



Occupational Standards
**YOUTH EXERCISE
INSTRUCTOR**



Contents

The outcomes of these standards are:

- Unit 1 (E3) Understand professional roles and responsibilities when working with children and young people
- Unit 2 (E3) Understand the anatomical, physiological and biomechanical changes in children and young people
- Unit 3 (E3) Support health and well-being for children and young people
- Unit 4 (E3) Collect and analyse information about children and young people
- Unit 5 (E3) Plan exercise for children and young people
- Unit 6 (E3) Instruct exercise session for children and young people
- Unit 7 (E3) Evaluate and review exercise for children and young people

The REPS Pakistan Occupational Standards for Youth Instructors describe the competence and knowledge required for membership of REPS Pakistan in the category of Youth Fitness Instructor.

Youth education programs recognised by REPS Pakistan must match to these standards.

Employers can use these standards in their employment practices and to develop their workforce. These standards are directly taken, with permission, from the International Confederation of Registers of Exercise Professionals. (ICREPs) Global Standards.

This ensures comparability of standards with other registers of exercise professionals around the world, and ensures REPS Pakistan is operating in line with international best practice.

Unit 1 (E3) Professional roles and responsibilities when working with children and young people

This standard covers working within professional role boundaries in relation to working with children and young people. Applying professional responsibilities when working with children and young people

Performance Criteria

Exercise professionals must be able to:

Task 1: Work within professional role boundaries in relation to working with children and young people

- P1. Identify professional role boundaries and limitations when working with children and young people
- P2. Work within the remit of the specific role being undertaken
- P3. Give guidance to encourage children and young people to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in sessions.
- P4. Identify sources of information and advice on working with children and young people

Performance Criteria

Exercise professionals must be able to:

Task 2: Apply professional responsibilities when working with children and young people

- P5. Identify the responsibilities and limitations of a Youth Exercise Instructor
- P6. Explain the importance of holding up to date first aid skills when working with children and young people
- P7. Explain the importance of engaging in regular continuing professional development (CPD) in the area of children and young people within specialist areas
- P8. Identify where to source specific information to enhance practice or engage in further education/development
- P9. Explain how to ensure insurance policies cover their instruction of children and young people
- P10. Identify legislation, policies, guidance and ethical issues relating to the provision of exercise for children and young people
- P11. Identify the importance of ensuring children and young people feel comfortable in the exercise environment
- P12. Identify bullying and know how to deal with it
- P13. Describe legal responsibilities and accountability when dealing with the public, and in particular children
- P14. Describe the need for honesty and accuracy in substantiating claims of authenticity when promoting services in the public domain

Knowledge and Understanding

Exercise professionals must know and understand:

Task 1: Professional role boundaries in relation to working with children and young people

- K1. The importance of understanding and respecting own professional role boundaries and limitations when working with children and young people
- K2. The importance of working within the remit of the specific role being undertaken
- K3. How to give guidance to encourage children and young people to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated
- K4. Sources of information and advice on working with children and young people

