

YMCA Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children) (500/8269/3)

Syllabus



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Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children)

Syllabus

Qualification number: 500/8269/3

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Introduction

Qualification aim

The aim of this qualification (pathway) is to provide the learner with the knowledge, understanding and skills to plan and instruct exercise and physical activity for children. The content reflects what an individual needs to know in order to function effectively as an instructor of children aged from 5 to 15 years old.

Qualification structure

This qualification comprises 6 units, 4 of which are not covered in this syllabus, and 2 health related exercise and physical activity for children units. Learners need to complete all 6 units.

Unit reference number	Unit title	Level	Credit
H/600/9013	Anatomy and physiology for exercise	2	6
T/600/9016	Health, safety and welfare in a fitness environment	2	2
A/600/9017	Principles of exercise, fitness and health	2	4
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
A/600/9048	Planning health related exercise and physical activity for children	2	3
T/600/9050	Instructing health related exercise and physical activity to children	2	6

The total credit value for this qualification is 23.

The total qualification time (TQT) for this qualification is 230 – 250.

The total guided learning hours (GLH) for this qualification are 157 – 164.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and

(b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is not:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Pre-requisites

There are no pre-requisites for this qualification.

Tutor and assessor requirements

For tutor and assessor requirements please refer to the website www.ymcaawards.co.uk.

Syllabus information and supporting resources

This syllabus has been created to reflect the knowledge, understanding and skills of the Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children).

This syllabus details the 2 health related exercise and physical activity for children units, learning outcomes and assessment criteria that make up this qualification, together with the relevant assessment strategies and evidence requirements. This syllabus does not contain details of the other 4 units; this information can be found in the Level 2 Mandatory Units syllabus.

This syllabus does not contain the assessment paperwork; this is contained in the learner assessment record (LAR), described below.

Learner assessment record (LAR)

This document is used by the learner and assessor to record evidence and assessment decisions. It contains all of the assessment paperwork relating to the 2 health related exercise and physical activity for children units.

The LAR is available to approved centres to download from the website, or it can be purchased in hard copy.

To order resources that support this qualification, email resources@ymcaawards.co.uk.

Units explained

Units form the building blocks of all qualifications and comprise the following:

Learning outcomes

These outcomes set out what a learner is expected to know, understand or be able to perform as the result of a process of learning. They are expressed in this syllabus as 'The learner will...'

Assessment criteria

These specify the standard a learner is expected to meet in order to demonstrate that the learning outcomes of that unit have been achieved. They are expressed in this syllabus as 'The learner can...'

Planning health related exercise and physical activity for children (A/600/9048)

Unit aim

This unit covers the skills and knowledge that instructors need to plan structured health related exercise and physical activity for apparently healthy children in the age range 5–15 inclusive. Instructors will need specific knowledge about child development and the appropriateness of different activities for different groups. They will also need to demonstrate a good understanding of children's needs and how to safeguard their health, safety and welfare. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Unit content

The learner will

1. Understand how to collect relevant information to plan health related exercise/physical activity for children

The learner can

1.1 Describe the process of screening as it applies to children, to include:

- Obtaining a completed PAR-Q form for every child taking part, prior to that child joining in the session
- The importance of collecting parental contact details and parental consent and signatures to confirm that screening of their child has taken place

1.2 Explain the process of Informed Consent as it applies to children, to include:

- Ensuring the child and parent/carer are informed about the content and structure of the class and the physical demands the class will have on the child, prior to the child joining in the session
- The relevance of gaining parental Informed Consent

1.3 Describe different methods to collect information:

Questionnaire

- PAR-Q
- Informed Consent

Interview

- Verbal questioning using age appropriate language

Observation

- Ongoing assessment during the class

1.4 Describe how to determine which methods of collecting information are appropriate according to the individual child, to include:

- That all children under 16 years of age need written parental consent and screening

- That age differences will affect the relevance of the response to verbal information collection and may require further clarification from the parent/carer
- The importance of observation for continual information collection and knowing when to discuss any concerns with parents/carers

The learner will

2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children

The learner can

2.1 Collect the information needed to plan exercise/physical activity sessions for children

See AC 1.3

2.2 Make sure the information is accurate and up-to-date

2.3 Give examples of how participant information affects the planning of exercise/physical activity for children, to include:

