



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:	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.
Oral communication skills to:	- provide accurate information to children and parents and/or carers - interact with children and parents and/or carers in an appropriate manner - encourage participants in a manner appropriate to child's age and understanding.
Numeracy skills to:	- work within time schedules of facilities and program requirements - allow sufficient time for children to complete movement games or activities, whilst maintaining suitable timing of session.
Planning and organising skills to:	select and prepare appropriate movement repertoire, games and equipment for movement sessions suitable to the needs, coordination, size and abilities of young children.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for SISFFIT012 Instruct movement programs to children aged 5 to 12 years

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, document, implement and evaluate at least five suitable movement programs based around active play and promotion of movement experience for children
- conduct small group movement sessions that incorporate:
 - use of industry endorsed pre-exercise screening or assessment procedures for children prior to participation
 - functional movements, games and play that reflect appropriate developmental stages of children:
 - throwing
 - jumping
 - kicking
 - running
 - skipping
 - hopping
 - climbing
 - demonstration, explanation, and instruction of activities and games relevant to age group
 - suitable order and sequence of activities
 - appropriate session structure variations
 - suitable duration, intensity, volume
 - appropriate equipment, if applicable
 - appropriate music selection, where appropriate
 - developmental stages of children and adolescents and age variations in physical, mental and social abilities
 - movement correction, as required
- modify movement programs, addressing at least two of the following:
 - feedback received from children, parents and/or carers
 - signs and symptoms of intolerance
 - physical changes and health conditions
 - accommodation of the social changes that occur with children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislative and regulatory requirements regarding specific population exercise participation:
 - working with children and vulnerable people
 - privacy
 - anti-discrimination
 - work health and safety/occupational health and safety
 - duty of care
- organisational policies and procedures in regards to specific population exercise participation:
 - overcrowding
 - ventilation and/or climate control
 - hygiene
 - emergency
 - standards of personal presentation
 - participant's clothing and footwear
 - use, care and maintenance of equipment
- industry endorsed client pre-exercise screening processes
- industry endorsed risk stratification procedures, exercise implications and referral requirements for:
 - low-risk clients
 - moderate risk clients
 - higher risk clients
 - when there are extreme or multiple risk factors present and professional judgement to decide whether further medical advice is required identification of clients at high or higher risk of an adverse event occurring during exercise
 - physical activity and exercise intensity and frequency guidelines
- signs and symptoms of exercise intolerance and appropriate management strategies
- anatomy and physiology related to children:
 - thermoregulation
 - cardiovascular system
 - musculoskeletal system
 - nervous system
 - respiratory system
- principles of paediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs:
 - growth and maturation
 - coordination development and control

- stability
- posture in children
- fundamental skills
- aerobic capacity
- stages of growth and development in children to enable effective planning of programs and selection of games or activities:
 - physical
 - social
 - emotional
- principles of exercise program design to enable development of a program for a specific age group
- signs and symptoms of injuries typical to children aged twelve years and under:
 - sprains
 - osteochondroses (severs, patellofemoral pain syndrome, legg-calve-perthes)
 - shoulder instability
 - joint hypermobility
- appropriate considerations for the selection of exercise repertoire relevant to stages of growth and development, age variation and risk of injury to participants incorporating:
 - contraindications and modifications
 - variations to provide different intensities
 - level of participant skill required
 - potential for combinations
- movement implications of age and stages of growth and development:
 - changes in growth rate
 - effect of exercise on:
 - growth and development
 - social development
 - coordination and motor development
 - behavioural change and social needs
 - physiological characteristics of the child through developmental stages
 - communication and instructional skill difficulties
 - movement requirements for different stages of development
- injury risks related to movement participation of children:
 - inadequate skill and physical preparation
 - overtraining
 - biomechanics and movement technique
 - physical and mental preparation
 - fatigue and recovery
- suitable alternative options to suggest to parents and/or careers in situations where the child:

- cannot participate safely
- negatively affects the safety of other participants
- has needs beyond the aims of the program
- motivational techniques suitable for children:
 - goal setting
 - positive feedback
 - foundation of play in session prescription.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities and equipment suitable for children.

Assessment must ensure use of:

- a variety of equipment appropriate for use by children, e.g. balls and skipping ropes
- organisational policies and procedures related to working with children
- manufacturer guidelines on equipment safety and usage
- industry endorsed risk stratification procedures
- session plan templates with space to identify modifications/adjustments needed
- an appropriate area for the delivery of movement programs
- participants; these can be:
 - participants in the workplace, or
 - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have achieved a Certificate IV in Fitness or above; and
- have at least 1 year consecutive post qualification fitness industry experience in the application of the skills and knowledge of the Certificate IV in Fitness.

Links

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