

# **Sfrito Assessment Guideline**

## **Unit 7053**

**Level 3: Credit 4: Version 3**

**Group Fitness Instruction**

**Use fitness equipment in exercise-to-music  
classes**

**Activity Instructions**

This unit should be assessed using the following methods:

1. Observation of class including set-up and post class activity.
2. Interview including plan of exercises performed.

**Purpose**

People credited with this unit standard are able to: plan and implement exercise-to-music classes using exercise equipment; manage the risk in the setting up, use and putting away of equipment in exercise to music classes; instruct participants in equipment use; and store exercise equipment items.

This unit standard is designed for people who will, with little supervision, develop exercise to music classes using exercise equipment for a variety of purposes in fitness and recreation facilities.

**Special Notes**

1. Equipment includes three of- bands, free weights, steps, slides, chairs, resistance training machines, ergometers; purpose- aerobic conditioning, muscular endurance, body shaping, weight loss, functional mobility and/or strength (seniors).
2. Exercise to music classes include instructed circuits using personal exercise equipment associated with each participant and circuits based on equipment stations where participants move from station to station during the class.
3. Programme developers are those companies and enterprises that have originated and disseminated specific exercise to music programmes on a national or international basis.
4. *Correct Form* identifies form that is safe and that uses as prime movers those 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 coordinated sequential employment of several muscle groups.

**Element 1: Plan and implement exercise-to-music classes using exercise equipment.**

**Task: Choreograph class, music selection, demonstration.**

<b>Performance criteria</b>		<b>Evidence</b>
1.1	Choreography and class structure incorporate use of equipment to meet facility standards for safety and class type and programme developer guidelines where the latter apply.	<ul style="list-style-type: none"> <li>• Appropriate warm up without resistance precedes any component with equipment used.</li> <li>• Class style is suitable for exercises with equipment.</li> <li>• Choreography used is low impact with a safe level of repetitions.</li> <li>• Exercise selection is appropriate to equipment use.</li> </ul>
1.2	<p>Music selection and use meet facility standards for safety and class type and programme developer guidelines where the latter apply.</p> <p>Range: music type, music speed, music volume).</p>	<ul style="list-style-type: none"> <li>• BPM selection is within safety guidelines (up to 136 for travelling work, up to 128 for stationary work).</li> <li>• Music volume allows for ongoing verbal instruction and correction and OSH guidelines.</li> <li>• Music style is suitable for class format and participants.</li> </ul>

**Element 2: Manage risk in the setting up, use and putting away of equipment in exercise-to-music classes.**

**Task: Inspects equipment before and after use. Demonstration/Explanation of safe use.**

<b>Performance criteria</b>		<b>Evidence</b>
2.1	<p>Instructions to participants meet facility safety standards.</p> <p>Range: going to, picking up, positioning, putting down, putting away equipment, attention to environmental considerations as applicable.</p>	<ul style="list-style-type: none"> <li>• Trainee makes eye contact to ensure participants are following instructions.</li> <li>• Trainee gives ongoing cues to ensure participants pick up, put down and carry equipment safely.</li> <li>• Verbal instructions are ongoing to ensure participants are confident in carrying out all aspects of the exercises and correct use of equipment.</li> <li>• Trainee asks participants to store equipment safely during the class while not in use.</li> <li>• Ensures adequate space between people and equipment status.</li> <li>• Participants are reminded of storage at end of class.</li> <li>• Trainee stores equipment appropriately.</li> </ul>

2.2	<p>Monitoring of risk factors in equipment use by participants meet facility safety standards.</p> <p>Range: grip, spacing between participants, interaction with built environment, orientation, timing, hygiene.</p>	<ul style="list-style-type: none"> <li>• Trainee can demonstrate correct technique for holding and demonstrating the use of equipment.</li> <li>• Trainee uses floor markings or other method to ensure safe spacing between participants.</li> <li>• Trainee can explain how to minimise risk factors within a class eg: checking area before class commences, locking of collars, checking steps.</li> <li>• Trainees' orientation of participants before class shows how to use equipment correctly and storage procedures.</li> <li>• Trainees positioning throughout class ensures can observe participants for safety.</li> <li>• Timing – trainee ensures that music timing and cueing of class meets the class participants' needs for safe exercise to music participation.</li> <li>• Trainee reminds participants of towel use for hygiene purposes.</li> </ul>
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**Element 3: Instruct participants in equipment use (Range – verbal instruction and directions, physical cues, physical demonstration).**

