



SIS40215

Notebook

SISFFIT023

Instruct group personal training sessions



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SISFFIT023

Instruct group personal training sessions

Note: while this unit is offered via distance learning, the skills and concepts are always best developed in a face to face workshop context, and via practical means under the supervision and direction of a group fitness specialist

When planning a group exercises session it is important to determine the expected fitness outcomes and session type for the client group.

Session type may include:

- Beginners
- Step
- Circuit
- Pre-choreographed
- Muscle Conditioning
- Flexibility
- Relaxation

As a group exercise instructor we need to incorporate different phases of an exercise session and have a varied exercise repertoire to meet the needs of the client group. Exercise repertoire refers to the ability to provide modifications to exercise (e.g. variations for beginner, intermediate to advanced clients) and variations to intensities appropriate to the needs and levels of the client group.

Phases:

Planning/Preparation Phase

- Know participants health history and survey new participants
- Be available before class to orient new participants
- Discuss appropriate attire/ dress appropriately as a role model
- Have music cued and ready before class
- Acknowledge class and introduce self
- Preview class format and individual responsibilities
- Bring and encourage participants to bring water to class



Warm Up Phase

- Designed to 'break a sweat'
- Focus on and rehearse moves as a large part of movement selection
- Include stretches if appropriate
- Verbal directions are clear
- Music volume and tempo are appropriate
- Instructor must use correct form, and observe participants and suggest adaptations if incorrect
- Controlled and rhythmic in nature
- Activities which require low to medium resistance
- Warm up specificity is important: muscle groups and structures stressed during main activity should be warmed up prior to commencement

Conditioning Phase

Cardio segment-

- promote independence and self-responsibility
- gradually increase intensity
- give impact or intensity options for differing levels
- build the sequence logically and progressively
- utilize a variety of muscle groups
- use music to create a motivational atmosphere
- monitor intensity through HR and/or RPE checks
- incorporate post cardio/cool down stretches

Muscular strength / endurance segment-

- encourage muscle balance and functional fitness
- give verbal cues on posture/spinal alignment
- utilize equipment safely and effectively
- create a motivational and instructional atmosphere

Recovery/Cool Down Phase

- A gradual cool down reduces the HR towards resting levels
- Prevents excessive pooling of blood in the lower extremities
- Stretching and flexibility component included, designed to further reduce HR
- Helps prevent muscle soreness and enhance overall flexibility.



Adaptation Phase

- Recovery from work out and preparation for next session
- Muscles repair and build to accommodate to stresses of work out
- Good nutrition required to aid in physical recovery and restore depleted energy stores
- Rest/Sleep
- Psychological recovery from activity and can also involve active recovery (e.g. going for a run instead of lifting weights)

Safe, effective and purposeful class design requires a specific knowledge of fitness so that the appropriate overload is provided to help achieve the desired gains. Modify the different segments to meet the needs of the ever changing fitness industry.

It is important to know that group exercise carries with it a lot of power if participants feel welcome, are learning, get to know others, and feel that their time spent was worthwhile. One of the biggest challenges about being a group exercise instructor is being able to balance all of these challenges. It is important that instructors move beyond emphasizing merely quantity fitness gains and future outcomes, and understand that the real power of exercise lies in the experience itself.

Music Selection

When selecting music for your group fitness session you have to ensure it is appropriate with the class and the audience. It would be inappropriate to be playing heavy metal to a senior's class or pumping techno during a Pilate's or meditation class just as it would be to do the reverse. The right style and type of music is able to help motivate the class and create an environment that people want to exercise in. It can have an effect on the intensity of the class and the choreography of the session.

It is important to consider the following applications of music in relation to the class type and audience:

- Tempo
- Rhythm
- Language/Phrasing
- Quality
- Volume



Music needs to be accessed in accordance with organisational procedures and legislation requirements. These legislations include the copyright act and use of artist's intellectual property. The Phonographic Performance Company of Australia Limited (PPCA) is a national, non-government, non-profit organisation that represents the interest of record companies and Australian recording artists. The PPCA grant licenses for the broadcast, communication or public playing of recorded music (e.g., CDs, records and digital downloads) or music videos. They then distribute the license fees they collect to the record labels and Australian recording artists registered with them.