- Providing alternatives and adaptations based on collected information
- Reference any relevant information regarding individual requirements on any planning documents

2.4 Make sure there is parental/carer Informed Consent for the exercise/physical activity sessions, to include:

- PAR-Q and Informed Consent verification
 - Relevant PAR-Q and Informed Consent forms, completed and signed by the parent/carer
 - A letter confirming screening and Informed Consent has taken place for every child participating. This letter must be signed (signed by a head teacher/head of PE) and be on the organisation's headed paper when sessions take place in a school or organisation

2.5 Maintain confidentiality of information

See Health, safety and welfare in a fitness environment unit (T/600/9016)

The learner will

3. Understand how to use information to plan health related exercise/physical activity for children

The learner can

3.1 Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children, to include:

- Any 'Yes' answer to a screening question which does not have a doctor's note confirming physical activity may take place
- Not having relevant medication, eg, an asthma pump

3.2 Give examples of how information affects the planning of health related exercise/physical activity sessions for children, to include:

- Changes to session plans to include relevant alternatives or adaptations
- Specific information regarding changes should be highlighted on any planning documents
 - Location and labelling of asthma pumps, medication etc.
 - Changes due to any growth related injuries

3.3 Identify the reasons for temporary deferral of exercise in children, to include:

- If a parent/carer has ticked 'Yes' in answer to a screening question and has not obtained a doctor's consent
- Not having relevant medication eg, an asthma pump
- Any other factors identified through screening or observation

3.4 Explain the reasons for referring children to other professionals, to include:

- If a parent/carer has ticked 'Yes' in answer to a screening question

See Health, safety and welfare in a fitness environment unit (T/600/9016)

3.5 Describe the process of referring children to other professionals, to include:

- If a parent/carer has ticked 'Yes' in answer to a screening question they need to obtain a doctor's consent
- Providing the parent/carer with relevant information about the session to give to the relevant health professional
- The importance of doctor's/health professional's consent prior to participation

See Health, safety and welfare in a fitness environment unit (T/600/9016)

The learner will

4. Understand how to plan safe and effective exercise/physical activity for children

The learner can

4.1 Identify the key stages in planning and preparing exercise/physical activity for children, to include:

- Gathering information (see LO 2)
- Analysing and using the information gathered (see LO 3)
- Planning the session based on the above
- Revising plans in light of any new information gathered

4.2 Outline how to identify objectives for sessions based on collected information and ensure they:

Promote and enhance activity levels, to include:

- A variety of tasks/activities to challenge all children

Improve social skills, to include:

- Team games
- Ice breakers

Promote personal development, to include:

- Focusing on strengths and areas for development as an individual and as part of a group

Improve skills and techniques, to include:

- Balance
- Agility, speed and reaction time
- Coordination
- Alignment and form

Provide opportunities for fun and enjoyment, to include:

- Diversity

- Different environments
- Variety of equipment
- Group/individual input into the session

4.3 Describe how the use of music can enhance exercise/physical activity sessions for children, to include:

- Adding variety or structure
- Teaching rhythm and beat
- Creating a particular atmosphere that may enhance session theme or content
- Being a motivational tool
- Making the session relevant (eg, choosing music that is contemporary and matches the children's taste)

4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children, to include:

- Identifying, within the planning of an appropriate class structure, the sufficient activity for health in relation to the components of fitness and the FITT principles (Frequency, Intensity, Time and Type)
- Giving examples of other strategies parents/carers can use to increase a child's activity levels on a daily basis eg, walking to school
- The Chief Medical Officer's guidelines for physical activity (health benefits), outlined in the 'Start Active Stay Active' report
- American College of Sports Medicine's guidelines for physical fitness (source: ACSM Guidelines for Exercise Testing and Prescription, 8th edition)

4.5 Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives, to include:

- Range of activities:
 - Dancing
 - Games (complexity would be age dependent)
 - Structured play (younger age group)
 - Themed activity (eg, cardio kick for the older age group, story theme for the younger age group)
 - Include a mix of cardiovascular and muscular fitness within the above
- Alternatives:
 - Relating to growth spurts and musculoskeletal maturity
 - General effects of growth spurts on performance and the child
 - Growth related injuries: growth plate fractures, osteochondritis, back pain, Sever's disease, Osgood-Schlatter disease
 - Relating to age range and maturity of cardiovascular system and energy systems

