



SETTING THE STANDARDS
FOR THE EUROPEAN
HEALTH AND FITNESS SECTOR

EHFA Standards EQF Level 4 for
Youth Fitness Instructor
(Children and Adolescents)



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Executive Summary

Instructing exercise to children and adolescents, whether individually in a gym or as groups in a studio, sports hall or outdoors, requires a different set of knowledge, skills and competencies than instructing adults in either of these situations. For this reason a set of new Standards has been developed specifically to identify the occupational purpose and competences of instructing exercise to children and adolescents.

There are, of course, areas of overlap in the standards for instructing fitness to adults and instructing fitness to children. Where an instructor works with adult and child participants and already holds a qualification in one area it is anticipated that recognition of prior learning will be used to identify these areas of overlap and assess only the additional knowledge, skills and competences relevant to the new participant group. For example, a currently qualified and experienced fitness instructor may undergo a learning programme tailored to add to their current competence in order to become competent to deliver exercise for 12-17 year olds in the gym environment, and be assessed specifically to this outcome.

This document supports the development of specific new Standards for Exercise Professionals working with Children and Adolescents (Youth Fitness Instructor). As in the review and update of the original EHFA Standards in 2010, the original B1 Competence Framework and the essential Skills and Knowledge have been updated as Learning Outcomes, based on job purposes, for exercise professionals working with Children and Adolescents. These are based on the European Qualification Framework (EQF) level 4.

These Youth Fitness Instructor Standards and the education associated are purpose and outcome driven, and are aligned with the industry main goal to get: **'More People, More Active, More Often'**.

This booklet containing the new EHFA Standards for Youth Fitness Instructor is organized in the following chapters, trying to offer to the reader a comprehensive approach to the requested knowledge, skills and competences for the health & fitness industry:

- Chapter 1: A short statement about the development of EHFA Standards from 2005 and addition of the new standards in 2012.
- Chapter 2: The essential Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Youth Fitness Instructor in the European Health and Fitness Industry at the EQF-Fitness Level 4.
- Chapter 3: The EHFA Competence Framework and the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required for an exercise professional to work as a Youth Fitness instructor in the European Health and Fitness Sector at the EQF-Fitness Level 4.



Finally, it is to be noted that a qualified group of technical experts across Europe representing the different stakeholders of our sector volunteered to assist with the development of the EHFA Standards, and that relevant experts around the world have been involved on the external consultation process.

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Brussels, 23rd of April 2012

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SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

Introductory statement about the update of the
EHFA Standards from 2005 and addition of the
new standards in 2012

EHFA Standards EQF Level 4 Youth Fitness Instructor



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What is the EQF and what are its benefits?

The Standards that are agreed by EHFA are based upon the European Qualification Framework (EQF) which is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable.

This will help learners and workers wishing to move between countries, or to change jobs, or to move between educational institutions at home.

Why does the EQF use learning outcomes?

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. By shifting the focus to learning outcomes it helps to:

- support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitate the validation of non-formal and informal learning
- facilitate the transfer and use of qualifications across different countries and education and training systems
- transfer units of learning outcome, based on a credit system (ECVET)

It also recognizes that Europe's Education systems are so diverse that comparisons based on inputs, such as a length of study, are impracticable.

Why an update in 2005 EHFA Standards?

The 2004-2005 EHFA Standards Project was the first of its kind for the European Fitness Industry, but now with its much expanded position and broader base of stakeholders (which includes 19 national associations, over 100 separate members and represents more than 10,000 fitness facilities), EHFA has a central role and mandate to ensure that standards are current, forward looking, and carry the consensus of the industry.

The original work pre-dated the completion of the EQF, and when the level descriptors are applied to the original work, some re-alignment is to be expected. The emphasis from the EU is now about learning outcomes for all training programmes, rather than the more tradition input-driven approach.

More than 60 technical experts across Europe volunteer to assist with the review and expansion of EHFA Standards, and this considerable resource is focused on priorities of updating and expanding standards to support the European Register of Exercise Professionals (www.ereps.eu).



The wider international position provides other referencing points that are taken into consideration when the true question of mobility for workers and learners is taken into account. National positions are established in Australia and New Zealand and in the USA there are five VET certification bodies who, being evidence-based, also provide good benchmarking and referencing for the European position. Many EU countries are now developing their own national standards and qualification frameworks which place a requirement on EHFA to keep the pan-European standards complete and up to date.

What does the EQF mean for the Fitness Industry?

Raising and developing skills for exercise professionals is more important than ever with new opportunities and responsibilities for the fitness sector to play its part in getting **more people, more active, more often**. Training organisations must adapt and develop to deliver the skills that the industry and employers want and expect. Importantly, individual exercise professionals want their achievements recognised through an independent process based on accepted European standards through EREPS. If there are common standards and processes then the outcomes can be the same and expand the concept of transferability. As a European solution, the EQF is the backbone of this process.

The diverse start point for VET across Europe requires a central referencing point and the EQF with fully referenced EHFA standards provides the answer. All EU member states are adopting the EQF with their implementation since 2010. This will bring about the end of input driven training and learning, and EHFA is taking the lead for the fitness industry.

As part of the review and expansion of its standards EHFA is developing its own 8-level sector framework which will be referenced to the EQF. This will make national referencing easier for VET and higher education providers, and better for national government understanding.

The fitness industry needs more openness and transparency in the content and processes used for training its workforce. At present there are wide variations so better consistency is required. With a complete sector qualification framework it will be more transparent for the awarding of national recognition of qualifications that are in compliance with pan-European standards.

The reality is already upon us as some member states have already referenced their national frameworks against the EQF. DG EAC (European Commission) sees this as an important principle to help improve the mobility of workers. The fitness industry is already effectively borderless. For workers and learners to move between different countries we need to understand different qualification systems – and the EQF acts as the central “leveller”. The lead in standards development being taken by EHFA opens the prospect of the fitness sector determining its own framework. This will help everyone to better understand the actual occupations in the industry and therefore the training requirements to support these roles. The challenge for EHFA and the industry is to identify and collectively agree on what are the jobs and skills required for today and then to look into the future.



What should be the positive impact of Standards and the application of the EQF for our Sector in future?

With the ratification of the **Lisbon Treaty** came the European Commission agreeing to the competencies for workers in sport, and this includes the fitness industry. If we are organized as an sector in our approach and can determine our own competencies for workers we will effectively be able to self-regulate. Creating competency standards based on the structure of the EQF in a fitness sector framework across all 8 levels will demonstrate to other occupations and professions that not only is the fitness sector well-regulated, but it will have used the same meta-framework as other professions and occupations. This helps other occupations, professions, consumers and employers to better understand the relationship of job roles and purposes.

The standards and sector framework developed by EHFA will help to raise the credibility and accountability of the industry. Every training provider certificate and EREPS registration information will contain the relevant EQF level making qualifications and achievement against the EHFA standards much more understandable and transferrable.

With better understanding it will also be possible to provide detailed labour market intelligence, giving evidence on skills gaps and shortages, and helping to direct the industry towards trends so that the skills of the workforce can match expectations and demands. Training providers – in both VET and in HE – will be better placed to understand the needs of the industry.

More information about EU-EQF is available at: www.ec.europa.eu/eqf

Job Purpose as the Foundation for Fitness Qualifications

In the current fitness industry, some occupational qualifications are not aligned with the industry purpose of 'more people, more active, more often'. This has happened predominantly as the result of a focus on input (amount of learning, product oriented learning) instead of output (work outcomes, customer oriented) learning.

To achieve its purpose the industry needs to become more market oriented, which means that it should listen to its users and to deliver according to their needs. It should therefore shift from an inward, product focus, to an outward, customer focus. For fitness occupations this means they should aim at delivering the experiences and results that people need, giving these jobs a real purpose. Job qualifications defined as the knowledge, skills and competencies - should enable the achievement of these job purposes.

What a person should know and be able to do in a certain fitness occupation depends on an understanding of the purpose of that role. This can only be achieved through delivering certain work outcomes and in meeting expectations of performance. In other words, learning outcomes should be determined by desired work and customer requirements delivered in a quality controlled way. A job is only performed well if it achieves what it's supposed to achieve.



Therefore, the correct way to determine the content of specific job qualification is:

1. To define the purpose of the occupation
2. To determine which work outcomes (output) lead to achieving that purpose
3. To determine which qualifications (knowledge, skills, competencies, range of application) are necessary to be able to deliver those outcomes

Any definition of occupational purpose should include the interests of the major stakeholders, which in case of the Fitness Industry are:

- for the participant (customer): fitness results from safe, effective exercise
- for the professional: meaningful work, and recognition of achievement
- for the business/facility: more participation/members/profit
- for the Industry: 'more people, more active, more often'

These together form the desired work outcomes of an occupation.

The quality of a professional's work is determined by its outcomes, not by whether they meet the qualifications. So when we say someone is "good at their job", we should not mean they meet all the qualifications for the job, but that they deliver the desired outcomes. Certificates and diplomas are not a measure of quality but of a standard for the *minimum* quality required. It is just like having a driver license. By itself it doesn't make you a good driver, it merely allows you to drive and to possibly develop and practice to become one. So, for example, delivering safe and effective exercise is not only about a qualification that needs to be met, but are the purpose of the fitness job.

Occupational purpose can strongly impact the growth of businesses and the sector by providing a new context and impetus to fitness professionals and to help them achieve the desired outcomes of their work. These purpose-driven professionals in turn will better lead customers to achieve the desired experiences and results that they seek. Occupational purpose should drive occupational standards and help recruit people with the right motivation and skills, who can help us to create value and acquire and retain more members or customers.

Qualifications should be based on the everyday practice in which people visit fitness centres and want to participate in activities to achieve their desired fitness results.

We need people that love their work if we want to attract and retain members.

For any facility or club the number one purpose of a fitness occupation should be in contributing to the success and profitability of the business. This applies to commercial as well as not-for-profit facilities and operations.

Based on this new thinking and with agreement from the technical experts contributing to the review of the original 2005 EHFA Standards an "evolution" was formally approved in 2010, the development of new Standards for EQF level 2 in 2011 was completed and approved, and this document contents the new proposed EHFA Standards for EQF level 4 (Youth Fitness Instructor).



Following the same methodology than in the EHFA Standards for levels 2, 3 and 4, the new ones EQF level 4 Youth Fitness Instructor have been referenced in a detailed way to the EQF level descriptors.

The focus for the future of the Sector should not be on qualifications, but on the outcomes or results of work. Wherever new people are recruited into the Sector, this should be based on their motivation and people skills instead of only on their technical qualifications and exercise related knowledge. The change is that education and the new Standards should be purpose and outcome driven, and not qualification or input driven.

Brussels, April 2012

EHFA Standards Council



SETTING THE STANDARDS
FOR THE EUROPEAN
HEALTH AND FITNESS SECTOR

EHFA Standards EQF Level 4
Skills and Underpinning Knowledge for
Youth Fitness Instructor
as part of the
EHFA Learning Outcomes Framework



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EHFA Youth Fitness Instructor

This chapter supports the EHFA Competence Framework and contains the essential Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Youth Fitness Instructor in the European Health and Fitness Industry at the EQF-Fitness Level 4. These Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

All instructors will require both Basic Core Knowledge and specific knowledge related to the context in which they work: Fitness or Group Fitness for Children and Adolescents.

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Introductory information

As explained in the introductory chapter, the **European Qualifications Framework** (EQF) is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between educational institutions at home.

What does level 4 mean at EQF?

Level of the EQF	Knowledge is described as theoretical and/or factual.	Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	Competences are described in terms of responsibility and autonomy.
The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

What does level 4 mean for the Sector Qualification Framework?