A Joint statement on music license fees was released by PPCS and Fitness Australia.

The licensing scheme comes into effect on 1st January 2012 and is as follows:

Single Per Class Rate	Two Tiered Rate Per Class
01/01/2012 to 31/12/2012 \$1.50	\$0.90 per class with <10 participants \$2.10 per class with >10 participants
01/01/2013 to 31/12/2013 \$2.00	\$1.20 per class with <10 participants \$2.80 per class with >10 participants
01/01/2014 to 31/12/2014 \$2.50	\$1.50 per class with <10 participants \$3.50 per class with >10 participants
01/01/15 to 31/12/15 \$2.50 plus CPI	Previous year's rates plus CPI
01/01/16 to 31/12/16 Previous year's rate plus CPI	Previous year's rates plus CPI

For more information on the details of the new PPCA Scheme, Tariff V1, visit www.pcca.com.au.

Music Interpretation

Vocals

A great motivational tool is the lyrics of the song. Listen to the songs, try and dissect the words and think. "how can I utilize this in my class?". Often lyrics may explain an action or an emotion

Sounds

The sounds we hear in music are also another great way to motivate participants. For example, an increase in the buildup of the intensity of sound in a song, can help participants to increase the intensity of their workout. When using sounds of music to help motivate, ensure to tune your voice to the sound of the music to increase motivation.



Type of track

We have a variety of tracks that we use throughout our classes. For example, a SPRINT and HILL track in a cycle session. There is a variation between the two, and this variation will depend on where we use the track in the class (start or mid motivation track)

Strength tracks are slow and when the workout is more focused.

IN contrast, aerobic tracks are often relaxed and the tempo of the music is faster.

Choreography

Movements need to be pre- choreographed; this will provide standardization of the program no matter where it is to be presented. Pre-choreographing moves will also ensure that the classes are delivered in a safe manner, instructors can change the speed of the rhythm to alter the intensity, to suit a variety of age groups and fitness levels.

Choreography Example

Martial Arts

Intro- set up

Block 1- 3 x upper cuts

Block 2 – 3 x upper cuts plus 1 knee

Block 3- 3 x upper cuts plus 2 knees

Block 4 – Recovery jogging

Block 5 – repeat block 3

Intensity levels

LOW

MEDIUM

HIGH

Very LOW

HIGH

Occupational Policies and Procedures

As a group fitness instructor you will have duty of care of your clients whilst they are under your supervision. It is important to create a safe exercise environment for you and your clients. Policies and procedures need to be implemented and followed to help make this happen and may include:



- Pre-screening
- Establishes clients health status
- Establishes goals, fitness level
- Introduces client to participation
- Overcrowding
 - Adequate room to perform exercise safely
 - Free from clutter and hazards
- Ventilation
 - Air circulation
 - Environmental factors
- Hygiene
 - Cleaning of equipment
 - Personal hygiene
- Client to Instructor Ratio
 - Ensure adequate supervision and tuition
 - May help accommodate for large groups with different levels of experience
- Risk Management
 - Emergency Plan
 - Evacuation Plan
 - First Aid implementation
 - Equipment maintenance, cleaning and repair
- Standards of personal presentation
 - Clothing and personal hygiene
 - Act professionally in accordance with policies and procedures
 - Adhere to industry guidelines and requirements
- Clients clothing and footwear
 - Ensure clients dressed appropriately for exercise
 - Shoes
 - Clothing
 - Hair tied up
 - Drink bottle
 - Towel

Deliver the Session

In order to deliver a successful exercise session it is important to plan ahead accordingly. Things such as the environment in which you are going to conduct the session, the equipment needed to conduct the session and what sort of session you are going to conduct need to be planned to enable successful delivery of the session.