4.6 Outline the importance and application of warm up and cool down when designing exercise/physical activity for children, to include:

- With all age ranges, general fitness and skill level of the group will affect timing and structure
- Identifying the correct timings and structure for the warm up and cool down components, in accordance with different age ranges and the physiological differences across the age range, including:
 - Growth spurts and musculoskeletal maturity
 - General effects of growth spurts on performance and the child
 - Growth related injuries: growth plate fractures, osteochondritis, back pain, Sever's disease, Osgood-Schlatter disease
 - Maturity of cardiovascular system

- Maturity of energy systems

The learner will

5. Be able to plan safe and effective exercise/physical activity for children

The learner can

5.1 Identify objectives that are appropriate to:

The needs and potential of children

Accepted good practice in the industry

The learner's own level of competence

The aims of the session

5.2 Plan exercise/physical activity that will help children to achieve the planned objectives, to include:

- Content should reflect the age group and skill level and consider:
 - Growth spurts and musculoskeletal maturity
 - Maturity of cardiovascular system
 - Maturity of energy systems
- Content should reflect good practice for age group selected
- Content should be within the instructor's level of competence
- Content should reflect the aims of the session

5.3 Structure the session so that children will be motivated to adhere to exercise/physical activity, to include

- Age group considerations:
 - Content
 - Timing
 - Skill level and fitness level

5.4 Plan realistic timings for sessions, to include:

- Each component of the session should be given an overall time
- Age group considerations:
 - Younger age group: warm up or cool down of shorter duration; shorter overall session to maintain attention
 - Older age group: slightly longer warm ups and cool downs; longer overall class time than the younger age group

5.5 Identify ground rules for behaviour that will minimise risks to children, to include:

- Verbally outline ground rules at the start of the session
- Ground rules to be age appropriate and realistic to environment and content of the class

5.6 Record plans in an appropriate format

Tutor note: see the learner assessment record (LAR).

Assessment specification

Planning health related exercise and physical activity for children (A/600/9048)

For assessment elements 1 to 4 please refer to the Level 2 Mandatory Units syllabus

Assessment element 5 – Planning worksheet

Learners are required to complete the 'Planning health related exercise and physical activity for children' worksheet. This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all of the necessary knowledge and understanding to satisfy the requirements of this unit. If learners fail to provide sufficient evidence through completion of the worksheet, the assessor will need to ask supplementary questions to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- Must be the learner's own work, and group completion of this worksheet is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (ie, as a homework task)
- May be marked by the course tutor or an independent assessor.

Assessment element 6 – Planning physical activity sessions for children

Learners are required to plan 2 sessions: 1 session for children aged 5-11 and 1 session for children aged 12-15. Learners can choose the context of the sessions, for example:

- Play
- Games and multiple skills
- Street dance

Session plan 1 – outline plan

This relates to assessment element 8 and outlines; the warm up, main activities and cool down for a physical activity session for children. Learners can use the session plan template provided in this LAR or they can create their own version. This plan does not need to be as detailed as session plan 2; learners do not need to complete a session overview or PAR-Q and Informed Consent form with this plan. Learners need to select an age group, either 5-11 (which can be broken down into 5-7 and 8-11) or 12-15 (which can be broken down in 12-13 and 14-15).

Session plan 2 – detailed plan

This will relate to assessment element 9, and it must be for a different age group from session plan 1 and needs to include the following:

Session overview – This document covers details about the participant group and the health and safety considerations for the session and environment. Learners will also need a completed PAR-Q and Informed Consent form for every child (PAR-Q and Informed Consent template can be found in the appendices section of the LAR).

Session plan – As for session plan 1, this must cover a complete physical activity session for children, but must also detail music breakdown (where applicable), sets and reps (where applicable), exercises, teaching points and progressions, regressions and adaptations.

It must include the following (context specific) components:

- Warm up
 - Mobility and pulse raising
 - Stretching
- Main activities
- Cool down
 - Pulse lowering
 - Stretching
 - Wake up (if relevant)

Learners will be assessed against the 'planning checklist'. They need to familiarise themselves with this checklist to ensure they cover all of the areas required for the assessment.

