



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUAOHS401A Apply movement and behavioural principles to physical conditioning**

Release: 1

## CUAOHS401A Apply movement and behavioural principles to physical conditioning

### Modification History

Version	Comments
CUAOHS401A	This version first released with <i>CUA11 Live Performance Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply principles associated with kinesiology, biomechanics and human behaviour to a physical conditioning regime.

### Application of the Unit

This unit applies to individuals who need to maintain peak fitness for performances that require a high level of movement skills. Physical conditioning is a vital aspect of a performer's daily routine and requires a full understanding of movement philosophies and their application to physical conditioning regimes. Exercise programs could be undertaken in a performance space or other locations, such as fitness studios and gyms.

Work performed requires a range of well-developed skills where some discretion and judgement are required and individuals are expected to take responsibility for their own outputs.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

<b>Element</b>	<b>Performance Criteria</b>
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

<p>1. Refine understanding of human movement principles</p>	<p>1.1. Discuss the principles of <i>kinaesthetic learning</i> with <i>relevant personnel</i> and how these can be applied to physical conditioning activities aimed at improving movement</p> <p>1.2. Discuss with relevant personnel ways in which the principles of <i>kinesiology</i> and <i>biomechanics</i> can contribute to the safe acquisition of dance technique or <i>movement skills</i></p> <p>1.3. Become familiar with the basic principles underpinning a range of <i>somatic methods or movement philosophies</i></p> <p>1.4. Use anatomical and movement <i>terminology</i> correctly</p>
<p>2. Apply somatic processes to physical conditioning for performance</p>	<p>2.1. Incorporate into physical conditioning activities aspects of somatic methods that match own <i>performance</i> requirements</p> <p>2.2. Discuss with relevant personnel <i>somatic self-observation processes</i> and how these can be applied to physical conditioning activities</p> <p>2.3. Work towards achieving <i>somatic postural ideals</i> through applying somatic self-observation processes</p> <p>2.4. Always perform <i>warm-up and cool-down procedures</i> in conjunction with movement activities</p> <p>2.5. Through pre and post-activity fitness appraisals identify contraindicated movement activities and take steps to rectify as required</p>
<p>3. Apply motivational and behavioural techniques to enhance performance</p>	<p>3.1. Discuss with relevant personnel strategies and <i>psychological tools</i> to enhance resilience and improve performance technique</p> <p>3.2. Incorporate <i>understanding</i> of the effects of <i>motivation</i> on physical condition of the human body into physical conditioning program</p> <p>3.3. Apply the principles of <i>internal imagery</i> to improve motivation and performance</p>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss aspects of body conditioning regimes with relevant personnel
  - discuss and demonstrate different aspects of posture
  - interpret and clarify written and verbal instructions
- initiative and enterprise skills to:
  - interpret simple psychological theories and tools and apply them to develop personal strategies for improving performance
  - use techniques to enhance the outcomes of exercise programs, such as:
    - imagery or visualisation
    - use of peripheral vision
- problem-solving skills to:
  - resolve problems encountered in performance or training
  - perceive own postural pattern from set of discrete proprioceptive information
  - observe a performance skill being executed and determine which somatic self-observation processes may improve its enactment
- self-management skills to:
  - prepare for exercise program through OHS practices
  - demonstrate consistency, discipline and commitment in relation to evaluating and monitoring personal fitness levels
- teamwork skills to:
  - participate in group training sessions
  - work with a partner to explore the postural aspects of performance skills
- technical skills to:
  - execute a series of body conditioning exercises
  - measure physiological responses to exercise, e.g. pulse and blood pressure
  - technology skills to access and download information from the internet.

### Required knowledge

- well-developed knowledge of:
  - healthy eating principles
  - basic anatomy, physiology and nutritional principles as applied to performance activities
  - concepts used in somatic self-observation processes
  - OHS procedures appropriate to performance-skills practice
  - gender issues relevant to exercise and conditioning, such as:
    - body image
    - hydration
    - nutrition
    - injury prevention