EQF Level	Occupation	EHFA Standards	Target Audience
Level 4	Youth Fitness Instructor (Adolescents)	EHFA Level 4 Core Youth Fitness Knowledge	Adolescents 12-17 years old
Level 4	Youth Fitness Instructor (Children)	EHFA Level 4 plus: Instructing Adolescents additional requirements EHFA Level 4 plus: Instructing children individual requirements	Children 6-11 years old



EQF Level 4

Skills and Underpinning Knowledge for Youth Fitness Instructors, part of the EHFA Instructor Learning Outcomes Framework

Occupational Titles

- Youth Fitness Instructor (Adolescents)
- Youth Fitness Instructor (Children)

Occupational Purpose

To instruct health and fitness activities to children and/or adolescents within a safe, secure and fun environment toward encouraging their optimal physical, psychosocial and emotional growth. Also to work with children and/or adolescents and their families, friends and schools to promote lifelong participation in physical activity

Occupational Description

A youth fitness instructor for children and adolescents is responsible for the planning, instructing and evaluation of activities for children (approximate ages 6-11 years) and adolescents (approximates ages 12-17 years), including (but not limited to) creative play, games providing basic skills for various sports and general exercise, individual and group fitness activities to promote a healthy lifestyle. A youth fitness instructor is responsible for encouraging children and adolescents and where possible, their family and friends, to adhere to activities that promote exercise and a healthy lifestyle, employing motivational strategies to achieve this.

Occupational Roles

A Youth Fitness Instructor should be able to:

1. Provide a safe, supportive and inclusive environment to ensure the physical, mental and emotional health and well being of children and/or adolescents through creative play, games, general fitness and sport-based activities.
2. Know, understand and apply the relevant scientific knowledge and practical considerations concerning youth (children aged 6-11 years, and adolescent aged 12-17 years) physical, mental and emotional development, with particular reference to the differences between chronological and maturational age.
3. Identify individual motives and resulting short, medium and long term fitness goals for participation in activities.
4. Plan and deliver a variety of activity sessions appropriate for the age range of the group, including (but not limited to) creative play, sports-based sessions, music-based and additional group classes activities, general exercise and healthy lifestyle sessions.
5. Select relevant activities and exercises and design appropriate exercises/games to maximize safety and effectiveness, taking into



- consideration the age range of the group and any developmental differences within the group.
6. Know how to progress activity within sessions and over time so that children/adolescents experience a sense of achievement in accordance with their age, stage of development and ability.
 7. Provide adaptations and alternatives throughout sessions to allow for individual differences.
 8. Know how to use instruments (battery tests) to evaluate youth physical condition and how to interpret the results in order to evaluate the health and fitness level of children and adolescents.
 9. Observe children/adolescent participants at all times and correct unsafe practices or technique toward the achievement of optimal movement patterns.
 10. Ensure children/adolescents exhibit appropriate and safe behavior in the activity/exercise environment.
 11. Act as a positive role model for children/adolescent to look up by using appropriate teaching (pedagogical) strategies.
 12. Demonstrate a positive and fun attitude to ensure that children/adolescents feel welcome and at ease at all times.
 13. Positively interact and motivate children/adolescents using appropriate communication and motivational strategies (using effective written, oral and presentation skills) to promote long term adherence to an active lifestyle.
 14. Know and understand the skills necessary for teaching. Show basic reflection on learning experiences and formulate learning goals - apply effective teaching styles, time management, instruction, feedback and manage indiscipline.
 15. Promote fun, healthy activities and related strategies (including general nutritional habits) for daily living to children/adolescent and their parents.
 16. Encourage children/adolescents to include friends and family in their games/fitness/sports participation.
 17. Use effective team building skills.
 18. Liaise with the parents of the children/adolescents participating and keep them informed of the activities planned and the benefits of a healthy lifestyle.
 19. Ensure that all personal CRB checks (and any other national guidelines and requirements) are met and undertaken prior to instructing children and are kept up to date.
 20. Ensure that all health and safety guidelines appropriate to children/adolescents, are adhered to.
 21. Know and understand how to select and use appropriate strength and cardiovascular equipment when working with children and adolescents and design basic activity programs using these mediums.
 22. Reflect on own performance to enhance personal development.
 23. Keep up-to-date with health and fitness industry developments especially in relation to children to ensure high standards and appropriate activities are selected to meet child/adolescent needs.
 24. Cooperate with a team and other professionals in organizations, demonstrating understanding of own strengths and weaknesses.
 25. Work within the parameters given at Level 4, recognizing the standards and professional limitations that this provides and referring to appropriate members of staff for guidance and support when necessary.



**EHFA Youth Fitness Instructor
Core Knowledge Areas**

EHFA YOUTH FITNESS INSTRUCTOR

LEVEL 4 YOUTH FITNESS INSTRUCTOR CORE KNOWLEDGE

Human Movement in children & adolescents	Exercise Physiology in children & adolescents	Lifestyle Management for children & adolescents	Health, Safety & Safeguarding children	Communication with children & adolescents
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You th Fit ness In struc tor
(Chil dren)

Ins tructing Group or i ndividu al
exerc ise with chil dren 6-11
years of æge

You th Fitn ess In struc tor
(Ad oles cen ts)

Ins tructing Group or i ndividu al
exerc ise with ad oles cen ts 12-17
years of age



Section 1

CORE YOUTH FITNESS INSTRUCTOR KNOWLEDGE REQUIREMENTS

Section Overview

- Knowledge and understanding of the basic principles of human movement and exercise physiology and their application to the components of fitness.
- Knowledge and understanding of differences between human movement and exercise physiology in adults, adolescents and children and their application to the components of fitness.
- Knowledge of how to apply the principles of training to each health and skill related component of fitness in children.

Section Headings

1.1 Human Movement in Children & Adolescents

- 1.1.1 Bones and Joints
- 1.1.2 Muscles and Muscle Actions
- 1.1.3 Heart, Lungs and Circulation
- 1.1.4 Energy Systems

1.2 Exercise Physiology in Children & Adolescents

- 1.2.1 Components of Fitness
- 1.2.2 Principles of Training
- 1.2.3 Muscular Strength and Endurance
- 1.2.4 Aerobic Theory
- 1.2.5 Stretch Theory
- 1.2.6 Motor Fitness components theory (Coordination, Agility, Balance and Spatial awareness)
- 1.2.7 Body composition
- 1.2.8 Monitoring Exercise Intensity
- 1.2.9 Warm Up
- 1.2.10 Cool Down
- 1.2.11 Progression

1.3 Lifestyle Management & Modifications

- 1.3.1 Promoting Physical Activity for Health
- 1.3.2 Basic Nutrition & Hydration Guidelines
- 1.3.3 Communication with Parents/Carers
- 1.3.4 Introduction to Adaptations and Progressions



1.4 Health & Safety

- 1.4.1 Safe and Effective Exercise
- 1.4.2 Modifications to Exercise – Alternatives/Adjustments
- 1.4.3 Body Awareness and Exercise Technique
- 1.4.4 Health and Safety, Dealing with Accidents and Emergencies
- 1.4.5 Legal Requirements & Emergency procedures
- 1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines
- 1.4.7 Safeguarding the Welfare of Children in a Fitness Environment

1.5 Communication

- 1.5.1 Building rapport
- 1.5.2 Motivational Strategies
- 1.5.3 Ethics (Role Modeling)
- 1.5.4 Promoting inclusivity



Content Summary and Learning Outcomes:

1.1 Human movement

1.1.1 Bones and Joints

Learners should demonstrate knowledge and understanding of:

- The major bones and joints and the types of bones and joints
- The structure & function of the skeleton
- The structure & function of the spine & identify normal movement possible at the three main curves
- The process of bone growth and development throughout childhood and adolescence
- The short and long term effects of childhood exercise on skeletal development

1.1.2 Muscles and Muscle Actions

Learners should demonstrate knowledge and understanding of:

- The major muscle groups of the body
- The joints crossed by muscle groups
- The principles of paired muscle actions
- The voluntary, involuntary and cardiac muscle
- The basic structure of muscles including:
Muscle fibres, Actin & Myosin, their role in muscle contraction, Connective tissue,
- The muscle fibre types (red/slow oxidative/type1; white/fast oxidative glycolytic/type 2a; white/ fast glycolytic/type 2b,x), their characteristics and recruitment in children
- The recruitment of fibers in muscle contraction (all or none theory)
- The principles of muscle contraction, for example:
Muscles cross joints; Muscles only pull; Contraction along the line of fibres; Working in pairs
- The basic muscle contraction (e.g. *Concentric/Eccentric/Isometric (Static), Prime mover, Antagonist and Fixators*) and the joint actions brought about by specific muscle group contractions
- The adaptations of muscle to aerobic and resistance training in children and adolescents
- The effects of individual growth and maturation on muscular development through childhood and adolescence

1.1.3 Heart, Lungs and Circulation

Learners should demonstrate knowledge and understanding of:

- The passage of Oxygen through nose, mouth, windpipe and air sacs
- How Oxygen & Carbon Dioxide are exchanged & how oxygen travels to the muscles via the blood
- The action of the diaphragm and the basic mechanics of breathing
- The basic structure of the heart and how blood is pumped and collected
- The link between the heart, the lungs and the muscles



- The structure and function of Arteries, Veins, Capillaries and Mitochondria
- Blood pressure and the effects of exercise in children and adolescents
- Short and long term effects of exercise on the heart, lungs and circulatory system in children and adolescents

1.1.4 Energy Systems

Learners should demonstrate knowledge and understanding of:

- The need for energy for muscular contraction
- Immediate energy- the ATP-CP system; short-term energy- the lactic acid system; long term energy- the aerobic system
- The role of Adenosine diphosphate, Adenosine Tri Phosphate (ATP) and creatine phosphate in energy production for muscular contraction
- The aerobic/anaerobic pathways to reform ATP (lactic acid and oxygen)
- The waste products of various forms of physical activity
- The operation of the energy systems in physical activity
- Oxygen debt, oxygen deficit, steady state, VO_2 Max
- Food fuels used to provide different types of energy
- The role of intensity, duration and individual fitness levels in determining which energy system is used predominantly during exercise in children and adolescents
- The muscle fiber types used in relation to aerobic and anaerobic work
- Differences between energy system interaction and ATP re-synthesis in children, adolescents and adults

2. Exercise Physiology

1.2.1 Components of Fitness

Learners should demonstrate knowledge and understanding of:

- Components of physical fitness
- Components of motor fitness
- Components of health related fitness
- Factors that affect physical fitness in children and adolescents
- The relationship between physical fitness, health related exercise, sports specific exercise and health
- The importance of developing all components of fitness as a child and the consequences of not doing this later in life

1.2.2 Principles of Training

Learners should demonstrate knowledge and understanding of:

- The principles of training children and adolescents
- How the principles of training apply to each of the health related components of fitness in children and adolescents

1.2.3 Muscular Strength & Endurance

Learners should demonstrate knowledge and understanding of:

- The Muscular Strength and Endurance (MSE) continuum



- The benefits of MSE training in relation to health related fitness and factors affecting individuals ability to achieve MSE gains during childhood and adolescence
- The physiological changes that occur as a result of MSE training in children and adolescents
- The overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength and endurance
- Application of the other principles of training to muscular strength & muscular endurance
- The need for the whole body approach in health related fitness for children and adolescents
- Games and other activities that will achieve a MSE training effect in children and adolescents.

