



Australian Government

SISFFIT013 Instruct exercise to young people aged 13 to 17 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 exercise for young people aged thirteen to seventeen years. It requires the ability to supervise young people using fitness facilities and relevant equipment to promote functional capacity and fitness.

It involves using industry endorsed risk management protocols when determining the provision of suitable exercise services. This may include guidance from relevant medical or allied health professionals.

This unit applies to personal trainers who work in a variety of fitness locations such as fitness, leisure and community centres. These individuals typically work autonomously in controlled and uncontrolled fitness environments.

Work is performed according to relevant legislation including working with children 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. Identify fitness requirements.

PERFORMANCE CRITERIA

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

- 1.1 Consider and discuss needs, expectations and preferences using suitable questioning techniques.
- 1.2 Review and advise participant and parent or carer of

- outcomes of pre-exercise health screening procedures.
- 1.3 Refer participant to medical or allied health professionals as required.
 - 1.4 Select and use appropriate baseline functional capacity or fitness assessments, as required.
 - 1.5 Identify potential barriers to participation.
 - 1.6 Develop and document client profile for re-evaluation purposes.
2. Plan exercise session.
- 2.1 Determine type of training, training methods and equipment required to achieve participant goals.
 - 2.2 Gain parent or carer consent for participation in specified exercise program.
 - 2.3 Develop and document program plans that incorporate participant goals, abilities, and stage of growth and development within instructional information.
 - 2.4 Develop customised training sessions that include a variety of exercises and equipment to meet participant needs.
3. Instruct exercise session.
- 3.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
 - 3.2 Provide clear exercise instructions and confirm participant understanding.
 - 3.3 Demonstrate exercises, techniques and equipment to participant.
 - 3.4 Monitor participation and performance to identify signs of exercise intolerance and modify as required.
 - 3.5 Select and use communication techniques that encourage and support participants.
 - 3.6 Modify session as required considering basic mechanics, safety and fitness outcomes.
 - 3.7 Respond to participants experiencing difficulties and answer questions as required.
 - 3.8 Complete session documentation and progress notes.
4. Evaluate exercise session.
- 4.1 Monitor and evaluate exercise 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.

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 equipment manufacturer guidelines to determine: • appropriate use of equipment and facilities to instruct children and adolescents • required adaptations to equipment, facilities or exercise to maximise safety, participation and enjoyment of sessions • comprehend organisational policies and procedures regarding roles and responsibilities in exercise prescription and supervision of children and adolescents within the fitness facility or organisation.
Oral communication skills to:	• provide accurate information to children, adolescents, and parents or carers • interact with children, adolescents and parents or carers in an appropriate manner • encourage children and adolescents to participate in an active lifestyle and exercise program.
Numeracy skills to:	• work within time schedules of facilities and program requirements.
Learning skills to:	• maintain knowledge of current industry methods of pre-exercise screening, baseline assessments of fitness and functional capacity and exercise training methods for children and adolescents.

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 SISFFIT013 Instruct exercise to young people aged 13 to 17 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:

- conduct age and skill appropriate baseline assessments:
 - functional motor skills
 - cardiovascular
 - strength
 - agility
 - flexibility
- plan, implement and evaluate at least five fitness programs for young people that reflect appropriate developmental stages, age and ability variations that incorporate:
 - appropriate selection and monitoring of a range of gym-based cardiovascular and resistance equipment, according to industry guidelines
 - demonstration, explanation, and instruction of exercises relevant to age group
 - suitable order and sequence of activities
 - session components that target the needs and goals of the individual
 - suitable duration, intensity, volume
 - appropriate music selection, where appropriate
 - developmental stages of children and adolescents and age variations in physical, mental and social abilities
 - monitoring of client intensity, techniques, posture and safety
 - technique correction
- use the following communication skills:
 - clear verbal communication
 - modelling and demonstration
 - motivational techniques.

Knowledge Evidence

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

- legislative and regulatory requirements regarding safe and appropriate conduct of exercise for children and young adolescents:

- work health and safety/occupational health and safety
- duty of care
- working with children and/or vulnerable people
- privacy
- anti-discrimination
- organisational policies and procedures in regards to:
 - industry endorsed risk management protocols, exercise implications and referral requirements
 - ventilation and/or climate control
 - hygiene
 - emergency
 - risk management
 - standards of personal presentation
 - participant's clothing and footwear
 - use, care and maintenance of equipment
 - equipment use and maintenance
 - client supervision
 - incident reporting
- exercise programming and progression principles:
 - FITT
 - overload
 - specificity
 - phasing
 - warm-up
 - conditioning
 - cool down
- health-related components of fitness:
 - cardiorespiratory endurance
 - muscular endurance
 - muscular strength
 - flexibility
 - body composition
- functional exercises for motor skills related to participant needs:
 - hopping, jumping, throwing, kicking, running, walking, skipping
 - agility, proprioception, balance, reaction time and speed based exercises
- purpose and use of gym equipment:
 - free weights
 - pin-loaded resistance equipment
 - skipping ropes
 - balls, including medicine and fit balls

- resistance bands
- mats
- cardiovascular equipment, for example treadmill and stepper
- anatomy and physiology related to children and adolescents:
 - 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 and adolescents to enable effective planning of programs and selection of exercises:
 - physical
 - social
 - emotional
- exercise implications of age and stages of growth and development:
 - changes in growth rate
 - effect of exercise on growth and development
 - social development
 - physiological characteristics of the child through developmental stages
 - session structures for different ages and/or abilities
 - coordination and motor development
 - communication and instructional skill difficulties
 - behavioural change and social needs
 - exercise requirements for different stages of development
- signs and symptoms of major types of injuries typical to children and young adolescents:
 - sprains
 - osteochondroses (severs, patellofemoral pain syndrome, legg-calve-perthes)
 - shoulder instability
 - joint hypermobility
- injury risks related to exercise participation of children and young adolescents
- motivational techniques which incorporate:
 - goal setting

- positive feedback
- foundation of play in exercise prescription
- signs and symptoms of exercise intolerance and appropriate management strategies
- the medical and allied health sector to enable appropriate recommendations or referrals be made to parents or carers.

Assessment Conditions

Skills must be demonstrated in:

- a fitness industry workplace or simulated environment that offers a variety of appropriate services and facilities suitable for youth aged 13-17 years.

Assessment must ensure use of:

- a variety of equipment appropriate for use by children and young adolescents
- industry endorsed risk stratification procedures
- organisational policies and procedures related to working with children
- session plan templates with space to identify modifications/adjustments needed
- participants aged 13-17 years; 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.

Assessment must ensure access to:

- manufacturer guidelines on equipment safety and usage.

Assessment activities that allow the individual to:

- use fitness industry endorsed risk stratification procedures and conduct baseline assessments suitable for adolescents aged 13 years and over:
 - functional motor skills, i.e. hopping, jumping, throwing, kicking, running, walking, skipping
 - cardiovascular endurance
 - muscle strength and endurance
 - agility
 - flexibility
 - body composition, if appropriate.

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

- have achieved a Diploma of 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 Diploma of Fitness.

Links

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