

Plan and prepare group exercise, movement and dance

Overview

This standard is about the planning and preparation of group exercise, for exercise, movement and dance for apparently healthy adults.

The main outcomes of this standard are:

1. collect and analyse information
2. plan safe and effective group exercise, for exercise, movement and dance
3. prepare self and equipment for group exercise, for exercise, movement and dance

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

This standard is for instructors who plan, instruct and review group exercise programmes for all types.

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Performance criteria

You must be able to: **Collect and analyse information**

1. collect the **information** you need to plan group exercise, movement and dance **sessions** and **formats**
2. analyse the **information** you have collected and identify the implications for group exercise, movement and dance
3. signpost any **participants** whose needs and potential you cannot meet to **other professionals**
4. maintain confidentiality, following **legal and organisational procedures**

Plan safe and effective group exercise, for exercise, movement and dance

5. identify **objectives** that meet the needs and potential of **participants**
6. plan **sessions** and **formats** that will help all **participants** take part and achieve planned outcomes
7. identify the **dance styles** for the **session** and **formats**
8. plan alternatives for the planned **dance styles** when required
9. identify **type of music** for the **session** and **format**
10. plan realistic timings for **session** and **format**
11. identify **hazards** and assess the risk of these **hazards** actually causing harm
12. plan how you will minimise these risks
13. record your plans in accordance with **legal and organisational procedures**
14. get advice from **other professionals** for matters outside your level of competence

Prepare self and equipment for group exercise, for exercise, movement and dance

15. prepare the **environment** for the **session** and **format**
16. lift and handle the equipment in a way that prevents injury and damage
17. organise the space to enable safe exercise, movement and dance performance

18. ensure that you are fully prepared to lead the **sessions** and **formats**
19. follow the correct procedures for dealing with any items that are unsafe
20. refer any health, safety or welfare issues in accordance with **legal and organisational procedures**

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Knowledge and understanding

You need to know and understand:

Collect and analyse information

1. the **information** needed to plan group exercise, movement and dance sessions
2. **information** analysis techniques
3. when and where to refer any participants whose needs and potential you cannot meet to other professionals
4. **legal and organisational procedures** relating to confidentiality

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5. objectives setting techniques
6. the factors involved in session planning
7. the types of **dance styles** that can be used
8. alternatives for the planned **dance styles**
9. different styles of music and how this applies to the delivery of the session and format
10. methods of planning and achieving realistic timings for session and format
11. ways of identifying any hazards and assessing the health and environmental factors which could influence safety
12. how to record plans in accordance with **legal and organisational procedures**
13. when and how to access advice from other professionals when dealing with objectives, exercises or hazards that are outside of your competency

Prepare self and equipment for group exercise, for exercise, movement and dance

14. the equipment used for a group exercise, movement and dance session
15. techniques of lifting and handling the equipment in a way that prevents injury and damage
16. ways of organising the **environment** to enable safe exercise, movement

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and dance performance

17. ways of ensuring that you are fully prepared to lead the sessions and formats

18. the correct procedures for dealing with any items that are unsafe

19. when and how to refer any health, safety or welfare issues in accordance with **legal and organisational procedures**

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

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

Sessions, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills

Formats (to cover a minimum of two)

1. exercise, movement and dance
2. dance
3. choreography
4. non-choreographed activity

Participants

1. experienced
2. beginner
3. individuals
4. groups
5. participants with particular needs

Other professionals (to cover a minimum of two)

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

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

Objectives, covering

1. improve fitness
2. improve motivation
3. address barriers to participation
4. improve skills and techniques
5. improve health
6. fun and enjoyment

Dance styles (to cover at least one)

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1. jazz
2. contemporary
3. classical
4. street
5. Latin
6. disco

Type of music

1. speed
2. rhythm
3. style

Hazards, relating to

1. the participants
2. the activities you are planning
3. other activities happening at the same time

Environment

1. space
2. layout
3. temperature
4. flooring
5. lighting
6. ventilation
7. use of music
8. equipment for the session
9. personal clothing and equipment

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**Scope/range related
to knowledge and
understanding**

1. personal goal
2. lifestyle
3. medical history
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5. physical activity preferences
6. attitude and motivation to participate
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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

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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.

Goals

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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.

Hazard

This is something that is dangerous or that could cause harm.

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.

Supervisor

The person who directly manages your work i.e. line manager or fitness centre manager.

Welfare

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

Links to other NOS

This standard links with SKAEF1, SKAEF2 and SKAEF8.

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