



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

Activity Leadership Handbook

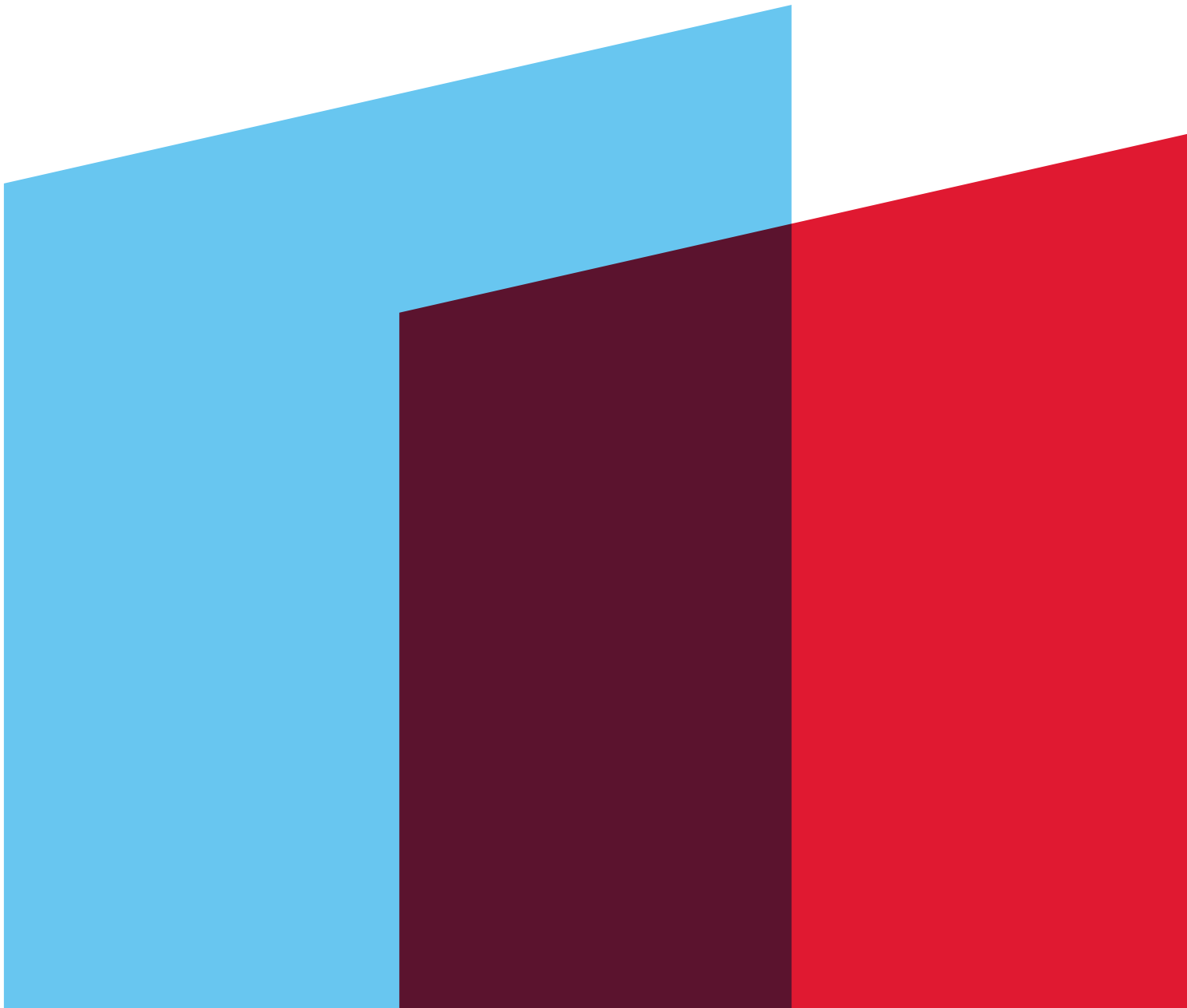


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Syllabus

Activity Leadership 1 & 1

Module Description/Aims:

This module focuses specifically upon trends in the fitness industry and to bring students to a level of competence in the planning, delivery and evaluation of individual and group exercise sessions. This is done in the context of exercise to music and gym environments with healthy adults using a whole-part-whole approach. Students will participate in practical exercise classes incorporating the following elements, exercise to music, step, circuits, weights, cv machines, stretch and body conditioning. The knowledge, competence and skills required to operate as a basic level instructor in the exercise to music and gym environments will be achieved through the outside accreditation of EHFA (European Health Fitness Association Basic Level Instructor).

Contact Hours Activity Leadership 1 & 1

Semester	Contact Type	Hours	Frequency
1	Practical Workshops (Ex to Music & Step/ Stretch & Body Conditioning/CV machines & Free weights)	1	Per week
1	Lecture	1	Per week
1	Practical Workshops (Ex to Music & Step/ Stretch & Body Conditioning/CV machines & Free weights)	1	Per week
1	Lecture	1	Per week

Learning Outcomes Activity Leadership 1 & 1

1. Plan, deliver & evaluate a variety of products and services skills in the areas of exercise to music, step, stretch training and body conditioning, free weights, machine weights and cardiovascular machines for healthy adults;
2. Adapt or progress an exercise session/programme to cater for specific needs of an individual or group;
3. Reflect objectively on performance in a movement or teaching setting;
4. Describe and explain the components of fitness and the principles of training;
5. Provide a description of the Health & Fitness market nationally & internationally indicating key features including evolution, goals, and trends;
6. Illustrate and practically demonstrate through the use of effective communication skills the key pedagogical and motivation skills underpinning programme design.

Syllabus Content Activity Leadership 1 & 1

Activity Leadership 1 & 1: Practical:

1. Principles of group exercise instruction;
2. Guidelines for group exercise class segments;
3. Practical Teaching Skills;
4. Designing group exercise sessions;
5. Implementing group exercise sessions;
6. Evaluating group exercise sessions;
7. Gym instruction using machines and other resistance methods.

Activity Leadership 1: Theory:

1. Introduction to components of Fitness; Health Related Components or Fitness Muscular Strength and Endurance Aerobic Theory, Stretch Theory, body composition. (Define, evaluate, norms, modification methods/ training techniques);
2. Introduction to the principles of Training; progression, specificity, individual differences, overload (FITT/MFDI), variation, (define, understand, apply to each component of fitness, evaluate effectiveness of application);

Health appraisal, risk assessment and safety of exercise: Benefits and risks associated with exercise; health screening and risk stratification (ACSM);

Communication, Pedagogy and Leadership Styles:

Theoretical pedagogical considerations
Communication skills for the activity leader
Leaderships styles
Motivational techniques
Class management, skill development.

Activity Leadership 1: Theory:

The Health & Fitness Market; review of the market globally and nationally.

Introduction to methods for changing exercise behaviours: Goal Setting for Exercise: Behavioural Strategies for the good Exercise Professional (ACSM).

