

SIS - Sport, Fitness & Recreation Training Package

SIS30321

Certificate III in Fitness

Unit

SISFFIT035

Plan group exercise sessions

SAMPLE

Teacher/Trainer Manual



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STUDENT/TRAINEE DETAILS

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Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources are delivered online the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be on line and/or support the information that the manual had outlined in previous pages.

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INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

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UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISFFIT035 PLAN GROUP EXERCISE SESSIONS

ELEMENT	PERFORMANCE CRITERIA
<p>1. Identify needs and expectations of diverse participants</p>	<p>1.1. Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting 1.2. Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs 1.3. Identify common injury and medical barriers for participation in group exercise sessions and determine how session inclusions can be modified</p>
<p>2. Plan group exercise sessions</p>	<p>2.1. Determine type of session and fitness goals to be targeted 2.2. Identify participant characteristics, abilities and fitness levels and determine group profile 2.3. Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile 2.4. Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile 2.5. Plan for exercise phases and volume within boundaries of session duration 2.6. Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs 2.7. Document session plans according to organisational formats</p>
<p>3. Review and modify future sessions</p>	<p>3.1. Collate and review feedback provided by participants and instructors 3.2. Identify successes, problems and difficulties with session delivery 3.3. Modify and improve future sessions according to feedback</p>

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Section One

Identify Needs and Expectations of Diverse Participants

PLEASE NOTE

The training units in this qualification requires all student or trainees to demonstrate their ability to perform certain tasks and activities related to this unit of training by successfully completing a number of assessment tasks or activities.

Generally, this unit of training as well as others should be undertaken in a sporting environment under the supervision and observation of your teacher/trainer, or an experienced fitness instructor or fitness trainer.

This unit applies to those who are working as an employee, or work experience in a fitness centre , gym or sport training environment as a person seeking to attain a qualification in fitness instruction and/or training.

Your teacher/trainer, or an experienced fitness instructor or fitness trainer will be provided instructions and assessment forms which they would follow, fill in, sign and return this paperwork to your teacher or trainer.

If you are not working as an employee, or undertaking work experience in a fitness centre , gym or sport training environment at the time of undertaking this unit of training, then your teacher or trainer will provide you a 'simulated' fitness training environment and they will be your observers as you perform those assessment tasks and activities.

The assessment requirements for this unit of training has you demonstrating your knowledge and ability to develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes.

PLAN GROUP EXERCISE SESSIONS

SECTION ONE—IDENTIFY NEEDS AND EXPECTATIONS OF DIVERSE PARTICIPANTS

INTRODUCTION

‘Group exercise’ simply means that a body workout is led by an instructor or trainer in a group setting.

Virtually every gym or fitness centre in Australia will offer ‘group exercise’ sessions that are designed for a wide range of different types of participants, different types of fitness goals and for different types of reasons to exercise.

In this first section we look at how you would need to identify the needs, goals and expectations of a wide range of participants.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying diverse reasons and goals for participation in group exercise sessions and evaluating how these can be accommodated in a group setting
- ☆ Identifying characteristics, abilities and special needs of participants from specific population groups and determining ways that session inclusions can address needs
- ☆ Identifying common injury and medical barriers for participation in group exercise sessions and determining how session inclusions can be modified



IDENTIFY DIVERSE REASONS AND GOALS FOR PARTICIPATION IN GROUP EXERCISE SESSIONS AND EVALUATE HOW THESE CAN BE ACCOMMODATED IN A GROUP SETTING

When it comes to 'group exercise' sessions, those planning group exercise sessions are not always the person who will be instructing the session.

Those planning group exercise sessions would often plan a number of sessions to cater for a diverse group of participants, meaning that they could very likely be different instructors assigned to instruct different sessions.



The planning of group exercise sessions starts by learning why participants want to participate in a group exercise session.

The reasons can vary widely and can include a number of reasons per participant such as:

- ☆ Build personal fitness levels
- ☆ Weight loss
- ☆ Lowering stress levels
- ☆ More affordable than using a personal trainer
- ☆ Include exercising as part of a lifestyle change
- ☆ Meet new people and make new friends
- ☆ Build self-esteem

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Goals often align closely with the reasons why participants consider group exercise sessions.

For example a participant may want to lose some weight and participates in a group exercise session to lose 10 kilos. (their goal).

However, as the participant starts to see the kilos come off, their fitness level increases and so does their self-esteem and possibly along the way they may have a met new friend.

Another example is a participant has a very highly demanding job and has found the stress is causing mental and physical health issues.

Their goal is to lower the stress by joining a group exercising program and match this up with some lifestyle changes.

So before any group exercise program designed and sessions are planned, the planner needs to learn why participants want to participate in group exercise sessions and what are their fitness goals.

Learning Activity

Task

LEARNING ACTIVITY ONE

As we mentioned in the beginning of this training manual, it is ideal to have you undergo this unit of training in a fitness training environment such as a gym or fitness centre either as an employee, or work experience worker.

It is important that you have either a supervisor or an experienced exercise instructor or fitness trainer assist you in this unit of training.

There will be a number of assessment requirements that involve tasks or activities in which those assisting you will be involved with observing you do those tasks or review the activities you have completed.

They will need to report back to your teacher or trainer using assessment forms which they will need to fill in, sign and send back to your teacher or trainer.

In this activity we want you to inform your teacher or trainer who will be assisting you with this unit of training and they will provide this person instructions and the necessary documentation and assessment forms.

From here on in we will refer to this person as 'Nominated Observer'.

TEACHER / TRAINER GUIDANCE NOTES

You as the teacher or trainer may want to take the time to interview the person(s) nominated to assist the student or trainee with this unit of training.

There will be assessment activities that involve situations they will need to be available to observe and other activities in which they need to be involved with so they would need to be informed that the commitment to assist is important.



IDENTIFY CHARACTERISTICS, ABILITIES AND SPECIAL NEEDS OF PARTICIPANTS FROM SPECIFIC POPULATION GROUPS AND DETERMINE WAYS THAT SESSION INCLUSIONS CAN ADDRESS NEEDS AND IDENTIFY COMMON INJURY AND MEDICAL BARRIERS FOR PARTICIPATION IN GROUP EXERCISE SESSIONS AND DETERMINE HOW SESSION INCLUSIONS CAN BE MODIFIED

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

General group characteristics could include:

- ☆ Young participants
- ☆ Aged participants
- ☆ Cultural, ethnicity and/or social status diversity
- ☆ Beginners
- ☆ Experienced exercise participants
- ☆ Athletes

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The person planning group exercise sessions may need to cater with group participants that differ in age, gender, ethnicity, education and social status.

Also, group participants can vary in physical size, attitudes, motives, needs, mental and motor abilities, as well as personality traits.

All these differences must be taken into account and understood when developing group exercise program sessions.

'Specific population' in terms of exercise is a group of participants with a special medical condition who require exercise modification/therapy to overcome that medical condition.

These persons would have less than ideal barriers to participation.

However, as a group exercise session planner, you have the responsibility to undertake exercise modification that would overcome those barriers to participation.

Exercise modification means adapting a group exercise session to meet a specific need; or account for physical limitation of the participant; while preserving the essence of the group exercise session.

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MODIFY SESSION PLANS AS REQUIRED TO SUIT SPECIFIC NEEDS

When it comes to planning group exercise programs and sessions, the instructor will have numerous participants undertaking the planned exercising activities.

This means that it is difficult to have a high level of personal interaction with each participant during the session.

The planner and the instructor however cannot assume that everyone in the group can participate independently without some level of personal assistance.

The session planner and instructor will need to be conscious of the fact that some participants may not be able to participate in the session without some level of personalised assistance.

This could be for a number of reasons some of which could include:

- ☆ Their level of fitness is significantly lower than the other participants
- ☆ There may be some medical issues that need to be taken into account
- ☆ They may have a disability that requires them to have additional assistance when participating in a session
- ☆ Some participants are cognitively slower in picking up the session activities



If certain participants are finding it difficult to participate independently in a session, there are ways of ensuring that their exercising needs are addressed.

The first way is to modify the session activities so that they are able to participate independently.

A second way is to have the participant's carers assist you when providing the session instructions.

This could be applicable to disabled, young and cognitively challenged participants.

They can assist in reinforcing what is required.

In some cases it may require to assess the participants and place them into groups based on their abilities and fitness levels.

This could be done by having separate sessions or a 'break away group' where they are attending the same session but another accredited trainer is instructing them.

