



Australian Government

SISFFIT037 Develop and instruct group movement programs for children

Release: 1

SISFFIT037 Develop and instruct group movement programs for children

Modification History

Supersedes and is not equivalent to SISFFIT012 Instruct movement programs to children aged 5 to 12 years.

Application

This unit describes the performance outcomes, skills and knowledge required to develop movement programs and individual sessions for children aged up to 12 years, and to deliver those programs to groups of children. Programs are those which are designed to promote movement, physical activity and general wellbeing and may consist of multiple sessions. Programs may be developed for general consumer groups or customised to the needs of a particular client organisation, such as a school. They may include the use of basic equipment such as balls, ropes and mats, but do not include instruction involving specialised equipment found in gyms or other fitness facilities.

It requires the ability to evaluate and improve programs in response to feedback and evaluation.

This unit applies to group fitness instructors and personal trainers. They use discretion and judgment to plan programs and work unsupervised when delivering group sessions in settings such as fitness facilities, gyms, leisure and community centres, child care centres, schools and outdoor locations.

The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication. However, individuals must receive formal clearance to work with children through completion of a working with children check required in the relevant State or Territory.

Pre-requisite Unit

Nil

Competency Field

Fitness

Unit Sector

Fitness

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

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

1. Develop movement programs for children.

- 1.1. Identify known and potential participants and investigate physical activity needs based on their age, stage of development and physical abilities.
- 1.2. Determine key objectives for children's movement program based on identified needs and characteristics.
- 1.3. Select movement activities that target key elements of physical literacy suited to participant characteristics.
- 1.4. Structure program to achieve objectives.
- 1.5. Determine volume, intensity and frequency of activities required to achieve program objectives.
- 1.6. Determine and incorporate instructional techniques and instructor ratios appropriate for children and participant age and stage of development.
- 1.7. Identify and incorporate requirements for instructional assistance from parents or carers.
- 1.8. Identify specific risk factors and precautions for implementation based on nature of both program and participants.

2. Plan movement sessions for children.

- 2.1. Determine objectives of individual sessions within movement program.
- 2.2. Select, balance and sequence activities within session duration based on participant age and stage of development.
- 2.3. Incorporate injury prevention strategies that respond to exercise risks for children.
- 2.4. Document session plans according to organisational formats.

3. Prepare for session.
 - 3.1. Review details of completed pre-exercise screening questionnaire and informed consent from parents or guardians.
 - 3.2. Access, prepare and check environment to meet session requirements.
 - 3.3. Prepare and check required equipment for safety and serviceability.
 - 3.4. Inform children, parents or carers about activities and safety rules, check their understanding.
4. Instruct children's movement sessions.
 - 4.1. Follow predesigned session structure and timings.
 - 4.2. Use voice projection techniques suited to environment, nature of activity and children's characteristics.
 - 4.3. Provide and combine clear verbal instruction and demonstration to support children's understanding.
 - 4.4. Use communication techniques that promote physical activity and encourage an enjoyable, interactive and inclusive experience.
 - 4.5. Monitor children's technique and safety and provide positive feedback, encouragement and corrective instruction based on observations.
 - 4.6. Facilitate effective group interaction to maintain group control, engagement and safety.
 - 4.7. Observe individual children, respond to difficulties and modify their activities to suit needs and to ensure engagement and comfort.
5. Evaluate children's movement programs.
 - 5.1. Seek and acknowledge feedback from children, and their parents or carers.
 - 5.2. Evaluate own performance and identify areas for improvement.
 - 5.3. Determine extent to which objectives are being achieved and compare with expectations outlined in program plan.
 - 5.4. Modify and update program and future sessions according to feedback and evaluation.
 - 5.5. Maintain current program documentation according to procedures.

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 information of varying complexity about exercise options for young children, including fitness and health terminology.
Writing skills to:	- produce detailed program and session plans that use fitness terminology and abbreviations for instructional use - use fundamental sentence structure to complete basic evaluation reports that require factual and subjective information.
Oral communication skills to:	- provide clear and unambiguous information using language and terms easily understood by both young children and adults - use age-appropriate group communication skills during instruction.
Numeracy skills to:	- complete calculations of varying complexity for program and session plans involving times, frequency and intervals - monitor and adapt session timings to meet program guidelines.
Problem-solving skills to:	critically evaluate successes and failures of programs to initiate improvements.

Unit Mapping Information

Supersedes and is not equivalent to SISFFIT012 Instruct movement programs to children aged 5 to 12 years.

