. Financial support Instructional programs should have adequate funds identified to attain the stated goals of the program. Funding should cover all personnel which includes student, clerical, technical assistance, and other staff as needed. In addition collaborative instructional projects with other campus units should share budgetary responsibilities when appropriate. All instructional programs should also review the following budgeting considerations: Support for continuing education, training, and development Support for continuing professional development helps to establish an atmosphere conducive to innovation and high morale. It is recommended that the library include as support: A structured program for orientation and training of new instruction librarians A program of continuing education or the provision of continuing education opportunities, including release time Organizational support and release time for continuing education and product development E. Key components of advanced Instruction Programs Relationships with key institutional curricula and initiatives Reach beyond the first year Research methods courses in disciplinary majors Progression of IL learning outcomes General education core requirements Capstone courses, learning communities, and cohorts Computer equipment, training, and support staff First-year seminars.

**Chapter 6 : Adult Education Instructional Programs**

*This Program, open to families with children between the ages of 6 and 12, is a relaxed kid friendly introduction to paddle sports during the least busy part of the day on the river. Get a kid centered introduction to boats, equipment and safety, play games, paddle at your own pace and meet other outdoor oriented families!*

August 4, Before we talk about the nuts and bolts of co-teaching, we have to pause to consider the different program models that exist to serve ELs. The programs that schools use directly shape the co-teaching that occurs between content and English language teachers ELTs. This is not an exhaustive list of program models in education – just the most common ones. English Immersion is most appropriate for elementary school children who are completely new to English. The focus is on learning language rather than content, and the small group environment really is conducive to doing so. This model is often used to provide intensive content instruction to ELs by trained ELTs who provide extensive scaffolding and differentiation based on language needs. English Immersion is the least effective practice of all the program models for ELs in secondary school: At my secondary school, we used to have a room designated for all the ELs. An ELT delivered English, science, and history instruction, while content teachers would teach ELs in art, music, drama class, physical education, and home language classes. It was like having a language school inside a secondary school. However, this works better in theory than in practice. We had prioritized learning language over content instead of learning language through content. Focus on developing English proficiency English is the language of instruction ELs are pulled out of content classes for a period of time to receive language instruction Pull-out causes students to miss out on content instruction Small class sizes allow for more interaction and targeting of instruction Language specialists push into the content class to provide assistance to ELs Often used by schools to serve a student population with many different languages Pros: This program model works well in elementary school where learning is process-focused. Also, if your school has the funding to hire ELTs, it produces a favorable teacher-student ratio. During pull-out sessions, ELs receive more attention because of the small-group setting. While the pull-out sessions can be used to deliver fundamental English lessons, the push-in service allows the ELs to stay in class and learn from content teachers, which is less socially isolating than English Immersion. The ELs miss out on learning both content and language in context. Though there are possibilities for co-teaching, the ELTs are often treated as teaching aides. Most importantly, the push-in service often prioritizes learning content itself over using content to develop language skills. Focus on integrating language and content instruction Goals are to develop mastery of academic language and facilitate engagement with grade-level content ELs learn alongside their English-proficient peers English is the language of instruction but use of home languages is encouraged and allowed Pros: Instead, the ELTs co-plan to share strategies that scaffold instruction and facilitate interaction with the tasks. ELTs can also attend classes to co-teach and model language-friendly practices. Teachers who practice Sheltered Immersion believe that everyone is a teacher of language and that all content teachers have to explicitly teach how language is used in their specific discipline. Most importantly, this model proposes that learning language and content can go hand-in-hand. Content topics provide the context not just to learn language – but to use it. Many schools, especially in secondary schools, find it difficult to adopt a Sheltered Immersion model because content teachers want to delegate language instruction to the ELTs. Furthermore, some schools might not have enough funding to pay for continuous training that is recommended for the Sheltered Instruction model. Transitional Bilingualism Focus on English language proficiency Goal is to prepare students for English-only classes English and home language are used during instruction Home language instruction gradually phased out when ELs develop English proficiency Teachers must be proficient in both languages Often used by schools with a large group of students speaking the same language. This model is effective with ELs from primary to secondary school because home languages are seen as instructional tools not barriers to learning. Students who learn in the United States do need to learn English to be successful and participatory members of society, but English proficiency can still exist alongside home-language mastery. Dual-Language Program Focus on developing biliterate, bilingual students Asset-model of language acquisition while retaining and extending

proficiency in home language All students learn in one language during one part of the day or particular classes and then switch later in the day Often used by schools with a large group students speaking the same language. The home language is seen as a tool to develop critical thinking and communication skills. Dual Language programs work best when there are enough faculty members who are bilingual in English and the target language. Unfortunately, this pool of teachers is quite small. It does not work for a school that serves students who speak a variety of languages, which characterizes most schools districts in the U. Takeaways The effectiveness of instructional program models is a hot topic, but also a controversial one because they are connected to resource allocation and political persuasion. But instead of presenting them as effective or ineffective, I like to consider how inclusive is the learning experience for ELs. Inclusive means that the ELs are: I understand that each school has a different set of circumstances and that schools have to construct the model that works best for them. How do you think we can help schools implement more inclusive English programs? Summary Finding the Right Fit: Review the different ways to teach English to ELs and why more inclusive is nearly always better.

### Chapter 7 : Instructional Program Models for Teaching English | ELL Strategies | Empowering ELLs

*Elementary. It is the responsibility of the principal to monitor instruction in each classroom to assure delivery of required instruction. The APS Core Curriculum for Elementary Schools will be used to plan and assess each student's instructional program.*

### Chapter 8 : Instructional Programs | Campus Recreation

*Instructional Programs. Non-Credit Instructional Programs provides a diverse blend of non-credit classes in Martial Arts, Individual /Dual Sports, Body/Mind/Spirit, Dance, and Special Events to members of the Northeastern University community at a nominal cost.*

### Chapter 9 : SMCPS - Instructional Programs

*Register for Instructional Programs SUMMER BOGA Fit. BOGA Fit is an innovative fitness program that builds strength, deepens flexibility and improves balance and coordination.*