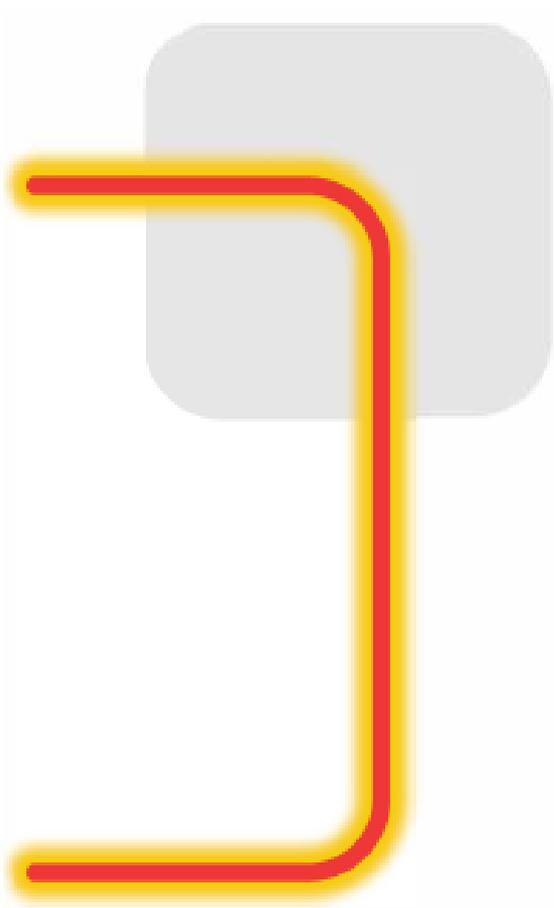
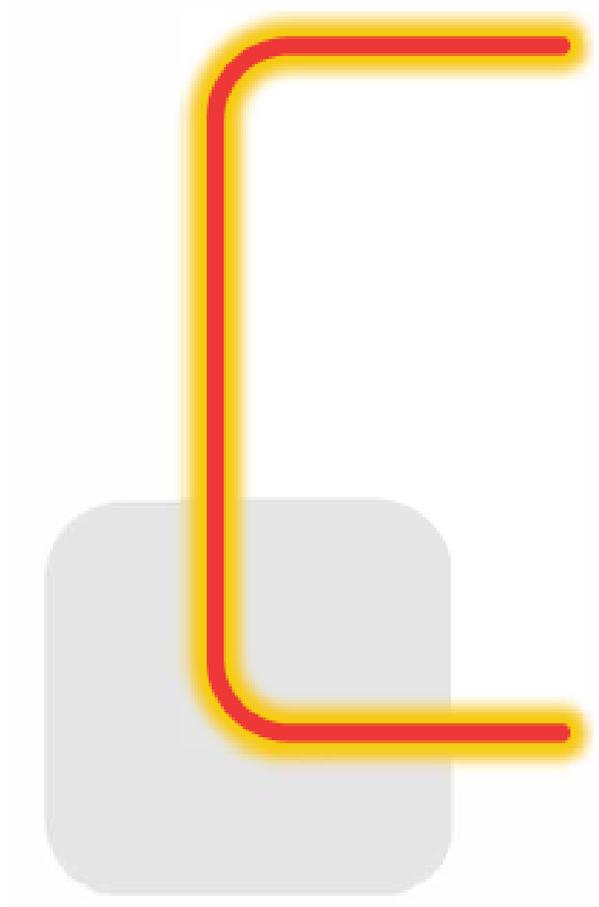
Knowledge and Understanding

Exercise professionals must know and understand:

Task 2: Professional responsibilities when working with children and young people

- K5. The importance for instructors to ensure they hold up to date first aid skills when working with children and young people
- K6. The importance of engaging in regular CPD in the area of children and young people within specialist areas.
- K7. Source specific information to enhance practice or engage in further education/development.
- K8. How to ensure insurance policies cover their instruction of children and young people
- K9. The responsibilities and limitations of a Youth Exercise Instructor:
 - » acting as a role model
 - » adhering to the policies and procedures
 - » adhering to the code of practice
 - » always wearing uniform and/or a name badge if one is provided
 - » understanding and acting upon their responsibilities
 - » recognising the need to protect the rights of participation, for fun, enjoyment and achievement for all
 - » reporting any suspected abuse to the safeguarding and protection officer or senior manager
 - » responding to cases of abuse in a responsible manner
 - » working in an open environment

- K10. Legislation, policies, guidance and ethical issues relating to the provision of exercise for children and young people
- K11. The importance of following relevant Equality and Diversity legislation and policies
- K12. Common reasons why children or young people may feel uncomfortable in an exercise environment
- K13. Ways to identify bullying and how to deal with it
- K14. Legal responsibilities and accountability when dealing with the public, and in particular children
- K15. The need for honesty and accuracy in substantiating claims of authenticity when promoting services in the public domain



Unit 2 (E3) The anatomical, physiological and biomechanical changes in children and young people

The anatomical, physiological and biomechanical changes to the body's systems in children and young people. The principles of training to session planning for children and young people:

- » Muscular Strength and Endurance training
- » Cardiovascular training
- » Flexibility training
- » Motor fitness

As well as body composition

Performance Criteria

Exercise professionals must be able to:

Task 1: The anatomical, physiological and biomechanical changes to the body's systems in children and young people

- P1. Describe the anatomy and physiology related to children and young people
- P2. Explain bone formation and growth with particular emphasis on potential injuries resulting from intense training
- P3. Describe the key implications of growth and development during the various stages of child development
- P4. Describe the short and long term effects of exercising as a child or young person on the development of the body's systems
- P5. Identify the difference between chronological and biological age in planning and instructing
- P6. Identify the key psychological changes that take place in children and young people
- P7. Describe the principles of pediatric and exercise science to enable selection of exercises appropriate to participant characteristics and needs
- P8. Identify the stages of physical, social and emotional growth and development in children and young people to enable effective planning of sessions and selection of appropriate exercises
- P9. Explain preventative measures to avoid growth related injuries
- P10. Identify the benefits of strength gains in children and young people
- P11. Identify the role of intensity, duration and individual fitness levels in determining which energy system is used predominately during exercise in children and young people

