

Sfrito Assessment Guideline

Unit 13379

Level 4: Credit 2: Version 3

Group Fitness Instruction

**Apply motivational techniques to enhance
client commitment to exercise to music
classes**

Activity Instructions:

Candidates can be assessed in three ways.

- a). Written assessment
- b). Oral assessment
- c). Practical demonstration

Purpose statement:

People credited with this unit standard are able to: explain the role of motivation in enhancing client commitment to exercise to music classes; apply motivational techniques to enhance client commitment to exercise to music classes; and explain how exercise goals are attained through regular, sustained attendance at exercise to music classes.

Special Notes:

1. Fitness Sector unit standards use the term facility to refer to the workplace, which may be a fitness centre, a recreation centre, an aquatic centre, or a community centre, where fitness activities take place. Where usage is unclear, it may help to consider facility standards as being equivalent to employer standards.
2. Competence in this unit standard requires knowledge of the hierarchy of controls outlined in the Health and Safety in Employment Act 1992: elimination of significant hazards; isolation of significant hazards when elimination is not possible; and minimisation of significant hazards where elimination and isolation are not possible.
3. Competence in this unit standard must be demonstrated to meet facility standards. Competence may be demonstrated in simulated situations related to an existing fitness and/or recreation facility or enterprise. If this unit standard is being assessed in an on-job situation, then references to simulated situations may be considered redundant, except in respect of emergency procedures.
4. Correct form in the execution of exercises is form that uses biomechanically sound body alignment, and the fullest range of movement consistent with safety for all joints involved, and that uses as prime movers, those muscles and/or muscle groups for which the exercise is designed. In some cases, the main feature of correct form will be the isolation of effort into a single muscle group. In others, the main feature of correct form will be co-ordinated sequential employment of several muscle groups.

Element 1: Explain the role of motivation in enhancing client commitment to exercise to music classes.

Task: Oral questions

Performance Criteria		Evidence
1.1	Explanation identifies the affect of motivation on the success or failure of exercise to music classes.	<p>Candidate is asked to give 3 possible answers to how motivation can contribute to a successful exercise to music class. Also 3 answers as to how a lack of or no motivation can affect an exercise to music class.</p> <ul style="list-style-type: none"> • Success e.g. <ul style="list-style-type: none"> - Class is able to follow verbal instructions safely and successfully. - The participants return another day. - Participants to make a commitment to exercise. • Failure <ul style="list-style-type: none"> - Little enthusiasm to return. - Un-guided, leads to frustration, no comment. - Unable to identify and adapt skills.
1.2	<p>Explanation examines the application of motivation with an exercise to music class.</p> <p>Range: motivational techniques include - vocals (encouraging, challenging, positive language and reinforcement), body language, eye contact, class awareness, role modeling.</p>	<p>Candidate's performance is assessed in 3 different situations with the following to be identified.</p> <ul style="list-style-type: none"> • Vocals <ul style="list-style-type: none"> - Intonation: Warm, friendly, varied, enthusiastic, clear, precise, powerful when needed, excited as appropriate. • Challenging <ul style="list-style-type: none"> - The appropriate use of power phrases. • Use of language <ul style="list-style-type: none"> - Correct use of praise and empathy. • Re-enforcement <ul style="list-style-type: none"> - On observation of technique and for reasons of safety. • Encouraging <ul style="list-style-type: none"> - Positive - You Can Statements. • Body Language <ul style="list-style-type: none"> - Clear, strong, positive technique with visible actions and facial expressions that are and welcoming. • Eye Contact <ul style="list-style-type: none"> - Scanning the participants, look at them, smiling, winking, and positive communication. • Class Awareness <ul style="list-style-type: none"> - Can observe participant's abilities and adapt to their needs. • Role modelling <ul style="list-style-type: none"> - Instructor continual development and training. - Display enthusiasm and energy.

