



**Australian Government**

# **SISFFIT333 Deliver pre-choreographed or prescribed group exercise to music classes**

**Release: 1**

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### **Modification History**

The release details of this endorsed unit are in the table below. The latest information is at the top.

<b>Release</b>	<b>Comments</b>
1	New unit.

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to prepare, deliver, monitor and evaluate a pre-choreographed or prescribed group exercise to music class as provided by a group exercise to music training provider.

### **Application of the Unit**

This unit applies to group exercise leaders who are required to prepare and deliver pre-choreographed or prescribed group exercise to music classes using appropriate music and class format. The training guidelines of the pre-choreographed or prescribed group exercise to music provided by the program developer must be followed. The training guidelines for pre-choreographed classes describe the choreography, movement sequencing and music selection requirements of the program developer. The training guidelines for prescribed classes may require the group exercise leader to prepare choreography and movement sequences from a selection of options pre-determined by the program developer and according to appropriate music selected.

This unit may apply to group exercise leaders who work in a range of fitness locations including fitness, leisure and community centres, delivering group exercise to music classes to clients of mixed ages or abilities. The group exercise leader would typically work independently under limited supervision in a predictable and controlled environment.

### **Licensing/Regulatory Information**

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

## **Pre-Requisites**

Nil.

## **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |   |
|--|---|
| <p>1. Prepare group exercise to music class.</p> | <p>1.1. Review <b><i>training guidelines</i></b> of the <b><i>group exercise to music class</i></b> as determined by the program developer.</p> <p>1.2. Identify expected fitness outcomes, <b><i>needs and requirements of clients</i></b> and prepare appropriately.</p> <p>1.3. Determine <b><i>venue or facility requirements</i></b> and <b><i>resources</i></b>.</p> <p>1.4. Confirm <b><i>access</i></b> to the venue or facility satisfies the training guidelines, <b><i>organisational policies and procedures</i></b> and <b><i>legislation and regulatory requirements</i></b>.</p> <p>1.5. Identify the <b><i>exercise repertoire</i></b> or choreography, using appropriate <b><i>movement terminology</i></b> and application of <b><i>relevant anatomical and physiological principles</i></b>.</p> <p>1.6. Identify <b><i>training adaptations</i></b> resulting from short term or regular participation in group exercise to music classes.</p> <p>1.7. Access, select and sequence <b><i>music</i></b> according to training guidelines</p> <p>1.8. Prepare movement sequences and choreography.</p> <p>1.9. Identify <b><i>motivational techniques</i></b> to positively influence performance of clients.</p> |
| <p>2. Deliver group exercise to music class.</p> | <p>2.1. Prepare the exercise environment and equipment, and minimise negative environmental impact where possible.</p> <p>2.2. Check <b><i>safety</i></b> of equipment.</p> <p>2.3. <b><i>Screen clients</i></b> for <b><i>common conditions</i></b> relevant to participation, and refer to <b><i>medical or allied health professionals</i></b> as appropriate.</p> <p>2.4. Provide <b><i>pre-class instructions</i></b>.</p> <p>2.5. Provide advice regarding management of body temperature in current environmental conditions.</p> <p>2.6. Instruct the required exercises using appropriate equipment and <b><i>instructional principles and techniques</i></b>.</p> <p>2.7. Explain and demonstrate the correct use of any required equipment according to manufacturer instructions.</p> <p>2.8. Demonstrate sensitivity to <b><i>cultural</i></b> and <b><i>social characteristics</i></b>.</p>   |

