

iUSP180 – Instructing health related exercise and physical activity for children

URN – H/617/5726

Guided Learning Hours: 36

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to collect relevant information to plan health related exercise and physical activity for children	1.1. Identify the safe and effective alignment for a range of health related exercises/physical activities for children	• Correct posture • Skeletal alignment
	1.2. Identify different methods of adapting health related exercise/physical activity to the needs of children	• Gradually increase level of exercise • Alternative exercises • Increasing range of movement • Increasing repetitions • Combining movements • Increasing duration of exercise/physical activity
	1.3. Describe how to develop children's co-ordination by building exercises/movements up gradually	• Starting positions • Individual exercises/movements • Progressing to full exercises/movements
	1.4. Describe the principles of group behaviour management when working with children in the age range 5-15	• Effective programme organisation • Individual attention • Working as a team • Giving clear expectations • Responding rather than reacting • Rewarding positive behaviour • Addressing negative behaviour • Monitoring responses

LO2 Understand the principles of motivating children to adhere to exercise/physical activity	2.1. Explain why children need to take personal responsibility for their own fitness and motivation	• Self-motivation • Self-actualisation • Self-belief • Taking responsibility for their own fitness and behaviour change • Structuring realistic expectations • Children's preferences, needs, habits and history • Providing a programme to suit the children's particular objectives • Setting appropriate goals • Identifying short term benefits • Promoting the positive rewards and decreasing negative rewards • Providing regular feedback • Providing simple home based exercises • Training children in self-management strategies to continue exercising wherever they are • Preparing children for inevitable lapses • Preparing children for changes in instructors • Utilising as many types of social support as possible • Seeking out opportunities to promote an overall healthy lifestyle • Empowering children to take ownership of their goals and programme • Mapping the road to long-term goals by providing check points • Be understanding and ready to adapt to the children's needs
	2.2. Identify the typical barriers to exercise/physical activity that children experience	• Embarrassment • Self-consciousness • Lacking in confidence • Health issues • Obesity • Peer group pressure • Motor skill problems • Hand to eye co-ordination
	2.3. Describe strategies that can help children overcome these barriers	• Guidance and support • Motivation • Feedback • Setting objectives and goals • Learning exercises in small stages • Encouragement • Setting realistic targets

		• Adherence strategies • Analysing the children's lifestyle and identify opportunities for exercise and physical activity and potential barriers • Confidence building • Behavioural management
	2.4. Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence	• Status • Awards/badges • Incentives
	2.5. Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence	• Exercises that meet the children's preferences • Monitor the children's adherence to exercise and physical activity • Working with children to adapt and refine their adherence strategy • Enthusiasm is increased
	2.6. Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age	• Structure realistic expectations • Communication • Planning • Encouragement • Setting objectives, goals and realistic targets • Adherence strategies • Analysing the children's lifestyle and identify opportunities for exercise/physical activity and potential barriers

LO3 Be able to prepare children for exercise/physical activity	3.1. Help children feel welcome and at ease in the exercise environment	• Encourage the children to relax and enjoy themselves • Encourage children to express their feelings/requirements • Children's comfort and satisfaction must be checked throughout the session with the use of verbal and non-verbal communication • Note children's reactions and make appropriate adjustments • Note children's reactions and any findings/feedback • Inclusion of all children
	3.2. Provide sufficient and appropriate resources for the session	• Equipment • Music • Water • Mats
	3.3. Follow the correct procedures for registering children's attendance	• Registers

	3.4. Check children's level of experience, ability and physical/medical condition	• Checking with the child/parent/guardian or carer that the information on the PARQ is correct (check PARQ) • Ensuring that the children gives sufficient detail regarding their health and background and realise the importance of gaining GP's permission in relevant circumstances • Checking contra-indications • Checking children's ability
	3.5. Confirm or revise plans in the light of new information	• Reflection of original plans • Revising original plans • Evaluating revised plans
	3.6. Explain the purpose and value of the exercises/physical activities, including the warm-up and cool down	• Procedures • Benefits and effects
	3.7. Explain the agreed exercises/physical activities, including physical and technical demands	• Determining agreed exercises • Teaching points • Muscles used • Skeletal alignment • Speed of movement • Alternative ways of getting the same results • Client satisfaction • Aims and objectives met • Goals – short, medium and long term • Physical • Psychological • Lifestyle related • Socially related • Discuss another/alternative form of exercise
	3.8. Provide clear information to children about the ground rules for behaviour and the reasons for these	• Effective programme organisation • Individual attention • Working as a team • Giving clear expectations • Responding rather than reacting • Rewarding positive behaviour • Addressing negative behaviour • Expressing levels of consequence • Monitoring responses