Programming for different population groups to ensure inclusivity of all participants.

Monitoring intensity: Subjective and objective methods.

Music rights and music phrasing (beat, phrasing, verse and chorus).

The exercise professional – role, characteristics and ethical responsibilities.
Creating a professional identity.

Duty of Care: Legal responsibilities, compliance with National Health & Safety Policies.

Assessments Activity Leadership 1 & 1:

1	Practical Teaching	3 block assessments and 1 final product assessment	70%
1	Theoretical Component	Case study/Written Exam / portfolio	30%

Activity Leadership 3: Theory:

Module Description/Aims:

This Module aims to bring students to a level of competence in the planning, delivery and evaluation of individual and group exercise sessions in the exercise to music and gym environments with healthy adults using a whole-part-whole approach. Students will participate in practical exercise classes incorporating the following elements, exercise to music, step, circuits, weights, cv machines, stretch and body conditioning. The knowledge, competence and skills required to operate as a basic level instructor in the exercise to music and gym environments will be achieved (European Health Fitness Association Basic Level Instructor).

A further aim is to provide the student with a detailed understanding of the factors that affect performance, the components of field testing and training methodologies for performance. The module also requires students to apply theory in a practical setting focusing on individual and team sporting requirements.

Contact Hours Activity Leadership 3:

T	Contact Type	Hours	Frequency
3	Practical Workshops (Ex to Music & Step/ Stretch & Body Conditioning/CV machines & Free weights)	1	Per week
3	Performance Training	1	Per week

Learning Outcomes Activity Leadership 3:

- Plan, deliver & evaluate a variety of products and services skills in the areas of exercise to music, step, stretch training and body conditioning, free weights, machine weights and cardiovascular machines for healthy adults;
- Illustrate and practically demonstrate through the use of effective communication skills the key pedagogical and motivation skills underpinning programme design;
- Adapt or progress an exercise session/programme to cater for specific needs of an individual or group;
- Demonstrate proficiency in the design, organisation and management of a training session;
- Demonstrate proficiency in the assessment of physiological fitness in the field setting;
- Discuss and demonstrate proficiency in the use of a variety of stretching types to improve flexibility.

Syllabus Content Activity Leadership 3:

Activity Leadership (Ex to Music & Step/ Stretch & Body Conditioning/CV machines & Free weights): Practical:

- Principles of group exercise instruction;
- Guidelines for group exercise class segments;
- Practical Teaching Skills;
- Designing group exercise sessions;
- Implementing group exercise sessions;
- Evaluating group exercise sessions.

Performance Training: Practical:

- Fitness testing in field setting for fitness components of Aerobic endurance, Anaerobic endurance, Speed, Agility, Power, Flexibility;
- Practical application of training for fitness components of Aerobic endurance, Anaerobic endurance, Speed, Agility, Power, Flexibility;
- Practical application of sports conditioning warm up/cool down/active recovery;
- Design, organisation and management of a training session;
- Application and understanding of Periodisation;
- Applicable software systems for sports analysis e.g. POLAR team system, POLAR protrainer, Dartfish video analysis.

Assessments Activity Leadership 3:

1	Practical Teaching (Ex to Music & Step/ Stretch & Body Conditioning/CV machines & Free weights)	Block assessments with session plan and oral assessment	70%
1	Practical Teaching (Performance Training)	Simulation - Group assessment	30%

Activity Leadership 4: Theory

Module Description/Aims:

This module focuses specifically upon trends in the fitness industry and to bring students to a level of competence in the planning, delivery and evaluation of individual and group exercise sessions. This is done in the context of exercise to music and gym environments with healthy adults using a whole-part-whole approach. Students will participate in practical exercise classes incorporating the following elements, exercise to music, step, circuits, weights, cv machines, stretch and body conditioning. The knowledge, competence and skills required to operate as a basic level instructor in the exercise to music and gym environments will be achieved through the outside accreditation of EHFA (European Health Fitness Association Basic Level Instructor).

Given that the fitness industry constantly evolves as it is influenced by new trends in the contemporary, global culture, it is important that the students become familiar with the changes in fitness practices and be able to critically evaluate the meaning of new fitness forms. The theoretical aspect of the module will also focus on issues around commercialism, consumerism and commercial fitness promotion and how these shape the actual fitness practices. Exploring the evolution of trends and forecasting trends is also a central theoretical element. As trends will change it is expected that new skills will represent either a stand-alone product that students will gain experience and competence in the delivery of or new techniques that students can integrate into their current movement vocabulary for product development. In addition, students will be required to critically review and substantiate or otherwise claims made about fitness trends.

Contact Hours Activity Leadership 4:

Semester	Contact Type	Hours	Frequency
4	Practical Workshops (Product Development)	1	Per week
3	Lecture	1	Per week

Learning Outcomes Activity Leadership 4:

- Plan, deliver & evaluate a variety of products and services skills in the areas of exercise to music, step, stretch training and body conditioning, free weights, machine weights and cardiovascular machines for healthy adults;
- Adapt or progress an exercise session/programme to cater for specific needs of an individual or group;
- Reflect objectively on performance in a movement or teaching setting;
- Illustrate and practically demonstrate through the use of effective communication skills the key pedagogical and motivation skills underpinning programme design;
- Appreciate and explore the origins and emergence of current trends in fitness industry and examine mechanisms for forecasting trends;

- Critically assess and evaluate evidence pertaining to claims made about new trends in fitness.

Syllabus Content Activity Leadership 4:

Activity Leadership Practical: Product Development:

- Research and structure of product;
- Music selection and phrasing;
- Timing and planning of each phase of the product;
- Adaptations and progressions for different levels and abilities;
- Commercial skills;
- Teaching skills.

Activity Leadership Theory:

- Defining & forecasting trends in fitness;
- Exploring validity in trend claims;
- Contemporary culture and the emergence of trends;
- Commercialism, consumerism, and commercial fitness promotion;
- Product development incorporating new trends;
- Use of Fitness and lifestyle Assessment Software Systems – Fitech;
- Presentation of 4 summary documents in preparation for in class revision exams. Content representative of the major pillars of the Health and Leisure programme and requirements of the REPS theory exam.