- foot care
- effect of different exercise routines on gender-specific physical attributes
- muscular strength
- skeletal differences
- biological systems
- developing the human capacity for self-awareness
- directing attention to the process of acting, rather than outcomes
- addressing the proprioceptive self-image and movement aspects of action
- concepts of movement with minimum effort and maximum efficiency, such as developing alternative movement options to deal with and prevent injuries
- overview knowledge of:
  - movement analysis process
  - cognitive-behavioural theory and associated tools.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• incorporate the principles of kinaesthetic learning into physical conditioning activities</li> <li>• apply somatic self-observation processes (at a basic level) to the postural aspects of performance skills</li> <li>• demonstrate understanding of the benefits of physical awareness to performance and a sense of general wellbeing</li> <li>• apply psychological theories and tools to physical conditioning strategies to improve own performance technique.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information about somatic methods and movement philosophies</li> <li>• safe performance and exercise space.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence</li> <li>• third-party workplace reports of on-the-job performance evaluation of information compiled about movement philosophies and their application to physical conditioning regimes</li> <li>• verbal or written questioning to test knowledge as listed in the required skills and knowledge section of this unit</li> <li>• case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of maintaining technical capacity for performance</li> <li>• direct observation or video recording of candidate in exercise classes.</li> </ul> <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups</p>

	(e.g. people with disabilities and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"><li>• CUAOHS403A Incorporate anatomy and nutrition principles into skill development</li><li>• CUAPRF404A Refine movement skills for performance</li><li>• CUAPRF406A Use technique in performance.</li></ul>



## 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.*

<p><b><i>Kinaesthetic learning</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• attention to different body parts</li> <li>• physical exploration in a range of different orientations, such as:             <ul style="list-style-type: none"> <li>• sitting</li> <li>• lying</li> <li>• standing</li> </ul> </li> <li>• tactile apprehension</li> <li>• visualisations</li> <li>• basic partnered manipulations.</li> </ul>
<p><b><i>Relevant personnel</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• teacher</li> <li>• medical practitioner</li> <li>• physiotherapist</li> <li>• dietician</li> <li>• mentor</li> <li>• qualified fitness instructor</li> <li>• supervisor</li> <li>• colleague</li> <li>• fellow student</li> <li>• performer.</li> </ul>
<p><b><i>Kinesiology</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• assessment of human movement function</li> <li>• diagnosis of human movement disorders</li> <li>• rehabilitation of movement function</li> <li>• enhancement of movement function</li> <li>• research in areas, such as:             <ul style="list-style-type: none"> <li>• motor performance</li> <li>• ergonomics</li> <li>• OHS.</li> </ul> </li> </ul>
<p><b><i>Biomechanics</i></b> includes:</p>	<ul style="list-style-type: none"> <li>• measurement of cardiovascular and cardiorespiratory systems before and after various forms and levels of exercise, including:             <ul style="list-style-type: none"> <li>• pulse</li> <li>• lung function testing</li> <li>• internal vital heat created by the heart and</li> </ul> </li> </ul>