1.2.4 Aerobic Theory

Learners should demonstrate knowledge and understanding of:

- The aerobic/anaerobic continuum in children and adolescents
- The physiological and health related changes that occur as a result of aerobic training in children and adolescents
- The benefits of aerobic training for children and adolescents
- The differences between and benefits from continuous and interval aerobic training in children and adolescents
- Characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping
- The Overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to aerobic training
- Application of all other principles of training to aerobic fitness
- Different methods of intensity monitoring and their suitability when working with children and adolescents, to include:
 - Heart Rate Monitoring, Rate of Perceived Exertion, Talk test*
- Factors affecting an individual child's ability to achieve an aerobic training effect
- Structure of the aerobic component within a health related exercise session to include:
 - Re-warm, Peak and Warm Down*

1.2.5 Stretch Theory

Learners should demonstrate knowledge and understanding of:

- The range of movement continuum and optimal range of movement for health
- The physiological and health related changes that occur as a result of stretching
- The different types of stretching (dynamic and static)
- The different methods of stretching (active & passive)
- Stretch Reflex, Desensitization and Lengthening of muscle tissue (muscle creep)
- The overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) applied to stretching



- Application of all other principles of training to flexibility
- The need for a whole body approach
- Factors affecting an individual child's potential range of movement
- Games and activities that improve range of movement

1.2.5 Motor Fitness Components

Learners should demonstrate knowledge and understanding of:

- The CNS and PNS (the muscular motor plaque) as the system for the quality of the movement
- Conditions for Coordination(s) improvement
- The different types of Coordination (general and specific)
- The different types of Balance (static and dynamic)
- Development of Agility for general sport activities
- The need for a whole body approach to movement
- Factors affecting an individual child's potential quality of movement
- Games and activities that improve quality movement

1.2.6 Body Composition

Learners should demonstrate knowledge and understanding of:

- Basic composition of the human body
- Factors affecting body composition
- The types of basic body composition measurement appropriate for use with children and adolescents
- How to appropriately provide feedback about body composition to children and their families

1.2.7 Monitoring Exercise Intensity

Learners should demonstrate knowledge and understanding of:

- Educating children and adolescents in monitoring their own exercise intensity, to include:
Heart rate monitoring, Rate of Perceived Exertion (RPE)
- Personal maximum heart rate estimation and identification of an effective target heart rate training zone based on an individual child's age and fitness level

1.2.8 Warm Up

Learners should demonstrate knowledge and understanding of:

- The reasons for warming up
- The physiological changes that happen in children and adolescents
- Activities that can be used in a warm up for children and adolescents
- Possible structures of a warm up
- The importance of specific warm ups in relation to the chosen type of activity, to include: cardiovascular, MSE
- The progress of a warm up
- Games and other activities to general warm up



1.2.9 Cool Down

Learners should demonstrate knowledge and understanding of:

- The reasons for cooling down
- Activities that are commonly included in a cool down for children and adolescents
- Possible structures of a cool down
- The physiological changes that happen in children and adolescents
- Specific cool downs in relation to the chosen type of activity, to include: cardiovascular, MSE, ROM
- Games and other activities to general Cool down

1.2.10 Progression

Learners should demonstrate knowledge and understanding of:

- The relevant physiological changes that occur in children and adolescents as a result of changes made to progress a programme over a period of time
- Realistic expectations of rate of progression in children and adolescents
- Growth related factors and injuries (epiphyseal plate damage, Sever's Disease, Osgood/Schlatter's), that may affect progression in certain components of fitness for children and adolescents (coordination, balance, MSE, cardiovascular capacity)
- The progressive changes that can be made in terms of overload:
Frequency, Intensity, Time, Type, Adherence
Rate, Resistance, Repetitions, Rest, Range of movement

1.3 Lifestyle Management & Modifications

1.3.1 Promoting Physical Activity for Health

Learners should demonstrate knowledge and understanding of:

- The cardiorespiratory, muscular and flexibility related benefits of physical activity and their relation to reducing risk of disease.
- Appropriate exercise activity required for health benefits and fitness benefits (2008 EU Physical Activity Guidelines)
e.g. School-aged youth should participate in 60 minutes or more of moderate to vigorous physical activity daily, in forms that are developmentally appropriate, enjoyable, and involve a variety of activities. The full dose can be accumulated in bouts of at least 10 minutes. Development of motor skills should be emphasised in early age groups. Specific types of activity according to the needs of the age group should be addressed: aerobic, strength, weight bearing, balance, flexibility, motor development.
- The barriers and motivators to exercise participation for children and adolescents
- The exercise prescription for health, well being and physical fitness for children and adolescents



- The agencies involved in promoting physical activity for the health of children and adolescents in their home country
- How to promote a healthy lifestyle to children and adolescents, including; *Healthy eating, opportunities for physical activity in daily life, discourage experimenting with smoking, alcohol or drugs of abuse*

1.3.2 Basic Nutrition & Hydration Guidelines

Learners should demonstrate knowledge and understanding of:

- Dietary sources of major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibers).
- Knowledge of the role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism.
- The numbers of kilocalories in one gram of carbohydrate, fat, protein and alcohol.
- The principle of the balance of energy input (energy intake) and energy output (energy expenditure)
- The definition of the following terms: obesity, overweight, percentage of body fat, lean body mass, body fat distribution in relation to child growth charts
- The relationship between body composition and health through the lifecycle
- The effects of diet plus exercise, diet alone and exercise alone as methods for modifying body composition in children
- The importance of an adequate daily energy and nutrient intake for healthy weight management
- The consequences associated with inappropriate weight loss strategies in children and adolescents
- The importance of children and adolescents maintaining proper hydration before, during and after exercise
- The basics of age-appropriate healthy eating guidelines according to the EU/national/local official information

1.3.4 Communication with Parent's and Carers

Learners should demonstrate knowledge and understanding of:

- Pre-participation screening and obtaining informed consent for children to participate in exercise programmes
- The importance of communicating with parent's and carers about the welfare, progression and conduct of their child during exercise sessions
- How to discuss issues such as a child's weight and body composition with a child's parent or carer in an appropriate way
- The importance of including parent's and carers in education about healthy eating and the importance of physical activity for health

1.3.5 Introduction to Adherence, Adaptations and Progressions

Learners should demonstrate knowledge and understanding of:

- The importance of enjoyment, social inclusion and achievement in encouraging exercise adherence of children and adolescents
- The facilitator role of the professional regarding the adaptation process in each individual child especially at the beginning of the training process



- The importance of providing a proper dose/response stimulus according to the level of the individual child
- The importance of a good communication strategy with both the child and their parent/carer regarding the training and adaptation process

1.4 Health & Safety

1.4.1 Safe and Effective Exercise

Learners should demonstrate knowledge and understanding of:

- The following and their relationship to safe exercise:
The level of physical and emotional maturity of the child/adolescent, individual fitness and ability levels, posture, range of motion, body type, movement control, exercise intensity, environmental temperature, form, timing, skeletal alignment, previous injury, exercise history.
- Movements for safety and effectiveness applying the above conditions
- Ways of reducing the risks associated with unsafe exercise
- Appropriate selection of equipment to minimize the risk of injury caused by misuse
 - Adapting tag games, and managing fun activities to the physical objective

1.4.2 Modifications to Exercise – Alternatives/Adjustments

Learners should demonstrate knowledge and understanding of:

- Selecting exercise alternatives appropriate to the physical size, physical maturity and emotional maturity of the child/adolescent
- Individual or group performance needs and explore appropriate exercise options or alternatives.
Eg. according to fitness level, health status and level of interest/motivation to participate in a specific activity

1.4.3 Body Awareness and Exercise Technique

Learners should demonstrate knowledge and understanding of:

- The importance of being a perfect role model in exercise performance and demonstration of technique.
- How to regress or adapt exercises to enable children/adolescents to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a session
- The effects of growth and changing hormone levels on the ability of children/adolescents to achieve control of static and dynamic movement and their spatial awareness

1.4.4 Health and Safety, Dealing with Accidents and Emergencies

Learners should demonstrate knowledge and understanding of:

- The national legal responsibilities of any person supervising children and the importance of being familiar with and adhering to all safeguarding policies and procedures that apply



- The national legal responsibilities of the children's fitness or children's group fitness instructor
- National and local requirements and procedures in the working environment/Risk assessment/Identifying procedures
- Ways and methods for dealing with emergencies accordingly to international recognize procedures (e.g. *AHA/ACSM Joint Statement: Recommendations for cardiovascular screening, staffing, and emergency policies at health/fitness facilities*, from 1998)

1.4.5 Legal Requirements & Emergency Procedures

Learners should demonstrate knowledge and understanding of:

- Their legal responsibilities and accountability when dealing with the public, an in particular children and awareness of the need for honesty and accuracy in substantiating their claims of authenticity when promoting their services in the public domain
- A responsible attitude to the care and safety of children/adolescents within the training environment and in planned activities ensuring that both are appropriate to the needs of the children/adolescents involved
- That at all times there is adequate and appropriate liability and indemnity insurance in place to protect their clients and any legal liability arising, and that these insurance policies fully cover the provision of exercise services to ;children
- An absolute duty of care to be aware of their working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients including children and their parents/carers who may be present at sessions

1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines

Learners should demonstrate knowledge and understanding of:

- The EHFA and EREPS code of ethical of practice included (see www.ereps.eu for more information) that could be summarized as follows:

'Exercise professionals will be respectful of their customers and of their rights as individuals'

Compliance with this principle requires exercise professionals to maintain a standard of professional conduct appropriate to their dealings with all client groups and to responsibly demonstrate:

1. Respect for individual difference and diversity
2. Good practice in challenging discrimination and unfairness
3. Discretion in dealing with confidential client disclosure



'Exercise professionals will nurture healthy relationships with their customers and other health professionals'

Compliance with this principle requires exercise professionals to develop and maintain a relationship with customers based on openness, honesty, mutual trust and respect and to responsibly demonstrate:

1. Awareness of the requirement to place the customer's needs as a priority and promote their welfare and best interests first when planning an appropriate training programme
2. Clarity in all forms of communication with customers (children and their parents/carers), professional colleagues and medical practitioners, ensuring honesty, accuracy and cooperation when seeking agreements and avoiding misrepresentation or any conflict of interest arising between customers' and own professional obligations.
3. Integrity as an exercise professional and recognition of the position of trust dictated by that role, ensuring avoidance of any inappropriate behaviour and demonstration of adherence to all safeguarding guidelines in all customer relationships, especially where children and young adults are concerned.

'Exercise professionals will demonstrate and promote a clean and responsible lifestyle and conduct'

Compliance with this principle requires exercise professionals to conduct proper personal behavior at all times and to responsibly demonstrate:

1. The high standards of professional conduct appropriate to their dealings with all their client groups and which reflect the particular image and expectations relevant to the role of the exercise professional working in the fitness industry, and not to smoke, drink alcohol or take recreational drugs before or whilst instructing
2. That they never advocate or condone the use of prohibited drugs or other banned performance enhancing substances
3. An understanding of their legal responsibilities and accountability when dealing with the public and awareness of the need for honesty and accuracy in substantiating their claims of authenticity when promoting their services in the public domain
4. A responsible attitude to the care and safety of client participants within the training environment and in planned activities ensuring that both are appropriate to the needs of the clients
5. That at all times there is adequate and appropriate liability and indemnity insurance in place to protect their clients and any legal liability arising
6. An absolute duty of care to be aware of their working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients.



'Exercise professionals will seek to adopt the highest level of professional standards in their work and the development of their career'

Compliance with this principle requires exercise professionals to commit to the attainment of appropriate qualifications and ongoing training to responsibly demonstrate:

1. Engagement in actively seeking to update knowledge and improve their professional skills in order to maintain a quality standard of service, reflecting on their own practice, identifying development needs and undertaking relevant development activities.
2. Willingness to accept responsibility and be accountable for professional decisions or actions, welcome evaluation of their work and recognize the need when appropriate to refer to another professional specialist
3. A personal responsibility to maintain their own effectiveness and confine themselves to practice those activities for which their training and competence is recognized by the Register.