Assessments Activity Leadership 4:

1	Practical Teaching	Practical Teaching Gym and Group Exercise Class/ Oral	70%
1	In Class Exam	Written Exam / Oral Presentation	30%

REPs Exam Guidelines:

1. The modules leading to the group fitness award are all assessed through 100% CA and are completed on a rotational basis over 3 semesters with all students completing their product development in the 4th semester leading to the 1 EHFA /REPs awards of Group Fitness and Gym Instruction. Each student completes a module in weights, exercise to music and body conditioning and then one final module on product development where they develop their own class for group fitness and programme for weight training.
2. Assessment Procedures leading to the group fitness award and the gym instruction award in the 4th semester is assessed through 100% CA which is divided accordingly:
 - Reps Qualifying Theory Exam 10%
 - Weights Exam 15%
 - Group Fitness practical exam 15%
 - Performance Training Practical Exam 30%

3. Marking System

For all modules in semester 1, 1 and 3 (ex to music, weights and body con) the standard MTU marking system applies where:

Pass	40%
Merit 1	55%
Merit 1	65%
Distinction	70%

For the final module which is directly linked to the EHFA/REPs the following marking system applies:

Pass	60%
Merit 1	65%
Distinction	70%

- For the Product Development module in the 4th semester students must achieve 60% in all elements of their CA to pass;
- Students will be given one opportunity to repeat any failed element of the product development module over a 11-month period from the time of receipt of their results. It is mandatory for both the group fitness award and the gym instruction award to receive the pass grade of 60% in the rep's theory;
- It is also mandatory that all students have passed all elements of CA in each of the modules in weights, ex to music and body con before attending the final module of product development;
- Students can appeal any mark using the standard MTU Kerry appeal system;
- All marks are reviewed at exam board with the results from the product development module reviewed by a subsection of the health and leisure exam board prior to the main exam board.

4. Attendance Requirements

Students are required to attend 80% of all practical classes in order to pass the module;

5. Practical Exam Guidelines – Group Fitness Award

The purpose of this exam is to assess the student's instructional skills and their ability to apply the theory to execute a safe and effective class.

- Class Plan must be presented at the start of the exam and should be written using the template from the manual – all exercises for each phase, teaching and safety points, adaptations and progressions, class set-up;
- Practical exam is divided into the following sections;
- Screening – beginner, injury, pregnancy and medication. Also, a posture check and pulse check will be completed. Footwear will be checked and anyone using chewing gum will be asked to remove it. Pulse check will be for 6 or 10 sec count;
- Warm-up – will consist of a pulse raiser and a mobilisation phase; Screening and warm-up will last for 10 min. Pulse will be taken after the warm-up;
- The main phase will include a choreographed aerobic piece or can be completed on the steps at a moderate to high intensity. This will last for 11 -15 mins. Pulse will be taken after the main phase;
- The body conditioning phase will consist of teaching up to 8 exercises using a variety of equipment. This section must also be choreographed, all exercises must be cued in and timed with the music. This will last for 10 mins;
- The final stage of the exam involves a post stretch (floor based) where the student is asked to take up to 1 stretches from the bank of stretches in the manual.

Total time for exam 40 minutes.

6. Guidelines for the Reps Theory exam;

The purpose of the theory exam is to assess the knowledge which underpins the practical. Questions are combined of short questions, table formats etc.

Total time for exam 60 minutes.

7. Guidelines for Gym Instruction practical exam – students will be required to plan and deliver a gym programme to a client;

- Students must present a typed lesson plan to the examiner at the start of the exam;
- Students must be professionally attired and have all equipment prepared;
- Students must teach the client using the EHFA steps.

Total time for exam 45 minutes.

Student Code of Conduct

Students must adhere to the following:

1. Be punctual – always be on time for all classes;
2. Participation – show enthusiasm and willingness to participate fully in both theory and practical classes. Be willing to peer teach and act as subject for practice in class time. If injured a medical certificate must be shown and participation is still expected in class through note taking, peer reviews and class observation;
3. Professional appearance – suitable attire for practical classes must be worn and a neat and tidy appearance kept at all times. A professional approach to personal presentation and all communication is expected;
4. Chewing gum is not allowed;
5. Mobile phones must be on silent mode in class and should not be used for texting during class;
6. Independent study is expected for both the theory and practical classes – students must practice outside of class time to improve their skills and techniques;
7. In the product development module students are expected to select their own music for their final exam;
8. All work must be submitted on time and using the guidelines given by the tutor.
9. Absence for an assessment without the evidence of a medical cert will result in the risk of a repeat option not being given;
10. 80% attendance at all practical classes is required in order to pass the module.

DUTIES OF THE INSTRUCTOR BEFORE SESSION STARTS:

- Check room to ensure the floor area is clear. Have three walls of the room free of all furnishings if possible to avoid collisions. Remove furniture if necessary. Do not compromise safety of clients;
- Ensure adequate space for the numbers in your group - make sure each person can extend their arms and legs without touching their neighbour. (10 sq. ft per person including instructor);
- Ventilation;
- Water for re hydration;
- Heating/temperature (15 - 10 degrees C). Cold air from a window or air conditioner should be avoided.

AT START OF SESSION:

- Introduce yourself and explain content of class;
- Emphasise safety procedures;
- Perform a posture check (neutral spine, tummy tight, soft knees, head and shoulders in line);
- Well-cushioned shoes and clothing suitable for the class;

- Pre-screen for injuries, specific medical conditions like asthma, epilepsy and diabetes, medication, pregnancy, beginners;
- (Deal directly with injuries and keep an eye on these people during the session).

MONITOR HEART RATE:

- Use first two fingers, not thumb, as it has a pulse of its own. Use radial artery for pre-exercise pulse-taking. Start counting with 0 and count for 10 seconds and multiply by 6. (10x6 = 60secs or 1 minute);
- Pre-exercise heart rate should be between 40 - 90 bpm;
- Also use RPE (Rate of Perceived Exertion) scale to monitor intensity during the class.

THROUGHOUT THE SESSION:

- Keep your eye on the participants;
- Teach - do not perform;
- Instruct all of the time - emphasising safety points and correct technique. Interact with the class constantly - refer to injured clients, modifying and adapting exercises to suit them;
- Be sensitive to the group, be pleasant – motivate;
- Move off the spot whenever possible.

FACE THE GROUP. Be in front when teaching new material.

HEART RATE MONITORING THROUGHOUT SESSION:

- Monitor heart rate at the appropriate times;
- Appropriate range for a beginner's group of 10 years old;
- Before class starts (40 - 90 beats per minute);
- After the warm-up before the active pre-stretch. (100 - 110 bpm);
- At the peak of the conditioning phase. (110 - 170 bpm);
- After the cool down (100 - 110 bpm);
- At the end of the session before participants leave the room (< 100).

MUSIC BEATS FOR EACH SESSION SEGMENT:

- Warm-up - 118 beats per minute (bpm)
 - Lively, familiar, steady tempo.
- Main phase
 - Popular, regular beat, motivational.
 - Step - 114 – 118 beats per minute (bpm)

- Floor aerobics - 136 – 148 beats per minute (bpm)
- Body Conditioning – 114 – 118 beats per minute (bpm)
 - Not fast – can cause jerky movements. Steady beat needed, motivational.
- Developmental stretch – 60 beats per minute (bpm)
 - Slow love songs – relaxing, no beat necessary.

Always have spare CDs in case of accidents or client's dislike of music choice. Be familiar with your music. If it doesn't work with the group change it. Do not have music too loud. Be aware of music licensing laws.