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SESSION MODIFICATIONS FOR INCLUSION

Most gyms will have developed specific group exercise sessions that cater for specific groups such as children, older participants or sports/athlete focused...to name just a few.

However, there will be many times where a gym or a community fitness centre will have a 'general public' type group exercise program where some of the exercise need to be slightly modified to accommodate those with certain conditions, injuries or limitations.

Amber Long is a certified fitness trainer, instructor and health coach as well as having a Bachelor's Degree in Community Health Education from the US has written a 'blog' about how to design and instruct group exercise sessions focused on 'inclusivity'.



If you notice participants who might need special considerations, such as an individual wearing a brace or assistive device, a pregnant woman or any other concern, take time to ask them about any precautions their doctor may have provided and even walk them through a couple of modifications that they can utilise during your class as necessary.

Do not be afraid to adapt or change the exercise all together to allow everyone to continue to participate in some way.

You can even utilise props like ballet bars, chairs, walls or balls to help each person find the most appropriate version of the exercise.

If an exercise needs to be adapted or regressed, try to make the movement fit in.

If the group is performing a standing exercise, provide a different standing exercise.

For example, if a participant has limited movement overhead, allow him or her to perform an upright or bent-over row instead.

Most people do not like to be singled out in groups, so allowing them to look similar to others might make them more comfortable.

Amber Long May 2017 (<https://www.acefitness.org/resources/pros/expert-articles/6407/how-to-create-an-inclusive-group-fitness-environment/>)

COMMON INJURY AND MEDICAL BARRIERS

Exercise on the whole has many health benefits.

If the participant has a chronic disease - such as heart disease, diabetes, asthma, or back or joint pain - exercise can have important health benefits.

However, it's important to stress to the participant that they talk to their doctor before starting a group exercise routine.

He or she might have advice and provide the instructor guidance on what exercises are safe and any precautions that they might need to take while exercising.

Depending on the participant's medical condition or injury, they may also need to avoid certain exercises altogether or during flare-ups of their condition or injury and in some cases, the participant may need to consult a physical or occupational therapist before starting to exercise.

High-intensity (vigorous) group exercise is not specifically recommended for older people, particularly those with osteoporosis since it can increase the risk of fractures.

Sessions using low-impact exercises, basic low intensity aerobics, elliptical training machines are recommended for older participants older especially with osteoporosis.

Whereas 'myalgic encephalomyelitis' (chronic fatigue syndrome) is a disease that even small amounts of exercise or simple exertion can make some people much sicker.

Another example is that participants suffering from 'acquired brain injuries' are encouraged to exercise and seek advice and guidance from a medical professional on what exercises they should look at doing.



There is an very good website resource about chronic health conditions and exercising called 'Exercise Right' and their website is at:

<https://exerciseright.com.au/chronic-conditions/>

In the introduction they suggest the following to participants:

"If you're living with a chronic condition, injury or illness, an Accredited Exercise Physiologist is the best person to help you get moving again. They understand the challenges and will work with you (and your doctor) to prescribe safe and effective exercise interventions."

Learning Activity

Task

LEARNING ACTIVITY TWO

Your teacher or trainer may have made you aware that the assessment requirements for this unit of training requires to develop and document six separate group exercise sessions each with a duration of a minimum of 45 minutes.

Of the six sessions one is to be focussed on a female adult participants, another one strictly male adult participants and one for participants that are 55 years of age and older.

The other three and include the above or another group as you and your teacher/trainer and 'nominated observer' agree to.

For all six sessions you will need to incorporate the following types of exercises:

- ☆ cardiovascular exercises
- ☆ resistance exercises
- ☆ flexibility exercises
- ☆ exercises with and without equipment

In this activity you are to tell us the target group for each of those six sessions.

We have provided space on the next page for you to complete this activity.

Group Exercise Session ONE - Target group (*male, female, older, etc.*) _____

Group Exercise Session TWO - Target group (*male, female, older, etc.*) _____

Group Exercise Session THREE - Target group (*male, female, older, etc.*) _____

Group Exercise Session FOUR - Target group (*male, female, older, etc.*) _____

Group Exercise Session FIVE - Target group (*male, female, older, etc.*) _____

Group Exercise Session SIX- Target group (*male, female, older, etc.*) _____

SAMPLE

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit in part is:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over

Section Two

Plan Group Exercise Sessions

PLAN GROUP EXERCISE SESSIONS

SECTION TWO—PLAN GROUP EXERCISE SESSIONS

INTRODUCTION

The only way that an effective group exercise session(s) can be planned is to have a clear understanding of the participants' fitness goals in the group and the participants' characteristics, abilities and fitness levels to determine a group profile.

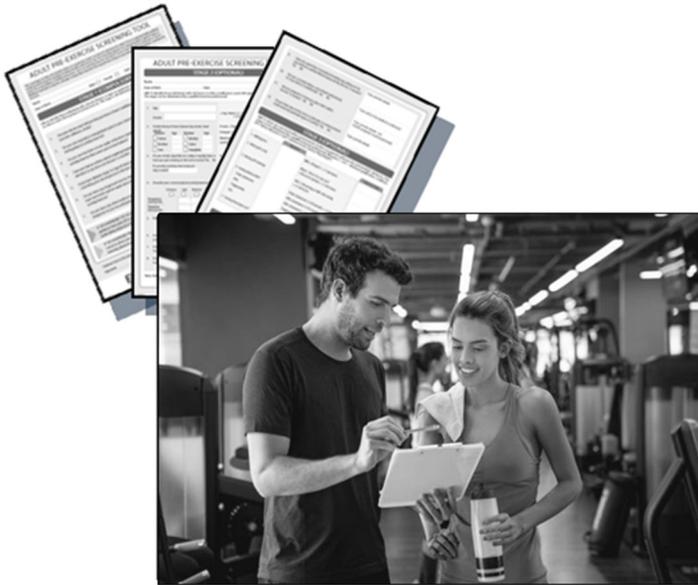
Once this has been done then the exercises and any equipment and/or fitness machines needed and the volume, load and intensity of the exercises can be chosen and incorporated into the session plan.

We look at these topics in this section.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Determining type of session and fitness goals to be targeted
- ☆ Identifying participant characteristics, abilities and fitness levels and determining group profile
- ☆ Selecting exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile
- ☆ Planning sessions that incorporate volume and intensity and load of exercises appropriate to group profile
- ☆ Planning for exercise phases and volume within boundaries of session duration
- ☆ Determining ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs
- ☆ Documenting session plans according to organisational formats



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**DETERMINE TYPE OF SESSION AND FITNESS GOALS TO BE TARGETED
AND
IDENTIFY PARTICIPANT CHARACTERISTICS, ABILITIES AND FITNESS LEVELS
AND DETERMINE GROUP PROFILE
AND
SELECT EXERCISES, TRAINING TECHNIQUES AND EXERCISE EQUIPMENT THAT
TARGET IDENTIFIED FITNESS GOALS AND SUIT THE GROUP PROFILE**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

It is often an organisational requirement for gyms, fitness centres and community based fitness programs to have any participant who has or wanting to enrol and participate in a group exercise program and sessions to fill in an application and under go a pre-exercise health and fitness assessment.

As an exercise instructor, you would be well aware of the importance of learning the fitness level of a participant before developing a group exercise program and sessions which they can safely participate in.

Undergoing a fitness appraisal at some level is quite common in many situations.

With all fitness appraisals, it generally starts with a pre-exercise health screening questionnaire.

This questionnaire asks some personal questions about the participant's health, lifestyle and family history.

Because this questionnaire is gathering personal information, the participant is required to give their consent to gathering such information.

The exercise instructor would need to explain that by law, their personal details are kept private and secure.

Depending on the session and the participant's goal's, the participant may also need to give their consent to under go some basic physical fitness tests before any group exercise program can be recommended for them.



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PRE-EXERCISE HEALTH SCREENING QUESTIONNAIRES

Pre-exercise health screening questionnaires are used to evaluate the health and general fitness of a participant.

By using these questionnaires the trainer or instructor will get a comprehensive history of the participant.

Things that the health screening questionnaire looks at are potential barriers to participation, as well as general information on the participant's health and goals.

The questionnaire will help the exercise instructor to find out if the participant has any pre-existing factors that would limit their participation in an exercise program and sessions.

The information collected will either let the exercise instructor continue with the participant, or refer them to a health professional.