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 SISFFIT037 Develop and instruct group movement programs for children

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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:

- develop and document one movement program for groups of children aged up to 12 years
- develop, document and instruct three group movement sessions, each with a minimum duration of 30 minutes and with at least six participants, that collectively target the following elements of physical literacy with exercises suited to the particular age group:
 - movement skills
 - moving with equipment
 - object manipulation
 - coordination
 - stability and balance
 - flexibility
 - agility
 - strength
 - muscular endurance
 - cardiovascular endurance
 - reaction time
 - speed
- for each of the above sessions:
 - complete participant pre-exercise screening processes using industry standard screening questionnaire and guidelines for children
 - consistently use instructional and communication techniques that are suited to participant age and stage of development
 - consistently engage children through positive feedback and reinforcement of strengths
 - cater to the individual needs of one child participant by modifying activities to suit
- according to actual participant interactions or case studies, evaluate the effectiveness of one children's group movement program, modify program and session content and document details of the evaluation and changes made.

Knowledge Evidence

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

- procedures for maintaining program documentation
- boundaries and responsibilities of fitness instructors in developing movement programs for children and relationship to duty of care
- legal and ethical requirements for fitness instructors specific to working with children:
 - working with children checks
 - obtaining informed consent from parents or guardians
- typical community and commercial contexts for the delivery of children's movement programs and how this may impact program development and delivery
- key considerations for program development and their application to developing children's movement programs:
 - objectives
 - benefits
 - environment requirements:
 - amount and nature of space required
 - acoustics
 - temperature
 - ventilation
 - hygiene and infection control precautions
 - security
 - participant pre-screening requirements
 - communication protocols
 - equipment requirements and use
 - participant to instructor ratio and maximum numbers
 - injury prevention strategies relevant to age group
- key purpose and content of established national guidelines that support the provision of fitness services to children:
 - movement guidelines for the early years, children and young people
 - Australian Physical Literacy Framework (or its successor):
 - guiding principles
 - components of the framework and domains
 - stages of development
 - elements of the physical domain and how they link to stages of development
 - industry standard pre-exercise screening questionnaire and guidelines for young people
 - industry-developed children's health and fitness services guidelines
- overview of the key stages of development and milestones for female and male children up to 12 years, and implications for exercise programming and instruction:

- physical
- social
- emotional
- cognitive
- language
- principles of safe practice when developing and instructing movement programs for children aged up to 12 years related to:
 - growth and maturation
 - coordination development and control
 - stability
 - posture
 - fundamental movement skills
 - aerobic capacity
- types of individual movement activities suited to children aged up to 12 years consistent with the Australian Physical Literacy Framework, and types of suitable equipment
- group instructional techniques and how they would be used with children:
 - optimum positioning of instructor
 - physical formation of group
 - movement breakdown and combination
 - combining explanation and demonstration
 - verbal and visual cueing
 - mirror imaging
- demonstration and instruction techniques appropriate for a range of children's ages and capabilities including cueing that is:
 - verbal
 - visual
 - tactile
 - kinaesthetic
- ways of varying instruction to cater for individual differences within a group
- communication techniques used for:
 - establishing rapport with groups of children
 - voice projection
 - motivating children through positive feedback and focusing on strengths
 - providing clear instruction that recognises stage of cognitive and language development:
 - using age-appropriate language
 - avoiding fitness terminology
 - providing constructive feedback and positive reinforcement
 - checking own understanding and the understanding of children
- key considerations for monitoring groups of young children in a movement session:

- level of supervision
- physical safety of children
- monitoring interactions between individual children
- format and inclusions of documented:
 - movement programs
 - movement session plans
- methods used to evaluate effectiveness of children's movement programs:
 - ongoing informal discussions with children, parents or carers
 - ongoing observation and measurement of improvements in children's physical capabilities
 - reflection on own performance.

Assessment Conditions

Skills can be demonstrated in:

- the workplace, or
- a simulated workplace set up for the purpose of skills assessment.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response.

Assessment must ensure the use of:

- interaction with participants; these can be:
 - children aged up to 12 years in an industry workplace, or
 - children aged up to 12 years who participate in simulated activities used for the purpose of skills assessment, or
 - individuals who role play children during simulated activities
- indoor or outdoor venue suited to the nature of the movement activity sessions
- equipment required for sessions
- industry standard pre-exercise screening questionnaires and guidelines for young people
- parental informed consent forms
- template group movement program and session plans
- procedures for maintaining program documentation.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- hold a Certificate III or IV in Fitness, and have a collective period of at least two years' experience working in fitness instruction, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience, or
- be a registered or accredited practising health or exercise professional with a degree and experience relevant to this unit of competency.

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