Structure of an Exercise to Music Class:

1. Screening;
2. Warm-up phase;
 - Dynamic
 - Mobility
 - Dynamic & mobility
 - Pre-stretches
3. Aerobic Phase;
 - Build up
 - Aerobic Phase
4. Active cool down;
5. Local Muscular Endurance;
6. Post stretch/Developmental stretch.

Safety in an Exercise to Music Class:

1. Safety in exercises;
2. Safety in the environment;
3. Floor surface – wood sprung floors idea;
4. Space – sufficient ease of movement of the participants in the class;
5. Ventilation – sufficient movement of air either naturally or mechanically;
6. Equipment – appropriate and well maintained.

Screening:

There are two types of screening

Written – screening form/ PARQ Form

For copy of PARQ Form please see ACSM's Guidelines for Exercise Testing and Prescription. Seventh Edition page 16

Verbal – inclusive of the following

- Injuries;
- Medical conditions;
- Pregnancy or been pregnant within a three-month period;
- Footwear;
- Pulse check;
- Posture check.

Possible questions to pose during verbal screening:

- Does anybody in the group have an injury that I should know about?
- Is there anyone with a medical condition e.g. diabetes, blood pressure, asthma?
- Is anyone pregnant or has anyone been pregnant in the last three months?
- Is there anyone here for the first time?

Guidelines for Teaching Each Phase of the Exercise to Music Class:

Warm-Up Phase:

Physiological changes induced by appropriate warm-up exercises include;

1. Increase muscle temperature;
2. Increased muscle blood flow;
3. Increased ease of dissociation of oxygen from haemoglobin;
4. Increased muscle enzyme activity;
5. Increased elasticity of muscle and connective tissue;
6. Decreased muscle viscosity (ACSM, Certification Review, pp158).

Guidelines for Exercise to Music Warm Up:

1. Warm up must include a variety of dynamic and mobilisation movements;
2. Small increases to large ROM;
3. Gross Movements off the spot as much as possible;
4. No more than 16-14 repetitions of the same movement;
5. Include specific arm movements to warm up the upper body;
6. Mobilise all joints;
7. Low impact moves only in warm up phases 1-3;
8. Movements should be rehearsal for workout phase;
9. Measure intensity by measuring heart rate/RPE and class feedback – give feedback and intro to next phase;
10. Active pre-stretch to complete the warm up phase;
11. Duration of warm-up phase 10-15mins;
12. Moderate intensity 40-60% of HRR;
13. Music beats per min 118-131bpm.

Guidelines for Step-Warm Up:

1. Warm up must include a variety of dynamic and mobilisation movements;
2. Small increases to large ROM;
3. Initially on the floor around the step-include the step (tapping with foot etc) towards end of warm-up;
4. Include specific arm movements to warm up the upper body;
5. Mobilise all joints;
6. Movements should be rehearsal for workout phase;
7. Measure intensity by measuring heart rate/RPE and class feedback – give feedback and intro to next phase;
8. Active pre-stretch to complete the warm up phase;
9. Duration of warm-up phase 10-15mins;
10. Moderate intensity 4-60% of HRR;
11. Music beats per min 118-131bpm.

Warm Up Phases (5):

1. Low Pulse Raiser Phase

- a. Lower intensity movement involving the lower legs mainly;
- b. Suitable movements include walking, light jogging, side stepping etc;
- c. Directional changes should be used;
- d. Arms to be kept below shoulder level.

1. Mobility Phase

- a. Rotational movement, small ROM increasing to larger ROM;
- b. Extend, flex, abduct and adduct the hips, flex and extend the knees;
- c. Increase rotation of the shoulder joint gradually ensuring that the arm has gone through full circumduction by the end of the mobility phase as well as flexion, extension, abduction and adduction.
- d. Simulated resistance exercises without weights, e.g. bicep curls/chest press etc;
- e. While possible the above should be performed while jogging/walking;
- f. If this is not possible the movements should be interspersed with dynamic exercises in order to keep the heart rate at a suitably elevated level.

3. Mid Intensity Pulse Raiser/ Dynamic & Mobility Combination

- a. Power walk/light jog to higher intensity;
- b. Combine gross movements with joint movements and full arm movements;
- c. Introduce active mobility exercises e.g. side kicks, leg curls, knee lifts, skipping.

4. Higher Intensity Pulse Raiser

- a. Jogging interspersed with core aerobic moves, jump jacks, strides etc, high and low impact performed in a wave effect.

5. Pre-Stretch

- a. Active stretch to be completed, continue with dynamic and mobility combination moves and stop to stretch the major muscle groups. May incorporate arm movements while stretching i.e. while stretching the gastrocnemius complete arm raises;
- b. In step class try to incorporate the use of the step in stretching;
- c. Major muscle groups to be stretches, quadriceps, gastrocnemius, hamstrings, stretches to be held for 10-15 seconds approx.

Workout Phase/Main Phase:

Guidelines for Exercise to Music Main Phase

1. Begin with pulse raiser movements (mainly off the spot moves) to raise intensity from warm up into CV proper, you can include overhead moves, bounces etc and increase to very light jogging;
2. Impact must be evident after this – hi/lo wave effect must be evident;
3. Arm moves clear and specific – starting low and increasing to mid and high intensity;
4. Use space available, utilising directional changes etc;
5. Low impact versions of moves should be demonstrated and taught (if not already done in warm up) prior to doing high impact options;
6. Teaching points and safety points on impact moves – soft landing, rolling ball to heel etc – check technique – correct and follow through;
7. Always refer to low impact adaptations each time a high impact move is given;
8. Assess intensity – RPE and feedback as class is moving, keep brief and give feedback and encouragement as necessary;
9. Always intersperse high impact moves with low impact intervals;
10. Music beats per min 136-148bpm.

Movements to avoid

- Knee lifts above hip level;
- Crossing left elbow to right knee – causes knee higher than hip and rotation of the spine during impact;
- Too much lateral movement.

Guidelines for Exercise to Step Workout/Main Phase:

1. Arm moves clear and specific – starting low and increasing to mid and high intensity;
2. Hi/low wave effect must be evident in arm and leg movements;
3. Use space available, utilising directional changes etc;
4. Low impact versions of moves should be demonstrated and taught (if not already done in warm up) prior to doing high impact options;
5. Teaching points and safety points on impact moves – soft landing, rolling ball to heel etc – check technique – correct and follow through;
6. Always refer to low impact adaptations each time a high impact move is given;
7. Assess intensity – RPE and feedback as class is moving, keep brief and give feedback and encouragement as necessary;
8. Always intersperse high impact moves with low impact intervals;
9. You may leave platform to aid participant if necessary;
10. Variety of movements to be used;
11. Music 118-118bpm.