Generally pre-exercise screening questionnaires will cover the following:

- ☆ Background information on the participant
- ☆ Known diseases or illness or current injuries
- ☆ Family history of disease or illness
- ☆ Signs and symptoms of disease or illness
- ☆ Intentions of undertaking the exercise program

The administering of an industry standard health screening questionnaire should be done in a private area, if there is access to an office or meeting room this would be the best.

Some of the questions on the form will be very personal and the exercise instructor would want the participant to be comfortable to answer openly about them.

It is important that the exercise instructor is sensitive to any issues that may arise from the personal nature of the questions.

The exercise instructor should know the reason behind each question so that if asked to clarify it, they will be able to.

Each organisation will have their own policies and procedures around this document, so it is important to understand the process fully before administering it.



REVIEW THE PRE-EXERCISE HEALTH SCREENING QUESTIONNAIRE

Once the participant has completed the questionnaire it is time to review the information and clarify any necessary answers.

The participant might have misunderstood some of the questions or left items blank.

If there are any blank answers, the exercise instructor would offer to fill them in for the participant.

This should be approached carefully as they might have been uncomfortable providing the answer.

It may be a good idea to rephrase the question and clarify why it needs to be asked.

For example, if they left the question blank relating to current medications the exercise instructor might want to clarify why that question needs to be asked by saying:

“We like to take in all aspects of your health when recommending a group exercise program as certain medications can cause weight gain, but can also cause a great deal of fatigue and exercise intolerance. For example blood pressure medicines can prohibit you getting your heart rate up, so we need to know that when designing your program”.

The key is to put the participant at ease while ensuring the exercise instructor gets all the necessary information from their participant.

It is important that the pre-exercise health screening questionnaire results do not become a reason not to recommend a group exercise program for the participant.

Instead it should be used as the basis to recommend a reasonable and proper group exercise program for the participant.



REFERRAL TO A HEALTH PROFESSIONAL

Through the health screening questionnaire the exercise instructor will find some participants that have risk factors that might make a standard group exercise program inadvisable.

In these cases it is important to get a professional opinion.

The organisation may have a list of contacts that the exercise instructor can use to get advice on what the exercise instructor should be offering.

Another approach is by referring the participant to their own local health care professional.

A simple and brief letter can be written, remember doctors are generally very busy, so be concise and state only the facts that are relevant.

As a guide the letter should contain outlining the following:

- ☆ What the participant is hoping to achieve
- ☆ What medical risk factors you have been notified of
- ☆ What exercise activities and programs you are hoping to follow
- ☆ Request for feedback

The letter can then be sent to the health care professional, or handed to the participant to give to them directly.

It should include a copy of the pre-exercise health screening questionnaire.

It is very important to remember that an exercise instructor is there to support the participant's goals for a fitter, healthier body and lifestyle, but not at the risk of injury or developing health problems.



IDENTIFY PARTICIPANT'S FITNESS GOALS

We know that when it comes to participants participating in structured group exercising programs, it is important that exercise instructors get a clear picture of the participant's pre-exercise health and fitness levels as well as an understanding of any contraindications and precautions for types of exercise .

However, as important is the clear understanding of the participant's fitness goals.

To know this is essential in the stage of group exercise program development.

When it comes to group exercise programs, the participant would need to be aware that once the program is developed and agreed to, there is a limited amount of personalised instruction and ongoing monitoring.

You would need to have the participant aware that they would be provided with instruction in a group setting without ongoing one-to-one instruction.

So learning what their preferences are in exercising activities and their short-term and long-term fitness goals are essential as this will generally be the driving force behind the success of any group exercise programs.

To be able to do this successfully you need to put the client at ease as most clients will have some apprehension about making changes to their physical activity and you will need to put them at ease as soon as you meet them.

When a participant first comes to a gym they will have a purpose or goal in mind.

The most common ones will be to lose weight, to build up their general fitness or increase endurance and strength for sport.

Most participants have a long term goal of where they would like to be, but no real solid idea of how to get there.

In many cases, it will be the exercise instructor that will assist the participant in establishing short-term goals which achieved will lead them in achieving those long-term fitness goals and this would be through the recommended group exercise program.



EXERCISING EXPERIENCE AND PREFERENCES

The exercise instructor would have at this point have already performed pre-exercise health assessments and fitness assessments and have this information on hand.

The exercise instructor may also have any medical advice and guidance relating to the participant.

The exercise instructor would also have a good idea on what their fitness goals are.

Next is gathering the participant's exercising experience and preferences.

The participant may have undertaken group exercise programs before and the exercise instructor would want to know when and what if any fitness or exercising equipment was used.

This helps the exercise instructor later when designing the group exercising program or recommending one.

Preferences can include a number of things, some that could include:

- ☆ Morning or evening sessions
- ☆ Weekend or weekday sessions
- ☆ All female sessions
- ☆ Small groups or larger groups
- ☆ Similar aged participants
- ☆ Care person, guardian or parent present at sessions
- ☆ Variety of exercises
- ☆ Free weights vs. fitness machines



PARTICIPANT CHARACTERISTICS AND GROUP PROFILE

As we know, a group exercise session is just that - a group of participants in a group following an exercise instructor.

However, it is important to remember that each participant is different.

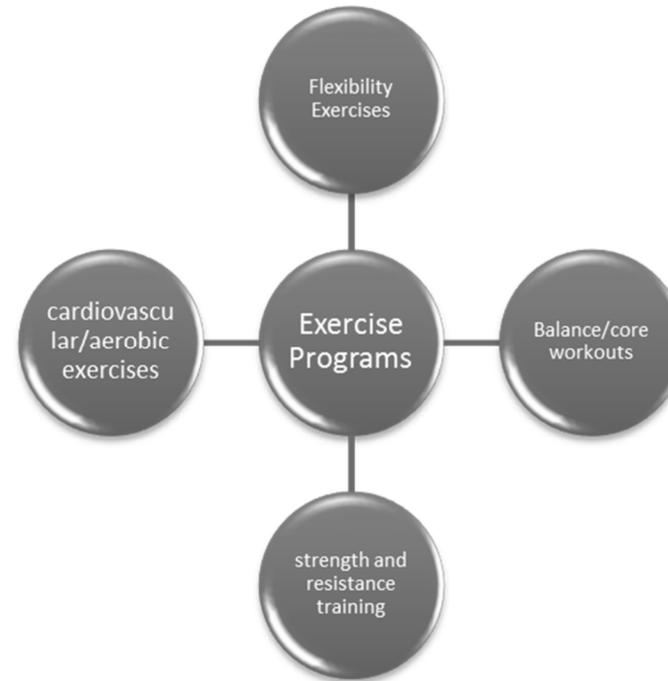
Group exercise sessions would need to be designed by taking into account every participant's unique characteristics such as physical abilities, potential, personality, body type, age, gender, physical strength, athletic background, daily stress factors, health and nutrition factors, etc.

Taking into account every participant's unique characteristics, as well as participants' fitness goals the exercise instructor and the program developer would have a group profile and this would be the basis of the group exercise program design and session designs.

SELECTING EXERCISES

There are lots of group exercise programs that can be considered.

SAMPLE



Basically, four groups/types of group exercise programs exist:

- ☆ Flexibility exercises which improve joint and total body flexibility
- ☆ Balance/core-workouts which improve balance and coordination
- ☆ Strength and resistance training which strengthen the bones and muscles
- ☆ Cardiovascular/aerobic exercises which improve physical endurance and stamina



A balanced group exercise program often incorporates flexibility exercises, increase of strength, cardiovascular endurance, development of body composition and muscular endurance.

To maintain this balance, it is important that the exercise pattern includes the following:

- ☆ **Warm up** - This is most critical as warm up exercises helps in preparing the muscles for an extensive workout.

Initial warm ups should include stretches of around 3-5 minutes to activate muscles and to increase blood flow and suppleness of tissues.
- ☆ **Aerobic training** - Cardiovascular fitness requires consistent improvement through aerobic exercises.
- ☆ **Body composition** - Changes within the participant's body composition (also called adaptations) are achieved by a combination of aerobic training and muscle conditioning.
- ☆ **Flexibility training** - Stretching plays a vital role in bringing in body flexibility and helps towards maintenance of muscle balance.
- ☆ **Muscular endurance** - Any form of resistance exercise contributes towards a gain in strength.

Conditioning of client depends on client preferences.

Ideally, participant goals for fitness and performance determine the levels of muscular training exercises to be provided to participant.

- ☆ **Cool down** - Cooling down is most important at the end of every exercise session.

Heart rates and blood volumes elevate during exercising and need to be restored to original levels.

This can be done by way of activities like walking until the heart rate comes down to 20 beats per minute or around the starting rate.

