



**Australian Government**

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

# **SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents**

**Release: 1**

## SISFFIT313A Plan and deliver exercise to apparently healthy children and adolescents

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to plan and deliver exercise for children and young adolescents. It involves planning, demonstration, instruction, review and modification of activities and instructional techniques to meet participant needs. No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to exercise instructors who work in facilities that provide a range of exercise programs to general populations, including children and young adolescents who present with no major health conditions. This unit is applicable to those working in fitness venues, gyms or other exercise environments.
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan the exercise.	<p>1.1. Apply appropriate <i>pre-exercise screening</i> procedures for children and or young adolescents prior to participation in an <i>exercise program</i> according to <i>organisational policies and procedures</i> and <i>legislation and regulatory requirements</i>.</p> <p>1.2. Identify the characteristics of the <i>participants</i> and their <i>needs and expectations</i>.</p> <p>1.3. Consult with parent, guardian or caregiver where appropriate to clarify any risk factors identified in pre-exercise assessment.</p> <p>1.4. Recognise the sign and symptoms of <i>major types of injuries</i> that are commonly associated with different stages of development.</p> <p>1.5. Recommend advice be sought from a <i>medical or allied health professional</i> based on any health, nutritional or dietary disorder, or medical or injury concerns according to organisational policies and procedures.</p> <p>1.6. Provide advice on alternative options for participants who are unsuitable for the planned exercise according to organisational policies and procedures, selecting options according to the <i>special needs of children</i>.</p> <p>1.7. Select exercises from an appropriate <i>exercise repertoire</i> according to the <i>stages of growth and development, age variation</i> and <i>injury risks</i> of the participants.</p> <p>1.8. Select and modify appropriate <i>equipment</i> according to needs of participants and organisational policies and procedures.</p> <p>1.9. Determine the <i>instructional techniques</i> appropriate to the participants and select and apply appropriate <i>baseline assessments</i> that inform the benefits of exercise.</p>
2. Instruct the exercise session.	<p>2.1. Communicate the benefits of exercise for children and adolescents to participants.</p> <p>2.2. Communicate the general features of <i>healthy eating</i> for children and young adolescents and provide basic dietary recommendations to improve overall health and support exercise goals.</p> <p>2.3. Explain and demonstrate the exercises to participants and provide opportunities for questioning and clarification.</p> <p>2.4. Demonstrate and instruct correct use of equipment</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>according to organisational policies and procedures and manufacturer's instructions.</p> <p>2.5. Monitor exercise intensity, technique and safety of participants during session and modify as required according to participant responses.</p> <p>2.6. Apply appropriate <i>motivational techniques</i> to encourage participants and make any required modifications to activities.</p> <p>2.7. Facilitate activities to maximise individual participation.</p> <p>2.8. Show sensitivity to <i>cultural and social differences</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
3. Evaluate the exercise session.	3.1. Evaluate the exercise session according to participant and or caregiver feedback and personal reflection. 3.2. Provide feedback to the client group on their progress and any changes recommended. 3.3. Determine <i>modifications</i> to the <i>exercise plan</i> where relevant to meet needs identified through evaluation.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication skills to provide clear instruction and constructive feedback to children, young adults, parents, guardians or caregivers and medical and allied health professionals regarding the pre-exercise screening and alternative options
- plan and instruct activities and exercises that reflect appropriate developmental stages of adolescents
- problem-solving skills to:
  - identify exercises targeted at specific fitness components and make modifications where required
  - recognise conditions outside own scope of practice and make appropriate recommendations
- planning and organising skills to plan and instruct the exercise session including accessing required equipment and appropriate modifications
- interpersonal skills to interact effectively with children and adolescents, parents, guardians or caregivers
- numeracy skills to manage the time of sessions and facility schedules.

#### Required knowledge

- recommended healthy eating options and dietary guidelines for children and young adults to enable the provision of accurate information to participants
- limitations of a fitness instructor in providing healthy eating information
- the medical and allied health sector to enable appropriate recommendations be made to parents, guardians or caregivers
- principles of paediatric and exercise science to enable the selection of exercises appropriate exercises to participant characteristics and needs
- stages of physical, social and emotional growth and development in children and young adults to enable effective planning of programs and selection of appropriate

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
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exercises.