The session should be planned for between 30 and 60 minutes (contact time) and appropriate for a specific target age group of apparently healthy children.

Learners must provide evidence that they possess all of the necessary skills and understanding to satisfy the requirements of this unit. If learners fail to provide sufficient evidence through completion of the planning paperwork, the assessor will need to ask supplementary questions to confirm competence.

All supplementary questions and answers must be recorded.

The planning paperwork and checklist can be found in the learner assessment record (LAR). The learner requires a ✓ or a C in every box on the planning checklist in order to pass. The second Outcome column on the checklist is for re-assessment, if required. A centre may reassess a learner more than once; in this instance another copy of the planning checklist would be required.

Instructing health related exercise and physical activity to children (T/600/9050)

Unit aim

This unit covers the knowledge and skills an instructor needs to deliver structured health related exercise and physical activity sessions for apparently healthy children in the age range of 5–15 inclusive. The instructor needs to communicate and demonstrate skills and techniques in a way appropriate to the children's level of understanding, giving them the opportunity to take part in physical activity, and providing clear and positive feedback, motivation and support.

Unit content

The learner will

1. Understand the principles of instructing health related exercise/physical activity to children

The learner can

1.1 Identify the safe and effective alignment for a range of health related exercises/physical activities for children

See the Planning health related exercise and physical activity for children unit AC 4.5

1.2 Identify different methods of adapting health related exercise/physical activity to the needs of children, to include:

- Offering a range of alternatives and adaptations for age, ability, fitness and skill level within any given age range
- Making an activity harder or easier depending on the needs of the group/individuals, including:
 - Impact
 - Length of levers
 - Range of movement
 - Repetitions
 - Speed of music
 - Rest (active)
 - Complexity
 - Changes of direction
 - Resistance
- Showing 'in action' adaptation eg, to rules, timings and intensities of given games/activities

1.3 Describe how to develop children's coordination by building exercises/movements up gradually, to include:

- Demonstrating a basic level of movement and layering in progressions to develop coordination eg, adding arm movement with leg movement, or distance between catcher and thrower when throwing a ball

- Recognising that a younger age group will require a larger space and need to be reminded of spatial awareness when layering in moves
- Recognising a younger age group may need more gradual progression and more repetition
- Recognising that an older age group may show regression of coordination during growth spurts

1.4 Describe the principles of group behaviour management when working with children in the age range of 5-15 years, to include:

- Age group 5–7:
 - Show age appropriate behaviour management through use of age appropriate language and tone of voice (eg, firm but not frightening)
 - Employ behaviour strategies outlined in ground rules
 - Distraction tactics
- Age 8–11:
 - Show age appropriate behaviour management through use of age appropriate language (refer to ground rules and ask them to identify which ones have been broken) and tone of voice (firm but not frightening)
 - Employ behaviour strategies outlined in ground rules
 - Distraction tactics
- Age 12–15:
 - Show age appropriate behaviour management through use of age appropriate language (refer to ground rules and ask them to identify which ones have been broken) and tone of voice (firm but not frightening)
 - Employ behaviour strategies outlined in ground rules
 - Distraction/redirection tactics

The learner will

2. Understand the principles of motivating children to adhere to exercise/physical activity

The learner can

2.1 Explain why children need to take personal responsibility for their own fitness and motivation, to include:

- The benefits of being fit and healthy
- Encouraging children to have input to the class
- Activities that raise awareness eg, healthy vs. unhealthy nutrition games
- Motivational factors that may assist younger participants to adhere to physical activity
- Ideas for healthy living; this might encourage them to exercise with friends and family

2.2 Identify the typical barriers to exercise/physical activity that children experience, to include:

- Common physical and psychological barriers to physical activity that children may face, including:
 - Lack of enjoyment
 - Other priorities
 - Lack of parental/carer support
 - Lack of opportunity/access
 - Embarrassment and lack of self-confidence
 - Increase in use of computers and TV