Environment refers to the location in which the session is conducted. E.g. At the local scout hall, at the local gym or in the park etc. Considerations that need to be made when deciding on the location of the session are; the type of session, the amount of people participation in the session, geographical location, and the equipment available (i.e. PA, exercise mats, toilets/change rooms if required) Other factors to consider are natural environmental factors such as; heat, rain, snow, terrain etc. These considerations need to be made to ensure the safety of yourself and your clients as well as the quality of the session.

Pre-session Instructions

- Welcome
 - Welcome all clients to your class or session
- Personal introduction
 - Introduce yourself and make sure you know who the new clients are in your class
- Outline the class level
 - Describe what you are going to do in your class. E.g. “Today we are going to participate in a boxing for fitness class using focus pads with a partner. We will hit some basic punching combinations and incorporate some bodyweight resistance training to get your muscles burning!”
- Appropriate and safe footwear and clothing
 - Ensure all clients are wearing the appropriate clothing and footwear.
- Pain/discomfort
 - Always ask clients prior to exercise if they have any injuries or pain that will limit them from completing certain movements and exercise. Suitably deem if the client needs a doctor’s clearance prior to participation. If they are only minor but still prevent clients from performing exercises safely provide an alternative exercise for them to complete.
- Rests
 - Ensure adequate drink breaks are provided to clients
 - Depending on your clientele (e.g. mums with bubs, elderly) you may need to provide them with enough time to go to the restroom.
- Correct exercise techniques
 - Ensure all clients can perform exercises correctly and safely.



- Ensure description for performing exercise is clear and easy to interpret
- Correct breathing
 - Ensure clients are breathing correctly when performing exercises. It is very common for a client to hold their breath during certain exercises (Valsalva breathing)

Common types of Injury

Muscle and soft tissue injury

A Soft tissue injury (STI) is the damage of muscles, ligaments and tendons throughout the body. Common soft tissue injuries usually occur from a sprain, strain, a one off blow resulting in a contusion or overuse of a particular part of the body. Soft tissue injuries can result in pain, swelling, bruising and loss of function

Back Injury

Back injuries result from damage, wear, or trauma to the bones, muscles, or other tissues of the back. Common back injuries include sprains and strains, herniated disks, and fractured vertebrae. The lumbar is often the site of back pain. The area is susceptible because of its flexibility and the amount of body weight it regularly bears. It is estimated that low-back pain may affect as much as 50 to 70 percent of the general population in the United States. Low-back pain is often the result of incorrect lifting methods and posture. Repetitive lifting, bending, and twisting motions of the torso affect both the degree of severity and frequency of low-back pain. In addition, low-back pain may also be the result of bad lifting habits. Sedentary lifestyles most often lead to weak abdominal muscles and hamstrings. This causes the stronger muscles which have remained strong to pull the body away from its optimal anatomical form. The imbalanced muscles cause people to continue to perform these repetitive actions. This results in misplaced force application within the spine, often resulting in hemorrhage of disks within the spinal column.

Heart Condition

Cardiovascular disease or cardiovascular diseases is the class of diseases that involve the heart or blood vessels (arteries and veins).

Cardiovascular diseases include the following;

- Aneurysm
- Angina
- Atherosclerosis
- Cerebrovascular Accident (Stroke)
- Cerebrovascular disease
- Congestive Heart Failure

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- Coronary Artery Disease
- Myocardial infarction (Heart Attack)
- Peripheral vascular disease

Technical Errors

Technical errors when completing an exercise may cause injury to the person. It is important that as group fitness instructors we instruct and supervise our clients in performing the correct exercise techniques and habits.