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| <ul style="list-style-type: none"><li>• principles of exercise program design to enable development of a program for a specific age group</li><li>• legislation and regulatory requirements and organisational policies and procedures to enable safe and appropriate conduct of exercise for children and young adolescents.</li></ul> |
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## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• screens children and young adolescents prior to commencement of exercise sessions and communicates results to relevant caregivers and recommends referral to appropriate medical or allied health professionals where necessary</li> <li>• develops a variety of sessions for exercise that are fun, interactive and safe for a range of client groups of children and young adolescents</li> <li>• provides accurate and current information about healthy eating and healthy eating options in accordance with recommended guidelines</li> <li>• evaluates exercise sessions and modifies exercise plans according to feedback received from participants and own evaluation.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure instruction of multiple exercise sessions that are of sufficient duration and breadth to allow the demonstration of competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>• a facility where a variety of exercise modes and equipment are available, such as a weights gym, exercise room and open air</li> <li>• relevant resources, for example, weight to height ratios, healthy eating information for a range of ages</li> <li>• appropriate documentation normally used in the workplace such as fitness charts and assessment questionnaires</li> <li>• a range of individuals and participant groups composed of children and young adolescents.</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>• observation of instructing and monitoring exercise sessions for children and young adolescents</li> </ul>



## EVIDENCE GUIDE

- oral or written questioning to assess knowledge of stages of development and growth in children and young adolescents and how these relate to effective exercise planning
- a portfolio of plans for exercise programs for different age groups
- third-party reports from a supervisor detailing work performance.

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

- SISFFIT309A Plan and deliver group exercise sessions.

**EVIDENCE GUIDE**

<b>Guidance information for assessment</b>	
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**Range Statement****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.

<b><i>Pre-exercise screening</i></b> must include:	<ul style="list-style-type: none"> <li>• medical history</li> <li>• functional limitations</li> <li>• medication</li> <li>• lifestyle evaluation</li> <li>• fitness goals</li> <li>• exercise history</li> <li>• questionnaire</li> <li>• caregiver</li> <li>• parent</li> <li>• legal guardian consent</li> <li>• interview.</li> </ul>
<b><i>Exercise programs</i></b> may include:	<ul style="list-style-type: none"> <li>• fundamental motor skills</li> <li>• cardiovascular exercise for age variations</li> <li>• resistance training</li> <li>• flexibility.</li> </ul>
<b><i>Organisational policies and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• Occupational Health and Safety</li> <li>• confidentiality of client information</li> <li>• client screening procedures</li> <li>• client referral procedures</li> <li>• ethical considerations in assessing children</li> <li>• use and maintenance of equipment.</li> </ul>
<b><i>Legislation and regulatory requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• Occupational Health and Safety</li> <li>• duty of care</li> <li>• privacy</li> <li>• anti-discrimination</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"><li>• copyright</li><li>• licensing</li><li>• child protection</li><li>• trade practices</li><li>• consumer protection</li><li>• environmental</li><li>• business registration and licences.</li></ul>

