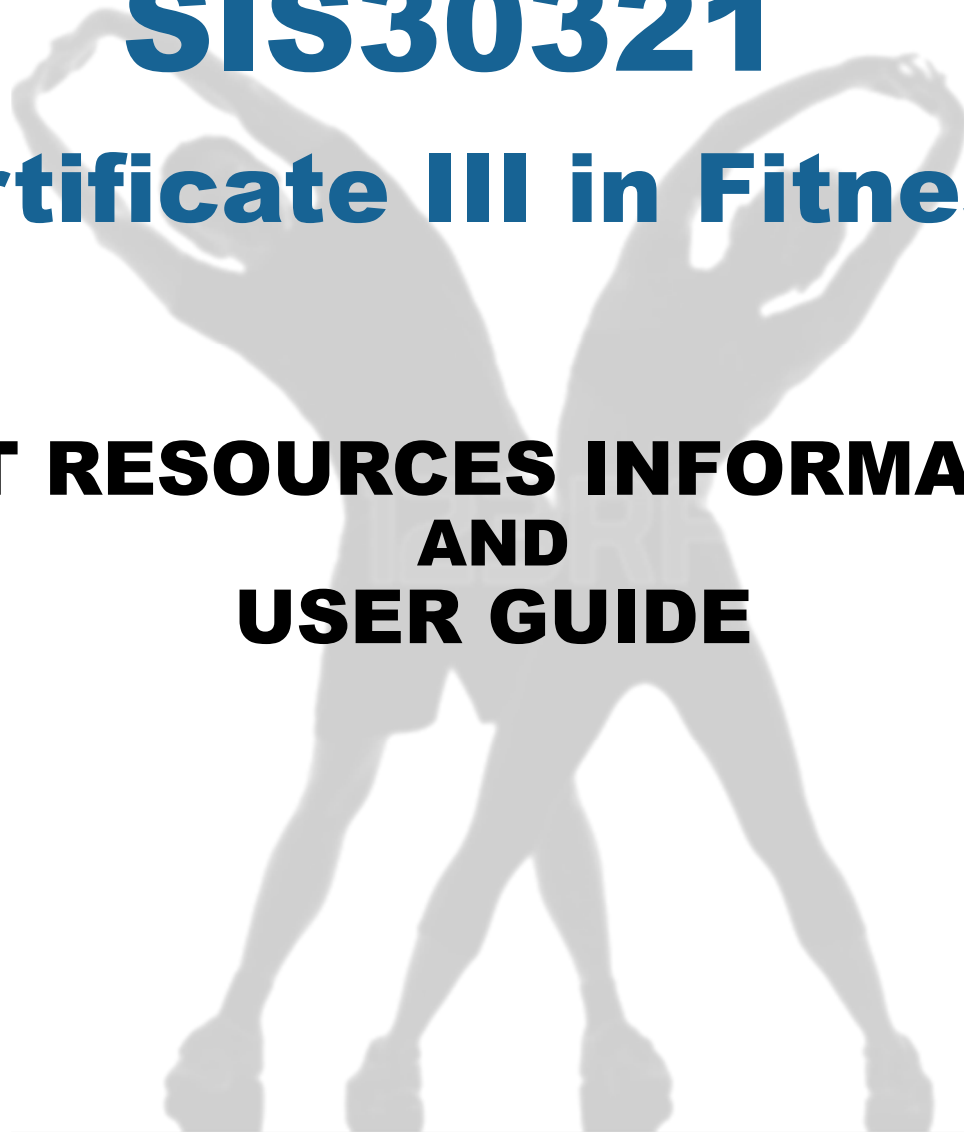


SIS - Sport, Fitness and Recreation Training Package

SIS30321

Certificate III in Fitness

**UNIT RESOURCES INFORMATION
AND
USER GUIDE**





LANE

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PO Box 975
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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIS30321

Certificate III in Fitness

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals 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.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

