

# iUSP145 – Instructing health related exercise and physical activity to children

URN – D/617/5725

**Guided Learning Hours: 23**

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to collect relevant information to plan health related exercise/physical activity for children	1.1. Describe the process of screening as it applies to children	<ul style="list-style-type: none"> <li>• CRB checks for all personnel involved when working with children (or local/national current legislation required)</li> <li>• Legal framework pertaining to working with children</li> <li>• Duty of care</li> <li>• Legislation for working with special populations e.g. working with children</li> <li>• Professionalism, confidence and enthusiasm</li> <li>• Confidentiality</li> <li>• Child's lifestyle</li> <li>• Child's profile</li> <li>• Medical history</li> <li>• Current health status</li> <li>• Any physical needs</li> <li>• Exercise history, preferences, fitness</li> <li>• Any contra-indications to the session</li> <li>• Child's personal goals e.g. healthy eating, weight loss, weight gain, improved fitness/flexibility etc.</li> <li>• The importance of planning a session bearing in mind the child's religious, moral and social beliefs</li> <li>• Determining the nature and extent of the child's needs</li> <li>• Agreement to the aims of the programme</li> <li>• Where applicable clarify with the child's information which may be available to others, e.g. relevant health care workers</li> </ul>

		<ul style="list-style-type: none"> <li>Obtain the child's, parent or guardian's signature</li> </ul>
	1.2. Explain the process of informed consent as it applies to children	<ul style="list-style-type: none"> <li>Ensuring the children realise that the only reason information would be disclosed would be to ascertain permission to proceed with exercise from a GP or other medically trained practitioner/parent or guardian or carer</li> <li>Issue of consent</li> <li>Legislation pertaining to working with children</li> <li>Confidentiality - e.g. Data Protection Act/GDPR</li> </ul>
	1.3. Describe different methods to collect information: <ul style="list-style-type: none"> <li>Questionnaire</li> <li>Interview</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Good communication skills and barriers to effective communication</li> <li>Demonstrate appropriate body language</li> <li>Trust</li> <li>Professionalism, confidence and enthusiasm</li> <li>Confidentiality</li> <li>PARQ test</li> </ul>
	1.4. Describe how to determine which method/s of collecting information are appropriate according to the individual child	<ul style="list-style-type: none"> <li>Private comfortable area</li> <li>Positive body language</li> <li>Positioning of the child (no barriers between themselves and participant)</li> <li>Ensuring the child feels able to confide in the exercise teacher where necessary</li> <li>Parent/guardian or carer to accompany child if required</li> <li>Discussion</li> <li>PARQ test</li> <li>Interview</li> <li>Consent form if applicable</li> </ul>