	3.9. Advise children, parents and carers of the facility's emergency procedures	• First aiders • Fire safety/evacuation procedures
LO4 Be able to instruct exercise/physical activity to children	4.1. Check that children are appropriately dressed for exercise/physical activity	• Appropriate work wear e.g., polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks • No jewellery • No chewing of gum or sucking of sweets • Hair neat, clean and tied back
	4.2. Develop and maintain an atmosphere of fun and enjoyment	• Relaxed atmosphere • Music choice • Positive attitude • Keeping smiling • Encouragement and motivation
	4.3. Prepare children for the session using safe and effective warm ups	• Increasing heart rate • Increasing body temperature • Giving appropriate warm up exercises
	4.4. Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children	• Aims and objectives • Activities • Balance of the lesson • Teaching points • Ensuring children have a good understanding of what to expect • Verbal • Non-verbal • Understandable terminology • Group or individual management skills • Creativity • Improvisation/adaptability • Demonstrate and explain how to monitor exercise intensity • Percentage of maximal heart rate (MHR) • Percentage of heart rate reserve (Karvonen formula) • Rate of perceived exertion (RPE – talk test method, intensity measured by MET's) • Heart rate monitor • Correct breathing techniques to include: - Breathing out on the effort
	4.5. Communicate with children in a way that:	• Precise explanations

	• Is appropriate to their needs • Is fun • Motivates them to take part	• Teaching points • Motivational • Asking for feedback • Encouragement • Fun/relaxed atmosphere
	4.6. Monitor that children take part in the session in a safe manner	• Establishing experience and level of fitness • Identifying new children • Understanding all physical and technical demands of the session • Ensuring children are exercising safely
	4.7. Keep to the planned timings for the session	• Keep within specified time frame
	4.8. Use appropriate volume, pitch and voice projection according to the exercise/physical activity	• Methods of voice projection • Effective use of volume and pitch – clarity of voice and encouragement
	4.9. Provide cueing to enable children to work to the structure and phrase of the music, where relevant	• Effective cueing - Verbal - Visual - Counting - Pre-cueing • Structure of music - Beats - Phrases - Repeating patterns • Suitability of speed and type of music • Advantages and disadvantages of different types of music for different elements of the session • Volume
LO5 Be able to support children to take part in exercise/physical activity	5.1. Present a positive image of self and organisation to children	• Appropriate work wear e.g., polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks • No jewellery except a wedding band and stud earrings • No body odour • No bad breath • No perfume • No chewing of gum or sucking of sweets • Hair neat, clean and tied back – not on the collar or face • Punctuality

		• Clean, hygienic working surroundings and equipment • Appropriate client care • Sufficient equipment to perform the task • Only perform exercises in which one is qualified • Only recommend exercises which are relevant and appropriate to the participants
	5.2. Establish an effective working relationship with children	• Only working within their own parameters and professional boundaries • Not making false claims regarding exercise/physical activities • Understanding when to refer children to others
	5.3. Communicate with children in a way that makes them feel valued	• Explain the rationale, method and benefits of the Physical Activity Readiness Questionnaire (PARQ) • Ensuring the correct information is taken • Ensuring that the client gives sufficient detail regarding their health and background and realises the importance of gaining GP's or other medical permission in the relevant circumstances • Ensuring that the client feels able to confide in the instructor where necessary • Ensuring that the client feels secure in the knowledge that any discussion is confidential • Ensuring that the client signs the Physical Activity Readiness Questionnaire (PARQ) • Offering encouragement • Speaking to the child as an equal • Showing respect • Asking appropriate questions throughout the session
	5.4. Use motivational styles appropriate to children and the exercise/physical activity format	• Structure realistic expectations • Children's preferences, needs, habits and history • Provide a programme to suit the children's particular objectives • Set appropriate goals • Provide alternative exercises • New techniques • New machinery/equipment • New training methods
	5.5. Give the children attention and motivation as appropriate to their needs	• Encouragement • Motivation