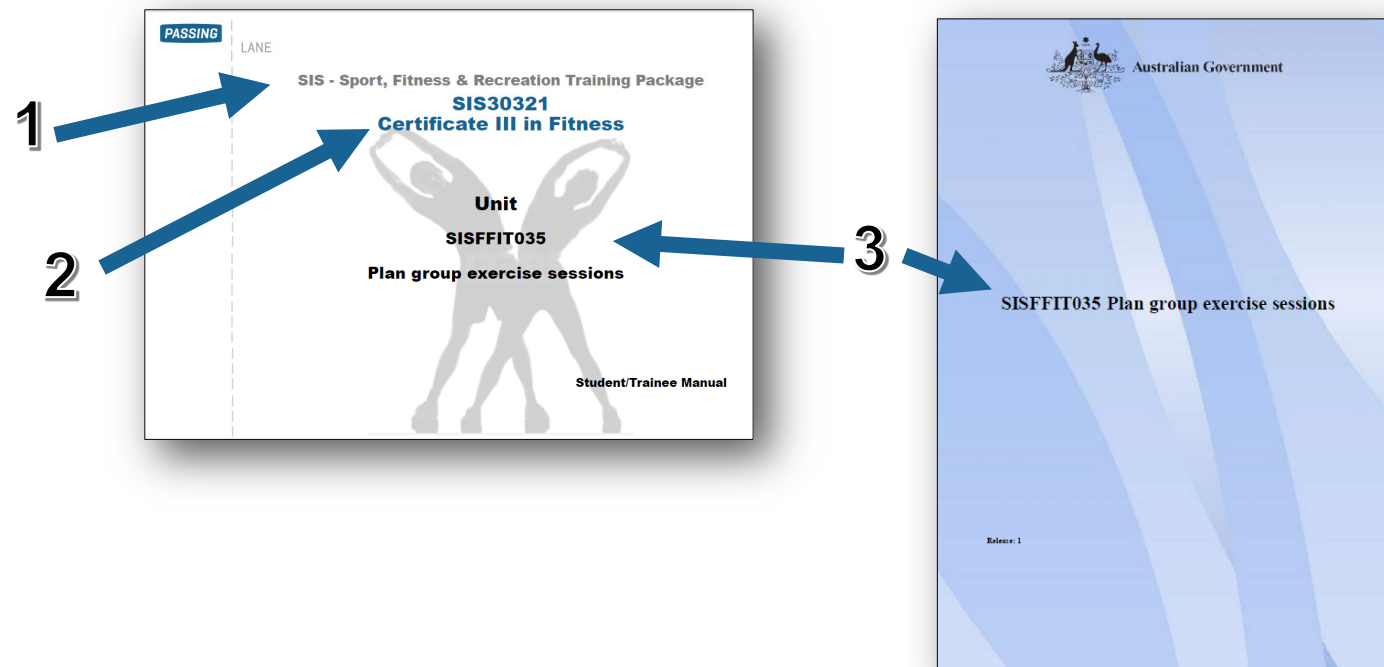
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 'Unit of Competency Overview' page, which aligns directly (mirrors) with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

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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
1. Identify needs and expectations of diverse participants	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.
2. Plan group exercise sessions	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.
3. Review and modify future sessions	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.

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Student / Trainee Manual
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SISFFIT035 Plan group exercise sessions Date this document was generated: 4 April 2022

SISFFIT035 Plan group exercise sessions

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, and SISFFIT023 Instruct group personal training programs.

Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify needs and expectations of diverse participants.	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.
2. Plan group exercise sessions.	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.
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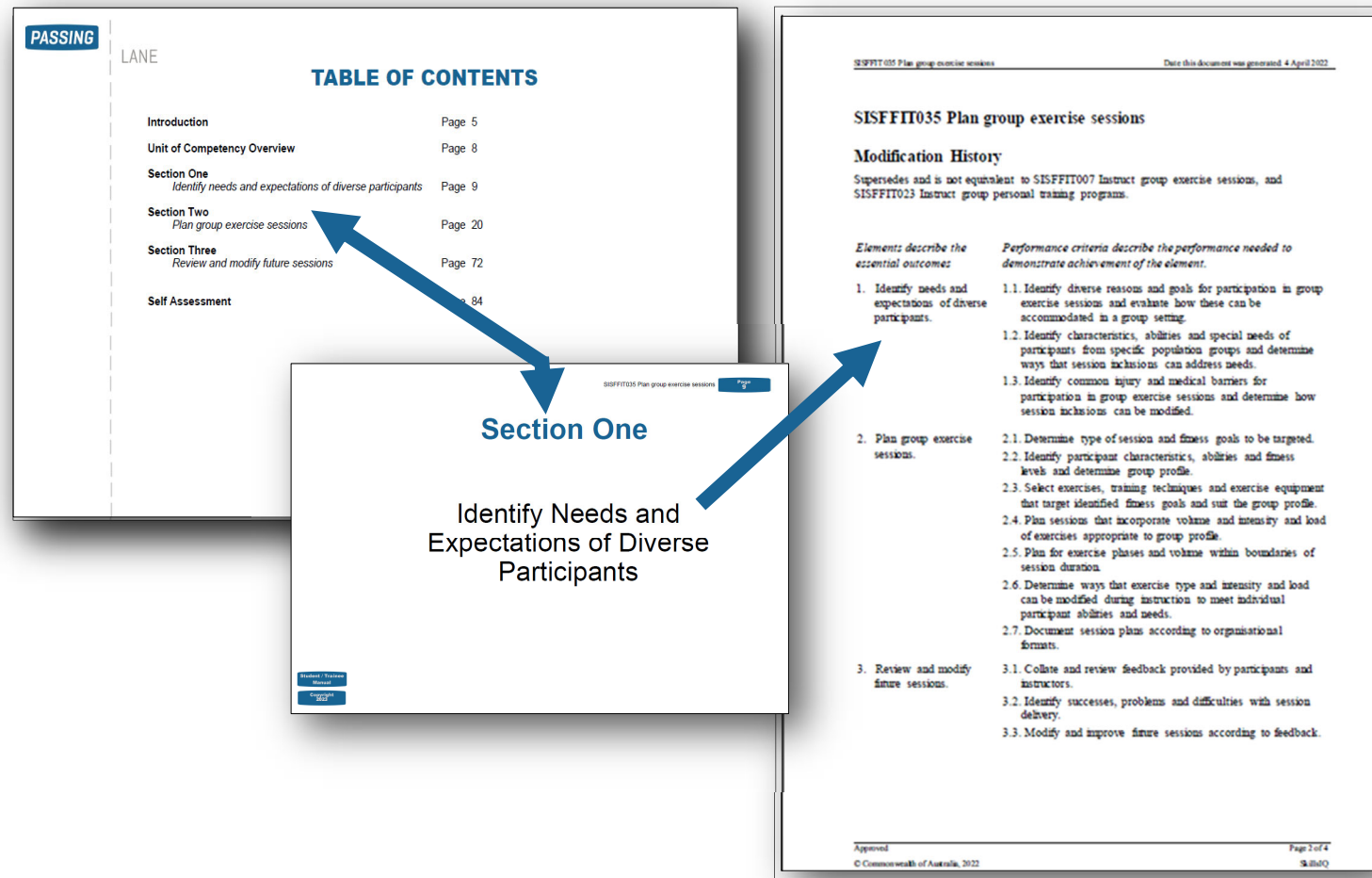
Approval
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Page 2 of 4
SISFFIT035

MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 'Table of Contents' for both manuals show that each section title is the 'Unit of Competency' 'Element'.



MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 'Element's' 'Performance Criteria'.

Section One

Identify Needs and Expectations of Diverse Participants

SISFFIT035 Plan group exercise sessions Page 12

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

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.

SISFFIT035 Plan group exercise sessions Date this document was generated: 4 April 2022

Modification History

Supersedes and is not equivalent to SISFFIT007 Instruct group exercise sessions, and SISFFIT023 Instruct group personal training programs.

Element	Describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify needs, expectations of diverse participants.	1.1. Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting.	1.1. 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 special populations 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 ways that session inclusions can be modified.	
2. Plan group exercise sessions.	2.1. Determine type of sessions.	2.1. Determine type of sessions.
	2.2. Identify...	2.2. Identify...

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.

The screenshot shows a page from the 'Student / Trainee Manual' titled 'Learning Activity'. The page is for 'SISFFIT035 Plan group exercise sessions' and is 'Page 83'. It contains a 'Question' section for 'LEARNING ACTIVITY ONE' with three questions:

- 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?

Below the questions are five text input boxes for answers. At the bottom, there are six small images of people performing exercises on balancing equipment (a Bosu ball and a wobble board). A large blue box is provided for the answer to question 3.

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Learning Activity

MATERIALS CONTENT-CONT'D

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 in line and/or support the information that the manual had outlined in previous pages.



Learning
Activity

Research

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.