**Task: Demonstration of equipment.**

<b>Performance criteria</b>		<b>Evidence</b>
3.1	<p>Correct form in the use of equipment is demonstrated.</p> <p>Range: own form, spacing between participants, use in accordance with equipment design, pick up and put down (if applicable).</p>	<ul style="list-style-type: none"> <li>• Trainee demonstrates safe form in all exercises demonstrated including grip on equipment and body positioning.</li> <li>• Trainee demonstrates bent knees and correct back posture when placing and picking up equipment.</li> </ul>
3.2	<p>Checking and correction of participants form meet facility requirements and participants need for understanding.</p>	<ul style="list-style-type: none"> <li>• Trainee demonstrates all exercises and explains important technique points.</li> <li>• Trainee asks for feedback on technique- smiling, nodding to ensure class understands.</li> <li>• Trainee uses whole class/ part class/ individual correction as required.</li> <li>• Trainee works one on one if required to ensure safe participant technique.</li> </ul>

3.3	Additional instruction meets participants needs for both clarification and/or modification of exercises to adjust effort and skill requirements.	<ul style="list-style-type: none"> <li>• Trainee demonstrates modifications of all exercises for beginners and makes allowances for individual needs as required.</li> <li>• Trainee adds more varied instructions if participants are not able to follow standard instruction.</li> </ul>
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**Element 4: Store exercise equipment items.**

**Task: Recording and checking the condition of equipment.**

<b>Performance criteria</b>		<b>Evidence</b>
4.1	Checking and reporting on condition of class equipment items meet facility standards.	<ul style="list-style-type: none"> <li>• All breakages and damage is reported to Supervisor or Safety Hazard Officer, as per organisational requirements, as soon as possible.</li> <li>• Trainee checks equipment before use in class.</li> </ul>
4.2	Storage of class equipment items meet facility standards.  Range: safety, HSE, cleanliness, maintenance.	<ul style="list-style-type: none"> <li>• Trainee tidies all remaining gear at the end of any class.</li> <li>• All gear is stored safely and out of the way.</li> <li>• Any cleaning required is reported to the appropriate person.</li> </ul>

## Unit 7053 Checklist

### Use fitness equipment in exercise-to-music classes

Assessors name: \_\_\_\_\_

Organisation name: \_\_\_\_\_

#### Element 1: Plan and implement exercise-to-music classes using exercise equipment.

1.1 Choreography and class structure incorporate use of equipment to meet facility standards for safety and class type and programme developer guidelines where the latter apply.

Range:

Choreography

Class Structure

Music Speed

1.2 Music selection and use meet facility standards for safety and class type and programme developer guidelines where the latter apply.

Range:

Music Type

Music Speed

Music Volume

#### Element 2: Manage risk in the setting up, use and putting away of equipment in exercise-to-music classes.

2.1 Instructions to participants meet facility safety standards.

Range: going to, picking up, positioning, putting down, putting away equipment, attention to environmental considerations as applicable

2.2 Monitoring of risk factors in equipment use by participants meet facility safety standards.

Range: grip, spacing between participants, interaction with built environment, orientation, timing, hygiene

#### Element 3: Instruct participants in equipment use (Range – verbal instruction and directions, physical cues, physical demonstration).

3.1 Correct form in the use of equipment is demonstrated.

Range: own form, spacing between participants, use in accordance with equipment design, pick up and put down (if applicable)

3.2 Checking and correction of participants form meet facility requirements and participants need for understanding.

3.3 Additional instruction meets participants needs for both clarification and/or modification of exercises to adjust effort and skill requirements.

Range:

Verbal Instruction and Directions

Physical Cues

	Physical Demonstration			
<b>Element 4: Store exercise equipment items.</b>				
4.1	Checking and reporting on condition of class equipment items meet facility standards.			
4.2	Storage of class equipment items meet facility standards. Range: safety, HSE, cleanliness, maintenance			
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	COMMENTS	C/NYC
<b>Comments</b>				

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.