<p>1.3</p>	<p>Explanation examines the effect of motivational techniques upon individuals, within an exercise to music class, who have differing motivational needs.</p> <p>Range: motivational techniques must include - vocals (encouraging, challenging, positive language and reinforcement), body language, eye contact, class awareness, role modeling, safe and suitable exercise modifications.</p>	<p>Candidates asked orally examined, given two different scenarios to comment on:</p> <p>Scenario One: A 19 year old female, new member of facility never attended a exercise to music class before.</p> <ul style="list-style-type: none"> • Vocals: <ul style="list-style-type: none"> - Encouraging: Plenty of encouraging phrases with an empathetic tone. - Challenging: Observe ability to co-ordinate herself, then challenge to add arm patterns, impact, etc. - Positive language: Appropriate praise and positive feedback. - Re-enforcement: Allow her to remove arms, keep it low, make her feel at ease with her present ability. Safety techniques and execution of movements. • Body Language: <ul style="list-style-type: none"> - Movements open, friendly, unassuming, allow her to have her space, be in her line of sight. • Eye Contact: <ul style="list-style-type: none"> - Plenty with winks, nods, smiles and facial expressions to encourage her that she's doing fine. • Class awareness: <ul style="list-style-type: none"> - Be able to work the class at the higher intensity, but still encourage those working at the easier option to feel OK about it. • Role Modelling: <ul style="list-style-type: none"> - Keep updated on trends. • Safe and Suitable exercise modifications: <ul style="list-style-type: none"> - All exercise movements have a legs only option, high and low option, travel, no travel options. Instructor must be able to demonstrate all of above. <p>Scenario Two: A 24 year old athletic male, attends 3 various classes a week, has been attending classes for 3 years.</p> <ul style="list-style-type: none"> • Vocals: <ul style="list-style-type: none"> - Encouraging: Ability to make skilled participant choose the move complex option. - Challenging: Power words and phrases, push them to travel further, keep intense movements going. - Positive language: That they have it together, keep up the effort, appropriate praise and feedback. - Re-enforcement: Remind of correct technique and execution and of options. • Body Language: Confident, powerful, instructor able to do movements safely and correctly. • Eye Contact: Confident, powerful, instructor able to do movements safely and correctly. • Class awareness: Able to work all individuals at necessary intensity, however encourage to take a break if technique is failing. • Role Modelling: Keep updated on trends. • Safe and Suitable exercise modifications: • Keep updated on trends.
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Element 2: Apply motivational techniques to enhance client commitment to an exercise to music class.

Task: Candidates practically assessed; Oral questions for 2.5

Performance Criteria		Evidence
2.1	Motivational language used during an exercise to music class is positive, clear, concise, non-threatening, and varied.	Language used is: <ul style="list-style-type: none"> - Clear - Concise - Audible - Is logical and makes sense - Is varied in manner of delivery, voice intonation and actual words or phrases used.
2.2	Exercises and routines are performed with correct technique and form.	<ul style="list-style-type: none"> • Form and technique is strong, finished and clear. • Arm patterns are obvious and clearly defined from one to another. • Heels are grounded. • Knee alignment is correct.
2.3	Cueing of changes in routines allow clients to follow instructions and to make changes as required.	Correct and clear use of: <ul style="list-style-type: none"> • Verbal: <ul style="list-style-type: none"> - What - Where - When - How • Non Verbal <ul style="list-style-type: none"> - Body language - Facials
2.4	Personal fitness level allows motivational techniques to be used with ease.	<ul style="list-style-type: none"> • Ability to complete all movement safely and correctly. • Continued verbal communication, simple, short sentences not single words until completion of the class.
2.5	Application of motivational techniques is appropriate to the motivational needs of the class, and to individuals within the class, to complete each routine as instructed.	<ul style="list-style-type: none"> • Able to identify various individual requirements in a class. • Respond appropriately within each segment of the class. • The motivation matches the exercises, for example: <ul style="list-style-type: none"> - CV- enthusiastic - inspiring - muscle conditioning - powerful and techniques re-enforcing. - stretch, relax & breathe.

2.6	Application of motivational techniques is appropriate to the objectives of each phase of the class.	<p>Each routine is distinct in its delivery, the common denominator is clear, concise communication, technique and form at a high quality and instructor and participant safety.</p> <ul style="list-style-type: none"> • Warm up: <ul style="list-style-type: none"> - Dependent on class type, rapport created, and communication style developed, welcoming, friendly, encouraging, body language and facials. • CV Section: <ul style="list-style-type: none"> - Louder, punchy, key phrases, challenging, encouraging, reinforcing, inspiring. • CV Cooldown <ul style="list-style-type: none"> - Educational, calmer, moderate tone. • Muscle Conditioning <ul style="list-style-type: none"> - Powerful, strong, precise body language is clear and concise. • Stretch <ul style="list-style-type: none"> - Quiet, calming, relaxing, soothing, friendly, opening and welcoming.
2.7	Personality demonstrated on stage is fun, energetic, and enthusiastic.	<ul style="list-style-type: none"> • Rapport created, observation of participant enjoyment and understanding.
2.8	Vocal variety, including pitch variation, is demonstrated.	<ul style="list-style-type: none"> • Intonation is used appropriately in class sections, per song in music and as to the personality of instructor and appropriately to the needs of the individual participants.
2.9	Imagery techniques are applied to each phase of the class.	<ul style="list-style-type: none"> • Imagery is used to provide another point of reference for various exercise positions and execution, e.g. vacuum cleaner pipe at spine.
2.10	Music volume is suited to class type.	<p>Participants asked verbally on volume or observations made by instructor. Asked the following:</p> <ul style="list-style-type: none"> • Suggested music volume you would use for a: <ul style="list-style-type: none"> - Senior class - Pump/Sculpt - High/Low or Step class - Novice class

Element 3: Explain how exercise goals are attainable through regular, sustained, on-going attendance at exercise to music classes.

