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## Overview

This standard is about delivering structured health related exercise and physical activity sessions for apparently healthy children in the age range 5-15 inclusive.

The main outcomes of this standard are:

1. prepare children for exercise and physical activity
2. instruct children in exercise and physical activity
3. support children to take part in exercise and physical activity
4. close and reflect upon instructing children in exercise and physical activity
5. improve your own professional practice and career opportunities

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors, who plan, instruct and review health related exercise and physical activity sessions for children.

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## Performance criteria

You must be able to:

### Prepare children for exercise and physical activity

1. ensure the **environment** and resources are prepared for the planned **session**
2. follow **legal and organisational procedures** for registering attendance
3. identify any new **participants**, checking their level of experience and ability to undertake the **session**
4. screen **participants** and, when required, inform the parent or carer of reasons why a child should not participate in the **session**
5. brief **participants** on planned activities and provide ground rules for behaviour
6. provide information about the facility's emergency procedures and health and safety requirements for the **session**
7. confirm or revise your plans for the **session**, as a result of information gathered from **participants** and parent or carer

### Instruct children in exercise and physical activity

8. use warm up and cool down activities that meet **participants'** needs
9. give explanations and demonstrations to the **participants** to ensure that the activities are performed safely and correctly
10. give the **participants** the opportunity to ask questions and respond to their queries
11. ensure that **participants** take part in the **session** in a safe manner
12. adhere to the planned timings for the **session**
13. follow **legal and organisational procedures** during the **session**

### Support children to take part in exercise and physical activity

14. use observational techniques that will assist with monitoring the safety and effectiveness of the exercise and physical activity for all **participants**
15. respond to **participants'** performance and provide progressions or regressions in response to their needs
16. correct and reinforce technique

17. give guidance to **participants** to allow gradual build-up of physical activities
18. observe and manage **participants'** behaviour throughout the **session**
19. provide guidance and feedback which helps **participants** achieve their objectives

### **Close and reflect upon instructing children in exercise and physical activity**

20. allow time to end the **session** according to the **participants'** level of experience
21. give **participants** the opportunity to reflect on the **session** and provide feedback
22. give **participants** a summary of your feedback on the **session**
23. identify, from the feedback provided, how well your instructing style matched **participants'** needs
24. identify, from the feedback provided, ways in which you can improve future practice
25. agree an action plan relating to future **sessions** with **participants**
26. identify how well you managed the **participants'** exercise and physical activity **session** with regard to their health, safety and welfare
27. leave the **environment** in a condition acceptable for future use by yourself or others

### **Improve your own professional practice and career opportunities**

28. discuss your ideas with **other professionals** and take into account their views, reflecting on your own professional practice.
29. receive and accept feedback from **other professionals**
30. evaluate how well you worked and interacted with **other professionals**
31. review your own professional practice according to **legal and organisational procedures**
32. maintain **Continuing Professional Development** in instructing children in health related exercise and physical activity
33. develop a **personal action plan** that will help you improve your professional practice

## Knowledge and understanding

You need to know and understand:

### Prepare children for exercise and physical activity

1. ways of setting up for the agreed session
2. the types of resources needed to deliver an exercise and physical activity session for children
3. **legal and organisational procedures** for registering attendance
4. why you would identify any new participants
5. **methods** of screening and collecting any new information relating to participants
6. the occasions when you would advise a parent and or carer of reasons why a child should not participate in the session
7. the **details** you would provide to participants about planned activities
8. how to set ground rules for behaviour
9. the facility's emergency procedures
10. how to confirm or revise your plans for the session
11. why you might need to revise your plans for the session

### Instruct children in exercise and physical activity

12. ways of developing and maintaining a stimulating atmosphere for participants of this age group
13. the purpose and value of warm up and cool down activities
14. how to give explanations and demonstrations to ensure that activities are performed safely and correctly
15. how to encourage participants of this age group
16. different types of instructing and teaching methods and how they can be used to meet participants' needs
17. when to give participants the opportunity to ask questions and respond to their queries
18. how to deliver exercise and physical activity sessions that are safe, effective and relate to the participants' needs
19. the factors involved in session planning
20. **legal and organisational procedures** and policies and procedures relating to vulnerable participants

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### Support children to take part in exercise and physical activity