- P12. Explain the differences between energy system interaction and adenosine triphosphate (ATP) re-synthesis in children, young people and adults
- P13. Identify the importance of rehydration and body heat regulation in children and young people and how to take account of these
- P14. Recognise signs and symptoms of major types of injuries typical to children and young people
- P15. Identify physiological safety considerations for children and young people's exercise

Performance Criteria

Exercise professionals must be able to:

Task 2: The principles of training to session planning for children and young people

- P16. Identify the components of physical fitness, motor fitness and health related fitness
- P17. Describe the factors that affect physical exercise in children and young people
- P18. Explain the importance of developing all components of fitness in children, and the long-term benefits and consequences of not doing this later in life
- P19. Apply the principles of training children and young people
- P20. Identify how the principles of training apply to each of the components of fitness in children and young people
- P21. Identify the need for the whole-body approach in health-related fitness for children and young people

Performance Criteria

Exercise professionals must be able to:

Task 3: Muscular Strength and Endurance training

- P22. Explain the Muscular Strength and Endurance (MSE) continuum in children and young people
- P23. Identify the benefits of MSE training in relation to health-related fitness
- P24. Identify factors affecting a child's or young person's ability to achieve MSE gains during childhood and adolescence
- P25. Identify the physiological changes that occur as a result of MSE training in children and young people
- P26. Apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength and endurance to session planning

- P27. Apply the other principles of training to muscular strength & muscular endurance
- P28. Demonstrate planning of suitable games and activities that will achieve an MSE training effect in children and young people

Performance Criteria

Exercise professionals must be able to:

Task 4: Cardiovascular training

- P29. Explain the aerobic/anaerobic continuum in children and young people
- P30. Explain the physiological and health related changes that occur as a result of aerobic training in children and young people
- P31. Identify the benefits of aerobic training for children and young people
- P32. Evaluate the differences between and benefits from continuous and interval aerobic training in children and young people
- P33. Identify the characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping
- P34. Apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to aerobic training in children and young people
- P35. Apply the other principles of training to aerobic fitness
- P36. Apply suitable methods of intensity monitoring
- P37. Analyse factors affecting a child's or young person's ability to achieve an aerobic training effect
- P38. Demonstrate planning of a suitable aerobic component within a health-related exercise session for children and young people

Performance Criteria

Exercise professionals must be able to:

Task 5: Flexibility training

- P39. Explain the range of movement continuum and optimal range of movement for health in children and young people
- P40. Explain the physiological and health related changes that occur as a result of stretching in children and young people
- P41. Identify the different types of stretching (dynamic and static)
- P42. Identify the different methods of stretching (active and passive)
- P43. Describe the principles of the stretch reflex, desensitisation and lengthening of muscle tissue (muscle creep)
- P44. Apply the overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) to stretching exercises for children and young people
- P45. Apply the other principles of training to flexibility
- P46. Identify factors affecting a child's or young person's potential range of movement

- P47. Demonstrate planning of suitable games and activities that improve range of movement in children and young people

Performance Criteria

Exercise professionals must be able to:

Task 6: Motor fitness

- P48. Describe the role of the central nervous system (CNS) and peripheral nervous system (PNS) (the muscular motor plaque) as the system for the quality of the movement
- P49. Describe the conditions for coordination(s) improvement
- P50. Identify the different types of coordination (general and specific)
- P51. Identify the different types of balance (static and dynamic)
- P52. Demonstrate planning of activities to develop agility for general sports and activities
- P53. Consider factors affecting an individual child's or young person's potential quality of movement
- P54. Demonstrate planning of suitable games and activities that improve quality movement in children and young people

Performance Criteria

Exercise professionals must be able to:

Task 7: Body composition

- P55. Identify factors affecting body composition in children and young people
- P56. Identify the types of basic body composition measurement appropriate for use with children and young people
- P57. Explain how to discuss issues such as a child's weight and body composition with a child's parent or carer in an appropriate way

Knowledge and Understanding

Exercise professionals must know and understand:

Task 1: The anatomical, physiological and biomechanical changes to body's systems in children and young people

- K1. The anatomy and physiology related to children and young people, to include:
- » The skeletal system
 - » The muscular system
 - » The cardiovascular system
- K2. Bone formation and growth with particular emphasis on potential injuries resulting from intense training changes relating to:
- » bone density
 - » joint stability
 - » function and posture
 - » potential injuries resulting from repetitive training
- K3. The implications of growth and development during the various stages of child development