3. Monitor and modify group exercise to music class.
  - 3.1. Monitor performance, *exercise intensity*, and *ideal postural alignment* to minimise risk and ensure safety.
  - 3.2. Identify *technical errors, potentially harmful practices, signs and symptoms of intolerance* and implement appropriate *intervention strategies*.
  - 3.3. Adjust the exercise environment and temperature regulation of clients.
  - 3.4. Confirm *muscle contractions* are appropriate to minimise risk of injury and maximise training adaptations.
  - 3.5. Provide *feedback* to clients regarding exercise intensity and technique.
  - 3.6. Use motivational techniques to positively influence the performance of clients during group exercise to music classes.
  - 3.7. Respond to inappropriate client behaviour to effectively manage the group.
  - 3.8. Modify activities to meet the needs and requirements of clients and training guidelines, and to minimise risk of injury.
4. Evaluate the group exercise to music class.
  - 4.1. Seek, acknowledge and respond to feedback from clients.
  - 4.2. Evaluate *own performance* and client feedback.
  - 4.3. Identify potential improvements for future group exercise to music classes.
  - 4.4. Implement identified improvements in response to self-evaluation and client feedback, within training guidelines.
  - 4.5. Maintain *records*.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- ability to:
  - move in a controlled and efficient manner while delivering the chosen group exercise to music class
  - maintain timing to beat of music as required
  - apply injury prevention strategies and resources for the chosen group exercise to music class
- communication skills to:
  - provide clear and accurate instructions and information
  - motivate clients
  - effectively manage group cohesion
  - provide clear and effective cueing
- problem-solving skills to:
  - identify improvements to energy, water and other resources for environmental sustainability
  - determine how to use anatomical and physiological knowledge to promote safety and desired training responses and training adaptations
  - prepare movement sequences and music within the program training guidelines to meet client needs
  - identify client problems during the class
  - promote ideal postural alignment during exercises as required
  - promote correct and safe exercise positioning and technique to achieve desired training adaptations and minimise the risk of injury
  - modify the class to meet the needs of clients and minimise the risk of injury determine need for referral
- self-management skills to review and reflect on own work performance in effectively preparing and delivering a class according to client expectations
- conflict resolution skills to identify and respond to inappropriate behaviour to enable effective management of group cohesion
- technology skills to operate music equipment, including sound system and headset equipment
- numeracy skills to manage the timing of client exercises and facility schedules
- ability to planning and organising skills to ensure venue or facility and required equipment are available and suitable for specific program requirements
- language and literacy skills to:
  - read and interpret the group exercise to music class plans and requirements
  - maintain records
  - read equipment manufacturer instructions

- source, read and comprehend relevant information on the anatomy and physiology of the human body.

### **Required knowledge**

- organisational policies and procedures and requirements of relevant legislation to enable the safe and effective conduct of group exercise to music classes
- fundamental anatomy and physiology principles relevant to the instruction of pre-choreographed or prescribed group exercise to music classes, including:
  - structural levels of the human body
  - muscular, skeletal, cardiovascular, respiratory and nervous systems
  - types of joints
  - energy systems and pathways and body temperature regulation
  - signs and symptoms of intolerance
- screening procedures, contraindications and the appropriate referral processes
- group exercise to music class training guidelines
- music beat, tempo and phrasing to select appropriate music for group exercise to music classes
- the physical, psychological and social reasons for participating in group exercise to music classes to enable the application of effective motivational techniques
- injury prevention strategies related to group exercise to music classes
- principles of group exercise class preparation and exercise repertoires to enable the selection and sequencing of exercises appropriate for beginner, intermediate and advanced clients
- principles of instruction to enable an effective group exercise to music class
- instructional and motivational techniques suitable for group exercise to music class to support client adherence to exercise
- group exercise to music class types and their suitability for meeting client needs
- group management techniques to assist individuals within the group to achieve desired outcomes
- common injuries, diseases or conditions that may preclude participation
- potentially harmful practices, including overtraining, and the reasons why they are avoided to enable safe client participation in the group exercise to music class
- signs and symptoms of intolerance and management strategies
- environmental and resource efficiency practices related to the use of activity areas and group exercise equipment
- general characteristics of the main cultural and social groups in Australian society and the key aspects that relate to their cultural and religious protocols and preferences for exercise.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- prepare, instruct and evaluate pre-choreographed or prescribed group exercise to music classes
- monitor technique and respond during the class as required to ensure safe practices
- maintain accurate records of group exercise program delivery
- evaluate and implement modifications to instructional techniques and program delivery
- show sensitivity to social and cultural differences.

#### **Context of and specific resources for assessment**

Assessment must ensure access to:

- a real or simulated workplace that allows for the delivery of group exercise to music classes of sufficient duration to demonstrate competency and consistency of performance
- a fitness facility with an exercise area with access to audio equipment
- appropriate documentation and resources used in the workplace
- client groups with a range of exercise needs and expectations.

#### **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of instruction of a group exercise class to music
- oral or written questioning on knowledge of the principles of group exercise delivery and relevant fundamental principles of anatomy and physiology
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISFFIT332 Deliver pre-choreographed or prescribed



community group exercise programs.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Training guidelines*** may include:

- locations
- licensing
- instruction
- monitoring
- techniques
- exercises
- scope of practise and limitations
- rules and procedures
- venue requirements and limitations
- licensing
- contraindications.

***Group exercise to music class*** must include:

- pre-choreographed or prescribed exercise programs
- program developer.

***Needs and requirements*** may include:

- safety
- cardiovascular fitness
- muscle endurance
- muscle strength
- flexibility
- power
- reflexes
- general health and wellbeing
- social.

***Clients*** may include:

- inactive
- active
- age specific groups
- gender specific groups
- experienced or inexperienced
- specific cultural or social groups.

