iUSP170 – Instructing kettlebell training sessions

URN – F/617/5667

Guided Learning Hours: 8

Learning outcome	Assessment criteria	Taught content to include
LO1 Preparation for kettlebells	1.1. Prepare self for kettlebell training sessions	• Professional appearance • Punctuality time keeping • Familiarisation with equipment • Presenting a positive image of yourself and your organisation • Wearing appropriate attire – professional sports wear e.g. a polo shirt with clean, tidy tracksuit bottoms or shorts and trainers with socks • No jewellery except a wedding band and stud earrings • No body odour • No bad breath • No chewing of gum or sucking of sweets • Hair neat, clean and tied back
	1.2. Select appropriate equipment for kettlebell training sessions	• Giving demonstration of the workings of the equipment • Identifying and labelling parts of the kettlebell • Clearly instructing students on how to choose the correct weight for different populations
	1.3. Prepare the environment and equipment to meet the client's needs	• Floor space • Floor type • Ventilation • Temperature • Lighting • Music • Kettlebells weight and size are appropriate for clients' needs • Clean, hygienic working surroundings and equipment • Sufficient equipment to perform the task

| LO2 Be able to instruct kettlebell training sessions | 2.1. Demonstrate technically correct kettlebell exercises and lifts | • Technique, safety and instruction
  - Hip flexion, posture correction and joint integrity
  - Teaching the idea of bending at the hip joint before the knee joint
  - Pointing out the benefits of steel rod back and tight core
  - Demonstrating how to hold the joint in the socket so the momentum doesn't pull the joint forward
• Basic technique 1
  - Sumo deadlift – picking up the kettlebell
  - Demonstrating the correct technique
  - Providing students with the advantages and disadvantages of using certain techniques
• Basic technique 2
  - The jerk, the snatch, the long cycle, swings
  - Wall squat – to build up flexibility for the squatting movement
  - Demonstrating the correct technique involved
  - Informing the students of the benefits of such an exercise
  - Providing students with the advantages and disadvantages of using certain techniques
  - Halo – upper body mobility
  - Demonstrating the correct technique involved
  - Informing the students of the benefits of such an exercise
  - Providing students with the advantages and disadvantages of using certain techniques
• Basic technique 3
  - Double hand swing – demonstrating the correct technique involved
  - Providing students with the advantages and disadvantages of using certain techniques
• Basic technique 4
  - Single hand swing – demonstrating the correct technique involved
  - Providing students with the advantages and disadvantages of using certain techniques
• Basic technique 5
  - Alternating hands – demonstrating the correct technique involved |

- Providing students with the advantages and disadvantages of using certain techniques
- Warming up with kettlebells
  - Pulse raiser (no impact, unilateral movements at low intensity)
  - Mobility phase (Rotational movements, increasing ROM)
  - Mid intensity (increase intensity further)
  - Higher intensity (increased impact to pre-cardio levels/muscular strength and endurance)
  - Outlining how to develop the movements into a warm-up phase
  - The appropriate exercises, selection and sequencing of exercises
- Muscular exercise – technique 1
  - Swing clean and dead clean – demonstrating the correct technique involved
  - Outline the difference for males and females
  - Providing students with the advantages and disadvantages of using certain techniques
- Muscular exercise – technique 2
  - Swing snatch and dead snatch – demonstrating the correct technique involved
  - Providing students with the advantages and disadvantages of using certain techniques
- Muscular exercise – technique 3
  - Turkish get up – demonstrating the correct technique involved
  - Providing students with the advantages and disadvantages of using certain techniques
- Resistance exercises
  - Demonstrating the various resistance training exercises that can be done with a kettlebell
  - Demonstrating the correct techniques involved
  - Providing students with the advantages and disadvantages of using certain techniques
- Core training
  - Review of anatomy, core bracing, pelvic tilts
  - Demonstrating different techniques involved
- Core training techniques
  - Specific core exercises and progressions