Guidelines for Circuit Workout/Main Phase:

Introduction:

- Aim/purpose of the circuit e.g. LME, aerobic;
- Type of exercises;
- Work to rest ration;
- Direction of circuit;
- State what adaptations/progressions will be provided.

Demonstration of exercises:

- Where possible aerobic exercises to be used in the circuit should be taught as part of the warm up, including teaching points and safety points, adaptations and progressions;
- The remaining exercises should be briefly demonstrated giving key teaching points, safety points, adaptations and progressions;
- Circuit cards should be used to illustrate the main exercise, adaptation and progressions (diagrams) and contain 1-3 key teaching points.

Circuit Workout:

- Ensure exercise in circuit are sequenced, (for cross training, anaerobic, aerobic, LME, anaerobic, aerobic, LME, for LME agonist, antagonist to be included);
- LME should be compound resistance exercises;
- Observation and correction generally done on an individual basis but instructor should be in a position to see all participants at all times, i.e. correct positioning;
- Encouragement and motivational skills should be evident;
- Music should be used for motivational purposes.

Guidelines for Teaching the Body Conditioning Section:

1. Introduction to the phase required, what is the purpose of this phase etc;
2. This phase should be taught as a routine rather than as individual exercises;
3. Body parts, muscles used, teaching and safety points, adaptations and progressions should be given throughout the phase as the exercises are being performed;
4. Ensure there is balance in exercises being used i.e. muscle groups;
5. Exercises should be sequences to flow into each other and ensure minimum movement for the class – e.g. standing/seated/supine/side lying/prone, supine;
6. Exercises may be mat, dynaband, dumbbells or stability ball based;
7. each set should contain 11-15 reps only;
8. Exercises must be adapted to the level of the class taught;
9. The movements should be performed to the beat of the music (110-118bpm);
10. Observation and correction to be performed from the top of the class and by walking up and down among the participants.

Cool Down Phase:

Physiological changes induced by appropriate cool down exercises include;

- Enhanced venous return;
- Enhanced transportation of metabolic by products away from skeletal muscle;
- Gradual return of HR and BP to pre-exercise levels;
- Skeletal muscle and connective tissue may be less viscous and more pliable after exercise stimulus; the cool-down period may be an appropriate time to enhance flexibility through stretching.

Guidelines for Teaching the Cool Down Phase:

1. Intensity to be gradually reduced by progressively reducing the range of motion, impact and amount of muscle mass used;
2. Duration of cool down 10mins approx.;
3. HR to return to below 110bpm before progressing to post stretch;
4. Music beat reduced to 118bpm.

Post Stretch Phase:

1. Post stretch phase performed on mat;
2. Ensure there is balance in stretches being used i.e. muscle groups;
3. Stretches should be sequenced to flow into each other and ensure minimum movement for the class – e.g. seated, supine, side lying, prone;
4. Each static stretch to be held for approximately 30seconds;
5. Slow relaxation music to be used;
6. Observation and correction generally done on an individual basis but instructor should be in a position to see all participants at all times, i.e. correct positioning;
7. Each stretch to be demonstrated giving key teaching points and safely point, and adaptation if necessary;
8. By end of post stretch phase heart rates should be below 100bpm.

Cueing:

Cueing is a warning system which allows class participants to follow movement patterns with ease and confidence. All cues should be PRECISE, TIMELY, CONSISTENT and DELIBERATE.

Visual and verbal cues are used together to ensure smooth, comfortable and safe transitions. Masterful cueing is an essential skill for teaching all forms of exercise/activity classes.

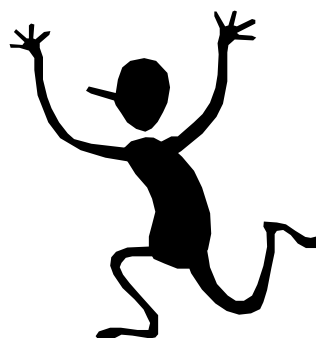
Verbal Cueing:

1. Step cue – Name the step, exercise or activity;
2. Descriptive cue - describe the action to be completed, i.e. describing the knee raise on step, step up, knee raise, down, down;
3. Countdown the last 4 cycles preceding a transition, countdown the number of repeaters to be performed;
4. Verbal preview – explain what is to come, keep marching while I explain what we are going to do next;
5. Motivational cues – to increase participants self-confidence and enjoyment, using words and phrases such as ‘Great’, ‘Super’ ‘Well done’;
6. Educational cues - to deliver relevant information about the workout itself, i.e. reviewing the benefits of the workout, muscle identification, hydration information etc.

Visual Cueing:

1. Transition alert – place hands on hips;
2. Directional/numerical cues – hand signals to (a) indicate direction (b) number of repetitions (c) countdown;
3. Visual preview, participants continue stepping while you demonstrate the new step or pattern;

Teaching Method for Aerobics



- **Name step**

- **Demonstrate (1-4 times silently and with explanation)**

- **Cue step by:**
 - (a) **counting down 4-3-1-1 (deleting arms in the process)**
 - (b) **hand signals indicating number, direction and lead leg**