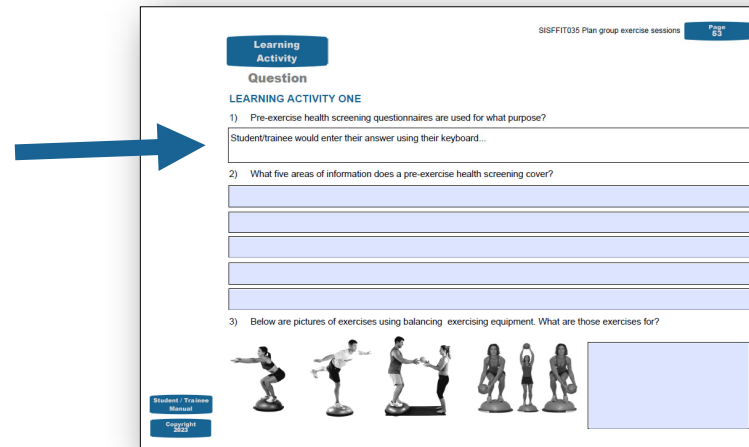
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a digital form titled "Learning Activity Question". At the top right, it says "SISFIT035 Plan group exercise sessions" and "25". The form contains three questions:

- 1) Pre-exercise health screening questionnaires are used for what purpose?
Student/trainee would enter their answer using their keyboard... (This field is highlighted with a blue arrow pointing to it from the left.)
- 2) What five areas of information does a pre-exercise health screening cover?
(This question has five empty text input fields below it.)
- 3) Below are pictures of exercises using balancing exercising equipment. What are those exercises for?
(This question has a row of six small images showing people performing exercises on various pieces of equipment, followed by a large empty text input field.)

At the bottom left of the form, there are two buttons: "Student - Trainee Manual" and "Save".

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

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

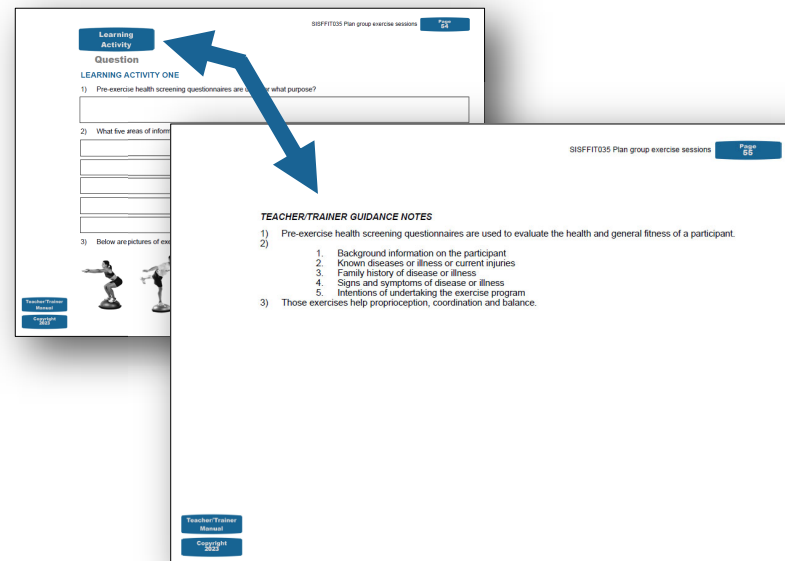
This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

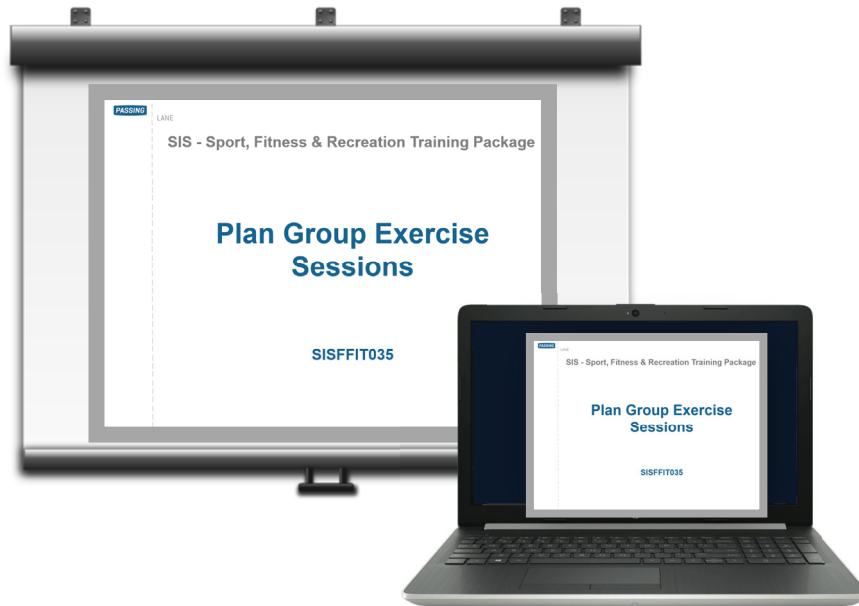
If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.





