



Australian Government

SISFFIT037 Develop and instruct group movement programs for children

Release: 1

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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>