***Use half tempo if step is difficult**

- **Add arm action**

- **Reinforce teaching and safety points**

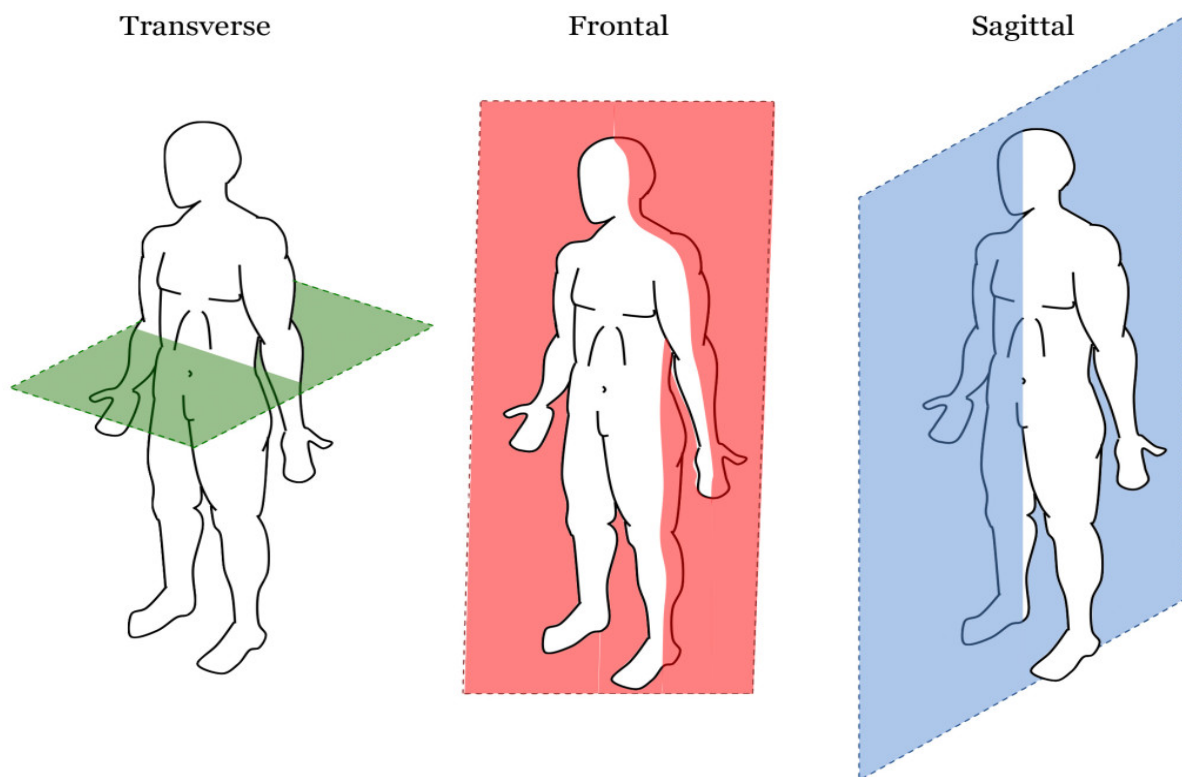
- **Observe and correct**

Movement Planes:

Planes of Motion: These are perpendicularly arranged planes that divide the human body and can be used to describe various body movements (ACSM, 1006).

The three planes of motion are commonly known as;

1. **The Sagittal Plane** – divides the body into right and left sides;
2. **The Frontal/Coronal Plane** – divides the body into anterior and posterior positions;
3. **Transverse/Horizontal Plane** – divides the body into superior and inferior positions.



Examples of Movements in each plane:







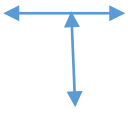
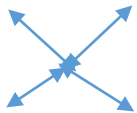
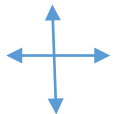
Frontal - abduction and adduction, side flexion movements e.g. jumping jacks, lateral arm raise, side bending;

Sagittal – flexion and extension movements e.g. leg kick to the front, squat, leg curl, overhead press, bicep curl, forward or reverse lunge, marching forward and backwards;

Transverse – internal/external rotation, horizontal flexion/extension e.g. trunk rotation, cross jabs.

Directional Change:

A directional change is moving your sequence in a different direction. Directional changes can add challenge and variety to your routine. The following are examples of directional change patterns you may incorporate into your routine.

Forward and Back	
Right and Left	
Circle	
V shape	
Zig-Zag	
Square	
T Shape	
Corners of the room	
Cross	

Sample Routine:

Warm-up – Floor Aerobics – Dynamic;

1. Tap to beat of music and to get class on same leg;
2. March on the spot;
3. March forward and back and to the diagonals;
4. Side step;
5. Double side step;
6. Zig zag forward and back;
7. Box step;
8. Grapevine.

Mobilisation Phase;

9. Double grape vine – add in knee raise and leg curls at the end;
10. Heel digs;
11. Side lunges.

Dynamic and Mobilisation together;

12. Square – double grapevine on the side, march forward and back with knee raises, heel digs, side lunges and leg curls on each corner.

Main Phase – Floor Aerobics;

1. March to Diagonals (repeat of the worm-up);
2. Shuffle to diagonal and march back;
3. Side Step;
4. Double side step;
5. Double side with jacks at the end;
6. Box Step with hop;
7. Box step with hop to all 4 walls (march in between to move to each wall);
8. Square with grapevines on the side and running forward and back. Climb the stairs on corners;
9. Cross with a run forward for 4, 4 box steps and hop back for 4. March to turn to next wall;
10. “Boxing Routine”;
 - Run forward and protect your face;
 - Side lunge with hop and jab on the spot;
 - Turn the rope and skip back;
 - Side lunge with hop and uppercut on the spot.

Beat to Phrase;

When planning your routine, it is important to work to the phrases in a piece of music. Music is arranged in 31 counts. Each phrase of fitness music has four 8 counts which together create a phrase. This is how you plan your combination. Listen for the upbeat and the down beat. You should be stepping on the upbeat.

Use of Space for Exercise to Music – Floor based aerobics

It is important to use the space as much as possible in this phase so consider the following directional changes;

- Forward and Back
- Right and Left
- Diagonals
- Zig – Zag
- Square
- T Shape
- Cross Shape
- Rows
- Circle

Repertoire of Steps

Movement steps for Floor based aerobics:

- Marching;
- Side step, double side step;
- Grapevine;
- Skip;
- Shuffle;
- Jog;
- Run;
- Cha Cha;
- Zig Zag.

On the spot steps:

- Jumping Jacks;
- Side Lunges;
- Ski's;
- Knee raises;
- Boxing;
- Heel Digs;
- Leg Curls;
- Kick outs.

Repertoire of Steps – Step:

- Taps;
- Basic;
- Knees Raise;
- Leg Curl;
- Side Leg Raise;
- V step;
- Turn Step;
- Repeaters;
- Lunge;
- A Step;
- Across the top;
- T step;
- L step;
- Straddle;
- X Step.

Arm Actions for Aerobics:

- Bicep Curl;
- Punches;
- Upright Row;
- Lateral Raises;
- Frontal Raises;
- Swimming action;
- Overhead press;
- Lat pull down;
- Scissors.
- Clap



Activity Leadership Log

You are required to attend and participate in 6 Exercise Classes in this Semester. You should aim to attend at least 3 different types of class- exercise to music, step, body conditioning, circuit, stretch and relax, Pilates etc. Please document the classes attended below. We will spot check with instructors so please give contact details.

Where did you attend that class?	What type of exercise class was it?	Class Description (brief description of content)	Signature of instructor and contact number/email.

Briefly describe what you learned from attending these sessions:

SESSION PLAN FOR ACTIVITY LEADERSHIP

Name:..... Discipline.....