Stretching can help with cool down and reducing muscle soreness while improving range of motion.

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CARDIOVASCULAR EXERCISES

Cardiovascular exercises are those that will get the participants' heart rate up.

These exercises are often included in the exercise program for those participants that wish to lose weight and/or build stamina and endurance.

There several types of exercises that are considered good cardiovascular exercises.

- ☆ **Running and jogging** This is the common cardiovascular exercise.
Indoor gyms use treadmills or have clients run around a basketball court or an outdoor running track
- ☆ **Swimming** - Gym facilities that have a swimming pool would use swimming as a cardiovascular exercise.
This is ideal for older participants.
- ☆ **Cycling** - Many gyms have stationary exercise bikes and these are used for cardiovascular exercises.
- ☆ **Skipping** - Many exercise instructors use skipping as a cardiovascular exercise.
- ☆ **Dancing** - In gym, exercising instructors will use aerobic classes as a cardiovascular exercise, which generally are choreographed exercises simulating dancing.

There are two types of cardiovascular exercises:

- ☆ **Continuous** - these are exercises involving the exercising intensity levels maintained at a steady state throughout a session
- ☆ **Interval** - this is exercise sessions that are alternating bouts of exercise and recovery/rest.



DYNAMIC WARM-UP

All participants should be required to do a dynamic warm-up prior to activity to prepare the body for the demands of a group exercise session.

The idea of the dynamic warm-up routine is to do some basic leg stretches while moving/walking.

Warm-up with exercises for both the upper and lower extremities.

Dynamic warm-ups require dynamic movements and starts with a slow walk (on a treadmill or around the gym) for around 5 minutes.

Many exercise instructors then add other dynamic movements such as squats, high knee skips, lunges, straight leg kicks, some lateral movements such as the lateral shuffle.

Many of the dynamic movements would include active movement of the arms.

These dynamic warm-up exercises also contribute to better flexibility

The warm –up should last around 10-15 minutes depending on the upcoming exercising session.

It is not advised that any stretching exercises be done until the dynamic warm-up exercises are fully complete.

In other words you warm up to stretch, **NOT** stretch to warm up.

The advantages of a dynamic warm-up are:

- ☆ Increases core body temperature and blood flow to muscles
- ☆ Enhances muscle elasticity and lubricates joints
- ☆ Increases heart rate and respiratory rate which is the body's preparation for the demands of a workout
- ☆ It prepares the muscles and joints more than static stretching would
- ☆ It enhances coordination and motor ability as well as revving up the nervous system
- ☆ A series of dynamic movements will develop flexibility, balance, coordination, mobility and strength

The next page shows some pictures of common dynamic warm-up exercises.

SAMPLE

SAMPLE

Slow walk or jog



High knee skips

Squats



Straight leg kicks

Lunges



Lateral shuffle



DYNAMIC COOL-DOWN

All participants should be required to do a dynamic cool-down after a group exercising session.

The idea of the dynamic cool-down routine is to:

- ☆ Allows your heart rate and blood pressure to slow gradually
- ☆ Helps to avoid dizziness or fainting that can sometimes occur with suddenly stopping an active work out
- ☆ It allows your body time to reset and relax prior to stretching
- ☆ Helps to flush waste products
- ☆ Decreases post workout soreness and enhances recovery time

Dynamic cool-downs basically start with a brisk jog such as on a treadmill and then slowly reduce down to a walk for 5 to 10 minutes.

The walk will then convert to slow long strides and at this time it is suggested that the participants start drinking fluids to re-hydrate.

Within 15 minutes the participants' breathing should be normal and then they can begin their static stretching routine.



STATIC STRETCHING

After a group exercise session and the cool-down, exercise instructors will provide their participants a series of static stretches as part of their group exercise program.

Static stretches should **never** be done before a workout.

Static stretches are used to improve flexibility and cool your body down after you exercise and are therefore done when the body is standing still.

They reduce post workout stiffness and soreness.

Generally, each stretching exercise should be done for 20-30 seconds each and begin the stretch to a point when it just starts to feel uncomfortable.

Ease into and out of each stretch slowly and never bounce.

Breathe normally.

There are many types of static stretches and on the next page we have shown the most common ones.



- ☆ **Shoulder stretch** - Interlock your fingers and reach above your head.

Your lower back should be flat or slightly arched inwards



- ☆ **Triceps stretch** - Place your left hand behind your head and reach as far down your back as possible.

With your right hand grasp your left elbow and gently pull it behind the back of your head.

Repeat with the other arm.

SAMPLE



- ☆ **Chest Stretch** - Clasp your hands behind your back.

Gently straighten your elbows and raise your arms as high as comfortably possible.

- ☆ **Lower back stretch** - Lying flat on your back place the sole of your right foot on your left thigh.

Grasp your right knee with your left hand and gently roll it to the left.

Try to get your knee as close to the floor as possible without your right shoulder leaving the floor.

Repeat with the other side.



- ☆ **Groin stretch** - Stand with your feet about 2 meters apart, toes pointing forward.

Gradually shift all your weight to your right leg by bending your right knee.

Your left leg stays straight.

Place both your hands on your knees or hips for support.

Repeat with the other side.



- ☆ **Quadriceps stretch** - Standing upright hold onto a support with one hand (i.e. a chair) for balance.

With your other hand clasp your ankle and pull your heel into your butt.

Repeat for the other leg.





- ☆ **Hamstring stretch** - Sitting down, stretch your legs out in front of you while keeping your back flat and upright.

Bend your left leg keeping your left foot flat on the floor.

Slowly reach forward and try to touch your right toe.

Bend from your waist keeping your lower back flat and your head up.

Repeat for the other leg.



- ☆ **Calf stretch** - Stand arms length away from a wall and with feet shoulder width apart.

Place your right foot about 2 feet in front of your left.

Keeping both heels flat on the ground lean towards the wall by bending your right knee.

Your left leg should stay straight.

Push gently against the wall for a deeper stretch.

Repeat for the left leg.



- ☆ **Achilles stretch** - This is exactly the same procedure as above except as you lean towards the wall let both knees bend.

Rather than leaning forward you should feel like you are lowering yourself straight down.

Remember to keep both heels flat on the floor.

Repeat for the other leg.



RESISTANCE EXERCISES

Virtually all fitness programs will include a range of resistance exercises.

An external resistance (such as heavy weights or weight machines) is used to cause muscle contractions and those contractions lead to increases in muscle mass, muscle strength, endurance and muscle tone.

There are three basic types of resistance exercises:

- 1) **Bodyweight** -- This uses only your body weight to force your muscles to contract.

It includes exercises like pull-ups, push-up, and squats.

- 2) **Free weights** -- Using dumbbells, barbells and kettle bells helps to increase the strain placed on your muscles, forcing those contractions and building muscle.

Free weight training is considered the most effective form of resistance exercise as it engages all types of muscles and leads to more effective muscle growth.

- 3) **Weight machines** -- All gyms will have some sort of weight machines

Weight machines are not as effective as free weights, but they are a safer alternative for those who are new to resistance training.

We look at some of the more common resistance exercises over the next few pages:



- ☆ **Squat** - Squats are primarily a lower body exercise and works out the leg, hip and buttocks muscles.

Squats can be done with or without weights.

Squat down by bending hips back while allowing knees to bend forward, keeping back straight and knees pointed the same direction as feet.

Descend until thighs are just past parallel to floor.

Extend knees and hips until legs are straight.

Return and repeat.

SAMPLE



- ☆ **Static lunge** - This exercise works the buttocks, thighs, hamstrings and leg muscles.

It also improves flexibility and balance.

This exercise can be done with or without weights.

The static lunge gets its name because the feet remain static or in the same position, throughout the exercise.

Begin by standing in a split-stance with the right foot forward and your left foot back.

Straighten the back and look straight ahead.

Maintain this position bending the legs while lowering the hips toward the floor.

Continue down until the left knee nears the floor then press through the right heel to return to the starting position.

Complete the desired number of repetitions then repeat the exercise with the left leg forward.

- ☆ **Push-up** - Push-ups are a resistance type body weight exercise that strengthens the core and mid section of the body as well as the arms and shoulder muscles.

It is one of the most commonly used exercises.

The basic method for push-ups is to assume the prone position, balancing the legs on the toes, palms of the hands flat on the floor, arms straight.

Keep the back straight and elbows close to the body and focus the eyes about one metre forward to keep a neutral neck position.

Lower the body by allowing the elbows to bend outwards until the chest just touches the floor.

