



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

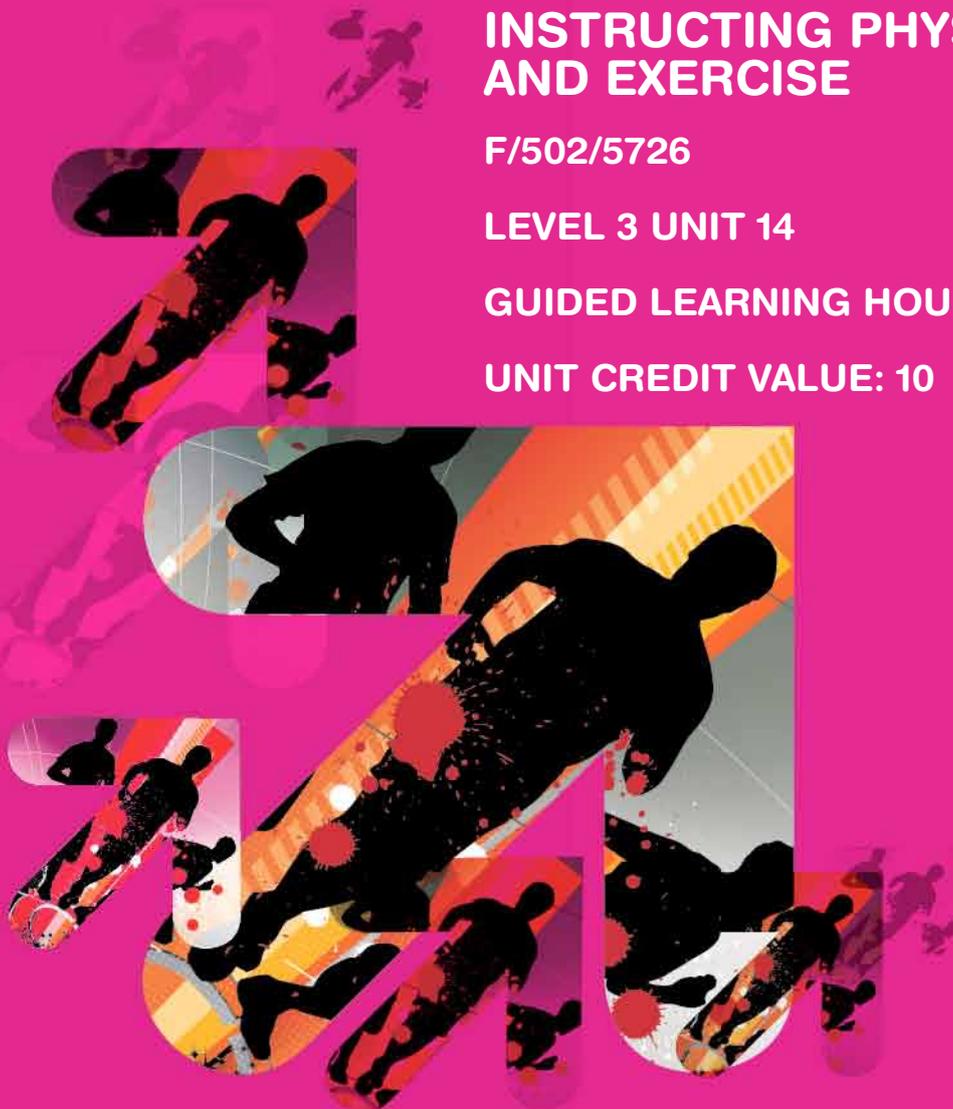
INSTRUCTING PHYSICAL ACTIVITY AND EXERCISE

F/502/5726

LEVEL 3 UNIT 14

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



INSTRUCTING PHYSICAL ACTIVITY AND EXERCISE

F/502/5726

LEVEL 3

AIM OF THE UNIT

Mention you are interested in fitness and people quite often say 'I want to be fit' or 'I wish I was fit'. Fitness means different things to different people. This unit looks at how to design, plan, deliver and review exercise sessions which meet the needs of the different client groups.

PURPOSE OF THE UNIT

This unit will help the learner understand the key components of planning exercise programmes and delivering an exercise session.