1.5 Communication

1.5.1 Building Rapport

Learners should demonstrate knowledge and understanding of:

- How to connect with people of all ages
- How to learn and remember the names of children and their family members
- The effective use of voice and body language and how to adapt these to communicate with people of different ages
- Empathetic listening (listening to understand instead of listening to reply)
- How to praise and encourage positive behavior (positive reinforcement)
- How to show genuine interest in the individual
- The use of open-ended questions and reflecting responses

1.5.2 Motivational Strategies

Learners should demonstrate knowledge and understanding of:

- How to learn the individual reasons or motives behind people's exercise goals
- The most important and effective behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.)
- Knowing about the different stages of change of the trans-theoretical model Prochaska and Di Clemente, being able to use basic strategies for different stages.
- Definition and practical examples of extrinsic and intrinsic reinforcement
- Understanding how to adapt motivational techniques and instructing style when working with children of different ages



1.5.3 Customer Service

Learners should demonstrate knowledge and understanding of:

- The definition of the exercise customer to include both child participant and their parent/carer
- How to welcome and receive the customers
- The need and how to be service oriented
- How to approach and respond to customers in a positive way
- The basic principles of customer service
- How to avoid and deal with conflict
- How to be open and friendly whenever dealing with customers
- The methods and practices, which contribute to effective customer care
- The skills of effective customer care: *Communication, Body language, Negotiation*

1.5.4 Promoting inclusivity

Learners should demonstrate knowledge and understanding of:

- Equality and diversity legislation and policies
- Common reasons why children or adolescents may feel uncomfortable in a gym or group fitness environment
- Ways to identify bullying and how to deal with it
- Ways to integrate groups and build a team atmosphere



Section 2

YOUTH FITNESS INSTRUCTOR (ADOLESCENTS)

Occupation Description

A Youth Fitness Instructor (Adolescents) welcomes, introduces and adheres young members to structured fitness programmes by providing inductions and ongoing individual (supervised in an adult gym) and group (supervised gym or studio class) exercise sessions. These new member inductions and follow-up gym or class sessions for young members need to be planned, safely and effectively delivered, and evaluated. A Youth Fitness Instructor coaches young members through these classes and programmes and is responsible for the resulting young member's fitness experience. This experience should be positive and meet their wants and needs, while maintaining safety and safeguarding their welfare in the fitness environment. The role also includes actively promoting to adolescents the benefits of joining and adhering to a healthy lifestyle that includes regular exercise.

Additional Specific Roles

- To collect and check information relating to individual young members
- To analyze information relating to individual young members
- To plan, instruct and evaluate safe and appropriate gym based exercise sessions for young members
- To Explain the benefits of the particular child or adolescent specific group fitness program
- To provide one-to-one or group inductions and general exercise programmes for young gym members, including the introduction to new equipment where appropriate
- To select relevant exercises and design appropriate programmes for young gym members which are suited to their stage of physiological development and address safety at all times
- To use logical and progressive teaching methodologies suited to the communication style and emotional maturity of the young member to introduce a range of exercises relevant to their goals
- To select and/or correctly demonstrate a variety of effective cardiovascular and resistance training methods that can be used safely by young members with appropriate supervision
- To Create a positive, encouraging social atmosphere and group interaction suitable for the age-group of the class participants
- Appropriate pre- and post-class interaction with participants and their parents/carers
- To provide young members and their parents/carers with general advice on how to progress their supervised individual programmes
- To demonstrate and explain exercises to a group of young members and correct incorrect technique of individual participants



Section Overview

- Knowledge and understanding to be able to plan, deliver and evaluate individual gym programmes and group class sessions for young members.
- Thorough understanding of Health and Safety issues of taking young members into the gym or studio environment.
- Thorough understanding of Health and Safety issues relevant to instructing groups of young members, including responding to emergencies.
- Understanding and application of the skills involved in the supporting of young participants in developing and maintaining fitness
- Understanding of the skills involved in supporting young members in developing and maintaining fitness and self-esteem.

Section Headings

- 2.1 Planning a Youth Fitness Session**
- 2.2 Safe Progressive Exercise planning**
- 2.3 Information gathering, screening and informed consent**
- 2.4 Delivering a Youth fitness Session**
- 2.5 Ending a Youth Fitness Session, Evaluation, giving/gaining feedback**

2.1 Planning a Youth Fitness Session

Learners should demonstrate knowledge and understanding of:

- The structure of an individual youth fitness program, to include durations, suitable age-appropriate activities and intensities for:
Warm up, Main activity, Cool down.
- How to clearly identify for which age groups, genders and ability levels the program is suitable and for whom it is not
- Program exercise goals and benefits and required level of fitness, co-ordination and ability to participate
- The importance of informing young participants of the intensity and impact options within the programme
- Clearly communicating the type, level and demands of participation to enable young participants and their parents/carers to make informed decisions about suitability

2.2 Safe Progressive Exercise Planning

Learners should demonstrate knowledge and understanding of:

- The relevance of physiological changes occurring in the body and how to progress exercises over a period of time.
- The progressive changes that can be made in terms of overload to include:
Frequency, Intensity, Time, Type, Adherence
Principles of training such as specificity, progressive overload, reversibility etc.



2.3 Information Gathering, Screening and Informed Consent

Learners should demonstrate knowledge and understanding of:

- The importance of gathering information prior to the start of the session in relation to the participants and their needs. To include:
Reasons for screening, The advantages and disadvantages of verbal and written screening, The need to involve a parent/carer in the screening process, Purpose of the adapted pre-screening paperwork for children and Informed Consent as a Health and Safety requirement, Participant expectations and motivation, Level of previous exercise participation and current level of ability.
- The "EHFA Health Fitness Code of Ethics" or national standards and guidelines with reference to: *Competence, Confidentiality, Safety, Safeguarding of children – this is specific to each country or adopt EHFA code of ethics.*

2.4.1 Delivering a Youth Fitness Session

Learners should demonstrate knowledge and understanding of:

- The national legal responsibilities of a youth fitness instructor
- How to identify the health/fitness status of child/adolescent participants relative to screening information
- How to deliver a planned or pre-designed youth fitness session to a group
- Providing a range of intensity and impact options in group sessions
- How to identify any changes required (alternatives/adaptations) to planned activities
- Health & Safety checks to be made, relevant to the exercise environment
- The information needed to respond appropriately to a medical emergency including the contact details of a parent or carer
- How to provide an appropriate plan for the sessions.

RESISTANCE EXERCISE FOR YOUTH

2.4.2 Resistance Machine Lifts (Including warm up)

Learners should demonstrate knowledge and understanding of:

- Resistance Training terms and definitions
- How to identify when a machine is not suitable for use by a child or adolescent due to an inability to adjust it to accommodate correct body position and joint alignment.
- Correct lifting technique for all exercises on resistance machines to include: *Leg Press, Leg Extension, Leg Curl, Seated and Standing Calf Raise, Bench Press, Pec Dec, Pullover, Shoulder Press, Lateral Raise, Upright Row, Seated Row, Lat Pulldown, Biceps Curl, Triceps Pushdown, Hip Extension, Seated Abduction, Seated Adduction, any child-specific machine alternatives to these standard options*



- Correct machine setup and adjustment and variables appropriate to each machine [e.g. seat height, point of pivot, lever length, etc.].
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability for use by the child/adolescent.
- How to perform a general and specific warm up prior to resistance training.
- The pros and cons of the use of CV machines or body weight to effectively warm up for resistance exercise.

2.4.3 Free Weights (Standing)

Learners should demonstrate knowledge and understanding of:

- The focus on movement quality and the use of a full range of movement for motor development in children.
- Selecting appropriate equipment options based on evaluation of risk/benefit for the age group and exercise environment to include:
bodyweight, resistance bands, medicine balls, dumbbells, barbell
- Correct lifting technique for standing free weight (using any of the equipment options) lifts, to include:
Dead Lift, Upright Row, Front Raise, Bicep Curl, Lateral Raise, Squat, Lunge, Shoulder Press, Triceps Extension.
- Correct body alignment and weight distribution through every phase of each exercise.
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability for use by the child/adolescent.
- The various exercise options and adaptations that allow for individual differences, promote functional movement, and prevent pattern overload in children and adolescents.

2.4.4 Free Weights (Bench) Including Spotting

Learners should demonstrate knowledge and understanding of:

- How to evaluate the safety risks of teaching a child/adolescent to perform exercises that require a spotter including the potential risk of them attempting to spot another child on another occasion when you are not present.
- Correct lifting technique for free weight lifts using a bench, to include:
Bench Press (Flat/Incline), Lying Triceps Extension, Single Arm Row, Bent Arm Pullover, Supine Dumbbell Flies (Flat/Incline), Dumbbell Chest Press: Dumbbell Prone Flies or Prone Row
- Safe and effective spotting techniques to use with young participants.
- The various adaptations that may be required to allow for individual differences in children and adolescents.



2.4.5 Practical Guidelines for Instructing Resistance Training

Learners should demonstrate knowledge and understanding of:

- How to instruct new resistance training exercises using multisensory teaching techniques to include:
 - Visual demonstration
 - Verbal explanation
 - Rehearsal of the movement using no, or light resistance.

2.4.6 Methods of Resistance Training

Learners should demonstrate knowledge and understanding of:

- A variety of resistance training methods/systems suitable for use by children and adolescents, e.g. circuit, multiple sets, supersets
- The value of using these in relation to the individual's goals and anticipated adaptations based on research.

CARDIOVASCULAR EXERCISE

2.4.7 Cardiovascular (CV) Exercise

Learners should demonstrate knowledge and understanding of:

- Using a range of games including creative play and playground games, motor skill development drills and other activities including sports-derived games to improve CV fitness
- How to select appropriate games options according to age group and gender mix of the target group or individual
- Evaluating the benefit of using a CV machine against alternative CV exercise options such as playing games or sports for each individual
- Determining the suitability of a CV machine for use by a child or adolescent based on the ability to adjust it to allow a natural movement pattern and safe posture.
- Correct technique for using CV machines, to include amongst others: *Treadmill, rower, upright/recumbent stationary bike, elliptical/cross trainer.*
- Correct machine setup, variables appropriate to each machine and individual adjustment (e.g. seat height, duration, speed, etc.).

2.4.8 Methods of Cardiovascular Training

Learners should demonstrate knowledge and understanding of:

- A variety of cardio respiratory training methods and discuss their value according to the needs of each individual child or adolescent. e.g. continuous, interval, fartlek



- The dose/response relationship and required intensity of CV exercise to promote fitness improvement for children based on evidence.

Specific Knowledge for using Group Fitness choreographed to MUSIC

2.4.9 Teaching Group Fitness to Music

Learners should demonstrate knowledge and understanding of:

- Selecting appropriate tempo music for each component of the class
- How to move to the beat of the music
- The structure of a group fitness to music class, to include:
Warm up, main activity, cool down.
- The required skills of an effective group fitness to music instructor
- How to use music that is suited to the age group of the target participants
- How to use music to motivate participants
- The basic moves for a freestyle youth group fitness to music class
- The exact moves in a pre-designed youth group fitness to music class
- How to move in different planes and choreograph direction changes
- How to make transitions and link exercises
- How to verbally and visually cue and instruct exercise routines in a timely and clear manner that is suited to the age group of the class participants including;
Use of body language, voice projection, different teaching points, demonstration from different angles and visual previews

2.4.10 Music and Choreography

Learners should demonstrate knowledge and understanding of:

- The advantages and disadvantages of choreographing a class to music for children/adolescents
- Using tempo effectively for the style of class (i.e. Beats Per Minute)
- The up- and downbeat
- Appropriate music and beat for different components of a class
- Using music phrasing for exercise movement
- National legal requirements and responsibilities relating to the use of music i.e. licensing for reproduction and public entertainment
- The different ways music can be used:
Background, choreographed
 - How music is built up: *Verse, Pre-chorus, Chorus, Instrumental, Bridges*



2.4.11 Methods of Choreography

Learners should demonstrate knowledge and understanding of:

- How to design choreography using different methods including 'add on' layering and holding patterns, or learn pre-designed choreography according to specific program guidelines.
- How to correctly deliver self- or pre-designed program specific choreography

2.4.12 Group Fitness to Music Guidelines

Learners should demonstrate knowledge and understanding of:

- Their legal and insurance responsibilities in respect of the national guidelines for instructing groups of children:
Identify any changes required (alternatives/adaptations), to planned class activity
- *Identify Health & Safety checks made relevant to the exercise environment*
- *Identify the information needed to respond appropriately to a medical emergency*

2.5 Ending a Youth Fitness Session, Evaluation, Giving/Gaining Feedback

Learners should demonstrate knowledge and understanding of:

- Giving feedback to young participants and their parents/carers collectively and individually regarding their performance
- Gathering information from young participants to improve personal performance
- Identifying other sources of feedback to include: *parents/carers of participants, managers, coordinators, colleagues*
- Using appropriate questions to gain relevant information from children and their parents/carers
- Evaluating own performance against observation checklist criteria
- Ensuring participants leave the fitness environment safely and that younger children are accompanied by a responsible adult as arranged
- Putting equipment away and assessing safety for future use
- Leaving environment in safe condition for future use
- Informing or agreeing with young participants and parents/carers the time, location and content of future sessions



Section 3

YOUTH FITNESS INSTRUCTOR (CHILDREN)

Occupation Description

A Youth Fitness Instructor (Children) welcomes, introduces and adheres young members to structured fitness programmes primarily by providing tailored group (play, dance or sports based) exercise sessions or individual inductions and supervised exercise in a child-specific gym environment. These new member inductions and following group class or gym sessions for young members need to be planned, safely and effectively delivered, and evaluated. A Youth Fitness Instructor coaches young members through these classes and programmes and is responsible for the resulting young member's fitness experience. This experience should be positive and meet their wants and needs, while maintaining safety and safeguarding their welfare in the fitness environment. The role also includes actively promoting to children and their families the benefits of joining and adhering to a healthy lifestyle that includes regular exercise.