Some technical errors include:

- ***Hyperextension***
Refers to the extension of the lower back (commonly performed in the “superman” exercise). When performing exercises incorrect (usually with too much weight) the natural reaction for the client is to hyperextend their back in order to complete the exercise. E.g. when performing a bench press incorrectly the client will arch their back to assist in pushing the weight rather than keep their back flat on the bench. This movement can cause serious back pain an injury.
- ***Limb position***
It is important to ensure that limb positioning is taken into consideration to prevent damage to joints and bones. E.g. when performing a squat toes are to be pointed straight ahead and bend at the knees at 90deg ensuring knees do not go over toes. This is important when performing all exercises and movements as when done correctly it will allow you to keep and improve your posture.
- ***Ballistic Movement***
Ballistic movement can be defined as muscle contractions that exhibit maximum velocities and accelerations over a very short period of time. E.g. when a client lifts weights at high speed with focus on speed of the lift rather technique of the lift. When done correctly ballistic movements can be beneficial and specific to training goals. E.g. throwing a baseball. Some exercises are specifically performed using ballistic movements such as Kettle bell training. However again, when performed incorrectly and without adequate strength and preparation these exercises can be dangerous and cause serious injury.



Monitor Exercise Intensity

When conducting group fitness sessions it is important to be able to monitor and modify the intensity of the sessions. Exercise intensity may be monitored in the following ways but is dependable on the individual situation:

- Heart-rate response
- Perceived rate of exertion
- Form and fatigue
- Motivation and enthusiasm

Exercise intensity is determined by the individual just as much as the trainer. If the client is not interested then they will generally just go through the motions. If the trainer is not interested then they too will just go through the motions and won't be very motivating.

Motivational Techniques

When we want to motivate people, our aim is to move them from one place to another physically, emotionally and experientially. To be a successful motivator, you need to move people further than where they thought they could go themselves.

For people to feel motivated, they need to feel like they belong or are a part of a group. A great way to make people feel a part of a group is to include yourself in the group. You can do this by saying things such as "let's all sprint". This is an extremely powerful and influential way to endorse team building, which in turn creates a sense of community and can create a strong team like feel.

There are 3 ways to motivate participants in your class:

- Physically: prompt and cue, performing the moves at a high intensity
- Emotionally: create the chance for your participants to release tension and fear, benefiting from the class. For example, visually and verbally empower the participants with the use of music
- Experientially 'the journey': expand the participants experience by linking their concentration with the sequence of moves

A great motivational tool is the lyrics of a song. Often lyrics can explain an action or an emotion. An increase or buildup of the intensity of the sound in a song, can help motivate participants to increase the intensity of their workout. Ensure your tone of voice matches the songs build up.

TYPES OF MOTIVATION

Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, extrinsically motivated people who dislikes math may work hard on a math equation because want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

▶ Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

Intrinsic motivation

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

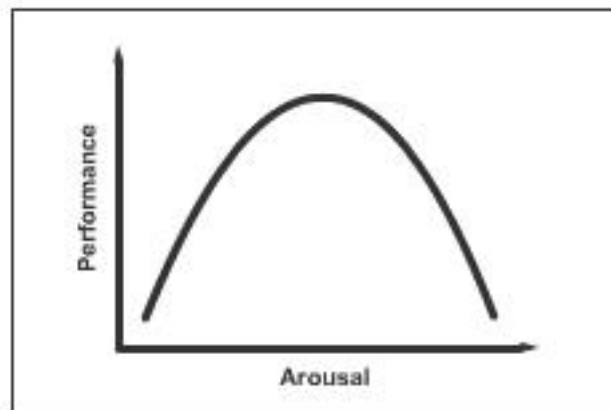
An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

▶ Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Arousal

- Arousal or activation is the degree of stimulation or alertness present in a performer. (Weinberg and Gould 1999 p72).
- When athletes work at an optimal arousal, they are able to concentrate on the activity, attend to relevant cues & work in 'the zone' or the 'flow state'. This state is associated with lower heart rates & respiratory rates.

