



**Australian Government**

# **SISFFIT012 Instruct movement programs to children aged 5 to 12 years**

**Release: 1**

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## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan, instruct and evaluate movement programs for children aged between five and twelve years. It requires the ability to supervise young children in small groups participating in movement programs designed to promote functional movement, physical activity and general health.

This unit does not apply to the instruction of children in the use of fitness or gym equipment typically found in gyms and other fitness facilities.

This unit applies to fitness instructors who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work independently with some level of autonomy in a controlled environment. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Fitness

## Unit Sector

Fitness

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Determine the movement requirements of

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Consider and confirm needs, expectations and preferences of participants, parents and/or carers using suitable questioning techniques.

- children.
- 1.2 Implement appropriate pre-exercise screening or assessment procedures for children prior to participation in movement program.
  - 1.3 Clarify any risk factors or precautions identified in pre-exercise screening or assessment in consultation with parents and/or carers.
  - 1.4 Refer children to medical or allied health professionals as required.
  - 1.5 Select and use appropriate baseline functional activity assessments, as required.
2. Plan movement session.
- 2.1 Determine type of training, training methods and equipment required to achieve movement program goals.
  - 2.2 Identify and discuss the need for parent/carer assistance and/or attendance during the session.
  - 2.3 Select suitable functional movement activities and games for active play to meet participant needs.
  - 2.4 Determine instructional techniques appropriate to participants.
  - 2.5 Develop and document movement session plans that incorporate consideration of precautions and instructional information.
3. Instruct movement session.
- 3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
  - 3.2 Provide clear exercise instructions and communicate benefits of movement and active play for participants and parents and/or carers.
  - 3.3 Demonstrate movement techniques, activities or games including equipment where appropriate.
  - 3.4 Monitor participation and provide children with assistance to perform movements, activities or games as required.
  - 3.5 Select and use communication techniques that encourage a fun, interactive and inclusive environment for participation.
  - 3.6 Monitor participation to ensure safety and optimise effectiveness and enjoyment and modify as required.
  - 3.7 Identify signs of intolerance during movement activity and modify or cease as appropriate.
  - 3.8 Respond to children and parents and/or carers questions as required.
  - 3.9 Complete movement session documentation.
4. Evaluate movement session.
- 4.1 Monitor and evaluate movement session at appropriate intervals.

- 4.2 Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions.
- 4.3 Review own performance and identify areas needing improvement.
- 4.4 Identify aspects needing further emphasis or attention in future sessions.
- 4.5 Evaluate program or activities and discuss modifications to future sessions with parent and/or carer.
- 4.6 Document and update records of evaluation and modification.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> <li>• interpret organisational policies and procedures to determine and confirm roles and responsibilities in regards to movement program and supervision of children within the fitness facility or organisation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• provide accurate information to children and parents and/or carers</li> <li>• interact with children and parents and/or carers in an appropriate manner</li> <li>• encourage participants in a manner appropriate to child's age and understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>• work within time schedules of facilities and program requirements</li> <li>• allow sufficient time for children to complete movement games or activities, whilst maintaining suitable timing of session.</li> </ul>
Planning and organising skills to:	<ul style="list-style-type: none"> <li>• select and prepare appropriate movement repertoire, games and equipment for movement sessions suitable to the needs, coordination, size and abilities of young children.</li> </ul>

## Unit Mapping Information

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>