Then straighten the arms to push the body back up.

These actions are repeated.

SAMPLE



- ☆ **Triceps dips** - The triceps dip is excellent for strengthening the upper body and giving definition to muscle tone of the arms.

It can be performed on a bench, chair or step and can also be performed on specialist equipment in a gym.

To do a triceps dip the participants would hoist themselves up onto a bench, chair or step as long as it is stable and secure to take their body weight.

Hands should be shoulder width apart fingers facing forward and elbows pointing backwards with a slight bend in the elbows.

The legs are extended out in front with a slight bend in the knee.

The participants would slowly lower their body until the shoulder joints are below the elbows and then push back up until the elbows are nearly straight, but not locking them out.



SAMPLE

- ☆ **Prone back extension** - This exercise helps to strengthen the back & neck, helping to give your client a straight, upright posture.

To do a prone back extension the participants would lie face-down on an exercise mat, hands on the lower back, palms facing up.

They keep their legs on the mat throughout the exercise.

They then squeeze their buttocks while lifting their upper body 2-3cm off the mat.

Hold for 3-5 seconds then lower their back down gently.



- ☆ **Abdominal crunches** - The abdominal crunch or commonly known as just the 'crunch' is one of the most common exercises used to train the stomach muscles.

The abdominals are part of the core muscle group and it is known that the stronger the core muscles the easier it is to do most other physical activities.

To do a crunch the participants lie on their back on the floor.

Then they raise their head and shoulders off of the floor.

Hold for three deep breaths, then return to starting position.

They should feel tightness in the stomach region when doing these crunches.

Their hands should be held beside their head and not behind the head.





- ☆ **Shoulder press** - The shoulder press exercise targets your shoulders, placing some emphasis on the arms and upper back.

The participant would hold a dumbbell in each hand and have their feet about hip-width apart.

Then they would bend their elbows and raise the upper arms to shoulder height so the dumbbells are at ear level, while pulling in their stomach so there is a slight gap between the small of the back and the bench.

Then they would push the dumbbells up directly over their head and then lower the dumbbells back to ear level.



- ☆ **Lateral raise** - This exercise targets the top shoulder muscles.

There are two ways of doing lateral raise exercises, the first one using dumbbells.

The participants grasps dumbbells in front of thighs with elbows slightly bent.

Bend over slightly with hips and knees bent slightly.

Then they raise upper arms to sides until elbows are shoulder height and maintain elbows' height above or equal to wrists.

Then they lower and repeat.



- ☆ **Bent over row** - There are two types of bent over row exercises 1) single arm and 2) using both arms.

The bent-over row is an exercise clients can do with dumbbells to work the muscles in the back of the shoulder and upper back.

For a single arm bent over row, the participants would place their left knee and hand on a bench and hold a weight in their right hand at arm's length.

Then they pull the dumbbell up to their rib cage, then lower back to start position.

They would repeat these exercises and then switch to the other arm.

For a two arm bent over row the participants holds a pair of dumbbells, place their feet hip-width distance apart and bend at the waist.

It is important that they keep their back parallel to the floor with a neutral spine — not rounded.

With a slight bend in the knees, hold the arms and the dumbbells extended out in front and then tighten the stomach muscles and squeeze their shoulder blades together as they bring the weights to their torso.

They need to keep the elbows in and pointed upward.

Slowly lower the weights back to the starting position and then repeat.





☆ **Modified dead lift** - The modified dead lift exercise works the back and hamstrings.

The participants uses a bar bell or two dumbbells.

They keep their back flat and knees slightly bent.

They bend over and then stand back up.

They should be bending at the hips and not their lower back.

SAMPLE



☆ **Prone hover** - This exercise is also known as the 'prone bridge' or 'plank' exercise and is one used to build core and back muscles.

There are two ways of doing this exercise, the first is called the low prone hover which the participants balance on their toes and elbows with a straight back and hold this position for 20 seconds.

And then relax and repeat.

The participants should be encouraged to breathe normally and not to hold their breath.

The second way is exactly like the low prone hover except they have straight arms.

This is called the high prone hover.



PROPRIOCEPTION AND NEUROMUSCULAR COORDINATION EXERCISES

Proprioception is the body's ability to sense its location, movements and actions.

Many participants benefit from proprioception exercises.

With better proprioception they can develop better eye to hand or foot coordination, balance and reducing injury in sports and other recreational activities.

Neuromuscular coordination is the ability of the nervous system to efficiently get a muscle or a group of muscles to perform a specific task unconsciously.

Weight training plays an important role in improving muscle power, muscle size, kinetic performance, balance and neuromuscular coordination.

Strengthening exercises, particularly exercises that work on critical joints, such as the knees and shoulders, can make a significant difference in participants' coordination and proprioceptive senses.

Exercises that require quick footwork and coordination can improve proprioceptive signals.

One common exercise is the use of a balance board, wobble board, or a Bosu ball.

The following exercises help proprioception, coordination and balance.

Squats



One leg balance



Ball catch



Balancing with medicine ball



SAMPLE

There are numerous exercises to improve proprioception and neuromuscular coordination.

Some other common exercises include:

Gate opener



Single leg squat



Knee hugs



Agility ladder exercise



Crossover steps



SAMPLE



SELECTING EXERCISING EQUIPMENT

When developing a group exercise program many of the exercises will require the use of exercising equipment.

The range of training equipment participants can use is extensive and the various types of equipment each have their own specific purposes that are designed to provide fitness results in some manner.

Different equipment will help participants to target specific body parts, increase the different types of strength, or improve aerobic capacity and in some cases, all three.

Anyone who has used a gym will be familiar with some of the more common cardiovascular exercising equipment such as treadmills and exercising bikes.

As well as helping to increase aerobic capacity, these machines are hugely beneficial because they can be used indoors allowing participants to exercise all year round.



TYPES OF EXERCISING EQUIPMENT/MACHINES

The more common equipment types used for group exercise programs can include:

☆ *Aerobic equipment*

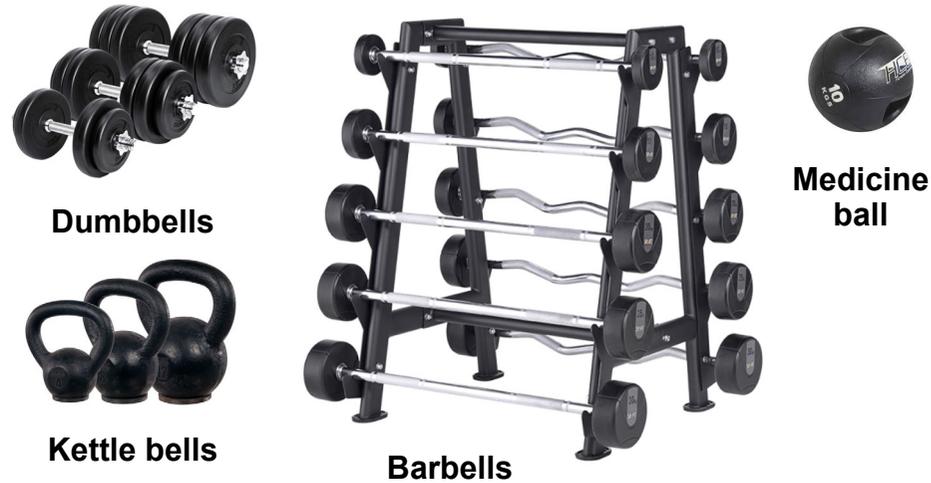
SAMPLE



Treadmills

Stationary
bikes

☆ *Weights*



Dumbbells

Kettle bells

Barbells

Medicine
ball

SAMPLE

☆ *Miscellaneous exercise items*



Battle rope



Resistance bands



Ankle and wrist weights



Wobble disk



Skipping rope



Gym exercise ball



Balance board



Exercise steps



Gym exercise mat



Swim noodles



Paddle boards



Hand flippers



TRAINING TECHNIQUES

As an exercise instructor you would need to determine the training technique that should be used in the group exercise program plan.

The training technique would need to match the needs of the participants, as well as take into account any 'specific population category' considerations.

Some of the common training techniques include:

- ☆ **Functional (compound)** - Compound exercises use multiple joints and muscle groups such as squats or lunges.

The exercises typically mimic everyday movement patterns - like pulling, pushing, squatting and so on.

Functional exercises require free weights because the exercises require freedom of movement.

- ☆ **Isolation exercises** - Isolation exercises are single-joint movements that focus on one muscle group; weight exercises are a good example of isolation training.