***Venue or facility requirements*** may include:

- community hall
- council facility
- fitness centre
- leisure centre
- entry charge
- membership

***Resources*** may include:

- screening
- needs of other facility users
- emergency evacuation and procedures
- access.
- facilities
- equipment
- finance
- personnel
- transport and related logistical requirements.

***Access*** may include:

- stairs
- ramps
- lift
- vicinity to public transport
- parking.

***Organisational policies and procedures*** may include:

- pre-session screening
- overcrowding
- ventilation
- hygiene
- client to instructor ratio
- climate control
- emergency
- risk management
- standards of personal presentation
- participants' clothing and footwear
- use, care and maintenance of equipment.

***Legislation and regulatory requirements*** may include:

- work health and safety/occupational health and safety
- duty of care
- privacy
- anti-discrimination
- copyright
- licensing
- child protection
- trade practices
- Australian Consumer Law
- environmental
- business registration and licences.

***Exercise repertoire*** may include:

- contraindications and modifications
- variations to provide differing intensities
- potential for combinations.

***Movement terminology*** may include:

- flexion
- extension
- abduction
- adduction
- internal rotation
- external rotation
- circumduction.

***Relevant anatomical and physiological principles*** may include:

- definitions of anatomy and physiology
- anatomical terminology
- anatomical position
- directional terminology
- structural levels of organisation
- muscular system
- skeletal system
- cardiovascular system
- respiratory system
- neuroendocrine system.

***Training adaptations*** may include:

- cardiovascular
- respiratory
- muscular.

***Music*** may include:

- beats per minute
- rhythm
- tempo
- motivational value
- phrasing
- quality
- volume
- licensed.

***Motivational techniques*** may include:

- arousal control techniques and theories
- zone of optimal function.

***Safety*** must include:

- minimising risk of injuries
- monitoring for adverse reactions
- hydration.

***Screen clients*** may include:

- verbal pre-screen
- use of an industry endorsed pre-exercise screening tool.

***Common conditions*** may include:

- sprains and strains
- heart conditions
- stroke
- history of illness or injury
- recent medical procedures
- recent injury or hospitalisation
- overtraining.

***Medical or allied health professionals*** may include:

- sports physician
- sports doctor
- general practitioner
- physiotherapist
- accredited exercise physiologist
- occupational therapist
- remedial massage therapist
- chiropractor
- osteopath
- accredited practising dietician
- podiatrist
- psychologist
- Aboriginal and Torres Strait Islander health worker.

***Pre-class instructions*** must include:

- personal introduction
- class level outline
- emergency procedures
- appropriate and safe footwear and clothing
- frequency of breaks during exercise
- correct exercise techniques and breathing
- pain or discomfort
- hydration.

***Instructional principles and techniques*** may include:

- establishing rapport
- teaching positioning
- session organisation and formation
- visual and verbal cueing with variety
- visual previewing
- verbal communication
- body language
- mirror imaging
- demonstration
- pre-cueing
- rehearsal
- combinations
- movement breakdown techniques

***Cultural and social characteristics*** may include:

- use of learning curves
- voice protection and projection
- monitoring and encouraging class response
- sequencing and progression.
- modes of greeting, farewelling and conversation
- body language, including use of body gestures
- formality of language
- clothing.

***Exercise intensity*** may include:

- heart-rate response
- perceived rate of exertion
- form and fatigue
- motivation and enthusiasm suitable to the class format.

***Ideal postural alignment*** may include:

- joint position and alignment
- spinal position and alignment
- correct exercise positions and techniques

***Technical errors*** may include:

- hyperextension
- limb position
- ballistic movements.

***Potentially harmful practices*** may include:

- exercising while sick or in extremes of temperature
- exercising while injured
- dehydration
- hyperextension
- multiple repetitions
- ballistic movements
- spinal hyperextension
- loaded knee hyperflexion
- on-the-spot pounding
- straight leg sit-ups
- lever length
- overtraining.

***Signs and symptoms of intolerance*** may include:

- fatigue
- muscle cramps
- pain
- weakness
- dizziness
- fainting
- inability to complete exercise.

***Intervention strategies*** may include:

- stopping or modifying the exercise
- modifying equipment or its use
- referral to medical or allied health professional.

***Muscle contractions*** may include:

- isotonic
- concentric
- eccentric
- isokinetic
- isometric.

***Feedback*** may include:

- structured
- unstructured
- verbal
- non-verbal.

***Own performance*** may include:

- instructional and choreographic techniques
- class format
- appropriate intensity
- managing client behaviour
- responding to feedback
- managing time allocation.

***Records*** may include:

- written
- electronic
- oral recording.

## **Unit Sector(s)**

Fitness.

## **Competency field**

Fitness.