Class:	Date:	Time:	No. of Class:	
Venue:		Length of Session:		
Aim/Outcomes – At the end of this session participants will be able to:				
Equipment/materials needed:				
Ability of Group:				
Other: Prior action needed?				
Activity/Practicals	Teaching and Safety points	Adaptations and Progressions	Organization	Time
<p>Introduction: Screening, posture check, pulse monitoring, warm-up.</p> <p>Warm-up Dynamic (Pulse raiser)</p> <p>Mobility (joint work)</p> <p>Mix of moves (dynamic + mobility)</p> <p>Pre-stretch out of activity (standing)</p> <p>Gastrocnemius Hamstrings Quadriceps Adductors Erector Spinae Upper body</p>				

Activity/Practicals	Teaching and Safety points	Adaptations and Progressions	Organization	Time
<p>Application: Aerobic Phase: moves go from low impact-low intensity to high impact – high intensity and mix work between these two extremes to suit the participants. Leg and arm work.</p> <p>Cool-down: low impact- low intensity moves similar to warm-up.</p>				
Activity/Practicals	Teaching and Safety points	Adaptations and Progressions	Organization	Time
<p>Application: Circuit or floor work: sequenced exercises to work CV and LME components. Rational for sequence of exercises must be sound.</p>				

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Activity/Practicals	Teaching and Safety points	Adaptations and Progressions	Organization	Time
<p>Conclusion: Developmental stretch Sequence of stretches to cover muscles worked in session: Achilles tendon, Soleus Gastrocnemius Hamstrings Adductors Abductors Quadriceps Latissimus dorsi Abdominals Pectoralis Trapezius Biceps Deltoids Triceps Neck</p>				

Session Ending: Personal signature: _____				
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Assessment Rubric

Student Name: _____

Examiners: _____

Screening & Class set-up	Excellent A	V Good B+	Good B	Adequate	Poor	Fail/Repeat
	100-80%	79-70%	69 – 60%	59-55%	49– 40%	<40%
General, Beginner, Injured						

Core Skills	Warm Up						Main Phase						
	Excel	V G	Good	Adequate	Poor	Fail/Repeat	Excel	V G	Good	Adequate	Poor	Pass	
	100-80%	79-70%	69–60%	59-50%	49-40%	<40%	100-80%	79-70%	69–60%	59-50%	49-40%	<40%	
Personal Technique - Reps 60%													
<ul style="list-style-type: none"> - Correct exercise technique - Beat to phrase - Natural teaching in appro. situations - Achieves a motivating atmosphere 													
Appropriate Teaching & Safety Points – Reps 60%													
<ul style="list-style-type: none"> - Implementation of adaptations - Implementation of progressions 													
Observation & Correction Skills – Reps 60%													
<ul style="list-style-type: none"> - Specific Observation - Correction skills - Follow through on correction - Care of beginner - Monitoring of intensity/pulse/RPE 													
Clear and Competent Communication – Reps 60%													
<ul style="list-style-type: none"> - One to one communication - Voice projection - Interpersonal Skills - Education 													
Effective cueing – Reps 60%													
<ul style="list-style-type: none"> - Visual and Verbal - Appropriately Timed 													
Effective exercise programme													
<ul style="list-style-type: none"> - Exercise choice/routine for target group - Application of theory to practice - Knowledge of muscle groups - Class Structure - Creative and original approach - Music choice BPM/Volume 													
Additional Comments													

Assessment Rubric

Skills	Excellent: 100%-80%	Very Good: 79%-70%	Good: 69% - 60%	Adequate: 59%-50%	Poor 40-49%	Fail/Repeat < 40%
<p>Personal Technique</p> <p>Correct exercise technique</p> <p>Natural teaching in appropriate situations.</p> <p>Achieves a motivating atmosphere</p> <p>Beat to phrase</p>	<p>Excellent personal tech, excellent precision in movement ability. Good posture and alignment.</p> <p>Flowing in performance, high degree of flair. Natural teaching ability, demos given throughout with minimum of disruption to flow of class.</p> <p>Positive and energetic teaching presence throughout</p> <p>Excellent ability to work to beat. Excellent use of downbeat & 31 counts.</p>	<p>Very Good personal tech, shows precision in movement ability. Very Good posture and alignment.</p> <p>Flowing performance, shows a degree of flair. Very good teaching ability, very Clear demos in all areas without interruption to flow of class, class shows good following.</p> <p>Positive and energetic teaching presence most of the time</p> <p>Very good ability to work to beat, very good use of down beat and 31 count phrases</p>	<p>Good personal tech, shows precision in movement ability. Good posture and alignment. Flowing performance, shows a degree of flair.</p> <p>Good teaching ability clear demos in all areas, may be interruption to flow of class, class shows good following.</p> <p>Positive and somewhat energetic teaching presence throughout.</p> <p>Good ability to work to beat, may not work to the 31-count phrase</p>	<p>Adequate tech, lacks precision in movement ability & demos, average posture. Mechanistic in performance. Some mistakes - would improve with practice.</p> <p>Adequate teaching ability demos offered only part of the time, class may have difficulty following.</p> <p>Adequate level of energy and teaching presence throughout</p> <p>Occasionally off music tempo. No linkage to music phrases</p>	<p>Poor tech, limited use of demos, unclear or incomplete. Lacks precision in movement ability, poor posture.</p> <p>May stop or stand still during workout. May be led by class at times. Poor teaching ability minimal use of demonstrations.</p> <p>Poor level of energy and teaching presence for most of the class.</p> <p>Unable to work with music tempo.</p>	<p>Very poor tech, no demos, unclear or incomplete. Lacks precision in movement ability, poor posture.</p> <p>Stops or stands still during workout. Led by class. Poor teaching ability minimal or no use of demonstrations.</p> <p>Very Poor level of energy and teaching presence for most of the class.</p> <p>Unable to work with music tempo.</p>
<p>Appropriate Teaching and Safety Points</p> <p>Implementation of adaptations</p> <p>Implementation of progressions</p>	<p>Excellent use of effective TPS/SPS given for all moves with follow through. Global and specific teaching given, rephrases to clarify TPS/SPS.</p> <p>Excellent use of adaptations/ progressions. Appropriate choices given to participants.</p>	<p>Very good and effective TPS/SPS given for all moves with follow through. Global and specific teaching given.</p> <p>Shows Very Good knowledge of adaptations/ progressions. Appropriate choices given.</p>	<p>Effective TPS/SPS given for all moves with follow through. Global and specific teaching given.</p> <p>Shows good knowledge of adaptations/ progressions. Appropriate choices given and follows through.</p>	<p>Some TPS/SPS given but does not always follow through. Some global TPS/SPS. More specificity required.</p> <p>Adequate choices offered, limited follow through.</p>	<p>Inappropriate or limited TPS/SPS given.</p> <p>Poor choices given. Limited follow through</p>	<p>Inappropriate or no TPS/SPS given.</p> <p>Inappropriate choices given, or none offered. No follow through</p>
<p>Observation and Correction Skills</p> <p>Specific Observation</p> <p>Correction skills</p>	<p>Excellent observation. Moves around the room. Global and specific observation on all participants at all times, observes specific needs of</p>	<p>Very Good observation given. Moves around the room. Global & specific observation evident, Very Good attention to beginners or participants in difficulty.</p>	<p>Appropriate observation given. Movement around the room. Global & specific observation evident, good attention to beginners</p>	<p>Some observation given but maybe in a limited way. Some attention to specific needs of beginners or participants in difficulty.</p>	<p>Limited observation evident. Little care for beginner or any participant in difficulty</p> <p>Limited correction given without follow through.</p>	<p>Inappropriate or no observation evident. Little or no care of beginner or any participant in difficulty</p> <p>Inappropriate or no correction given without follow through.</p>