Isolation exercises are best suited for muscle size and strength goals and are also great for beginners, youth, seniors and persons who may have limited motor coordination or who have been injured.

- ☆ **Matrices training** - The matrices training is based on functional training which is used often by physical therapists.

Instead of training one muscle at a time, matrix training integrates a number of exercises into one and the exercise is performed using a single sequence of movements.

An example of this type of training is an exercise called the 'wood chop', which uses weights and movements that connect the exercises to the upper and lower body at the same time.

SAMPLE



- ☆ **High intensity interval training (HIIT)** - Used mainly for cardiovascular exercises, interval training uses a burst of high intensity activity and then followed with a low intensity activity.

For example, a client may turn up a treadmill to a running speed for 1-2 minutes and then turn it down to a brisk walk speed for 5 minutes and repeat this a few times.

This is used to build conditioning.

The client will find that they will be able to do the burst longer and more often.

It is also good for losing weight.



- ☆ **Super-sets exercises** - Super-sets are a weight training exercise that has the client do one intense weight lifting exercise and then a different second intense exercise immediately after without resting.

After the second set there is a short rest.

The weights used are somewhat lighter than the client would normally use.

The benefit of using super-sets is that not only is there strength and muscle mass built but also it assists in weight loss.



- ☆ **Plyometric training** - This is a form of strength training that requires jumping and repetition is really a combination of the two.

It increases heart rate and therefore often results in a high-intensity interval.

Plyometric training uses explosive movements to build strength and to condition the muscles and heart.

- ☆ **Circuit training** - Circuit training is short bursts of resistance exercise using moderate weights and frequent repetitions, followed quickly by another burst of exercise targeting a different muscle group and in between are some quick high intensity cardiovascular exercises.

**Learning
Activity****Question**

SAMPLE

LEARNING ACTIVITY ONE

1) Pre-exercise health screening questionnaires are used for what purpose?

2) What five areas of information does a pre-exercise health screening cover?

3) Below are pictures of exercises using balancing exercising equipment. What are those exercises for?



TEACHER/TRAINER GUIDANCE NOTES

- 1) Pre-exercise health screening questionnaires are used to evaluate the health and general fitness of a participant.
- 2)
 1. Background information on the participant
 2. Known diseases or illness or current injuries
 3. Family history of disease or illness
 4. Signs and symptoms of disease or illness
 5. Intentions of undertaking the exercise program
- 3) Those exercises help proprioception, coordination and balance.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

Below and on the next page are the seven training techniques we covered in this Section. In the space provided tell us what each training technique is used for and/or what each targets in one sentence.

Functional (compound)**Isolation exercises****Matrices training****High intensity interval training (HIIT)**

Super-sets exercises

--

Plyometric training

--

Circuit training

--

TEACHER/TRAINER GUIDANCE NOTES

- ☆ **Functional (compound)** - Compound exercises use multiple joints and muscle groups such as squats or lunges.
- ☆ **Isolation exercises** - Isolation exercises are single-joint movements that focus on one muscle group; weight exercises are a good example of isolation training.
- ☆ **Matrices training** - The matrices training is based on functional training, which is used often by physical therapists.
- ☆ **High intensity interval training (HIIT)** - Used mainly for cardiovascular exercises, interval training uses a burst of high intensity activity and then followed with a low intensity activity.
- ☆ **Super-sets exercises** - Super-sets are a weight training exercise that has the client do one intense weight lifting exercise and then a different second intense exercise immediately after without resting.
- ☆ **Plyometric training** - This is a form of strength training that requires jumping and repetition and is really a combination of the two.
- ☆ **Circuit training** - Circuit training is short bursts of resistance exercise using moderate weights and frequent repetitions, followed quickly by another burst of exercise targeting a different muscle group and in between are some quick high intensity cardiovascular exercises.

Learning Activity

Task

LEARNING ACTIVITY THREE

In Section One, Activity Two you described the six target group as per the assessment requirements.

For the purpose of this training manual we are splitting up those six target groups into single groups and identifying each as Group ONE, Group TWO, Group THREE, Group FOUR, Group FIVE and Group SIX.

From here on in, all the activities will be focussing on 'Group ONE' and Group TWO, THREE, FOUR, FIVE and SIX will be addressed at the end of this manual.

In this activity we want you to describe the following:

- ☆ Session and fitness goals to be targeted for 'Group ONE'
- ☆ Identify participant characteristics, abilities and fitness levels and determine group profile for 'Group ONE'
- ☆ Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile for 'Group ONE'

We have provided space on the next few page for you to complete this activity.

Once completed show your 'nominated observer' the information on 'Group ONE'.

He or she may have suggestions or additions to the information.

If so make those changes and re-submit the information for approval.

SAMPLE

SAMPLE

Session and fitness goals to be targeted for 'Group ONE' summary...

Summary of participant characteristics, abilities and fitness levels and determine group profile for 'Group ONE'...

Nominated observer's name _____

Nominated observer's contact number _____

This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your information and approved the information.

Selected training techniques for 'Group ONE' summary...**Selected exercise machines and/or equipment for 'Group ONE' summary...****Nominated observer's name** _____**Nominated observer's contact number** _____

This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your information and approved the information.

Summary of selected exercises *(should included warm-up and cool down)* for 'Group ONE' ...

SAMPLE



Nominated observer's name _____

Nominated observer's contact number _____

This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your information and approved the information.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

SAMPLE

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ common reasons and goals for people participating in group exercise sessions
- ☆ training techniques that can be used in group exercise sessions, how they can be used, and considerations for their use:
 - ◆ supersets
 - ◆ interval training including high intensity interval training (HIIT)
 - ◆ circuit training

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are three being:

“Determine type of session and fitness goals to be targeted”

“Identify participant characteristics, abilities and fitness levels and determine group profile”

“Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile”



**PLAN SESSIONS THAT INCORPORATE VOLUME AND INTENSITY AND LOAD OF EXERCISES APPROPRIATE TO GROUP PROFILE
AND
PLAN FOR EXERCISE PHASES AND VOLUME WITHIN BOUNDARIES OF SESSION DURATION
AND
DETERMINE WAYS THAT EXERCISE TYPE AND INTENSITY AND LOAD CAN BE MODIFIED DURING INSTRUCTION TO MEET INDIVIDUAL PARTICIPANT ABILITIES AND NEEDS**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

It is important that the group exercise planner and instructor learns and understands the F.I.T.T. principles when developing a group exercise program.

F.I.T.T. principles stands for 'Principles of Fitness Program Design'.

This acronym stands for:

- ☆ **Frequency** - how often the participants will exercise
- ☆ **Intensity** - how hard the participants will exercise
- ☆ **Time** - how long each training session is
- ☆ **Type** - the exercise or training activity the participants' will be doing

The F.I.T.T. Principle is one of the foundations of exercise, a set of guidelines that help a group exercise planner and/or instructor set up an exercise program for the group that would fit their goals and fitness level.



SESSION COMPONENTS

COMPONENTS OF THE EXERCISE PROGRAM SESSIONS

Taking into account the profile of the group, the group exercise program sessions plan will no doubt need to target most, if not all, of the components of exercising.

The components of exercising include:

- ☆ **Cardiovascular / respiratory endurance** – The ability of body systems to gather, process and deliver oxygen
- ☆ **Resistance** – The ability of a muscular unit, or combination of muscular units, to apply force and includes ‘power’, being the ability of a muscular unit, or combination of muscular units, to apply maximum force in minimum time
- ☆ **Flexibility** – The ability to maximise the range of motion at a given joint

Other components can include:

- ☆ **Coordination** – The ability to combine several distinct movement patterns into a singular distinct movement
- ☆ **Agility** – The ability to minimise transition time from one movement pattern to another
- ☆ **Balance** – The ability to control the placement of the body’s centre of gravity in relation to its support base
- ☆ **Accuracy** – The ability to control movement in a given direction, or at a given intensity



SESSION PHASES

When developing group exercise sessions, you would need to consider the length of the session, as well as the phases of the session incorporated into the session timeline.

The length of the session would be determined by the characteristics of the group and participants as well as the intensity of the exercises.

Some low impact and relaxation sessions may go for 30 to 45 minutes.

For the participants that have a high level of fitness, sessions consisting of high impact exercises could go from 45 to 60 minutes.

Where the attention span seems short, especially with a group of children, the session would likely need to be shorter than others.

Once the session length has been set then the phases of the session would need to be determined.