2.3 Describe strategies that can help children overcome these barriers, to include:

- Highlighting the following social benefits:
 - Get to spend time with friends
 - Make new friends
 - Safe environment to hang out with peers
- Highlighting the following physical benefits:
 - Improve sports performance
 - Health benefits
 - Lower stress
 - Management of growing pains
 - Less risk of injury
 - May lose body fat, if needed
- Highlighting the following psychological benefits:
 - Feel in good shape
 - Improved self-esteem/body image
- Advising participants/parents/carers on local/after school low cost or free activities

2.4 Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence, to include:

- Class by class awards eg, stickers (younger), player of the week (older)
- Cumulative awards eg, trophy awarded to those who have attended every class in a given period, certificates for those who attend a stated number of classes (all ages)
- Peer awards eg, players' player awards

2.5 Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence, to include:

- Giving them choices; enjoyment is a key factor to adherence
- Allowing them to input their own ideas as part of the planned session structure
- Variation of session content over the weeks

2.6 Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age, to include:

- Encouraging them to keep an activity log
- Setting challenges that could include the whole family
- Setting goals with achievable targets
- Buddy training

The learner will

3. Be able to prepare children for exercise/physical activity

The learner can

3.1 Help children feel welcome and at ease in the exercise environment, to include:

- A friendly, open, approachable manner
- Ice breakers (to learn the children's names)
- Explaining in an age appropriate manner what to expect from the class

3.2 Provide sufficient and appropriate resources for the session, to include:

- Age appropriate equipment
- Sufficient equipment for group size

3.3 Follow the correct procedures for registering children's attendance, to include:

- Keeping a dated register (recording arrival and departure of participants)
- Keeping parental/carer contact information with the register

3.4 Check children's level of experience, ability and physical/medical condition

See LOs 1 and 2 in the Planning unit

3.5 Confirm or revise plans in light of new information

3.6 Explain the purpose and value of the exercises/physical activities, including the warm up and cool down, to include:

- Age appropriate verbal overview of the session purpose
- Informed consent as covered in LO 1 in the Planning unit

See AC 4.6 in the Planning unit

3.7 Explain the agreed exercises/physical activities, including physical and technical demands, to include:

- Age appropriate verbal overview of the session purpose
- Informed consent as covered in LO 1 in the Planning unit

3.8 Provide clear information to children about the ground rules for behaviour and the reasons for these

See AC 5.5 in the Planning unit

3.9 Advise children, parents and carers of the facility's emergency procedures, to include:

- Highlighting the location of fire exits
- Explaining how to leave the building in an emergency
- Stating the designated meeting point
- Explaining that a register will be re-taken at the meeting point

The learner will

4. Be able to instruct exercise/physical activity to children

The learner can

4.1 Check that children are appropriately dressed for exercise/physical activity, to include:

- Appropriate footwear (be aware of any inappropriate fashion footwear)
- Clothing loose or appropriate for activity
- No jewellery/piercings
- Long hair tied back

4.2 Develop and maintain an atmosphere of fun and enjoyment, to include:

- Fun and varied tone of voice
- Giving encouraging and positive feedback
- Opportunities for the group to make noise and encourage each other

4.3 Prepare children for the session using safe and effective warm ups

See AC 4.6 in the Planning unit

4.4 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children, to include:

- Demonstrate age appropriate technique of the movements/activity
- Use age appropriate language to explain appropriate technique and levels
- Demonstrate various levels of the movement/activity

See AC 4.5 in the Planning unit

4.5 Communicate with children in a way that:

Is appropriate to their needs:

- Using age appropriate language
- Changing the pitch/tone of voice
- Giving positive feedback
- Asking the participants for direct feedback

Is fun

Motivates them to take part

4.6 Monitor that children take part in the session in a safe manner, to include:

- Control behaviour
- Reminding the group of ground rules (if relevant)
- Observing group/individuals for safe technique, and correcting when relevant
- Reminding the group of safety with regards to the environment/equipment

4.7 Keep to the planned timings for the session

4.8 Use appropriate volume, pitch and voice projection according to the exercise/physical activity, to include:

- Age appropriate tone
- Environmental adaptations

4.9 Provide cueing to enable children to work to the structure and phrase of the music, where relevant

The learner will

5. Be able to support children to take part in exercise/physical activity

The learner can

5.1 Present a positive image of self and organisation to children, to include:

- Professional boundaries
- Diversity and equality

5.2 Establish an effective working relationship with children, to include:

- Using a range of communication skills

- Addressing barriers facing the participant
- Promoting adherence
- Using effective ground rules
- Knowing participants' names