21. ways of ensuring equal attention and encouragement to all participants
22. observation techniques that will assist with the monitoring of safety and effectiveness of the exercise and physical activity
23. a range of alternative exercises and adaptations, including progressions or regressions
24. when to correct and reinforce technique
25. ways of gradually building up physical activities
26. techniques for observing and managing participants' behaviour throughout the session
27. when to provide guidance and feedback to help participants achieve their objectives

### Close and reflect upon instructing children in exercise and physical activity

28. the purpose of allowing sufficient time to end the session according to the participants' level of experience
29. the **methods** of gathering feedback from participants and others
30. ways of providing participants with a summary of your feedback on the session
31. why you should give participants the opportunity to reflect on the session and provide feedback
32. how reflection and feedback from participants and others can improve future practice
33. how to ensure **motivational strategies** are effective with participants in this age group and how these can be used to inform future exercise and physical activity sessions
34. ways of agreeing an action plan relating to future sessions with participants
35. how to recognise and control health, safety and welfare issues when managing participants' exercise and physical activity sessions
36. ways of leaving the **environment** in a condition acceptable for future use by yourself or others

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**Improve your own professional practice and career opportunities**

37. when to discuss your work with others and take account of their views reflecting on your own professional practice

38. how to analyse how well you work and interact with others

39. why you should review your professional practice on a regular basis

40. how to identify methods and sources to keep you up-to-date with developments in health related exercise and physical activity

41. how to develop a **personal action plan**

42. how to locate and identify endorsed **Continuing Professional Development** activities and incorporate these in your personal action plan

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**Scope/range related Session**  
**to performance**  
**criteria**

1. promote and enhance activity levels
2. improve social skills
3. encourage personal development
4. improve skills and techniques

**Environment** (to cover a minimum of 2)

1. indoors
2. outdoors
3. gym
4. sports hall
5. playground
6. park

**Legal and organisational procedures** (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

**Participants**

1. individual child
2. class groups

**Other professionals** (to cover a minimum of 2)

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participants' social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

#### **Personal Action Plan**

1. written
2. verbal

#### **Continuing Professional Development**

1. workshops
2. reading
3. conferences
4. lectures
5. online



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**Scope/range related to knowledge and understanding** **Legal and organisational procedures**

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

**Methods**

1. interview
2. questionnaire
3. verbal screening
4. observation

**Details**

1. start time
2. end time
3. duration
4. frequency

**Instructing and teaching styles**

1. changing positions
2. asking questions
3. making adaptations
4. verbal communication
5. visual communication

**Motivational Strategies**

1. intrinsic
2. extrinsic
3. goal setting
4. incentives / rewards
5. behaviour change

### **Environment**

1. indoors
2. outdoors
3. gym
4. sports hall
5. playground
6. park

### **Personal Action Plan**

1. written
2. verbal

### **Continuing Professional Development**

1. workshops
2. reading
3. conferences
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5. online

## Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

## Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued
14. show sensitivity and empathy to the participants and the information they

provide

## Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

## Glossary

### Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

### Feedback

The process of giving and receiving views on performance. This might include

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you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

### **Goals**

Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

### **Health and safety requirements**

Those required by law, industry codes of practice, and those of your own organisation.

### **Participants**

People, as individuals, or in groups, who will be taking part in a physical activity session.

### **Plan**

A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

### **Physical activity session**

A set period of time during which participants will take part in activities designed to improve their performance in a particular activity.

### **Warm up**

Safe activities that allow participants to mentally and physically prepare for a

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physical activity session.

### **Welfare**

Supporting the participants' well-being including basic lifestyle, nutrition and drug awareness.

### **Vulnerable participant**

A participant who is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or exploitation.

**Links to other NOS** This standard links with SKAEF1, SKAEF2 and SKAEF11.

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**Developed by** SkillsActive

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**Version Number** 2

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**Date Approved** December 2014

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**Indicative Review Date** April 2018

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**Validity** Current

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**Status** Original

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**Originating Organisation** SkillsActive

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**Original URN** SKAD458

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**Relevant Occupations** Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations; Associate Professionals and Technical Occupations

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**Suite** Exercise and fitness

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**Keywords** instruct; child; health; related; exercise; physical; activity;

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