	<p>circulatory system</p> <ul style="list-style-type: none"><li>• use of biofeedback mechanisms, such as:<ul style="list-style-type: none"><li>• blood pressure</li><li>• heart rate</li><li>• skin temperature</li><li>• sweat gland activity</li><li>• muscle tension</li></ul></li><li>• effects of various conditions of exercise on the cardiovascular system</li><li>• techniques that can be used to improve these systems, including alternative techniques, such as:<ul style="list-style-type: none"><li>• breathing</li><li>• creative visualisation</li><li>• meditation.</li></ul></li></ul>
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<p><b><i>Movement skills</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• physical agility</li> <li>• static and dynamic balancing</li> <li>• physical coordination</li> <li>• creative body movements in response to music</li> <li>• movements, such as:             <ul style="list-style-type: none"> <li>• bending</li> <li>• kicks</li> <li>• stretches</li> <li>• hops</li> <li>• jumps</li> <li>• landing</li> <li>• rolling</li> <li>• skipping</li> <li>• turning</li> <li>• twisting</li> </ul> </li> <li>• techniques related to movement philosophies, such as:             <ul style="list-style-type: none"> <li>• Alexander technique</li> <li>• Bartenieff fundamentals</li> <li>• Feldenkrais method</li> <li>• Ideokinesis</li> <li>• Pilates</li> <li>• yoga.</li> </ul> </li> </ul>
<p><b><i>Somatic methods or movement philosophies</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Alexander technique</li> <li>• Bartenieff fundamentals</li> <li>• body-mind centring</li> <li>• Feldenkrais method</li> <li>• Ideokinesis</li> <li>• Pilates</li> <li>• sensory awareness</li> <li>• yoga</li> <li>• Thera-Band.</li> </ul>
<p><b><i>Terminology</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• anatomical:             <ul style="list-style-type: none"> <li>• superior</li> <li>• inferior</li> <li>• medial</li> <li>• lateral</li> <li>• superficial</li> <li>• deep</li> <li>• proximal</li> <li>• distal</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• movement:<ul style="list-style-type: none"><li>• flexion, including plantar flexion and dorsiflexion</li><li>• extension</li><li>• adduction</li><li>• abduction</li><li>• rotation</li><li>• circumduction</li><li>• pronation</li><li>• supination.</li></ul></li></ul>
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<p><b><i>Performance</i></b> genres may include:</p>	<ul style="list-style-type: none"> <li>• acrobatic or circus skills</li> <li>• dance</li> <li>• mime</li> <li>• vocal and instrumental music</li> <li>• physical theatre</li> <li>• theatre.</li> </ul>
<p><b><i>Somatic self-observation processes</i></b> relate to different somatic methods and may include:</p>	<ul style="list-style-type: none"> <li>• attention directing</li> <li>• sensory feedback</li> <li>• sensory discrimination</li> <li>• pattern recognition.</li> </ul>
<p><b><i>Somatic postural ideals</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• ideal upright standing, which enables:             <ul style="list-style-type: none"> <li>• rotation around the longitudinal, mechanical axis of the body with minimal force</li> <li>• movement in cardinal direction without preparatory adjustments of the body</li> <li>• person to jump, complete a full turn in the air, and land upright again on the same spot</li> </ul> </li> <li>• in ideal upright standing:             <ul style="list-style-type: none"> <li>• postural movement is dynamically self-correcting in response to moving in the gravitational field</li> <li>• body weight is supported by skeletal structure that is mechanically aligned with gravitational forces</li> <li>• posture is maintained through levels of muscle tension appropriate to context and therefore with minimal expenditure of metabolic energy.</li> </ul> </li> </ul>
<p><b><i>Warm-up and cool-down procedures</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• stretching</li> <li>• joint-mobility exercises</li> <li>• flexibility exercises</li> <li>• aerobic activities</li> <li>• anaerobic exercises</li> <li>• coordinated breathing activities</li> <li>• floor work.</li> </ul>
<p><b><i>Psychological tools</i></b> may relate to:</p>	<ul style="list-style-type: none"> <li>• relating examples of the four attentional dimensions to personal strengths and weaknesses:             <ul style="list-style-type: none"> <li>• internal narrow</li> <li>• internal broad (analysis)</li> <li>• external narrow</li> <li>• external broad</li> </ul> </li> <li>• distractors and strategies to help maintain focus</li> <li>• progressively relaxing muscles</li> <li>• relating the stages of change to individual life</li> </ul>

	<p>experience:</p> <ul style="list-style-type: none"> <li>• pre-contemplation</li> <li>• contemplation</li> <li>• preparation</li> <li>• action</li> </ul> <ul style="list-style-type: none"> <li>• relating learned life skills to past and future change.</li> </ul>
<b>Understanding</b> may relate to:	<ul style="list-style-type: none"> <li>• attribution theory</li> <li>• self-efficacy</li> <li>• internal and external locus of control</li> <li>• arousal and effect</li> </ul> <p>self-determination goal orientation or goal setting creative visualisation techniques</p> <ul style="list-style-type: none"> <li>• mind body education options, such as: <ul style="list-style-type: none"> <li>• tai chi</li> <li>• meditation</li> <li>• martial arts</li> </ul> </li> <li>• common factors which affect motivation, such as: <ul style="list-style-type: none"> <li>• lifestyle</li> <li>• perceptions or beliefs</li> <li>• work or family commitments</li> <li>• injury and health issues</li> <li>• nutrition.</li> </ul> </li> </ul>
<b>Motivation</b> may relate to:	<ul style="list-style-type: none"> <li>• attribution theory: <ul style="list-style-type: none"> <li>• belief systems</li> <li>• cause and effect</li> </ul> </li> <li>• self-efficacy</li> <li>• internal and external locus of control</li> <li>• arousal and effect</li> <li>• neuromuscular facilitation (muscle memory)</li> <li>• aggression</li> <li>• interpersonal behaviours.</li> </ul>
<b>Internal imagery</b> relates to:	<ul style="list-style-type: none"> <li>• visuo-motor imagery, such as: <ul style="list-style-type: none"> <li>• use of mental imagery with the purpose of improving motor behaviour</li> <li>• use of one's imagination to simulate an action.</li> </ul> </li> </ul>

## **Unit Sector(s)**

Performing arts - OHS

## **Custom Content Section**

Not applicable.