Task: Orally assessed. Observation of heart rate in a class.

	Performance Criteria	Evidence
3.1	Exercise goals are explained in terms of health, fitness, well-being, stress release, weight loss, and social interaction.	<ul style="list-style-type: none"> • Health <ul style="list-style-type: none"> - Short term benefits is: (name3) - Long term: (name 5) • Fitness <ul style="list-style-type: none"> - Able to explain 'Fitt' principles with examples. - Able to explain correct heart rate taking technique and explain the outcomes with reasons monitoring the heart rate is relevant and important. • Wellbeing <ul style="list-style-type: none"> - Can give examples of how to maintain a balance in training with nutrition, appropriate recovery and avoid over training. - Explain why water intake during class is important. • Stress Release <ul style="list-style-type: none"> - Explain how exercise is beneficial to managing stress giving 2 reasons as to what benefits it can give. • Weight Loss <ul style="list-style-type: none"> - In simple terms can explain how increased energy expenditure can change body position. i.e. energy into energy out, exercise increases ,energy out and so fat loss can occur. - Also reference to healthy nutrition in combination to exercise is important. • Social Interaction <ul style="list-style-type: none"> - Can name at least 2 classes where this is one of the main reasons for attendance. e.g. – seniors, teenagers.

<p>3.2</p>	<p>Explanation includes how classes and routines provide opportunities for social interaction according to the client group.</p> <p>Range: instructor to participant, participant to participant.</p>	<p>Candidate explains giving reference to two class types how social interaction can occur. i.e.</p> <ul style="list-style-type: none"> - Seniors – music, instructor, activities specific to a senior group. - Teenagers – image, dress, music, movements specific. <p>Circuit</p> <ul style="list-style-type: none"> - How would the instructor to participant and participant to participant also make this occur? <p>Classes</p> <ul style="list-style-type: none"> • Participant to Participant, i.e. - Use each other for balance. - Movement activities together, i.e. human grinder, two liens that peel off. • Participant to Instructor - Organised action: - Lines or corners, instructor nominates a leader. - Instructor points out a participant doing low option for people to follow. <p>Routines</p> <ul style="list-style-type: none"> • Participant to Participant - As above. - ½ class use equipment, ½ do same exercise without equipment. • Instructor to Participant - Organised action, ½ class do a simple task, i.e. run around room, other ½ in middle following instructor.
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Unit 13379 Checklist

Apply motivational techniques to enhance client commitment to exercise to music classes

Assessors name: _____

Organisation name: _____

Element 1: Explain the role of motivation in enhancing client commitment to exercise to music classes.

1.1	Explanation identifies the affect of motivation on the success or failure of exercise to music classes.	
1.2	Explanation examines the application of motivation with an exercise to music class.	
	Range: motivational techniques include -	
	vocals (encouraging, challenging, positive language, reinforcement)	
	body language	
	eye contact	
	class awareness	
1.3	Explanation examines the effect of motivational techniques upon individuals, within an exercise to music class, who have differing motivational needs.	
	Range: motivational techniques must include -	
	vocals (encouraging, challenging, positive language, reinforcement)	
	body language	
	eye contact	
	class awareness	
	role modelling	
safe and suitable exercise modifications.		

Element 2: Apply motivational techniques to enhance client commitment to an exercise to music class.

2.1	Motivational language used during an exercise to music class is positive, clear, concise, non-threatening, and varied.	
2.2	Exercises and routines are performed with correct technique and form.	
2.3	Cueing of changes in routines allow clients to follow instructions and to make changes as required.	
2.4	Personal fitness level allows motivational techniques to be used with ease.	
2.5	Application of motivational techniques is appropriate to the motivational needs of the class, and to individuals within the class, to complete each routine as instructed.	
2.6	Application of motivational techniques is appropriate to the objectives of each phase of the class.	
2.7	Personality demonstrated on stage is fun, energetic, and enthusiastic.	
2.8	Vocal variety, including pitch variation, is demonstrated.	
2.9	Imagery techniques are applied to each phase of the class.	
2.10	Music volume is suited to class type.	

Element 3: Explain how exercise goals are attainable through regular, sustained, on-going attendance at exercise to music classes.			
3.1	Exercise goals are explained in terms of health, fitness, well-being, stress release, weight loss, and social interaction.		
3.2	Explanation includes how classes and routines provide opportunities for social interaction according to the client group.		
	Range:		
	instructor to participant		
	participant to participant		
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	C/NYC
Comments:			

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.