With a large number of people attending gyms and participating in fitness classes, in the hope of becoming fit and healthy, the fitness industry offers a wide range of classes and programmes to do so.

Clients come with different needs, goals, likes and dislikes and so it is important to be able to offer a range of fitness sessions.

Instructors require a good understanding of the different fitness components and how the body adapts to training, this is looked at the start of the unit, ensuring the learners have underpinning knowledge.

The next part of the unit looks at health screening methods and risk assessments, ensuring the learner understands why these are important to ensure clients are working in a safe environment. Warm ups and cool downs are an important part to any fitness session and is a key area that is looked at in the next part of the unit.

Planning a six-week programme is an essential part of a fitness instructor's job, working with clients to meet their targets and goals. The next part of this unit requires the

learner to design a six-week programme for two contrasting clients, considering their needs and goals.

There are now a growing amount of different fitness classes that people can attend to get fit, varying in methods, intensity and structure. Learners will need to plan a single session and deliver it, making sure it is structured correctly and is safe.

Experienced instructors will always review their programmes and sessions, obtaining feedback from others. The last part of this unit will look at reviewing methods for collecting feedback on their performance; enabling the performer to identify their strengths and areas of development. This may include making changes to the activities, intensity of the sessions and how they deliver the session.

This unit will enable the learner to develop knowledge and understanding on how to become a fitness instructor and may motivate them to pursue this as a future career.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the principles of safe and effective exercise sessions	P1 describe the principles of fitness training		
	P2 describe the health and safety considerations associated with exercise programmes and sessions	M1 identify risks and hazards associated with poor health and safety considerations	
2 Be able to design an exercise programme	P3 describe the importance of warm-up and cool down in exercise programmes and sessions		
	P4 design a six-week exercise programme for two selected contrasting clients	M2 critically compare choices of exercise activities for selected contrasting clients	
3 Be able to plan and lead an exercise session	P5 plan a safe and effective exercise session	M3 identify alternative effective exercises for a planned exercise session	D1 for a planned exercise session, justify choice of activities and alternative exercises
	P6 deliver a safe and effective exercise session, with tutor support	M4 identify communication and motivational skills that might be useful in delivering an exercise session	D2 deliver an exercise session using communication and motivational skills to positive effect
4 Be able to review the design of an exercise programme and leading of an exercise session	P7 review own performance in the designing of exercise programmes and the planning and delivery of the exercise session, identifying strengths and areas for improvement		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the principles of safe and effective exercise sessions

Principles of physical fitness: i.e. components of fitness (e.g. aerobic endurance, flexibility, muscular endurance, power, strength and body composition). F.I.T.T Principle – frequency, intensity, time, type; training adaptations (e.g. resting heart rate decreases, hypertrophy, increased muscle tone, increased stroke volume, loss of weight, increased oxygen transportation, increased capillarisation, increase in red blood cells).

Health and safety considerations: i.e. physical activity readiness questionnaire (PAR-Q); medical contraindications (e.g. identification of risk factors, needs of the clients); risk assessment (e.g. risks and hazards, injury, health issues, accidents).

LO2 Be able to design an exercise programme

Warm ups: i.e. mobility, pulse raising, stretching, and mental preparation.

Cool downs: i.e. removal of lactic acid/waste products help prevent DOMS (delay onset muscle soreness) (e.g. pulse lowering, post workout stretching (maintenance stretching, developmental stretching, PNF – proprioceptive neuromuscular facilitation)).

Programme structure: i.e. warm up, main component - type of exercises (e.g. cardio vascular, muscular endurance etc.) duration, exercise intensity (heart rate levels, RPE – rate of perceived exertion, work/rest ratio), cool down.

Activities: (e.g. clients likes and dislikes, goals, time available (e.g. accessibility, culture, other commitments)).

Planning considerations: i.e. safety - PAR Q, (e.g. exercise history, medical history, fitness levels) motivation (e.g. goals short and long term, barriers, reasons for getting fit).

Contrasting clients: i.e. ability levels, disabilities, age (e.g. children, elderly), gender, culture, current fitness levels, individual, groups, health levels (e.g. obesity, high blood pressure, diabetes), work commitments (e.g. night shift, weekends).