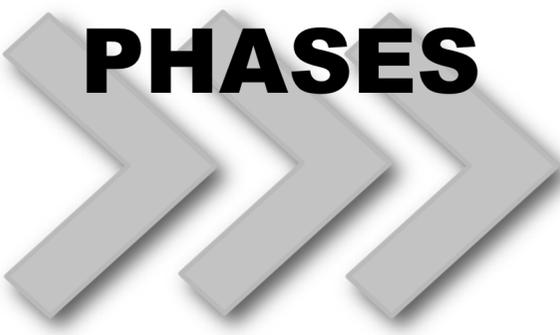
Planning a exercise session should include the common four phases of exercise to help prevent injuries while getting the most out of the exercise activities.

Depending on the intensity of the exercises, it recommended that the participants take the time to start and end slowly and stretch their muscles.

This has been proven to help support the cardiovascular system during the exercising and reduce the chance of muscle stiffness following the session.

On the next page we look at those four common phases.

SESSION PHASES



PHASES OF THE EXERCISE PROGRAM SESSIONS

As we learned earlier, the four main phases of exercising are:

- 1) **Warm-up** - A good warm-up should last 5 to 10 minutes and work all major muscle groups. For best results, start slowly, then pick up the pace.

Many warm-up routines focus on cardio and range-of-motion exercises.

- 2) **Exercising workout** - The main workout session duration would all depend on the requirements of the client, including any limitations and preferences.
- 3) **Cool-down** - a good cool-down should be 5 to 10 minutes cooling down through a sequence of slow movements.

This helps prevent muscle cramps and dizziness while gradually slowing your breathing and heart rate.

- 4) **Stretches** - An effective cool-down also incorporates stretching exercises to relax and lengthen muscles throughout the body and improve range of motion.

To get the most out of these exercises, it is recommended to hold each stretch for 10 to 30 seconds, the longer the better for improving flexibility.

With the workout, the exercise order will vary dramatically, depending on the limitations, skill levels, preferences and the group goals.



TRAINING VOLUME - RESISTANCE EXERCISES

Training volume refers to the amount of resistance exercise and cardiovascular exercise that is done each workout session.

For 'resistance exercises', training volume is defined by using 'sets' of exercises, how many 'repeats' of each exercise is in each set and the weight used.

For each exercise a formula is used to calculate the 'volume' and all the all volumes are added together to come up with the total training volume for each training session.

The formula is:

$$\text{Sets X Repeats X Weight} = \text{Volume}$$

For example the program may suggest that the client do some lateral raises.

The group exercise instructor would determine that the participants should do three sets of lateral raises and in each set the participants will do six actual lateral raises.

The weight is 3 kilos.

The volume for this exercise is 3 X 6 X 3 = 54 kilos

Perceived Exertion Chart	
10	Very Very Hard Activity Completely out of breath, unable to talk
9	Very Hard Activity Can speak only one word at a time
7-8	Hard Activity Out of breath, can speak a sentence or two
4-6	Moderate Activity Can still carry a conversation
2-3	Light Activity Breathing is easy
1	No Activity

TRAINING VOLUME - CARDIOVASCULAR EXERCISES

Training volume for cardiovascular exercises is simpler.

It is generally measured in units of duration.

These units could be minutes per exercise per session, or hours per week or month per exercise.

Many group exercise instructors will also use a concept called the 'Rated Perceived Exertion' scale generally known as 'RPEs'.

The RPE scale is used to measure the intensity of the exercise.

The common RPE scale runs from 0 – 10.

The numbers are used to rate how easy or difficult the client finds the exercise.

The group exercise instructor would ask the participants how they rated the exercise after doing each.

If the participants rates the exercise 2-3, then the activity would be increased so the intensity of the exercise would be higher and as a result the participants would rate the exercise higher.

Conversely, if the participants rated the exercise a 9, then the activity would be lowered, lowering the intensity.

In most cases, the group exercise instructor would want the participants to be rating the exercises at a level that feels 3 (*moderate*) to 4 (*somewhat heavy*).

When using this rating scale, the participants would be asked to include feelings of shortness of breath, how tired they feel in their legs, as well as overall.

There would also be the need to take into account the various fitness levels and skills of the participants so the cardiovascular exercises would need to be one that caters for everyone.

SAMPLE



SAMPLE

FREQUENCY AND REPETITION TEMPO

Training **frequency** is how often the participants will perform certain moves, practice certain exercises or train certain muscles.

Frequency can be high and low.

Commonly, high frequency means at least 3 times per week or more and low frequency is generally no more than 2 times per week or less.

However, there is no hard rule about this.

Frequency is great for building strength, tone and building muscle.

Because training volume, intensity and frequency are mutually exclusive variables, the more one of them is increased, the other two decrease.

For example if the group's volume increases, then the group intensity and frequency should go down for them to be able to progress.

Or, if they increase frequency, then intensity and volume should go down.

The reason for this is the group needs to recover between exercising sessions.

A sign that some of the participants are not recovering properly is that they are not doing more sets or repeats or performing harder exercises or lifting heavier weight within a few sessions.

This means that the group exercise instructor would need to decrease one of the variables, or all of them, and see if the participants start to make progress.

Most commonly the first variable lowered is the training volume because most participants in a group will progress well on low volume high frequency programs.

Then as the group participants progress, the volume can start to increase and the other variables modified.

Repetition tempo refers to weight lifting and is the rhythm at which the participants moves a weight, including the rest time at the top of the lift and at the return of the weight to the starting position.

Learning Activity

Task

LEARNING ACTIVITY THREE

In Activity Two of this section you described the following:

- ☆ Session and fitness goals to be targeted for 'Group ONE'
- ☆ Identify participant characteristics, abilities and fitness levels and determine group profile for 'Group ONE'
- ☆ Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile for 'Group ONE'

In this activity we want you to:

- ☆ Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile
- ☆ Plan for exercise phases and volume within boundaries of session duration

The above is for 'Group ONE' and based on the exercises chosen as per Activity Two in this section.

The above information should be documented in the format that you and your 'nominated observer' agree to.

Once completed show your 'nominated observer' the information on 'Group ONE'.

He or she may have suggestions or additions to the information.

If so make those changes and re-submit the information for approval.

Send a copy of the information to your teacher or trainer for their records.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

“Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile

Plan for exercise phases and volume within boundaries of session duration”



DOCUMENT SESSION PLANS ACCORDING TO ORGANISATIONAL FORMATS

Group exercise programs as we know are basically exercise sessions that the exercises have been developed to address the needs, goals and limitations of the group and includes the use of any machines and equipment.

This means that the exercise program and session plans need to be documented that will eventually be used by the exercise instructor as a reference document as they deliver the prescribed exercises.

As part of the gym's policies and procedures, the documented program would likely need to include:

- ☆ Session details - frequency and the length of each session
- ☆ Exercising details - including warm-up, exercise details and what machines or equipment to be used and cool-down and stretches
- ☆ Any medical advice or guidance provided and how it has been applied to the program (sometimes required)
- ☆ General policies of the gym such as proper attire, use of machines and equipment, personal hygiene and so on

A copy of the program and session plans would need to be reviewed and approved by the medical professionals if there were medical advice and medical guidance applied to the design of the group exercise program.

Once approved, copies would be filed with the client profile information as per the organisational requirements.

**Learning
Activity****Task****LEARNING ACTIVITY FOUR**

In this activity you are to describe the organisational procedures that relate to the documentation of group exercise programs and sessions plans including what format they are to be in.

We have provided space on the following page for you to complete this activity.

Once completed present the description to your 'nominated observer' for review and comment.

He or she may have some suggestions or additions to the description.

Make those changes and resubmit the description for their approval.

TEACHER/TRAINER GUIDANCE NOTES

In many cases, the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Document session plans according to organisational formats”

Description of organisational procedures that relate to the documentation of group exercise programs and sessions plans.

SAMPLE

What format is the documentation of group exercise programs and sessions plans to be developed in?

Nominated observer's name _____

Nominated observer's contact number _____

This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your descriptions and approved them.

Learning Activity

Task

LEARNING ACTIVITY FIVE

In Activity Two of this section you described the following:

- ☆ Session and fitness goals to be targeted for 'Group ONE'
- ☆ Identify participant characteristics, abilities and fitness levels and determine group profile for 'Group ONE'
- ☆ Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile for 'Group ONE'

You also:

- ☆ Planned sessions that incorporate volume and intensity and load of exercises appropriate to group profile
- ☆ Planned for exercise phases and volume within boundaries of session duration

You are now required to document the group exercise program as per the organisational requirements for 'Group ONE'

Once the group exercise program and sessions for 'Group ONE' are documented show your 'nominated observer'.