LO2 Understand how to use information to plan health related exercise/ physical activity for children	2.1. Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children	<ul style="list-style-type: none"> <li>Any recent injuries including fractures, strains, sprains, ruptures or tears</li> <li>Heart conditions or any history of heart disease</li> <li>Any acute fevers including influenza, glandular fever, common cold, etc.</li> <li>Any undiagnosed illness</li> <li>Any musculo-skeletal problems including joint or back pain</li> <li>Any pain and soreness in muscles caused by trauma or injury</li> <li>After a heavy meal or under the influence of alcohol</li> </ul>
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	2.2. Give examples of how information affects the planning of health related exercise/physical activity sessions for children	<ul style="list-style-type: none"> <li>• Exercises are appropriate to childrens' needs</li> <li>• Fitness goals</li> <li>• Ability of children</li> <li>• Adaptations for childrens' needs</li> <li>• Health of children</li> </ul>
	2.3. Identify the reasons for temporary deferral of exercise in children	<ul style="list-style-type: none"> <li>• Only working within their own parameters and professional boundaries</li> <li>• Injuries</li> <li>• Any health related issues</li> </ul>
	2.4. Explain the reasons for referring children to other professionals	<ul style="list-style-type: none"> <li>• Understanding when to refer children to others</li> <li>• Understanding when a child may be contra-indicated to exercise and at what point GP's permission should be sought</li> <li>• Referral procedures</li> </ul>
	2.5. Describe the process of referring children to other professionals	<ul style="list-style-type: none"> <li>• Only working within their own parameters and professional boundaries</li> <li>• Refer to GP or other qualified childrens' fitness professional</li> </ul>
LO3 Understand how to plan safe and effective exercise/physical activity for children	3.1. Identify the key stages in planning and preparing exercise/physical activity for children	<ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Target audience – specific session</li> <li>• Session duration</li> <li>• Intensity of session</li> <li>• Equipment required</li> </ul>
	3.2. Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> <li>• Promote and enhance activity levels</li> <li>• Improve social skills</li> <li>• Promote personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Lesson plan</li> <li>• Inclusion</li> <li>• Equality of opportunity</li> <li>• Anti-discrimination</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve skills and techniques</li> <li>• Provide opportunities for fun and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Promoting independence</li> <li>• Providing support for exercise activities</li> <li>• Management of childrens' behaviour</li> <li>• Safe and secure environment</li> <li>• Relaxed environment and atmosphere</li> <li>• Observing childrens' performance</li> <li>• Reporting on childrens' performance</li> <li>• Liaising effectively with parent(s)/guardian(s)/carer(s)</li> <li>• Encourage the children to enjoy the exercise/physical activity</li> </ul>
	3.3. Explain how the use of music can enhance exercise/physical activity sessions for children	<ul style="list-style-type: none"> <li>• Selecting music for the age range and lifestyle of the children</li> <li>• Time of the year</li> <li>• Speed of the music <ul style="list-style-type: none"> <li>- Rhythm</li> <li>- Beat</li> <li>- Tempo</li> </ul> </li> <li>• Type of exercise class <ul style="list-style-type: none"> <li>- ETM</li> <li>- Step</li> <li>- Free weights</li> <li>- Circuits</li> <li>- Body conditioning</li> <li>- Stretch bands</li> <li>- Core stability</li> </ul> </li> <li>• Methods of voice projection</li> <li>• Effective cueing – verbal, visual, pre-cueing</li> <li>• Structure of music <ul style="list-style-type: none"> <li>- Beats</li> <li>- Phrases</li> <li>- Repeating patterns</li> </ul> </li> <li>• Suitability of speed and type of music <ul style="list-style-type: none"> <li>- Advantages and disadvantages of different types of music for different elements of the session</li> </ul> </li> </ul>
	3.4. 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	<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Type</li> <li>• Time</li> </ul>

		<ul style="list-style-type: none"> <li>• Adherence</li> <li>• Prior to 6 years old</li> <li>• Prior to 10 years old</li> <li>• Teenagers</li> </ul>
	3.5. Identify exercises/physical activities that are safe and appropriate for children of all ages and include possible alternatives	<ul style="list-style-type: none"> <li>• Warm up/cool down</li> <li>• Stretch/flexibility</li> <li>• Organised sports</li> <li>• Competitive sports</li> <li>• Contact sports</li> <li>• Weight training</li> <li>• Individual sports</li> </ul>
	3.6. Outline the importance and application of warm up and cool down when designing exercise/physical activity for children	<ul style="list-style-type: none"> <li>• Procedures</li> <li>• Benefits and effects</li> </ul>