<b>RANGE STATEMENT</b>	
<b><i>Participants</i></b> may include:	<ul style="list-style-type: none"> <li>• children:               <ul style="list-style-type: none"> <li>• aged between 3 - 5 years</li> <li>• aged between 5 - 9 years</li> </ul> </li> <li>• young adolescents:               <ul style="list-style-type: none"> <li>• aged between 9 - 16 years.</li> </ul> </li> </ul>
<b><i>Needs and expectations</i></b> may include:	<ul style="list-style-type: none"> <li>• recreational</li> <li>• social</li> <li>• improved fitness levels and motor skills.</li> </ul>
<b><i>Major types of injuries</i></b> may include	<ul style="list-style-type: none"> <li>• sprains</li> <li>• osteochondroses               <ul style="list-style-type: none"> <li>• severs</li> <li>• patellofemoral pain syndrome</li> <li>• legg-calve-perthes</li> </ul> </li> <li>• shoulder instability</li> <li>• joint hypermobility.</li> </ul>
<b><i>Medical or allied health professional</i></b> may include:	<ul style="list-style-type: none"> <li>• general practitioners</li> <li>• medical specialists</li> <li>• paediatricians</li> <li>• accredited exercise physiologist</li> <li>• physiotherapist</li> <li>• occupational therapist</li> <li>• accredited practising dietician</li> <li>• osteopath</li> <li>• chiropractor</li> <li>• diabetes educator</li> <li>• podiatrist.</li> </ul>
<b><i>Special needs of children</i></b> may include:	<ul style="list-style-type: none"> <li>• diabetes</li> <li>• overweight and obese</li> <li>• hypermobility</li> <li>• asthma and other respiratory problems</li> <li>• ADD</li> <li>• ADHD</li> <li>• children and adolescents on medications.</li> </ul>
<b><i>Exercise repertoire</i></b> may include:	<ul style="list-style-type: none"> <li>• contraindications and modifications</li> <li>• variations to provide differing intensities</li> <li>• level of participant skill required</li> <li>• potential for combinations</li> <li>• exercise selection.</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Stages of growth and development</i></b> must include:	<ul style="list-style-type: none"> <li>• changes in child growth and development</li> <li>• effect of exercise on growth and development</li> <li>• social development</li> <li>• physiological characteristics of the exercising child though developmental stages.</li> </ul>
<b><i>Age variation</i></b> may include:	<ul style="list-style-type: none"> <li>• session structures for different ages</li> <li>• coordination and motor development</li> <li>• communication and instructional skill difficulties</li> <li>• behavioural change and social needs</li> <li>• exercise requirements for different stages of development.</li> </ul>
<b><i>Injury risks</i></b> may include:	<ul style="list-style-type: none"> <li>• inadequate skill and physical preparation</li> <li>• overtraining</li> <li>• biomechanics and exercise technique</li> <li>• physical and mental preparation</li> <li>• fatigue and recovery.</li> </ul>
<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• small, interactive and circuit-based equipment</li> <li>• sporting</li> <li>• age specific strength training equipment</li> <li>• cycle and ergometers</li> <li>• rowing machine</li> <li>• treadmill.</li> </ul>
<b><i>Instructional skills</i></b> may include:	<ul style="list-style-type: none"> <li>• transitions between exercises or games</li> <li>• session structure variations</li> <li>• communication skills</li> <li>• verbal and visual instructions relevant to age group</li> <li>• technique correction.</li> </ul>
<b><i>Baseline assessment</i></b> may include:	<ul style="list-style-type: none"> <li>• functional motor skills</li> <li>• cardiovascular</li> <li>• strength</li> <li>• agility</li> <li>• flexibility.</li> </ul>
<b><i>Healthy eating</i></b> may include:	<ul style="list-style-type: none"> <li>• energy balance</li> <li>• dietary guidelines for children and young adolescents</li> <li>• fuel for exercise</li> <li>• fuel for minimising post-exercise fatigue and maximising recovery</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• hydration levels</li> <li>• specialised dietary interventions requiring referrals.</li> </ul>
<i>Cultural and social differences</i> may include:	<ul style="list-style-type: none"> <li>• modes of greeting, farewelling and conversation</li> <li>• body language, including use of body gestures</li> <li>• formality of language</li> <li>• clothing.</li> </ul>
<i>Motivational techniques</i> may include:	<ul style="list-style-type: none"> <li>• goal setting</li> <li>• positive feedback</li> <li>• foundation of play in exercise prescription.</li> </ul>
<i>Modifications</i> may include:	<ul style="list-style-type: none"> <li>• accommodating the physical changes and health conditions associated with developmental age</li> <li>• accommodating the social and psychological changes that occur with children.</li> </ul>
<i>Exercise plan</i> may include:	<ul style="list-style-type: none"> <li>• identification of client needs and goals</li> <li>• an outline of the session components</li> <li>• order and sequence of exercises</li> <li>• duration, intensity, volume</li> <li>• equipment</li> <li>• progression within an exercise program</li> <li>• appropriate music selection.</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	Fitness
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### Co-requisite units

<b>Co-requisite units</b>	

## Competency field

Competency field	
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