<p>Care of beginner</p> <p>Follow through on correction</p> <p>Monitoring of intensity/pulse and RPE</p>	<p>beginners or participants in difficulty.</p> <p>Excellent correction. Moves around the room, physical & verbal corrections, global & specific correction. Follows through on correction with minimum disruption, keeps class moving while correcting.</p> <p>Pulse checked at the start to ensure everyone is safe to start and excellent use of RPE scale through the session and follow through with adjustment of class intensity to reflect feedback</p>	<p>Very Good corrections given. Moves around the room. Very good physical and verbal corrections. Global and specific. Follows through on correction.</p> <p>Pulse checked at the start to ensure everyone is safe to start and very good use of RPE scale to monitor session with some good adjustments to level of class to reflect feedback</p>	<p>or participants in difficulty.</p> <p>Appropriate correction given. Moves around the room. Physical and verbal corrections. Global and specific. Some follows through on correction.</p> <p>Pulse checked at the start to ensure everyone is safe to start and appropriate use of RPE scale to monitor session with some adjustments to level of class to reflect feedback</p>	<p>Limited correction given with sporadic follow through.</p> <p>Pulse checked at the start and some use of RPE scale with very little adjustments made to level of the class</p>	<p>Limited use of pulse or RPE and no adjustments made to class</p>	<p>Neglected to use pulse or RPE scale and so class unsafe as no monitoring of intensity completed</p>
<p>Clear and Competent Communication</p> <p>One to one communication</p> <p>Voice projection</p> <p>Interpersonal Skills</p> <p>Education</p>	<p>Communicates well, shows good rapport with group & individuals.</p> <p>Excellent voice projection</p> <p>Excellent use of education in all phases of class</p>	<p>Communicates well globally & individually, shows very good rapport with group & individuals.</p> <p>Very good voice projection</p> <p>Very good use of education on all phases of class.</p>	<p>Communicates well globally & individually, shows good rapport with group & individuals.</p> <p>Good voice projection</p> <p>Good use of education in all phases of class</p>	<p>May have some difficulty being understood. Will improve with guidance. Adequate rapport with group and individuals.</p> <p>Difficult to hear at times</p> <p>Minimum education in some phases of class</p>	<p>Poor communication skills, difficulty being understood in one to one/ group situations - lacks rapport, sensitivity.</p> <p>Difficult to hear/understand most of the time</p> <p>Neglected to educate in any phase</p>	<p>Ineffective communication skills in one to one/ group situations - no rapport, sensitivity.</p> <p>Difficult to hear/understand</p>
<p>Effective Cueing</p> <p>Visual and Verbal</p> <p>Appropriately Timed</p>	<p>Excellent cueing demonstrated. Excellent class control. Excellent visual and verbal cues used. Smooth transitions.</p>	<p>Very good cueing demonstrated. Very good class control. Very good visual and verbal cues used. Smooth transitions between moves.</p>	<p>Good cueing demonstrated. Good class control. Good visual and verbal cues used. Smooth transitions between moves.</p>	<p>Adequate cueing demonstrated. Poor class control. Adequate visual and verbal cues used. Transitions between moves somewhat problematic</p>	<p>Poor cueing demonstrated. Poor class control, poor transitions.</p>	<p>Ineffective cueing demonstrated. Little or no class control, transitions problematic.</p>

<p>Effective exercise programme</p> <p>Exercise choice/routine</p> <p>Application of theory to practice</p> <p>Knowledge of muscle groups</p> <p>Class Structure</p> <p>Creative and original approach</p> <p>Music choice BPM/Volume</p>	<p>Excellent knowledge base evidenced in introduction to phases offered and knowledge of muscle groups. Strong link from theory to practice evidenced through all phases.</p> <p>Phases develop in correct order utilizing appropriate exercises for each phase.</p> <p>Creative and original in approach</p> <p>Excellent music choice, appropriate BPM</p>	<p>Very good knowledge base evidenced in introduction to phases offered and knowledge of muscle groups. Very good link from theory to practice evidenced through all phases. understanding of theory.</p> <p>Phases develop in correct order and uses appropriate exercises for each phase.</p> <p>Some Creativity and originality evidenced</p> <p>Very good music choice, appropriate BPM</p>	<p>Good knowledge base evidenced in introduction to phases offered and knowledge of muscle groups. Good link from theory to practice evidenced through all phases.</p> <p>Phases develop in correct order but could be done better, appropriate exercises for each phase used most of the time.</p> <p>Creativity and originality not evidenced – formulaic in presentation</p> <p>Good music choice, appropriate BPM used most of the time-</p>	<p>Adequate knowledge base evidenced in introduction to phases offered and knowledge of muscle groups. Acceptable link of theory to practice, could improve with guidance. Little information offered.</p> <p>Phases develop in correct order but could need work, exercise choice in each/some phases requires revision</p> <p>Creativity and originality not evidenced – formulaic in presentation</p> <p>Adequate music choice, BPM used requires revision</p>	<p>Poor introduction to phases, muscle groups utilized not named. Poor understanding evidenced. Poor ability to link theory to practice.</p> <p>Phases do not develop in correct order, poor exercise choice in each/some phases.</p> <p>Creativity and originality not evidenced – formulaic in presentation</p> <p>Music choice poor, BPM inappropriate</p>	<p>Little of no intro to phases, muscle groups utilized not named. Little or no understanding. Cannot link theory to practice.</p> <p>Phases do not develop in correct order, exercise choice in each/some phases inappropriate.</p> <p>Creativity and originality not evidenced – formulaic in presentation</p> <p>Music choice and, BPM inappropriate</p>
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Reading List

Essential Text;

Kennedy CA, Yoke MM (1014). Methods of Group Exercise Instruction (3rd Ed). Human Kinetics.

Recommended;

American College of Sports Medicine (1017). ACSM's Guidelines for Exercise Testing and Prescription (10th Ed). Human Kinetics

American College of Sports Medicine (1013) ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription (7th Ed). Lippincott Williams & Wilkins.

American College of Sports Medicine (1013) ACSM's Certification Review (4th Ed). Lippincott Williams & Wilkins

American College of Sports Medicine (1011). ACSM's Health Fitness Facility Standards & Guidelines (4th Ed). Human Kinetics

Lawrence, D (1009). The Complete Guide to Exercise to Music (3rd Ed). A & C Black, Ltd, London

Howley & Franks (1007). Fitness Professionals Handbook (5th Ed). Human Kinetics

Wilmore & Costill (1004). Physiology of Sport & Exercise (3rd Ed). Human Kinetics

McArdle, Katch & Katch (1014). Nutrition, Energy and Human Performance (Exercise Physiology) (8th Ed). Walters Kluwer.

Websites;

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www.ilam.ie

www.acsm.org

www.exerciseregister.org

www.ehfa.eu

www.afa.com

www.acefitness.org

www.nscs-lift.org

www.canfitpro.com

www.scwfitness.com

www.witseducation.com