Additional Specific Roles

- To collect and check information relating to individual young members
- To analyze information relating to individual young members
- To plan, instruct and evaluate safe and appropriate children's gym based exercise sessions for young members
- To explain the benefits of the particular youth group fitness program
- To provide one-to-one or group inductions and general exercise programmes for young gym members, including the introduction to new child-specific equipment where appropriate
- To select relevant exercises and design appropriate programmes for young gym members which are suited to their stage of physiological development and address safety at all times
- To use logical and progressive teaching methodologies suited to the communication style and emotional maturity of the young member to introduce a range of exercises relevant to their goals
- To select and/or correctly demonstrate a variety of effective cardiovascular and resistance training methods that can be used safely by young members with appropriate supervision
- To create a positive, encouraging social atmosphere and group interaction suitable for the age-group of the class participants
- Appropriate pre- and post-class interaction with participants and their parents/carers
- To provide young members and their parents/carers with general advice on how to progress their supervised individual programmes
- To demonstrate and explain exercises to a group of young members and correct incorrect technique of individual participants without damaging self-esteem



Section Overview

- Knowledge and understanding to be able to plan, deliver and evaluate individual gym programmes and group class sessions for young members.
- Thorough understanding of Health and Safety issues of taking young members into the gym, studio, sports hall or outdoors environment.
- Thorough understanding of Health and Safety issues relevant to instructing groups of young members, including responding to emergencies.
- Understanding and application of the skills involved in the supporting of young participants in developing and maintaining fitness
- Understanding of the skills involved in supporting young members in developing and maintaining fitness and self-esteem.

Section Headings

- 3.1 Planning a Youth Fitness Session**
- 3.2 Safe Progressive Exercise planning**
- 3.3 Information gathering, screening and informed consent**
- 3.4 Delivering a Youth fitness Session**
- 3.5 Ending a Youth Fitness Session, Evaluation, giving/gaining feedback**

3.1 Planning a Youth Fitness Session

Learners should demonstrate knowledge and understanding of:

- The structure of an individual youth fitness session, to include durations, suitable age-appropriate activities and intensities for:
Warm up, Main activity, Cool down.
- How to clearly identify for which age groups, genders and ability levels the programme is suitable and for whom it is not
- Programme exercise goals and benefits and required level of fitness, co-ordination and ability to participate
- The importance of informing young participants of the intensity and impact options within the programme
- Clearly communicating the type, level and demands of participation to enable young participants and their parents/carers to make informed decisions about suitability

3.2 Safe Progressive Exercise Planning

Learners should demonstrate knowledge and understanding of:

- The relevance of physiological changes occurring in the body and how to progress exercises over a period of time.
- The progressive changes that can be made in terms of overload to include:
Frequency, Intensity, Time, Type, Adherence
Principles of training such as specificity, progressive overload, reversibility etc.



3.3 Information Gathering, Screening and Informed Consent

Learners should demonstrate knowledge and understanding of:

- The importance of gathering information prior to the start of the session in relation to the participants and their needs. To include:
Reasons for screening, The advantages and disadvantages of verbal and written screening, The need to involve a parent/carer in the screening process, Purpose of the adapted pre-screening paperwork for children and Informed Consent as a Health and Safety requirement, Participant expectations and motivation, Level of previous exercise participation and current level of ability.
- The "EHFA Health Fitness Code of Ethics" or national standards and guidelines with reference to: *Competence, Confidentiality, Safety, Safeguarding of children – this is specific to each country or adopt EHFA code of ethics.*

3.4.1 Delivering a Youth Fitness Session

Learners should demonstrate knowledge and understanding of:

- The national legal responsibilities of a youth fitness instructor
- How to identify the health/fitness status of child/adolescent participants relative to screening information
- How to deliver a planned or pre-designed youth fitness session to a group
- Providing a range of intensity and impact options in group sessions
- How to identify any changes required (alternatives/adaptations) to planned activities
- Health & Safety checks to be made, relevant to the exercise environment
- The information needed to respond appropriately to a medical emergency including the contact details of a parent or carer
- How to provide an appropriate plan for the sessions.

RESISTANCE EXERCISE FOR YOUTH

No weights (Strength/Resistance) Exercises (Body weight base activities)

Learners should demonstrate knowledge and understanding of:

- Resistance Training terms and definitions
- Which exercises are for global muscles and their suitability for use by the child.
- The various exercise options and adaptations that allow for individual differences, promote functional movement, and prevent pattern overload in children.



3.4.2 Resistance Machine Lifts (Including warm up)

Learners should demonstrate knowledge and understanding of:

- Resistance Training terms and definitions
- How to identify the correct child specific resistance machine option and ensure it allows correct body position and joint alignment.
- Correct lifting technique for all exercises on resistance machines adapted to children, e.g.: *Leg Press, Leg Extension, Leg Curl, Chest Press, Shoulder Press, Seated Row, Lat Pulldown, Biceps Curl, Triceps Pushdown any other child specific machines in a range of equipment*
- Correct machine setup and adjustment and variables appropriate to each machine [e.g. seat height, point of pivot, lever length, etc.].
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability for use by the child.
- How to perform a general and specific warm up prior to resistance training.
- The pros and cons of the use of CV machines or body weight to effectively warm up for resistance exercise.

3.4.3 Free Weights (Standing)

Learners should demonstrate knowledge and understanding of:

- The focus on movement quality and the use of a full range of movement for motor development in children.
- Selecting appropriate equipment options based on evaluation of risk/benefit for the age group and exercise environment to include:
bodyweight, resistance bands, medicine balls, dumbbells, barbell
- Correct lifting technique for standing free weight (using any of the equipment options) lifts, to include:
Dead Lift, Upright Row, Front Raise, Bicep Curl, Lateral Raise, Squat, Lunge, Shoulder Press, Triceps Extension.
- Correct body alignment and weight distribution through every phase of each exercise.
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability for use by the child/adolescent.
- The various exercise options and adaptations that allow for individual differences, promote functional movement, and prevent pattern overload in children and adolescents.



3.4.4 Free Weights (Bench) Including Spotting

Learners should demonstrate knowledge and understanding of:

- The limited benefit of this kind of exercise for children and a wider range of bodyweight and games activities that would be more age-appropriate and functional means of upper body strength development
- How to evaluate the safety risks of teaching a child to perform exercises that require a spotter including the potential risk of them attempting to spot another child on another occasion when you are not present.
- Correct lifting technique for free weight lifts using a bench, to include: *Bench Press (Flat/Incline), Supine Dumbbell Flies (Flat/Incline), Dumbbell Chest Press, Dumbbell Prone Flies and Prone Row using bench to support the body*
- Safe and effective spotting and communication techniques to use with young participants.
- The various exercise adaptations that may be required to allow for individual differences in children.

3.4.5 Practical Guidelines for Instructing Resistance Training

Learners should demonstrate knowledge and understanding of:

- How to instruct new resistance training exercises using multisensory teaching techniques to include:
 - Visual demonstration
 - Verbal explanation
 - Rehearsal of the movement using no, or light resistance.

3.4.6 Methods of Resistance Training

Learners should demonstrate knowledge and understanding of:

- A variety of resistance training methods/systems suitable for use by children and adolescents, e.g. circuit, multiple sets, supersets
- The value of using these in relation to the individual's goals and anticipated adaptations based on research.

CARDIOVASCULAR EXERCISE

3.4.7 Cardiovascular (CV) Exercise

Learners should demonstrate knowledge and understanding of:

- Using a range of games including creative play, playground games, motor skill development drills, electronic dance mats, agility walls and similar indoor activity options, sports-derived games and other options to improve CV fitness



- Safe set up, guidelines and supervision for each game, drill or activity including a basic risk assessment for any equipment and environment used
- How to select appropriate games options according to age group and gender mix of the target group or individual
- Evaluating the benefit of using a CV machine against alternative CV exercise options such as playing games or sports for each individual
- Determining the suitability of a child specific CV machine or adult machine for use by a child based on the ability to adjust it to allow a natural movement pattern and safe posture.
- Correct technique for using CV machines, whether child specific equipment or adult machines to include amongst others:
Treadmill, rower, upright/recumbent stationary bike, elliptical/cross trainer.
- Correct machine setup, variables appropriate to each machine and individual adjustment where machines are used (e.g. seat height, duration, speed, etc.).

3.4.8 Methods of Cardiovascular Training

Learners should demonstrate knowledge and understanding of:

- A variety of cardio respiratory training methods and discuss their value according to the needs of each individual child. e.g. continuous, interval, fartlek
- The dose/response relationship and required intensity of CV exercise to promote fitness improvement for children based on evidence.
- CV Exercises for Coordination (general and specific)
- CV Exercises for Balance (static and dynamic)
- CV Exercises for Agility for general sport activities
- CV Exercises for enrichment of quality of motor behavior and quality of movement
- Sensitive learning phases for child's potential quality of movement
- Games and activities that improve quality movement

Specific Knowledge for using Group Fitness choreographed to MUSIC

3.4.9 Teaching Group Fitness to Music to children

Learners should demonstrate knowledge and understanding of:

- Selecting appropriate tempo music for each component of the class
- How to move to the beat of the music
- The structure of a group fitness to music class, to include:
Warm up, main activity, cool down.
- The required skills of an effective group fitness to music instructor
- How to use music that is suited to the age group of the target participants
- How to use music to motivate participants
- The basic moves for a freestyle youth group fitness to music class
- The exact moves in a pre-designed youth group fitness to music class



- How to move in different planes and choreograph direction changes
- How to make transitions and link exercises
- How to verbally and visually cue and instruct exercise routines in a timely and clear manner that is suited to the age group of the class participants including;
 - Use of body language, voice projection, different teaching points, demonstration from different angles and visual previews*

3.4.10 Music and Choreography

Learners should demonstrate knowledge and understanding of:

- The advantages and disadvantages of choreographing a class to music for children
- Using tempo effectively for the style of class (i.e. Beats Per Minute)
- The up- and downbeat
- Appropriate music and beat for different components of a class
- Using music phrasing for exercise movement
- National legal requirements and responsibilities relating to the use of music i.e. licensing for reproduction and public entertainment
- The different ways music can be used:
 - Background, choreographed*
 - How music is built up: *Verse, Pre-chorus, Chorus, Instrumental, Bridges*

3.4.11 Methods of Choreography

Learners should demonstrate knowledge and understanding of:

- How to design choreography using different methods including 'add on' layering and holding patterns, or learn pre-designed choreography according to specific program guidelines.
- How to correctly deliver self- or pre-designed program specific choreography
- How to adapt or simplify choreography to allow children to achieve an effective exercise intensity

3.4.12 Group Fitness to Music Guidelines

Learners should demonstrate knowledge and understanding of:

- Their legal and insurance responsibilities in respect of the national guidelines for instructing groups of children:
 - Identify any changes required (alternatives/adaptations), to planned class activity*
 - Identify Health & Safety checks made relevant to the exercise environment*
 - Identify the information needed to respond appropriately to a medical emergency*



3.5 Ending a Youth Fitness Session, Evaluation, Giving/Gaining Feedback

Learners should demonstrate knowledge and understanding of:

- Giving feedback to young participants and their parents/carers collectively and individually regarding their performance
- Gathering information from young participants to improve personal performance
- Identifying other sources of feedback to include: *parents/carers of participants, managers, coordinators, colleagues*
- Using appropriate questions to gain relevant information from children and their parents/carers
- Evaluating own performance against observation checklist criteria
- Ensuring participants leave the fitness environment safely and that younger children are accompanied by a responsible adult according to company policy and previously arranged processes
- Putting equipment away and assessing safety for future use
- Leaving environment in safe condition for future use
- Informing or agreeing with young participants and parents/carers the time, location and content of future sessions



EHFA YOUTH FITNESS INSTRUCTOR L4 STANDARDS & COMPETENCIES FRAMEWORK

This document describes the EHFA Competence Framework and contains the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Children's Fitness or Children's Group Fitness instructor in the European Health and Fitness Industry at the EQF-Fitness Level 3. These Competence Framework, the Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

The Units in the document are broken down in to competencies, skills and range. This document should be read in conjunction with the **EHFA European Level 4 Knowledge Requirements** which describe the knowledge which underpin the skills of the Youth Fitness Instructor (Children) and Youth Fitness Instructor (Adolescents).