		• Making the child feel special
	5.6. Provide appropriate progressions and regressions	• Changing the type of exercises to suit the fitness of the children as improvement/regression is made • Motivational level • Accept children's learning curves
	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	• Teaching from different sides of the class • Observation of participants • Offering frequent reminders of correct posture and joint alignment • Teaching points • Telling participants and pointing to which muscles they should feel working • Asking for feedback for monitoring performance • Offering alternative exercises, advice on how to perform each activity for maximal effectiveness • Mirroring
	5.8. Build exercises/physical activities gradually as appropriate for children	• Step by step instructions • Add on choreography • Teaching points • Starting positions • Individual movements • Combining movements • Progressing to full exercises/movements
	5.9. Manage children's behaviour throughout the session	• Effective programme organisation • Individual attention • Working as a team • Giving clear expectations • Responding rather than reacting • Rewarding positive behaviour • Addressing negative behaviour • Monitoring responses
	5.10. Provide guidance and feedback which is timely, clear and helps children achieve the objectives	• Teaching points • Clear communication • Communicate in a way that makes them feel valued • Use motivational styles appropriate to the children and the exercise format

		• Alternative exercises • Use of the principle of reinforcement • Evaluate the designated exercises and alter if necessary • Check children are following instructions properly and performing exercises correctly • Outcomes achieved • Effectiveness of the session
	5.11. Adapt the exercises/physical activities to the changing needs of children during the session	• Changing the type of exercises to suit the fitness of the children as improvement/regression is made • Motivational level • Accept children's learning curves

LO6 Be able to bring an exercise/physical activity session to an end	6.1. Allow sufficient time to end the session	• Stretch/cool down/relaxation • Encourage feedback from the children
	6.2. End the session using cool down activities that are safe and effective for children	• Heart rate • Stretch • Use cool down activities
	6.3. Provide motivational feedback on the session to children	• Encouragement/praise • Use motivational styles appropriate to the children and the exercise format
	6.4. Provide children with the opportunity to: • Think about the session • Ask questions • Provide feedback	• Feedback • Meeting the goals for the session • Effectiveness of the session • Encourage rapport • Identify ways to improve the session • Discuss evaluation with appropriate colleague
	6.5. Follow the correct procedures for checking and dealing with any equipment used	• Hygiene and sterilisation of equipment • Equipment is checked and the correct procedures are adhered to for reporting damage • Safe storage of equipment
	6.6. Leave the environment in a condition acceptable for future use	• Health and safety • Leave the area in an acceptable condition for future sessions • Equipment cleaned and stored correctly

LO7 Be able to reflect on providing health related exercise/physical activity for children	7.1. Review the outcomes of working with children, their feedback and feedback from other adults/carers	• Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation and reflection of the session
	7.2. Identify: • How well the exercises/physical activities met children's needs • How effective and motivational the relationship with the children was • How well the instructing style matched children's needs	• Encourage rapport with the children • Feedback from the children • Identifying ways to improve the session • Accept children's learning curves, explain any changes to the programme and agree with children goals/preferences/abilities for the new programme
	7.3. Identify how to improve personal practice	• Communication skills • Listening skills • Planning of session • Approach to session and children • Voice volume and intonation • Clarity of instructions • Demonstration of exercises • Positioning of self • Monitoring children's performance • Reflective practice • Evaluation • Training • Motivational skills • CPD
	7.4. Explain the value of reflective practice	• Define reflective practice • Critically compare differing theories of reflective practice • Personal growth • Self-awareness • Identify strengths and remove limitations • Identify life-long learning opportunities

Assessment

Internal practical test

Portfolio of evidence

Containing 2 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
v2	26/06/2026	Rebranding	Development Administrator