POWERPOINT SLIDE PRESENTATIONS

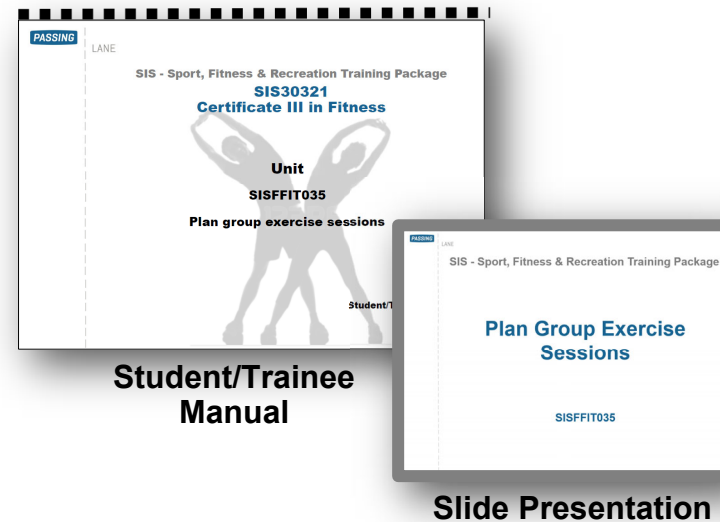
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **‘Table of Contents’** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

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Slide

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F.I.T.T. Principles

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Frequency and Tempo

30

Session Documentation

Next ▶

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Plan group exercise sessions 2

Session Documentation

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

➤ Session details

➤ Exercising details

➤ What machines or equipment to be used

➤ Any medical advice or guidance provided

➤ General policies of the gym

EXERCISE PROGRAM

☐

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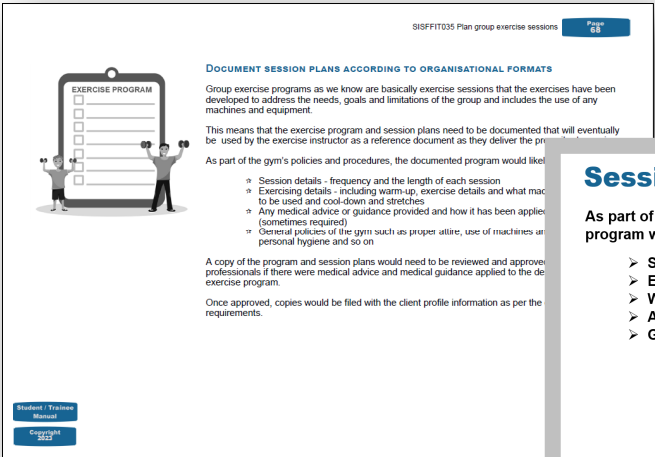
LANE

Plan group exercise sessions 30

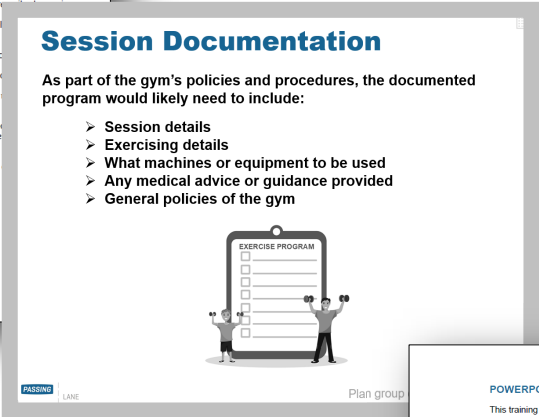
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POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is ‘mapped’ to a specific page in the ‘Student/Trainee’ manual. This mapping is in the Teacher/Trainer manual at the end of the document.