Contents

Section 1	Core Youth Fitness Instructor Knowledge
Section 2	Youth Fitness Instructor (Adolescents)
Section 3	Youth Fitness Instructor (Children)



Section 1: Core Youth Fitness Knowledge

1.2 Human Movement in Children

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Integrate Exercise Science to the design of the programme	a. Apply the knowledge of the developing musculoskeletal system of children and adolescents to programme design	<ul style="list-style-type: none"> • Musculo-skeletal structure <ul style="list-style-type: none"> ○ Components ○ Muscles, bones, joints, ligaments and tendons ○ Function ○ Types: Muscles, bones and joints ○ Locations ○ Action ○ Directional and anatomical terminology • Muscle physiology <ul style="list-style-type: none"> ○ Structure ○ Contraction ○ Muscle Groups • Postural abnormalities • Physiological adaptations to exercise • Measuring exercise response • Exercise risks • Processes of skeletal growth and muscular development through childhood and adolescence 	<p>1.1.1. Bones and Joints</p> <p>1.1.2. Muscles and Muscle Actions</p>
	b. Apply the knowledge of the biomechanical concepts as they relate to movement and exercise to programme design	<ul style="list-style-type: none"> • Biomechanical concepts <ul style="list-style-type: none"> ○ Centre of gravity ○ Stability, ○ Momentum, ○ Inertia 	<p>1.1.1 Bones and Joints</p> <p>1.1.2 Muscles and Muscle Actions</p>



		<ul style="list-style-type: none"> ○ Alignment ○ Levers ○ Torque, ○ Base of support ○ Balance ● Resistance training equipment <ul style="list-style-type: none"> ○ Resistance ○ Force ○ Axis ○ Variable resistance ○ Body position ○ Joint alignment ● Exercise intensity ● Exercise safety and contraindications 	
B1.2.4 Integrate Exercise Science to the design of the programme	c. Apply the knowledge of the cardio-respiratory system and energy systems to programme design	<ul style="list-style-type: none"> ● Structure and function of the cardio-respiratory system ● Cardiac cycle ● Transport and gaseous exchange ● Aerobic and anaerobic systems in children and adolescents <ul style="list-style-type: none"> ○ Processes, function and metabolic products ● Normal resting and exercise heart rates for children of different ages ● Heart rate response to exercise <ul style="list-style-type: none"> ○ Long term and short term ○ Measurement of heart rate response ● Oxygen demands of different activities ● Limitations of physiological adaptations to CV exercise in children compared to adults 	<p>1.1.3 Heart, Lungs and Circulation</p> <p>1.1.4 Energy Systems</p>



1.2 Exercise Physiology in Children & Adolescents

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Integrate the principles of training	a. Apply the knowledge of principles of training and components of health related fitness to the design of a basic programme to meet children/adolescents abilities, needs, lifestyle and exercise preferences.	<ul style="list-style-type: none"> • Principles of Training including guidelines for children of different age groups: <ul style="list-style-type: none"> ○ Frequency, intensity, time, type ○ Overload, progression, adaptation, recovery, specificity, reversibility ○ Session phases ○ Resources ○ Scheduling • Programme types • Exercise modes to suit children and adolescent exercisers needs, fitness levels abilities, likes, available time and available resources Incorporating the development of: Cardiovascular fitness, Muscular strength, Muscular endurance, Flexibility, Body composition • Determining and varying modality and intensity of exercise • Develop an integrated activity plan and Identify resources • Allocating resources & aligning 	1.2.1 Components of Fitness 1.2.2 Principles of Training 1.2.4 Muscular Strength & Endurance 1.2.4 Aerobic Theory 1.2.5 Stretch Theory 1.2.6 Body Composition 1.2.7 Monitoring Exercise Intensity 1.2.9 Warm Up 1.2.9 Cool Down 1.2.10 Progression



		exercise programmes to needs	
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1.3 Lifestyle Management & Modifications

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Identify participants incentives and barriers to participate in exercise	a. Recognise factors that encourage clients to participate in exercise and barriers to exercise	<ul style="list-style-type: none"> • Theoretical models as they apply to children and adolescents • Influencing factors <ul style="list-style-type: none"> ○ Category of client ○ Stage of fitness ○ Personal ○ Programme ○ Environmental ○ Social 	1.3.1 Promoting Physical Activity for Health
Inform participants of the benefits of a healthy lifestyle	a. Educate participants on the components of a healthy lifestyle and the health implications for each component	<ul style="list-style-type: none"> • Nutrition • Smoking • Alcohol • Relaxation • Physical activity outside the gym • Active lifestyle • Posture • Effects on health and wellbeing 	1.3.1 Promoting Physical Activity for Health 1.3.2 Basic Nutrition & Hydration Guidelines 1.3.5 Introduction to Adaptations and Progressions



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Inform participants of the benefits of a healthy lifestyle	b. Provide participants with accurate information about recommended amount of physical activity required to achieve health benefits	<ul style="list-style-type: none"> Recommended age appropriate guidelines from appropriate National or International authorities <ul style="list-style-type: none"> Professional Associations Industry standards Limitations on the level or amount of information provided by instructor 	1.3.1 Promoting Physical Activity for Health

1.4 Health & Safety

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Collect information about the client	a. Identify the information which is to be collected from the child or adolescent client and/or their parent/carer prior to participation	<ul style="list-style-type: none"> Young exerciser's personal goals and expectations Lifestyle Medical, health and exercise history Attitude and motivation Exercise preferences Barriers to exercise Stage of change/ Readiness to participate Level of fitness 	1.4.1 Safe and Effective Exercise



	b. Educate child/adolescent client on purpose of client appraisal	<ul style="list-style-type: none"> • Health and Fitness status • Referral • Safety • Programme design • Goals • Measure progress 	1.4.1 Safe and Effective Exercise
	c. Advise child/adolescent client of correct procedures, protocols and risks prior to commencing physical assessment	<ul style="list-style-type: none"> • Appropriate assessment protocols and adapted tests for use with children/adolescents • Health concerns • Risks • Safety • Dress 	1.4.1 Safe and Effective Exercise
Assess and minimise risk within the exercise setting	a. Demonstrate a duty of care to child/adolescent clients	<ul style="list-style-type: none"> • Guidelines for the safeguarding of children and vulnerable adults • Client Safety and wellbeing • Legal responsibilities • Compliance with National Health and Safety policies • Ethics and professional conduct 	1.4.1 Safe and Effective Exercise 1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines
	b. Identify likely hazards in the exercise setting and programme and assess the risks of these hazards	<ul style="list-style-type: none"> • Environmental factors which can affect the health and safety of the instructor and child/adolescent client <ul style="list-style-type: none"> • Premises • Equipment • Staff • Customers <ul style="list-style-type: none"> ◦ Behaviour, attitudes, needs • Operations <ul style="list-style-type: none"> ◦ Between staff, 	1.4.2 Modifications to Exercise - Alternatives/Adjustments 1.4.3 Body Awareness and Exercise Technique



		<p>client, equipment and premises</p> <ul style="list-style-type: none"> ○ Activities in the programme ○ Other activities happening at the same time ○ Client assessment methods 	
<p>Assess and minimise risk within the exercise setting</p>	<p>c. Implement risk management procedures required to minimise risk within the exercise setting</p>	<ul style="list-style-type: none"> • Systems for identifying, assessing, reviewing and minimising risk • Systems for logging action • Systems for informing staff of risk management procedures and health and safety requirements • Industry and National Guidelines for normal operating procedures • Supervision • Systems for informing participants of facility rules, correct use of services and equipment and health and safety requirements • Systems for maintenance of equipment and facilities <ul style="list-style-type: none"> ○ Free weights ○ Machines ○ Exercise studio and gym ○ Aqua equipment and pool ○ Sound system ○ Surfaces 	<p>1.4.4 Health and Safety, Dealing with Accidents and Emergencies</p> <p>1.4.5 Legal Requirements & Emergency Procedures</p>



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Deal with accidents and emergencies	a. Deal effectively with injuries and signs of illness	<ul style="list-style-type: none"> • Monitoring child/adolescent client's wellbeing • Symptoms of distress, illness or injury • CPR • Categories of injuries • Industry related First Aid in line with national guidelines 	1.4.5 Legal Requirements & Emergency Procedures
	b. Follow appropriate emergency procedures efficiently	<ul style="list-style-type: none"> • Emergency Action Plan 	1.4.5 Legal Requirements & Emergency Procedures
	c. Implement risk management procedures required to minimise risk within the exercise setting	<ul style="list-style-type: none"> • Systems for identifying, assessing, reviewing and minimising risk • Systems for logging action • Systems for informing staff • Industry and National Guidelines for normal operating procedures • Supervision • Systems for informing participants of facility rules, correct use of services and equipment and health and safety requirements • Systems for maintenance of equipment and facilities • Breaches in risk management procedures/health and safety 	1.4.4 Health and Safety, Dealing with Accidents and Emergencies 1.4.5 Legal Requirements & Emergency Procedures 1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines



		<ul style="list-style-type: none"> Maintenance of risk management/health and safety records 	
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WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Ensure compliance with appropriate legislative requirements	a. Ensure appropriate licenses and security checks are in place	<ul style="list-style-type: none"> Working with Children Equality and diversity Music Products Broadcasting Public performance 	1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines 1.5.4 Promoting inclusivity
	b. Ensure compliance with appropriate insurance guidelines	<ul style="list-style-type: none"> Public liability Personal indemnity 	1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines



1.5 Communication

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Develop and apply strategies to motivate child/adolescent participants to join and adhere to an exercise programme	a. Define own role and those of other staff and professionals involved in the programme along with child/adolescent participant role and responsibilities with child/adolescent participant, parents/carers	<ul style="list-style-type: none"> • Codes of practice, ethics etc • Child/adolescent understanding of own responsibilities in line with reasonable expectations for the age group • Parent & child/adolescent's understanding of instructor's role and limitations in providing assistance • Developing appropriate child/adolescent participant - instructor relationship • Progressing and adapting relationship according to needs of individual child/adolescent participants <ul style="list-style-type: none"> ○ Level of assistance ○ Instructor personal qualities 	<p>1.5.1 Building Rapport</p> <p>1.5.2 Motivational Strategies</p> <p>1.5.3 Customer Service</p> <p>1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines</p>
	b. Integrate appropriate motivational strategies to encourage long term adherence to the programme and to positive lifestyle practices for child participants and their families	<ul style="list-style-type: none"> • Motivational theories related to developmental psychology • Behavioural Modification techniques and strategies in the context of child/adolescent psychology (enjoyment, goal setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.) 	<p>1.5.1 Building Rapport</p> <p>1.5.2 Motivational Strategies</p> <p>1.3.1 Promoting Physical Activity for Health</p> <p>1.5.4 Promoting inclusivity</p>