		- Demonstrating the correct technique involved
		- Providing students with the advantages and disadvantages of using certain techniques
		• Cardiovascular exercise techniques
		  - Outlining the appropriate movements and training principles to receive a cardiovascular training effect
		  - Outlining the F.I.T.T. principle and training principles involved with this section of training
		  - Demonstrating the movements
		• Programme design
		  - Outlining guidelines and progressions for programme design
		  - Muscular strength
		  - Muscular endurance
		  - Cardiovascular fitness
		  - Power development
		  - Designing and observation of various programmes for different components of fitness
		• Functional training
		  - Outlining the benefits received from kettlebell training with regards to:
		    ▪ Functional movements
		    ▪ Mobility
		    ▪ Core stability
		    ▪ Balance
		    ▪ Joint stability
		  - Giving practical examples of functional training and sport specific uses
		• Cool down
		  - Outlining how to cool down using kettlebell training
		  - Decreasing heart rate with low intensity movements
		  - Removing lactate build-up through gradual progressive stretching
		  - Outlining how to develop the movements into a cool down phase
		  - Discussing the appropriate exercises, selection and sequencing of exercises

	2.2. Provide clear and concise explanations for each kettlebell exercise and lift	• Teaching points • Use of correct terminology

			• Technique • Breathing patterns • Heart rate • PRE/RPE scales • Safety points • Muscles used • Choreography • Cueing • Voice projection • Tempo
	2.3.	Adopt appropriate positions to observe clients	• Change teaching positions • Precise explanation • Teaching points • Observation from different angles
	2.4.	Monitor safety, effectiveness and intensity of kettlebell training sessions	• Recognise signs of overexertion • Demonstration of correct techniques • Safety when using kettlebells • Check environmental/participant and equipment health and safety aspects • Monitor exercise intensity • Introductions • Screening • Contra-indications • Warm-ups • Pre, post and dynamic stretching techniques • Main phases • Cool downs • Adaptations • Progressions • Kettlebell weight • Training types • Reps • Rest • Sets
	2.5.	Adapt exercises with suitable progression and regression according to clients' needs	• Identifying different methods of adapting exercises for different types of:

			- Clients - Fitness levels - Goals etc. • Progression and regression exercises • Check kettlebell weights for individual participants' needs

LO3 Be able to communicate effectively	3.1.	Demonstrate the use of verbal and non-verbal communication	• Verbal and non-verbal cueing • Reinforced teaching points • Motivation • Rest positions • Postural advice • Precise explanations • Understanding terminology • Group and individual management skills • Creativity • Improvisation and adaptability
	3.2.	Provide feedback and instructing points which are timely, clear and motivational	• Asking for feedback • Use of mirrors • Competition • Communication in a way that makes the client feel valued • Use of motivational styles appropriate to setting • Principle of reinforcement • Outcomes or goals achieved • Use of training diaries

	3.3.	Communicate as appropriate to clients' needs and the environment	• Precise explanations
			• Teaching points
			• Change of teaching position
			• Observation from different angles
			• Correcting of individuals
			• Asking for feedback
			• Helping the client to reach his/her objectives
			  - Providing exercises adequate for the client
			  - Providing challenges by increasing intensity depending on level of fitness and ability
			  - Well-rounded workout

LO4 Be able to reflect on kettlebell training sessions	4.1. Give feedback to the client on their performance	- Clear communication - Communicate with clients in turn making them feel valued - Use motivational styles appropriate to the clients and the exercise format - Evaluate the designated exercises and alter if necessary - Encourage rapport - Encouragement - Positive praise/reinforcement - Motivation
	4.2. Gain feedback from the client on session	- Open questioning techniques - How they felt physically/mentally - Weak muscles - Heart rate - RPE/PRE scale - Technique - Tightness - Identifying training gaps - Encourage rapport - Participants summary of session - Enjoyment and satisfaction of participant - Discussion
	4.3. Evaluate session and own performance	- Teaching styles - Motivation - Amount of time - Outcomes achieved - Effectiveness of session - Weakness in other components of fitness - Negative or positive - Posture checks - Training effects - Tempo - Breathing techniques - Meeting the goals for the session - Identifying ways to improve the session - Discuss evaluation with appropriate colleague - Reflective practice - Appropriateness of exercises/lifts

	4.4. Record areas for improvement	• Written reviews • Personal action plan • Aims and objectives of future sessions • Professional development and CPD

Assessment

Internal practical test	
Portfolio of evidence	Containing 1 practical performances

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	13/08/2019	First published	Qualifications and Regulation Co-ordinator