Student/Trainee Manual



Slide Presentation

SISFFIT035 Plan group exercise sessions Page 68

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'.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 5	Page 12	Slide Number 20	Page 35-38
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
Slide Number 12	Page 25	Slide Number 26	Page 61
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Slide Number 15	Page 28	Slide Number 29	Page 66
Slide Number 16	Page 29	Slide Number 30	Page 68
Slide Number 17	Page 30	Slide Number 32	Page 74-75
Slide Number 18	Page 31	Slide Number 33	Page 76
Slide Number 19	Page 32-34		

Teacher/Trainer Manual Copyright 2023

Teacher/Trainer Manual
Slide Mapping

ASSESSMENT MAPPING UTILITIES

Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

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Passing Lane Assessment Mapping Utility Document

SISFFIT035 Plan group exercise sessions

Unit of Competency (1) Element - Student/Trainee Manual Page Number

1. Identify needs and expectations of diverse participants - **Page 11**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

- 1.1 Identify diverse reasons and goals for participation in group exercise sessions and evaluate how these can be accommodated in a group setting - **Page 12**
- 1.2 Identify characteristics, abilities and special needs of participants from specific population groups and determine ways that session inclusions can address needs - **Page 14**
- 1.3 Identify common injury and medical barriers for participation in group exercise sessions and determine how session inclusions can be modified - **Page 14**

Unit of Competency (2) Element - Student/Trainee Manual Page Number

2. Plan group exercise sessions - **Page 21**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

- 2.1 Determine type of session and fitness goals to be targeted - **Page 22**
- 2.2 Identify participant characteristics, abilities and fitness levels and determine group profile - **Page 22**
- 2.3 Select exercises, training techniques and exercise equipment that target identified fitness goals and suit the group profile - **Page 22**
- 2.4 Plan sessions that incorporate volume and intensity and load of exercises appropriate to group profile - **Page 60**

ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

Unit of Competency Performance Evidence - Student/Trainee Manual Page Number

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
 - > across the above six sessions:
 - > cardiovascular exercise
 - > resistance exercise
 - > flexibility exercises
 - > exercises with and without equipment
 - > for two sessions and according to:
 - > review feedback from participants
 - > evaluate instructor performance
 - > modify future sessions

NOTE

The Passing Lane training resource contains content that addresses the requirements of this unit.

There will be content in the Passing Lane training resource that addresses the Unit of Competency's assessment requirements.

In some cases, Passing Lane content may be assessed through 'other' evidence.

Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number

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 - **Page 12**
- > different types of group exercise classes typically offered by the following and how these relate to general consumer market preferences, expectations and goals:
 - > fitness gyms - **Pages 22-24, 27 and; To be questioned by Teacher/Trainer**
 - > leisure and community centres - **Pages 22-24, 27 and; To be questioned by Teacher/Trainer**
 - > personal trainers - **Pages 22-24, 27 and; To be questioned by Teacher/Trainer**
- > general factors that affect session design:
 - > venue type and layout - **To be questioned by Teacher/Trainer**
 - > availability of different types of exercise equipment - **Pages 49-50**
 - > session duration preferences of different group markets - **Pages 60-66**
- > factors that affect session design for particular client groups and mixed groups:
 - > physical differences that need to be considered for:
 - > adults of different sexes - **Page 14 and; To be questioned by Teacher/Trainer**
 - > older people - **Page 14 and; To be questioned by Teacher/Trainer**
 - > antenatal, postnatal, menopausal and post-menopausal women - **Page 14 and ; To be questioned by Teacher/Trainer**
 - > cultural needs and expectations - **Page 14 and ; To be questioned by Teacher/Trainer**
 - > differing fitness levels, and whether coming from sedentary or active base - **Page 14 and; To be questioned by Teacher/Trainer**
- > for a range of common injuries, medical conditions, and health risk factors:
 - > contraindications and precautions for different types of exercise sessions and exercises - **Page 17 and; To be questioned by Teacher/Trainer**
 - > how exercises, intensity and loads can be modified to allow safe participation by individuals with low risk injuries and health conditions - **Page 17 and; To be questioned by Teacher/Trainer**
- > the meaning of the following components of fitness and how exercises can target improvements for each:
 - > health-related components:
 - > cardiovascular endurance - **Pages 30-31**

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LICENCE OVERVIEW

The Passing Lane licence agreement frees the school, TAFE, and other training organisations of the burden of copyright restrictions.

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All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



LICENCE OVERVIEW—CONT'D

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MATERIAL MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

Graphics, pictures or illustrations in the original materials can be removed, but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.