5.3 Communicate with children in a way that makes them feel valued, to include:

- Offering positive praise
- Allowing children to have input
- Encouraging feedback

See AC 3.1

5.4 Use motivational styles appropriate to children and the exercise/physical activity format, to include:

- Using appropriate tone of voice to aid motivation (age appropriate)
- Offering positive praise
- Varying the activity to encourage continued motivation
- Using large/precise demonstrations of movements
- Using animated expression (younger age group)

See AC 4.2

5.5 Give the children attention and motivation as appropriate to their needs, to include:

- Group praise for ability, behaviour and effort
- Individual praise for ability, behaviour and effort:
 - 8–15 year olds eg, responsibility rewards such as team captain
 - 5–7 year olds eg, sticker rewards

See LO 2

5.6 Provide appropriate progressions and regressions, to include:

- Offering alternatives/adaptations to ensure children work at a challenging level

See ACs 1.2 and 1.3

5.7 Use appropriate methods to correct and reinforce technique, including:

Changing positions

Asking questions

Making adaptations/offering alternatives

Using verbal communications

Using visual communications

5.8 Build exercises/physical activities gradually as appropriate for children, to include:

- Offer interval style approach to games/activities
- Include appropriate active rests
- Gradually decrease intensity, appropriate to age and ability
- Ask the children how they are feeling (modified Rating of Perceived Exertion)

See AC 1.3

5.9 Manage children's behaviour throughout the session

See AC 1.4

5.10 Provide guidance and feedback which is timely, clear and helps children achieve the objectives, to include:

- Positive praise for good technique and effort
- Feedback and reinforcement of technique and safety tips
- Feedback on the benefits of the activity
- Clear, concise instructions and adapt instructions when required

5.11 Adapt the exercises/physical activities to the changing needs of children during the session, to include:

- Offer harder or easier options during an activity
- Respond to visual and verbal feedback from the group/individuals and adapt accordingly

See AC 5.6

See AC 4.5 in the Planning unit

The learner will

6. Be able to bring an exercise/physical activity session to an end

The learner can

6.1 Allow sufficient time to end the session

6.2 End the session using cool down activities that are safe and effective for children, to include:

- Pulse lowering activities that are gradual and age appropriate
- Post-workout stretch – some floor-based work to aid relaxation and calming down
- Developmental stretches where age appropriate; maintenance stretches of all muscles worked (where age appropriate)
- Wake up activity to ensure children leave alert

See AC 4.6 in the Planning unit

6.3 Provide motivational feedback on the session to children, to include:

- Giving the group feedback on activities they performed well
- Giving the group positive feedback on their behaviour (where appropriate)

6.4 Provide children with the opportunity to:

Think about the session

Ask questions

Provide feedback

6.5 Follow the correct procedures for checking and dealing with any equipment used, to include:

- Checking all equipment used is collected back in eg, counting bean bags
- Checking equipment for any damage
- Putting all equipment back in its original storage place

6.6 Leave the environment in a condition acceptable for future use, to include:

- Ensuring participants leave the class safely
- Putting the equipment away and assess for future use
- Leaving the environment in a safe condition for future use
- Ensuring doors and windows are closed and lights are switched off

The learner will

7. Be able to reflect on providing health related exercise/physical activity for children

The learner can

7.1 Review the outcomes of working with children, their feedback and feedback from adults/carers, to include:

- Taking note of direct feedback from the children, and adapting future sessions accordingly
- Communicating with parents/carers to gain extra feedback
- Self-evaluation of teaching and class structure/management
- Adapting the next session based on colleague evaluation

7.2 Identify:

How well the exercises/physical activities met the children's needs

How effective and motivational the relationship with the children was

How well the instructing style matched the children's needs

7.3 Identify how to improve personal practice, to include:

- Asking a colleague to evaluate a session
- Asking the children for direct feedback
- Evaluating each session taught and adapting sessions accordingly
- Attending relevant continuing professional development courses

7.4 Explain the value of reflective practice

Assessment specification

Instructing health related exercise and physical activity to children (T/600/9050)

Assessment element 7 – Instructing worksheet

Learners are required to complete the 'Instructing health related exercise and physical activity for children' worksheet. This can be completed as part of a course or as part of summative assessment.