He or she may have some suggestions or additions to the documentation..

Make those changes and resubmit the program document for their approval.

Once approved, send a copy of the documentation to your teacher or trainer for their records.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ format and inclusions of documented group exercise session plans

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

“Document session plans according to organisational formats”

Section Three

Review and Modify Future Sessions

PLAN GROUP EXERCISE SESSIONS

SECTION THREE—REVIEW AND MODIFY FUTURE SESSIONS

INTRODUCTION

After your group exercise program and sessions have been conducted, it is generally recommended that you sit back and evaluate the sessions, the feedback from the participants and the instructors.

In this final section we look at those topics.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Collating and reviewing feedback provided by participants and instructors
- ☆ Identifying successes, problems and difficulties with session delivery
- ☆ Modifying and improving future sessions according to feedback



**COLLATE AND REVIEW FEEDBACK PROVIDED BY PARTICIPANTS AND INSTRUCTORS
AND
IDENTIFY SUCCESSES, PROBLEMS AND DIFFICULTIES WITH SESSION DELIVERY
AND
MODIFY AND IMPROVE FUTURE SESSIONS ACCORDING TO FEEDBACK**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

If the group exercise sessions you have developed are being conducted by other instructors then it is important to get their feedback as to how the session went including from their point of view whether the exercises were appropriate to the group profile (including the choice of equipment) and what suggested modifications could be made to improve the group exercise program.

This feedback could be as simple as having a discussion with the instructors after each session as well as at the end of the program.

Feedback should be noted down, acknowledged and where required, actioned.

Feedback from the instructors could be sought in a written format by providing a feedback questionnaire to the instructors.

Again, all feedback should be noted down, acknowledged and where required, actioned.



SAMPLE

A key part of evaluating group exercise sessions is to learn what the actual participants think.

They need to be encouraged to offer their own feedback as to the program, sessions and activities.

Request for and/or receiving feedback from participants can happen in a few ways.

The first and most informal way is to casually ask the participants questions about what they feel about the group exercise sessions they are participating in.

This should happen on a regular basis and the responses of the participants noted down in the program files.

This could be through the session instructors or the developer of the group exercise program.

Another informal method of receiving participants' feedback is when they offer their feedback unsolicited, in other words, they were not asked for their feedback at the time.

Again, this type of feedback is important and should be noted down in the program files.

Feedback may not be solely from the participants themselves.

Some participants may have carers or parents who will also offer feedback.

The more formal way is to provide the participants or their carers a feedback form that has questions they are requested to answer and/or provide in writing their thoughts on the group exercise sessions.

This written feedback from the participants will again form part of the program's file.

The information from the participants' feedback, both formal and informal feedback, is an important part of what should be used to evaluate the group exercise program and future sessions.

More importantly, issues raised by the participants through their feedback should be responded to or actioned.

Feedback is an important stage in determining the effectiveness of the group exercise sessions and where there may be a need to make modifications to the program and future sessions.



COMPILING AND ANALYSING FEEDBACK RESULTS

Once all the feedback you are seeking and have been provided, the next stage is to compile the feedback in a way that you can analyse the information.

Many people use tables where they can insert the feedback information and look at where the group exercise program and sessions were successful, where the participants of the group exercise program and sessions had difficulty and where the instructors may have had problems in the delivery of the program.

Once you have analysed the feedback results, the most obvious step is to make modifications to the group exercise program, the session exercises and possibly the equipment being used.

Learning Activity

Task

LEARNING ACTIVITY ONE

At this point we will assume that your group exercise program and sessions have been delivered for 'Group ONE'.

In this activity you are to seek feedback from the participants in 'Group ONE' and ask each what issues or difficulties they had with the program and what improvements they think you should consider.

Then you are to seek feedback from the instructors as to what difficulties they encountered delivering the group exercise program and what improvements they think you should consider.

Document the group exercise program feedback in a format agreed to between you, your 'nominated observer' and your teacher or trainer.

Once the group exercise program feedback for 'Group ONE' is documented show your 'nominated observer'.

He or she may have some suggestions or additions to the documentation..

Make those changes and resubmit the program document for their approval.

Once approved, send a copy of the feedback documentation to your teacher or trainer for their records.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- ☆ methods that can be used to evaluate effectiveness of group exercise sessions:
 - ◆ participant and instructor evaluation questionnaires and reports
 - ◆ discussions with instructors delivering sessions
 - ◆ self-evaluation
 - ◆ evaluation of complaints, problems and difficulties.

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

'Collate and review feedback provided by participants and instructors'

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY TWO

Based on your feedback from 'Group ONE' participants and the instructors, you are to pick two sessions where you see where improvements can be made.

Make those changes to those two sessions and then show your 'nominated observer'.

He or she may have some suggestions or additions to the modifications.

Make those changes and resubmit the two session plans for their approval.

Once approved, send a copy of the session plans to your teacher or trainer for their records.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case there are two being:

“Identify successes, problems and difficulties with session delivery”

“Modify and improve future sessions according to feedback”

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY THREE

In Section Two, Activity Three we had split up the six groups participating in the group exercise programs and sessions and up to this point we have focused on 'Group ONE'.

In this activity you are now to do all the activities you had done with 'Group ONE' now with 'Group TWO'

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment
 - ◆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

**Learning
Activity****Task****SAMPLE****LEARNING ACTIVITY FOUR**

In Activity Three of this Section, you were to do all the activities you had done with 'Group ONE' but now with 'Group TWO'.

In this Activity, you are now to do all the activities you did with 'Group ONE' now with 'Group THREE'.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment
 - ◆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY FIVE

In Activity Four of this section you were to do all the activities you had done with 'Group ONE' but now with 'Group THREE'.

In this activity you are now to do all the activities you did with 'Group ONE' now with 'Group FOUR'.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment
 - ◆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

**Learning
Activity****Task****SAMPLE****LEARNING ACTIVITY SIX**

In Activity Five of this Section, you were to do all the activities you had done with 'Group ONE' now with 'Group FOUR'.

In this activity you are now to do all the activities you did with 'Group ONE' now with 'Group FIVE'.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment
 - ◆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY SEVEN

In Activity Six of this Section, you were to do all the activities you had done with 'Group ONE' now with 'Group FIVE'.

In this activity you are now to do all the activities you did with 'Group ONE' now with 'Group SIX'.

TEACHER / TRAINER GUIDANCE NOTES

The assessment requirements for this 'Unit of Competency' states:

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- ☆ develop and document session plans for six group exercise sessions, each with a minimum duration of 45 minutes, and include:
 - ◆ at least one session for each of the following participant groups:
 - ◆ female adults
 - ◆ male adults
 - ◆ participants aged 55 years or over
 - ◆ across the above six sessions collectively incorporate the following:
 - ◆ cardiovascular exercises
 - ◆ resistance exercises
 - ◆ flexibility exercises
 - ◆ exercises with and without equipment
 - ◆ for two sessions and according to actual feedback or case studies:
 - ◆ review feedback provided by group participants
 - ◆ evaluate instructor feedback
 - ◆ modify future session content, and document details of the evaluation and changes.

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had three sections each having information on how to plan group exercising session. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting?
 - 2) Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs?
 - 3) Identify common injury and medical barriers for participation in group exercise sessions and determine how session inclusions can be modified?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Determine type of session and fitness goals to be targeted?
 - 2) Identify participant characteristics, abilities and fitness levels and determine group profile?
 - 3) Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile?
 - 4) Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile?
 - 5) Plan for exercise phases and volume within boundaries of session duration?
 - 6) Determine ways that exercise type and intensity and load can be modified during instruction to meet individual participant abilities and needs?
 - 7) Document session plans according to organisational formats?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Collate and review feedback provided by participants and instructors?
 - 2) Identify successes, problems and difficulties with session delivery?
 - 3) Modify and improve future sessions according to feedback?

If there were any questions that you were unable to confidently say YES to we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

<i>Slide Numbers</i>	<i>Student Manual Page Number</i>	<i>Slide Numbers</i>	<i>Student Manual Page Number</i>
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Slide Number 6	Page 14	Slide Number 21	Page 40-45
Slide Number 7	Page 15	Slide Number 22	Page 46-47
Slide Number 8	Page 16	Slide Number 23	Page 48-50
Slide Number 9	Page 17	Slide Number 24	Page 51-52
Slide Number 11	Page 22-24	Slide Number 25	Page 60
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SAMPLE