The Inverted U hypothesis



- The inverted U hypothesis states the relationship between arousal and performance.
- When arousal levels are low, so too is performance. Characteristics of low arousal levels include low motivation, lethargy, apathy, easily distracted, indifference to a poor performance.
- As arousal increases so does performance until an optimal level is attained. Optimal arousal enables a high level of performance to be achieved.
- Once arousal becomes too high, performance decreases. Characteristics of high arousal levels include nervousness, anxiousness, nausea, shaking, elevated heart rate & a reduced ability to concentrate.
- For most complex skills, studies show that a moderate level of arousal is required for optimal performance.
- Coaches need to assist in providing techniques that allow the individual athlete to regulate their level of arousal to enhance performance.



Client behavior

Dealing with client behaviour can be difficult, but it is an important aspect of creating cohesion within a group. An angry or dissatisfied client is a difficult and uncomfortable situation for people. No matter how service orientated you are, sooner or later you will have to face up to this kind of situation. Many people/trainers that appear to have impeccable customer service fall apart as soon as something doesn't go quite to plan.

Dealing with complaints

When the customer pays for a product or service, it is assumed that the product will work correctly or that the service received is as promised. Ideally, the customer will be satisfied, and there will be no complaints. If there is a problem and the customer complains about it, your company should quickly answer the complaint and solve the customer's problem. This is often done through your company's customer service activity. But also, you need to follow up and improve your business processes to rectify the problem.

Cultural and social differences

A lot of people confuse 'race', 'ethnicity', and 'culture' or think they are the same thing. To address the difference, we must start at the fundamental concepts of race and culture. Race is a social construct that is used to categorize and divide people based on physical characteristics, which often lead to conflict and oppression. In short, Race is a label forced on someone based on their skin tone and physical characteristics. A person's race is externally decided and has nothing to do with culture, intellect, ability, or personality. Ethnicity, on the other hand, is determined by such attributes as cultural traditions, religion, ancestry, language, and beliefs. Your textbook defines ethnicity as "identity with a group of people who share the cultural traditions of a particular homeland or hearth" (Rubenstein, p. 208). Let's consider this example. 'Caucasian' is considered to be a race, with particular physical characteristics attributed to Caucasians such as a narrow nose, light skin, and straight or wavy hair. Within the Caucasian race, however, you will find many different ethnicities, such as Irish, Finnish, German or French. Also within the Caucasian race, you will find many different cultures and sub-cultures such as punk, gamers, straight edge, bikers – even the military can be seen as its own culture.

Different from race, culture is a system of shared beliefs and values (also known as 'worldviews') that may include a shared geographic region, language, religion, spirituality, or livelihoods. Communication style and interpersonal relationships are integral aspects of culture and can vary dramatically from one culture to another. It is important to remember that everyone on earth belongs to at least one culture; not just those groups who are considered 'civilized'. The majority of culture is unseen, below the surface. The beliefs and values that lie beneath the surface can be the most difficult to change when it is necessary.



People of the same race can have many different cultures among them, and people of the same culture can have many different races among them.

So, someone's race is determined their physical characteristics and those of their biological family. Culture is all the ways that we express ourselves, how we interact, what we believe in spiritually, and how we perceive things. Culture is not based on physical characteristics but on a person's way of life. Ethnicity takes into account cultural traditions, language, religion, and place of origin.

The differences among the individuals on the basis of social characteristics and qualities are known as social differences. Social differences are the complex differences and they include class, race, culture, age, ability, sex etc. Social differences can create discrimination among the individuals on the basis of their social characteristics. For example, if in a society, individuals with high status are given more respect and importance as compare to the poor or homeless people then it is a social difference. Social differences can create a lot of problems in a society because discrimination always results in inequality, inferiority complex and other social problems.

Develop a circuit training session plan

Developing a circuit training session plan is fundamental to conducting the session. During the planning stage you can identify the aim of the session (self-improvement, fitness targets, lifestyle adjustments) and what the expected outcome of the session plan is. When creating a circuit training session plan ensure all phases of a session are incorporated into the plan. I.e. preparation phase, conditioning phase & recover phase (refer to previous pages). You will also need to plan your rest intervals and have you equipment (if any) prepared. It is good practice to have a floor plan with the equipment layout so you know how much room you have to work with. Knowing your venue and/or location is an important step in planning for a circuit training session. It is important to seek approval from council (if required) or the managers of the premises to perform intended activities. As a group fitness trainer you need to ensure you obtain relevant insurances and qualifications to deliver appropriate and safe group exercise sessions. Industry associations such as Fitness Australia provide guidelines and recommendations for insurance and safe practice.