LO3 Be able to plan and lead an exercise session

Planning of the session: i.e. venue (e.g. marketing, time, cost), risk assessment, health screening, checking equipment, setting up, aims, objectives, session structure, alternative exercises.

Delivering of the session: i.e. session introduction, delivery - communication skills, motivation techniques (e.g. manner, confidence, rapport with clients, modification of exercises, demonstrating correct technique), session end – feedback, putting away equipment.

LO4 Be able to review the design of an exercise programme and leading of an exercise session

Reviewing the exercise programme: i.e. methods (e.g. client feedback, questionnaires, self evaluation, video analysis, peer evaluation), how have the sessions worked (e.g. progression, adaption, improvements – own and clients, continued professional development).

Identifying strengths and areas of improvements: i.e. SWOT (strengths; weaknesses; opportunities; threats). Has the programme achieved its set goals? To what extent? Future amendments to achieve goals.

DELIVERY GUIDANCE

LO1. Know the principles of safe and effective exercise sessions.

Tutors should start with introducing the main fitness components so that the learners are aware of the range of components that can be trained through exercise. Tutors should also ensure that the learners understand the principles of training using the F.I.T.T. principle. Practical sessions, demonstrating how to progress a fitness session through applying the F.I.T.T. principle would give the learners a greater understanding.

Health and safety associated with running a fitness session must be explored, a visit to a local gym to discuss their PAR Q with a fitness instructor, or gathering a number of PAR Qs from the internet will allow learners to understand why they are used and the range of information needed prior to instructing a fitness session. Pair or small group discussions on what should be included in a PAR Q before an independent form is created will allow learners to ensure they include the correct information.

LO2. Be able to design an exercise programme.

Tutors should ensure that the learners are aware of the importance of warm up and cool downs, this could be through learners participating in a series of different types of warm up and cool downs. The use of a sports coach or fitness instructor could be used to vary the delivery style and content and allow the learners to have a range of warm ups and cool downs they could use.

Learners could practice leading warm ups and cool downs with classmates so they can describe the importance of both.

Learners should be given the opportunity to take part in as many different activity sessions as possible (e.g. circuits, spinning, body pump, aerobics, core stability etc.) so they can gain lots of ideas and experience a range of sessions that they may then want to plan and instruct. Tutors should encourage the learners to evaluate each session, commenting on the warm up, main activities, cool downs, safety considerations within the sessions and motivation techniques that have been used by the instructor.

The learners should research how to set out a 6 week programme, looking at case studies or consulting local coaches or fitness instructors, they should consider the clients likes and dislikes, goals, time available and safety to ensure

that the set programmes participated in have the correct outcomes.

When selecting clients the learner must choose two with different considerations (e.g. fitness levels, age, goals). The learner should choose people they are comfortable working with and who are willing to take part.

LO3. Be able to plan and lead an exercise session.

Learners need to be able to plan and lead an exercise session. The ideas from practical sessions participated in above should be used to plan an original session. Looking at examples of exercise sessions on the internet and sharing ideas in pairs or small groups, will allow the learners to gain as many ideas as possible.

Learners should consider the venue, equipment; risk assessment and alternative exercises amongst other things to make sure their planned session is appropriate (there is no point planning a spinning session, when they haven't got accessibility to the bikes and a studio). The learner needs to be able to justify their choice of activities (e.g. appropriateness, intensity, level of difficulty etc). The plan should include aims and objectives as well as the session itself. The learners should be given opportunities to practice the session, receiving feedback from peers as to how to improve. They should make sure they have good communication skills, demonstrated correctly throughout, know how to motivate participants and be comfortable in modifying their session if needed. During their assessed session the tutor should lend support if they feel the session is unsafe or the learner is struggling to deliver the planned session. Videoing the session will help the learner evaluate their session for the following assessment.

LO4. Be able to review the design of an exercise programme and leading of an exercise session.

Tutors should inform the learners of a variety of methods that can be used to enable them to review their session. The learner should decide which methods would suit them best and provide them with the most information, designing questionnaires or feedback forms prior to the session.

The learners should then use this information to review their exercise programme design:

- did they use the correct structure?
- was there enough content in the session?
- did the session flow throughout?