		<ul style="list-style-type: none">• Needs of participants of different age groups• Facilitating interaction between all participants	
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Section 2: Youth Fitness Instructor (Adolescents)

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Identify and agree goals with the young participant	a. Agree with the adolescent participant and parent/carer their expectations and reasons for participating to identify goals appropriate to their needs and level of conditioning	<ul style="list-style-type: none"> Physical activity goals Lifestyle goals Specific, measurable, achievable, realistic and time-bound goals 	2.3 Information gathering, screening and informed consent
	b. Identify potential barriers to the adolescent participant achieving these goals including level of control and involve parents/carers as necessary to collaborate in strategies to overcome barriers	<ul style="list-style-type: none"> Physical Psychological Lifestyle Social Nutrition 	2.3 Information gathering, screening and informed consent
Select and agree appropriate session structures and activities with the young participant	a. Apply the components of health and skills related fitness and their function to selecting appropriate activities	<ul style="list-style-type: none"> Components of Fitness (Cardiovascular fitness, Muscular strength, Hypertrophy, Muscular endurance, Core stability, Flexibility, Body composition, Posture, , motor skills) 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	b. Identify age appropriate exercises and activities to target specific components of fitness	<ul style="list-style-type: none"> Exercises and activities for the previous components of fitness 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Select and agree appropriate components of fitness and activities with the young participant	a. Consider medical or injury problems identified during a screening assessment when selecting appropriate exercises, activities and components	<ul style="list-style-type: none"> • Contraindications for specific medical conditions or injuries 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	b. Confirm programme reflects agreed goals, interests and needs of adolescent participant	<ul style="list-style-type: none"> • Motivation • Safety 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	c. Provide adolescent participant and their parent/carer with accurate information about the recommended programme to agree commitment	<ul style="list-style-type: none"> • Present recommendations in an understandable format and language with consideration to participant age • Explain potential outcomes and benefits of recommendations • Explain level of commitment and time required to achieve goals • Suggest most appropriate activities, services and activities to achieve goals • Employ effective interpersonal skills • Seek agreement and commitment from adolescent participant and parent/carer 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Plan and prepare for an exercise session	a. Set aims and objectives for the session in line with the immediate needs of the adolescent participant and the overall programme objectives	<ul style="list-style-type: none"> • Exercise goals • Components of fitness • Participant age and maturity • Characteristics of adolescent participant (fitness level, injury and medical status, experience level) 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	b. Design the exercise session	<ul style="list-style-type: none"> • Session environment (gym, studio, sports hall, outdoors, pool) • Session type (individual/group) • Session structure • Equipment available 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	c. Select modes of exercise within sessions	<ul style="list-style-type: none"> • Games • Adapted sports • Motor skill/CV drills • Dance or movement choreographed to music • Resistance Training (machines/bodyweight/free weights/water/elastic tubing) • Cardiovascular machines 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning 2.4.10 Music and choreography 2.4.11 Methods of choreography



		(Child specific or adult machines as appropriate)	2.3.12 Group fitness to music guidelines
	d. Select activities and exercises for the session	<ul style="list-style-type: none"> • Appropriate to training phase and goals of the session • Appropriate to the abilities of participant(s) • Appropriate to the interests/expectations of the participant(s) 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	e. Apply the principles of training for adolescents	<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength and Hypertrophy • Muscular endurance • Flexibility • Body composition 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	f. Plan timings and sequences for the session	<ul style="list-style-type: none"> • Effective balance of <ul style="list-style-type: none"> ○ instruction ○ activity ○ discussion 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning
	g. Ensure access to appropriate resources	<ul style="list-style-type: none"> • Facility • Equipment 	2.1 Planning a youth fitness session 2.2 Safe progressive exercise planning



	h. Prepare equipment and facilities for the session ensuring compliance with industry and national guidelines for normal operating procedures	<ul style="list-style-type: none"> • Select appropriate equipment • Check equipment is in good working order • Ensure sufficient space and appropriate layout for safe exercise • Ensure appropriate temperature and ventilation 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>
Select appropriate cardiovascular training methods for the session planned	a. Provide safe and effective cardiovascular training methods	<ul style="list-style-type: none"> • Cardiovascular training methods/systems: games, continuous, interval, fartlek, circuit training • Dose/response based on evidence of training adaptations in adolescents 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>
	b. Apply principles of training	<p>Taking into account exercise variables</p> <ul style="list-style-type: none"> • Young participant's age group, fitness levels and expectations • Types of training and program • Specific fitness outcome desired 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>
Select appropriate resistance exercises for the session planned	a. Provide safe and effective use of a range of fixed resistance exercises where available and relevant to the session	<ul style="list-style-type: none"> • Appropriate selection or avoidance of child/adult machines • Use of child/adult 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>



		<ul style="list-style-type: none"> resistance machines • Pin loaded systems (lever, variable resistance, pulley and cam systems) • Hydraulic systems • Air braked systems • Cable resistance machines 	
	b. Provide safe and effective use of free weight exercises	<ul style="list-style-type: none"> • Selection of appropriate exercise techniques and loads • Use of Bodyweight, Resistance tubing, Water, Barbells, Dumbbells, Benches, Mats 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>
Select appropriate resistance training methods for the session planned	a. Provide safe and effective resistance training methods	<ul style="list-style-type: none"> • Appropriate choice of resistance training methods/systems: e.g. circuit, multiple set etc. • Application according to the individual's goals, age and ability • Dose/response relationship based on evidence of resistance training protocols for children 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>
	b. Apply principles of training	<p>Taking into account exercise variables</p> <ul style="list-style-type: none"> • Participant(s) physiological maturity, fitness levels and targets • Types of training and 	<p>2.1 Planning a youth fitness session</p> <p>2.2 Safe progressive exercise planning</p>



		<ul style="list-style-type: none"> program • Specific fitness outcome 	
Prepare young participant(s) for the session	a. Explain the aim and demands of the session	<ul style="list-style-type: none"> • Provide participant(s) and parents/carers with clear information about <ul style="list-style-type: none"> ○ Activities ○ Sessions ○ Exercises 	2.4.1 Delivering a youth fitness session
	b. Ensure participant(s) have appropriate footwear and clothing	<ul style="list-style-type: none"> • For specific session activities and environment 	2.4.1 Delivering a youth fitness session
	c. Advise participant(s) and parents/carers of emergency procedures	<ul style="list-style-type: none"> • facilities emergency procedures • health and safety requirements 	
	d. Ensure appropriate positioning of participant(s)	<ul style="list-style-type: none"> • Appropriate positioning to allow effective observation by instructor • To ensure safety • To manage a group and improve engagement with exercises 	2.4.5 Practical guidelines for instructing resistance training
	e. Prepare the young participant(s) physically for the session using safe and effective warm up activities	<ul style="list-style-type: none"> • Using exercises appropriate to the session 	2.1 Planning a youth fitness session



Teach young participant(s) the activities and exercises planned for use in the session	a. Use appropriate teaching methods and skills for the age group of participant(s)	<p>Communication:</p> <p>Verbal – clear concise audible</p> <p>Using understandable terminology</p> <p>Visual – demonstration</p> <p>Kinesthetic - rehearsal</p> <p>Group and individual management skills</p> <p>Creativity and improvisation</p>	2.4.1 Delivering a youth fitness session
	b. Observe and monitor young participant(s) during the session	<ul style="list-style-type: none"> • Safety • Intensity • Discomfort • Technique 	2.4.1 Delivering a youth fitness session
	c. Assess young participant(s) performance	<ul style="list-style-type: none"> • Identify errors • Provide group and individual feedback 	2.4.1 Delivering a youth fitness session
	d. Correct and improve young participant(s) performance	<ul style="list-style-type: none"> • Build self-esteem • Correct technique positively • Provide instructing points • Feedback • Encouragement • Reinforcement 	<p>2.4.1 Delivering a youth fitness session</p> <p>2.4.5 Practical guidelines for instructing resistance training</p>
	e. Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the participant(s)	<ul style="list-style-type: none"> • Range of alternative exercises • How to break exercise movements down into their components • How to develop co-ordination by building up exercises gradually • Instructor technique 	<p>2.4.1 Delivering a youth fitness session</p> <p>2.4.2 RM Lifts</p> <p>2.4.3 FW Lifts</p> <p>2.4.4 FW Lifts including spotting</p> <p>2.4.7 CV exercise</p>



		<ul style="list-style-type: none"> • Instructor position • Appropriate to the participant(s) age group, fitness and ability level 	2.4.9 Teaching Group Fitness to Music
	f. Adapt activities during the session	<p>due to</p> <ul style="list-style-type: none"> • Numbers • Participant needs and abilities • Equipment available • Facility • Weather 	2.4.1 Delivering a youth fitness session 2.4.9 Teaching Group Fitness to Music
	g. Ensure participant(s) perform activities in a safe manner	<ul style="list-style-type: none"> • Technically correct • Safe and effective alignment of exercises • Appropriate to participant needs and abilities 	2.4.2 RM Lifts 2.4.3 FW Lifts 2.4.4 FW Lifts including spotting 2.4.7 CV exercise
	h. Ensure all phases of the session plan are delivered safely and effectively within time constraints	<ul style="list-style-type: none"> • Time management 	2.4.1 Delivering a youth fitness session
	i. Ensure participant(s) understand explanations and instructions	<ul style="list-style-type: none"> • Give several opportunities to ask questions before during and after each class • Ask for feedback regularly 	2.4.1 Delivering a youth fitness session 2.4.9 Teaching Group Fitness to Music
	j. Use of motivational strategies	<ul style="list-style-type: none"> • Verbal • Visual • Feedback after session 	



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	k. End the session, including the use of cool down activities that are safe and effective	<ul style="list-style-type: none"> • Using cool down activities appropriate to the session • Close the session on time • Offer opportunity to ask questions and provide feedback to participant(s) and their parents/carers • Provide feedback to participant(s) and parents/carers on performance • Supervise participant(s) departure 	2.4.1 Delivering a youth fitness session 2.4.9 Teaching Group Fitness to Music
Review and modify the programme as appropriate to support young participant's progress	a. Obtain frequent feedback from the young participant(s) and their parent/carer on progress through the programme following initial induction to the programme	<ul style="list-style-type: none"> • Based on written records of instructor observations • Based on session evaluations and scheduled formal reviews to determine adolescent's perception of personal progress, and parent/carer's satisfaction with programme 	2.5 Ending a youth fitness session, evaluation, giving/gaining feedback



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	b. Modify programme according to rate of progress following initial induction to the programme	<ul style="list-style-type: none"> • According to: Individual activities; Exercise intensity; Revised goals; Changes in circumstances • Incorporating: Principles of training; Knowledge of components of fitness; Knowledge of exercise anatomy, physiology and biomechanics • Record modifications 	2.5 Ending a youth fitness session, evaluation, giving/gaining feedback
	c. Give regular feedback to young participant based on reviews	<ul style="list-style-type: none"> • Timely, Positive and Relevant to goals • Informal and formal 	2.5 Ending a youth fitness session, evaluation, giving/gaining feedback
Monitor, evaluate and adjust programmes for individual young participants	a. Undertake appropriate regular assessments to monitor young participant progress and record & reward achievement of goals	<ul style="list-style-type: none"> • Assessment • Level of fitness • Components of fitness • Appropriate to age, activity and programme • Lifestyle and adherence • Fitness levels • Satisfaction 	2.5 Ending a youth fitness session, evaluation, giving/gaining feedback 2.2 Safe progressive exercise programming



Section 3: Youth Fitness Instructor (Children)