When planning a circuit session you need to incorporate the principles of exercise planning.

Principles of exercise planning:

- **Frequency**
(E.g. how many times the circuit is to be complete)
- **Intensity**
(E.g. percentage of RM or speed of movement)
- **Duration**
(E.g. how long the exercise goes for – 1min per exercise)
- **Movement**
(E.g. compound, simple, static, dynamic)
- **Environment**
(E.g. local gym, park, community hall, indoor, outdoor)
- **Program type**
(E.g. strength, cardio, step, pump, aerobics, boxing, bodyweight)

Deliver a circuit training session

After completing the planning phase and developing a session it is now time to deliver the training session to your clients. You will need to confirm the appropriate exercise area and check equipment is in good working order prior to commencement of the exercise session.

Deliver the circuit training session by:

- Welcoming the clients
- Introducing yourself
- Communicating the objectives of the session and the benefits of circuit training
 - Physiological
 - Psychological
 - Social
- Explain common types of injuries that would affect participation in the session and confirm that clients are not affected. (i.e. clients have no existing injuries or medical conditions that prevent them from participation)

- Instruct session according to your circuiting training plan
- Use correct demonstration and instruction techniques when using equipment and performing exercises.
- Ensure appropriate instructional principles are adopted to demonstrate exercises
- Recognise signs and symptoms of overtraining and potential harmful practices and implement appropriate intervention strategies

Instructional principles may include:

- Establish rapport
- Teaching positioning
- Session organisation and formation
- Visual and verbal cueing and communication
- Mirror imaging
- Demonstration
- Pre-cueing
- Rehearsal
- Monitoring and encouraging session response

EXAMPLE of VISUAL and VERBAL CUES

YOUR OBJECTIVE	COMPLEX CUE	SIMPLE VERBAL CUE	SIMPLE VISUAL CUE
Getting the class to move in a direction	'could you all move please?'	"go"	Directional movement pointing in the direction you want the class to move
Getting the class to stop	"id like everyone to finish moving please"	"stop"	Stop sign using your hand

Safety: showing a safety drill for a kick during set up phase	“id like everyone to turn your foot and show me their heel please”	“show me your heel”	Point to your foot
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Potentially Harmful Practices:

- Hypertension
- Exercising while sick or in extreme temperatures
- Multiple repetitions
- Ballistic movements
- Loaded knee hyper flexion
- Straight leg sit-ups

Intervention strategies:

- Stop the activity
- Modify the exercise to suit requirements
- Modify equipment or its use
- Change the activity

Evaluate the session

Once the training session has been completed be sure to seek and acknowledge feedback from participants. Ways to obtain feedback may be:

- Structured
 - Written evaluation form/survey
- Unstructured
 - Ask questions after class. i.e. How did you like the class? Was there anything you would have like to have done in the class? Do you have any suggestions on improvement?
- Verbal
 - Ask questions in conversation with participants
- Non-verbal
 - Written questionnaires/surveys
 - Online surveys – through Facebook or via email



Once feedback has been obtained it is time to evaluate the response from the participants. This will help you further develop your sessions and build on your skills as an instructor. Feedback may encourage you to develop more skills through education, motivation techniques, exercise techniques and customer satisfaction. Upon receiving feedback from participants, you should also evaluate your own performance.

The following own performance aspects can be evaluated:

- Instructional and choreographic techniques
- Session Format
- Appropriate intensity
- Managing client behaviour
- Responding to feedback
- Managing time allocation

With the evaluations now completed you are able to identify potential improvements to enhance future sessions and modify the session plan where relevant to meet client needs.