The learners should also look at the development of the session. When reviewing their ability to lead an exercise session, the learners could watch a video of them leading or get peer feedback so they can identify their strengths and areas that need developing. They should consider if the session has met its aims and to what extent and also include future amendments they would include to ensure they have achieved their goals.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Criteria	Assignment title	Scenario	Assessment
P1	Principles of training.	A junior position has become available at the local fitness centre, which includes on the job training to instruct physical activity and exercise sessions. As part of the application and interview process they have asked that you have knowledge and understanding of how to plan and lead a session and the safety considerations. You will also be required to take a session as part of the interview and review it afterwards.	Presentation Written report
P2 and M1	Health and safety.		Production of medical consent form Risk assessment Written Report Presentation
P3	Warms ups and cool downs.		Video evidence Practical/Witness statement with session plan Written report
P4 and M2	Exercise programme design.		Written plans.
P5, P6, M3, M4, D1 and D2	Planning and leading an exercise session.		Session plans Observation Witness statement Video evidence
P7	Reviewing the exercise programme and session.		Questionnaires Written report

RESOURCES

Books

- American College of Sports Medicine – *ACSM Fitness Book* (Human Kinetics, 1997) ISBN 9780880117838
- American College of Sports Medicine – *ACSM's Guidelines for Exercise Testing and Prescription* (Lippincott, Williams and Wilkins, 2005) ISBN 9780781745062
- Ansell M – *Personal Training* (Learning Matters, 2007) ISBN 9781844451630
- Burke E – *Precision Heart Rate Training* (Human Kinetics, 1998) ISBN 9780880117708
- Byl J – *101 Fun Warm-up and Cool-down Games* (Human Kinetics, 2004) ISBN 9780736048491
- Champion N and Hurst G – *The Aerobics Instructor's Handbook: What to Teach, and How to Teach it Effectively!* (A&C Black publishers, 2000) ISBN 9780713653595
- Fleck SJ and Kraemer W J – *Designing Resistance Training Programmes* (Human Kinetics, 1997) ISBN 9780873225083
- Griffin J C – *Client-centred Exercise Prescription* (Human Kinetics, 2006) ISBN 9780736054959
- Gudrin P – *Aerobic Training* (Meyer Meyer Sports Books, 2000) ISBN 9781841260211
- Harris J and Ebourn J – *Warm-up and Cooling Down* (Human Kinetics, 2002) ISBN 9780736038782
- Heyward V H – *Advanced Fitness Assessment and Exercise Prescription* (Human Kinetics, 2006) ISBN 9780736057325
- Jackson AW et al – *Physical Activity for Health and Fitness* (Human Kinetics, 2004) ISBN 9780736052054
- Norton K and Old T – *Pre-exercise Health Screening Guide* (Human Kinetics, 1999) ISBN 9780736002103
- Powers S K and Howley E T – *Exercise Physiology: Theory and Application to Fitness and Performance* (McGraw-Hill, 2008) ISBN 9780071280785
- Whyte G P, MacLaren D and Spurway N – *The Physiology of Training – Advances in Sport and Exercise Science* (Churchill Livingstone, 2006) ISBN 9780443101175
- Wolf-May K and Bird S – *Exercise Prescription: The Physiological Foundations: A Guide for Health, Sport and Exercise Professionals* (Churchill Livingstone, 2006) ISBN 9780443100178

Journals

- Journal of Human Sport and Exercise*
- Journal of Physical Activity and Health*
- Journal of Sports Sciences*
- Journal of Sports Sciences and Medicine*
- Medicine and Science in Sports and Exercise*
- Peak Performance*
- The Journal of Sports Medicine and Physical Activity*

Websites

- www.teachingideas.co.uk Teaching Ideas
- www.humankinetics.com Human Kinetics
- www.ausport.gov.au Australian Sports commission.
- www.brianmac.co.uk Brian Mac
- www.bases.org.uk Sports Coach British Association of Sport and Exercise Sciences
- www.bbc.co.uk British Broadcasting Corporation
- www.pponline.co.uk Peak Performance
- www.topendsports.com Top End Sport

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 4: The Physiology of Fitness

Unit 9: Exercise for Specific Groups

Unit 15: Sports Injuries

Unit 22: Assessing Risk in Sport

Unit 23: Fitness Training and Programming

Unit 25: Fitness Testing for Sport and Exercise



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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