

Plan health related and physical activity for children

Overview

This standard is about planning 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. collect and analyse information
2. plan safe and effective exercise and physical activity for children

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.

Performance criteria

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

1. collect the **information** you need to plan physical activity sessions
2. make sure there is informed **consent** for the physical activity sessions
3. analyse the **information** and identify the implications for physical activity for the **participants**
4. refer any child whose needs and potential you cannot meet to **other professionals**
5. maintain confidentiality, following **legal and organisational procedures**

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6. identify **objectives** that meet the needs and potential of all children
7. plan sessions that will enable all children to take part and achieve the planned **objectives**
8. structure the session so that all children will be encouraged to adhere to physical activity
9. plan timings for sessions
10. identify ground rules for behaviour that will minimise risks to the children
11. record your plans in accordance with **legal and organisational procedures**
12. get advice from **other professionals** for issues outside your area of competence

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Knowledge and understanding

You need to know and understand:

Collect and analyse information

1. **methods** of collecting the **information**
2. when to gather informed parental or carer consent for the physical activity sessions
3. **information** analysis techniques
4. when and where to refer any child whose needs and potential you cannot meet to **other professionals**
5. **legal and organisational procedures** relating to confidentiality

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6. objectives setting techniques
7. the factors involved in session planning
8. instructing techniques
9. session behaviour management techniques
10. how to record your plans in accordance with **legal and organisational procedures**
11. when and how to get advice from **other professionals** if there is anything you consider outside your level of competence

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**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

Consent

1. Written
2. Verbal
3. Emergency contact
4. Parent/guardian/carer details

Participants

1. individual child
2. class groups

Other professionals

1. medical professional
2. playwork professional
3. educational professional
4. social services professional
5. law enforcement professional

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

1. improve social skills
2. encourage personal development
3. improve skills and techniques
4. provide opportunities for fun and enjoyment
5. improve health

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Scope/range related to knowledge and understanding

Methods

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

Information

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

Other professionals

1. medical professional
2. playwork professional
3. educational professional
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5. First Aid Regulations
6. individual organisational policies and procedures

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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.

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.

Welfare

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

Links to other NOS

This standard links with SKAEF1, SKAEF2 and SKAEF12.

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