Learners must provide evidence that they possess all of the necessary knowledge and understanding to satisfy the requirements of this unit. If learners fail to provide sufficient evidence through completion of the worksheet, the assessor will need to ask supplementary questions to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- Must be the learner's own work, and group completion of this worksheet is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (ie, as a homework task)
- May be marked by the course tutor or an independent assessor.

Assessment element 8 – On-course observation of practical teaching

Learners will be required to deliver the physical activity session for children planned in assessment element 6, session plan 1. This is a summative assessment and will take place on the course. This will be observed by an assessor (who may also be the tutor). Although it has been planned as a whole session it may be assessed in component parts eg, warm up, main activity, cool down.

This will be a simulated session using a minimum of 6 of peers from the course who will participate as if they were the chosen age group.

Learners will be assessed against the on-course summative observation checklist. They need to familiarise themselves with this checklist to ensure they cover all the areas required for the assessment.

Learners must provide evidence that they possess all of the necessary skills and understanding to satisfy the requirements of this unit. If learners fail to provide sufficient evidence through completion of the sections outlined above, the assessor will need to ask supplementary questions to confirm competence; however questioning is not permitted to confirm competence of practical skills.

All supplementary questions and answers must be recorded.

The on-course summative observation checklist can be found in the learner assessment record (LAR). The learner requires a ✓ or a C in every box on the checklist in order to pass. The second Outcome column on the checklist is for re-assessment. A centre may re-assess a learner more than once; in this instance another copy of the checklist would be required.

Assessment element 9 – Final observation of practical teaching

Learners will be required to deliver the physical activity session for children they planned in assessment element 6, session plan 2. This will be observed by an independent assessor (live or via video) and must be conducted as 1 complete session.

This session needs to be taught to a real group of apparently healthy children who fall into the age group planned for in session plan 2.

Learners need to provide evidence of teaching a minimum of 6 children; any video produced must be submitted with written consent of the parents/carers of all of the participating children.

Learners will be assessed against the final summative observation checklist. They need to familiarise themselves with this checklist to ensure they cover all the areas required for the assessment.

The sections in the checklist are:

Preparing to instruct health related exercise and physical activity to children – Learners will be observed preparing a group of children for the session they planned in assessment element 6, session plan 2.

Instructing health related exercise and physical activity to children – Learners will be observed delivering each component of the planned session (see assessment element 6).

Ending a health related exercise and physical activity for children session – Learners will be observed ending the session.

Evaluation – Learners will be required to complete the session evaluation form.

Any video assessment must adhere to the YMCA guidelines. For video assessment guidance see: <http://www.ymcaawards.co.uk/sites/ymcaawards.co.uk/files/video-assessment-procedure.pdf>

Assessment and reassessment

For the following sections in the checklist:

- Preparing to instruct health related exercise and physical activity to children
- Ending a health related exercise and physical activity for children session
- Evaluation

Learners must provide evidence that they possess all of the necessary skills and understanding to satisfy the requirements of this unit. If learners fail to provide sufficient evidence through completion of the sections outlined above, the assessor will need to ask supplementary questions to confirm competence; however questioning is not permitted to confirm competence of practical skills.

All supplementary questions and answers must be recorded.

The final summative observation checklist can be found in the learner assessment record (LAR). The learner requires a ✓ or a C in every box on the checklist in order to pass. The second Outcome column on the checklist is for re-assessment. A centre may re-assess a learner more than once; in this instance another copy of the checklist would be required.

- Instructing health related exercise and physical activity to children

For this section on the final summative observation checklist the learner requires a ✓ or a C in every box in order to pass. Learners who are referred in 1 session component (eg, warm up) may be re-assessed on just that component; however where they are referred in more than 1 session component the learner will need to be re-assessed on the whole session (warm up, main activities, cool down). Learners may need a second copy of this checklist for further re-assessments. Questioning is not permitted to confirm competence of practical skills.

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