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Identify and modify expectations of children and their families to ensure the programme meets their needs and wants	a. Listening to prospective new participant's and their parents/carers and accurately answering questions about the exercise programme and its benefits	<ul style="list-style-type: none"> • Structure • Content • Physical & psychological demands • Other regular programme participants • Programme benefits and realistic timeframes in which to expect change 	3.3 Information Gathering, screening, informed consent
Plan and prepare for an exercise session	a. Collect, record and analyse accurate information about the facility and the young participant(s)	<ul style="list-style-type: none"> • The facility <ul style="list-style-type: none"> ○ Size ○ Access, ○ Equipment • Expected participants <ul style="list-style-type: none"> ○ Age group ○ Number ○ Fitness level ○ Skill level ○ Health history ○ Aims of the programmed class 	3.1 Planning a youth fitness session



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	b. Set aims and objectives for the session in line with the needs of the young participant(s) and the overall programme	<ul style="list-style-type: none"> • Stated aims of the programmed class • Individual's exercise goals • Components of fitness • Individual participant needs • Classification of participants • Age group • Fitness level • Injury and medical status • Experience of similar exercise styles • Creating a sense of belonging to the group inclusive of all members 	3.2 Safe progressive exercise planning 3.1 Planning a youth fitness session
	c. Design the exercise session	<ul style="list-style-type: none"> • Session type <ul style="list-style-type: none"> ○ Gym based, Studio based, Water based, Sports hall, Outdoors 	3.1 Planning a youth fitness session



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Plan and prepare for an exercise session	a. Select appropriate activities and exercises for the session	<ul style="list-style-type: none"> • Appropriate to the age group of the participant(s) • Appropriate to programme phase and goals of the Session • Appropriate to abilities of individuals within a group 	3.1 Planning a youth fitness session
	b. Plan adequate timings and sequences for the session	<ul style="list-style-type: none"> • Effective balance of <ul style="list-style-type: none"> ○ instruction ○ activity ○ discussion 	3.1 Planning a youth fitness session
	c. Ensure access to appropriate resources	<ul style="list-style-type: none"> • Facility • Equipment • Emergency aid 	3.1 Planning a youth fitness session 3.4.1 Delivering a youth fitness session
	d. Prepare equipment and facilities for the session ensuring compliance with industry and national guidelines for normal operating procedures	<ul style="list-style-type: none"> • Select appropriate equipment • Check equipment is in good working order • Ensure sufficient space and layout for safe exercise • Ensure appropriate temperature and ventilation • Ensure safe access to water & toilet facilities 	3.1 Planning a youth fitness session



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	e. Assess and minimise risks before the session	<ul style="list-style-type: none"> • Facility • Equipment • Activities • Participants • emergency procedures 	3.1 Planning a youth fitness session
Select appropriate cardiovascular exercises for the session planned	a. Provide safe and effective instruction in the use of a range of activities for improving CV fitness appropriate to the participant(s) environment and session	<ul style="list-style-type: none"> • Games • Adapted sports • Motor skill drills • Exercise to music/dance • Child specific CV machines • Innovative child specific activity options • Adult CV machines where suitable 	3.4.1 Delivering a youth fitness session 3.4.7 CV Exercise 3.4.9 Teaching group fitness to music to children 3.4.10 Music and choreography 3.4.11 Methods of choreography 3.4.12 Group fitness to music guidelines
Select appropriate cardiovascular training methods for the session planned	a. Provide safe and effective cardiovascular training methods	<ul style="list-style-type: none"> • Cardiovascular training methods/systems: games, continuous, interval, fartlek, circuit training • Dose/response based on evidence of training adaptations in children 	3.4.1 Delivering a youth fitness session 3.4.8 Methods of CV training



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	b. Apply principles of training	Taking into account exercise variables <ul style="list-style-type: none"> • Young participant's age group, fitness levels and expectations • Types of training and program • Specific fitness outcome desired 	3.4.1 Delivering a youth fitness session 3.2 Safe progressive exercise planning
Select appropriate resistance exercises for the session planned	a. Provide safe and effective use of a range of fixed resistance exercises where available and relevant to the session	<ul style="list-style-type: none"> • Appropriate selection or avoidance of child/adult machines • Use of child/adult resistance machines • Pin loaded systems (lever, variable resistance, pulley and cam systems) • Hydraulic systems • Air braked systems • Cable resistance machines 	3.4.2 RM Lifts 3.4.5 Practical guidelines for instructing resistance training
	b. Provide safe and effective use of free weight exercises	<ul style="list-style-type: none"> • Selection of appropriate exercise techniques and loads • Use of Bodyweight, Resistance tubing, Water, Barbells, Dumbbells, Benches, Mats 	3.4.3 FW Lifts 3.4.4 FW Lifts including spotting 3.4.5 Practical guidelines for instructing resistance training



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Select appropriate resistance training methods for the session planned	a. Provide safe and effective resistance training methods	<ul style="list-style-type: none"> • Appropriate choice of resistance training methods/systems: e.g. circuit, multiple set etc. • Application according to the individual's goals, age and ability • Dose/response relationship based on evidence of resistance training protocols for children 	3.4.6 Methods of resistance training 3.4.5 Practical guidelines for instructing resistance training
	b. Apply principles of training	Taking into account exercise variables <ul style="list-style-type: none"> • Participant(s) physiological maturity, fitness levels and targets • Types of training and program • Specific fitness outcome 	3.2 Safe progressive exercise planning 3.4.5 Practical guidelines for instructing resistance training



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Teach young participant(s) planned resistance exercises for the session	a. Utilise appropriate teaching methods and skills	Communication suited to the age group and emotional maturity of the participant(s): <ul style="list-style-type: none"> • Verbal – clear concise, specific & audible • Using understandable terminology • Visual demonstration • Kinesthetic rehearsal 	3.4.5 Practical guidelines for instructing resistance training
	b. Observe and monitor the participant(s) in the session	<ul style="list-style-type: none"> • Safety • Intensity • Discomfort • Technique 	3.4.5 Practical guidelines for instructing resistance training 3.4.3 FW Lifts 3.4.4 FW Lifts including spotting
	c. Assess individual participant’s performance	<ul style="list-style-type: none"> • Identify errors • Elicit participant feedback 	3.4.2 RM Lifts
	d. Correct and improve individual participant’s performance	<ul style="list-style-type: none"> • Correct technique • Provide instructing points • Provide constructive feedback • Encouragement • Reinforcement 	



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	e. Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the participant(s)	<ul style="list-style-type: none"> • Range of alternative exercises • How to break exercise movements down into their components • How to develop children's co-ordination by building up exercise movements gradually • Instructing technique and positioning of instructor and participant(s) 	3.4.5 Practical guidelines for instructing resistance training 3.4.3 FW Lifts 3.4.4 FW Lifts including spotting 3.4.2 RM Lifts
Prepare young participant(s) for the session	a. Check participant(s) previous exercise experience and conduct pre-activity screening	<ul style="list-style-type: none"> • Questioning of participant(s) and parents/carers • Child specific screening form 	3.3 Information gathering, screening and informed consent 3.4.1 Delivering a youth fitness session
	b. Explain the aim and demands of the session	<ul style="list-style-type: none"> • Provide participant(s) and parents/carers with clear information about <ul style="list-style-type: none"> ○ Activities ○ Sessions ○ Exercises 	3.4.1 Delivering a youth fitness session
	c. Ensure participant(s) have appropriate footwear and clothing	<ul style="list-style-type: none"> • For specific session activities and environment 	



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	d. Advise participant(s) and parents/carers of emergency procedures	<ul style="list-style-type: none"> • facilities emergency procedures • health and safety requirements 	3.4.1 Delivering a youth fitness session
	e. Ensure appropriate positioning of participant(s)	<ul style="list-style-type: none"> • Appropriate positioning to allow effective observation by instructor • To ensure safety • To manage a group and improve engagement with exercises 	3.4.5 Practical guidelines for instructing resistance training 3.4.9 Teaching group fitness to music to children
	f. Prepare the young participant(s) physically for the session using safe and effective warm up activities	<ul style="list-style-type: none"> • Using exercises appropriate to the session 	3.1 Planning a youth fitness session 3.4.2 RM Lifts 3.4.9 Teaching group fitness to music to children
Teach young participant(s) the activities and exercises planned for use in the session	a. Use appropriate teaching methods and skills for the age group of participant(s)	Communication Verbal – clear concise audible Using understandable terminology Visual – demonstration Kinesthetic - rehearsal Group and individual management skills Creativity and improvisation	3.4.5 Practical guidelines for instructing resistance training 3.4.1 Delivering a youth fitness session



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	b. Observe and monitor young participant(s) during the session	<ul style="list-style-type: none"> • Safety • Intensity • Discomfort • Technique 	3.4.1 Delivering a youth fitness session
	c. Assess young participant(s) performance	<ul style="list-style-type: none"> • Identify errors • Provide group and individual feedback 	3.4.1 Delivering a youth fitness session
	d. Correct and improve young participant(s) performance	<ul style="list-style-type: none"> • Build self-esteem • Correct technique positively • Provide instructing points • Feedback • Encouragement • Reinforcement 	3.4.1 Delivering a youth fitness session 3.4.2 RM Lifts 3.4.3 FW Lifts 3.4.5 FW Lifts including spotting 3.4.7 CV Exercise 3.4.9 Teaching group fitness to music to children



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	e. Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the participant(s)	<ul style="list-style-type: none"> • Range of alternative exercises • How to break exercise movements down into their components • How to develop co-ordination by building up exercise movements gradually • Instructor technique • Instructor position • Appropriate to the participant(s) age group, fitness and ability level 	3.4.1 Delivering a youth fitness session 3.4.2 RM Lifts 3.4.3 FW Lifts 3.4.5 FW Lifts including spotting 3.4.7 CV Exercise 3.4.9 Teaching group fitness to music to children
	f. Adapt activities during the session	due to <ul style="list-style-type: none"> • Numbers • Participant needs and abilities • Equipment available • Facility • Weather 	3.4.1 Delivering a youth fitness session 3.4.9 Teaching group fitness to music to children



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	g. Ensure participant(s) perform activities in a safe manner	<ul style="list-style-type: none"> • Technically correct • Safe and effective alignment of exercises • Appropriate to participant needs and abilities 	3.4.1 Delivering a youth fitness session 3.4.2 RM Lifts 3.4.3 FW Lifts 3.4.5 FW Lifts including spotting 3.4.7 CV Exercise 3.4.9 Teaching group fitness to music to children
	h. Ensure all phases of the session plan are delivered safely and effectively within time constraints	<ul style="list-style-type: none"> • Time management 	3.4.1 Delivering a youth fitness session 3.4.9 Teaching group fitness to music to children
	i. Ensure participant(s) understand explanations and instructions	<ul style="list-style-type: none"> • Give several opportunities to ask questions before during and after each class • Ask for feedback regularly 	3.3 Information gathering, screening and informed consent 3.5 Ending a youth fitness session, evaluation, giving/gaining feedback
	j. Use of motivational strategies	<ul style="list-style-type: none"> • Verbal • Visual • Feedback after session 	



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
	k. End the session, including the use of cool down activities that are safe and effective	<ul style="list-style-type: none"> • Using cool down activities appropriate to the session • Close the session on time • Offer opportunity to ask questions and provide feedback to participant(s) and their parents/carers • Provide feedback to participant(s) and parents/carers on performance • Supervise participant(s) departure • Ensure each child participant(s) is accompanied/collected by an agreed responsible adult according to age and legal/local requirements 	<p>3.4.1 Delivering a youth fitness session</p> <p>3.4.9 Teaching group fitness to music to children</p> <p>3.5 Ending a youth fitness session, evaluation, giving/gaining feedback</p>



WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Evaluate the session and personal performance	a. Evaluate the session	Against <ul style="list-style-type: none"> • Session aims and goals; Activities; Participant performance; Own performance (Preparation and Delivery); Health and Safety; feedback from participant(s) and parents/carers 	3.5 Ending a youth fitness session, evaluation, giving/gaining feedback
	b. Amend and improve future session plans and own performance based on evaluation and feedback	<ul style="list-style-type: none"> • Record changes using appropriate format and systems • Identify strategies to improve performance • Review progress on an ongoing basis 	3.5 Ending a youth fitness session, evaluation, giving/gaining feedback 3.2 Safe progressive exercise planning