LO4 Be able to collect relevant information to plan safe and effective exercise/physical activity for children	4.1. Collect the information needed to plan exercise/physical activity sessions for children	<ul style="list-style-type: none"> <li>• Ensuring the correct information is taken</li> <li>• Ensuring the child gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances</li> </ul>
	4.2. Make sure the information is accurate and up-to-date	<ul style="list-style-type: none"> <li>• Referring back to consultation</li> <li>• Referring back to physical activity readiness questionnaire (PARQ)</li> </ul>
	4.3. Give examples of how participant information affect the planning of exercise/physical activity for children	<ul style="list-style-type: none"> <li>• Beginner/inexperienced</li> <li>• Overweight</li> <li>• Unfit</li> <li>• Asthmatic</li> <li>• Health related issue</li> <li>• Injury</li> </ul>
	4.4. Make sure there is informed parental/carers consent for the exercise/physical activity sessions	<ul style="list-style-type: none"> <li>• Confirm with parent/guardian/carers the information collected is correct and up-to-date</li> <li>• Signature of parent/guardian/carers</li> </ul>
	4.5. Maintain confidentiality of information	<ul style="list-style-type: none"> <li>• Data Protection Act/GDPR</li> </ul>

LO5 Be able to plan safe and effective exercise and physical activity for children	5.1. Identify objectives that are appropriate to: <ul style="list-style-type: none"> <li>• The needs and potential of children</li> <li>• Accepted good practice in the industry</li> <li>• The learner's own level of competence</li> <li>• The aims of the session</li> </ul>	<ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Activities</li> <li>• Problem areas</li> <li>• Likes and dislikes</li> <li>• Effectiveness and variety of movements</li> <li>• Any change in demands from the child</li> <li>• Any changes needed to enhance the programme</li> <li>• Whether routine meets with the childrens' needs and expectations</li> <li>• Longer term wishes of the children</li> <li>• Industry codes of practice</li> <li>• Organisations' policies and procedures</li> <li>• Own ability</li> <li>• Child's confidence and ability</li> <li>• Age of children</li> <li>• Capabilities of child</li> </ul>
	5.2. Plan exercise/physical activity that will help children to achieve the planned objectives	<ul style="list-style-type: none"> <li>• Exercises are appropriate to individuals needs</li> <li>• Fitness/ability of child</li> <li>• Goals</li> <li>• Health of individual</li> </ul>
	5.3. Structure the session so that children will be motivated to adhere to exercise/physical activity	<ul style="list-style-type: none"> <li>• Exercises that meet the childrens' preferences</li> <li>• Monitor the childrens' adherence to exercise and physical activity</li> <li>• Working with children to adapt and refine their adherence strategy</li> <li>• Promote rewards: badges, awards and incentives</li> <li>• Setting objectives, goals and realistic targets</li> <li>• Encouragement</li> <li>• Identify short term benefits</li> <li>• Analysing the childrens' lifestyle and identifying opportunities for exercise and physical activity and potential barriers</li> </ul>
	5.4. Plan realistic timings for sessions	<ul style="list-style-type: none"> <li>• Instruction</li> <li>• Activity</li> <li>• Discussion</li> <li>• Child availability, time constraints and frequency</li> </ul>
	5.5. Identify ground rules for behaviour that will minimise risks to children	<ul style="list-style-type: none"> <li>• Effective programme organisation</li> <li>• State rules to work within</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual attention</li> <li>• Working as a team</li> <li>• Giving clear expectations</li> <li>• Responding rather than reacting</li> <li>• Rewarding positive behaviour</li> <li>• Addressing negative behaviour</li> <li>• Expressing levels of consequence</li> <li>• Monitoring responses</li> </ul>
	5.6. Record plans in an appropriate format	<ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Lesson plan</li> <li>• Evaluation</li> <li>• Recording of evidence</li> </ul>

### Assessment

Portfolio of evidence containing <ul style="list-style-type: none"> <li>• 3 practical performances</li> </ul>	3 health related exercises for children to be carried out and must be evidenced through the use of signed and dated internal assessment forms which can be downloaded from the iTEC website <a href="http://www.itecworld.co.uk">www.itecworld.co.uk</a> .
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### Guide to taught content

The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

**Document History**

Version	Issue Date	Changes	Role
v1	16/08/2019	First published	Qualifications and Regulation Co-ordinator