- K4. The key stages in growth of the skeletal, muscular and cardiovascular systems and the key growth influences such as:
- » inheritance/genetics
 - » physiological age
 - » nutrition
 - » hormonal status
 - » the growth hormone
 - » epiphyseal plate
- K5. The short and long term effects of exercising as a child or young person on development of the body's systems to include:
- » skeletal
 - » muscular
 - » cardiovascular
- K6. Blood pressure and the effects of exercise in children and young people
- K7. The difference between chronological and biological age in planning and instructing
- K8. The key psychological changes that take place in children and young people
- K9. The principles of pediatric and exercise science to enable selection of exercises appropriate to participants characteristics and needs:
- » growth and maturation
 - » coordination development and control
 - » stability
 - » posture in children and young people
 - » fundamental skills
 - » aerobic capacity
- K10. The stages of physical, social and emotional growth and development in children and young people to enable effective planning of sessions and selection of appropriate exercises
- K11. Preventative measures to avoid growth related injuries
- K12. Benefits of strength gains in children and young people
- K13. The role of intensity, duration and individual fitness levels in determining which energy system is used predominately during exercise in children and young people
- K14. The differences between energy system interaction and ATP re-synthesis in children, young people and adults
- K15. The importance of rehydration and body heat regulation in children and young people and how to take account of these
- K16. Signs and symptoms of major types of injuries typical to children and young people to include:
- » sprains
 - » osteochondroses
 - » severs
 - » patellofemoral pain syndrome
 - » Legg-Calve-Perthes
- » shoulder instability
 - » joint hypermobility
 - » injury risks related to exercise participation of children and young people
- K17. Physiological safety considerations for children and young people's exercise including:
- » suitability of equipment
 - » avoiding excessive training
 - » avoiding high impact moves
- Knowledge and Understanding**
Exercise professionals must know and understand:
Task 2: The principles of training to session planning for children and young people
- K18. The components of physical fitness, motor fitness and health related fitness
- K19. Factors that affect physical fitness in children and young people
- K20. The importance of developing all components of fitness in children and young people, the long-term benefits and consequences of not doing this later in life
- K21. The principles of training children and young people
- K22. How the principles of training apply to each of the components of fitness in children and young people
- Knowledge and Understanding**
Exercise professionals must know and understand:
Task 3: Muscular Strength and Endurance training
- K23. The Muscular Strength and Endurance (MSE) continuum in children and young people
- K24. The benefits of MSE training in relation to health-related fitness and factors affecting an individual child's/young person's ability to achieve MSE gains during childhood and adolescence
- K25. The physiological changes that occur as a result of MSE training in children and young people
- K26. How to apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) to muscular strength and endurance training and session planning for children and young people
- K27. Application of the other principles of training to muscular strength & muscular endurance
- K28. Games and other activities that will achieve an MSE training effect in children and young people

Knowledge and Understanding Exercise professionals must know and understand:

Task 4: Cardiovascular training

- K29. The aerobic/anaerobic continuum in children and young people
- K30. The physiological and health related changes that occur as a result of aerobic training in children and young people
- K31. The benefits of aerobic training for children and young people
- K32. The differences between and benefits from continuous and interval aerobic training in children and young people
- K33. Characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping
- K34. How to apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) to aerobic training for children and young people
- K35. Application of all other principles of training to aerobic fitness
- K36. Different methods of intensity monitoring and their suitability when working with children and young people, to include:
 - Heart Rate Monitoring, Rate of Perceived Exertion, Talk test
- K37. Factors affecting an individual child's or young person's ability to achieve an aerobic training effect
- K38. Structure of the aerobic component within a health-related exercise session to include:
 - Re-warm, Peak and Warm Down

Knowledge and Understanding

Exercise professionals must know and understand:

Task 5: Flexibility training

- K39. The range of movement continuum and optimal range of movement for health in children and young people
- K40. The physiological and health related changes that occur as a result of stretching
- K41. The different types of stretching (dynamic and static)
- K42. The different methods of stretching (active and passive)
- K43. stretch reflex, desensitisation and lengthening of muscle tissue (muscle creep)
- K44. How to apply the overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) applied to stretching
- K45. Application of all other principles of training to flexibility
- K46. Factors affecting a child's/young person's potential range of movement
- K47. Games and activities that improve range of movement

Knowledge and Understanding

Exercise professionals must know and understand:

Task 6: Motor fitness

- K48. The CNS and PNS (the muscular motor plaque) as the system for the quality of the movement
- K49. Conditions for coordination(s) improvement
- K50. The different types of coordination (general and specific)
- K51. The different types of balance (static and dynamic)
- K52. Development of agility for general sport activities
- K53. Factors affecting a child's/young person's potential quality of movement
- K54. Games and activities that improve quality movement

Knowledge and Understanding

Exercise professionals must know and understand:

Task 7: Body composition

- K55. Factors affecting body composition in children and young people
- K56. The types of basic body composition measurement appropriate for use with children and young people
- K57. How to discuss issues such as a child's weight and body composition with a child's parent or carer in an appropriate way

Unit 3 (E3) Support health and well-being for children and young people

This standard covers the following:

- » promote physical activity in children and young people
- » use motivational techniques
- » provide effective customer service
- » ensure safeguarding
- » communicate effectively with children, young people, parents and carers
- » provide information on healthy eating and hydration guidelines to children and young people
- » manage health and safety

Performance Criteria

Exercise professionals must be able to:

Task 1: Promote physical activity in children and young people

- P1. Identify the physical, social, emotional and psychological benefits of children and young people taking part in regular physical activity and their relation to reducing risk of disease
- P2. Identify the relevant guidelines for the prescription for health, well-being and physical fitness and the amount of physical activity for the health and well-being of children and young people
- P3. Analyse the barriers and motivators to exercise participation for children and young people
- P4. Identify local or national initiatives and agencies involved in promoting and raising awareness of the importance of exercise for children and young people
- P5. Apply the whole concept of health and fitness to children and young people
- P6. Identify the possible negative effects of physical activity on children and young people and how to avoid these
- P7. Plan sessions that integrate groups, build a team atmosphere and promote social inclusion of children and young people

Performance Criteria

Exercise professionals must be able to:

Task 2: Use motivational techniques

- P8. Use motivational techniques to assist children and

young people of all ages to enjoy the session and adhere to physical activity

- P9. Explain the importance of learning the individual reasons or motives behind participant's exercise goals
- P10. Use effective behavioural strategies to enhance exercise and health behaviour change
- P11. Adapt motivational techniques and instructing style to suit children and young people of different ages

Performance Criteria

Exercise professionals must be able to:

Task 3: Provide effective customer service

- P12. Welcome and receive the children, young people and families
- P13. Approach and respond to customers in a positive and friendly manner
- P14. Identify how to avoid and deal with conflict
- P15. Identify how to provide effective customer care

Performance Criteria

Exercise professionals must be able to:

Task 4: Ensure safeguarding

- P16. Identify how to recognise types of abuse
- P17. Identify statutory agencies responsible for child welfare
- P18. Identify national and organisational guidelines for safeguarding and child protection
- P19. Identify the procedure to follow when the Youth Fitness Instructor suspects a child is at risk or being abused
- P20. Explain the legal responsibilities of any person supervising children
- P21. Explain the importance of being familiar with and adhering to all safeguarding policies and procedures that apply

Performance Criteria

Exercise professionals must be able to:

Task 5: Communicate effectively with children, young people, parents and carers

- P22. Identify the different ways in which children learn

- P23. Identify the types of special needs that children may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs
- P24. Adapt sessions to accommodate common conditions in children that will affect an exercise session
- P25. Identify psychological safety considerations for children and young people during exercise sessions
- P26. Effectively communicate with children, young people and parents to ensure an intelligent and safe session is followed
- P27. Explain the importance of implementing exercise etiquette and rules from the onset
- P28. Identify how to build rapport and trust with children and young people whilst remaining within the guidelines of safeguarding
- P29. Demonstrate the use of names of children, young people and their family members
- P30. Demonstrate effective use of voice and body language
- P31. Demonstrate suitable communication methods with participants of different ages
- P32. Demonstrate praise and encourage positive behavior
- P33. Demonstrate a genuine interest in the individual participant
- P34. Demonstrate management of behaviour when working with children and young people
- P35. Demonstrate effective communication techniques with the child/young person and their parent/carer regarding the training and adaptation process
- P36. Identify the importance of communicating with parents and carers about the welfare, progression and conduct of their child or young person during an exercise session
- P37. Explain the importance of including parents and carers in education about healthy eating and the importance of physical activity for health

Performance Criteria

Exercise professionals must be able to:

Task 6: Provide information on healthy eating and hydration guidelines to children and young people

- P38. Provide accurate information on healthy eating options and dietary guidelines for children and young people
- P39. Provide support for physical activity in daily life, discourage experimenting with smoking, alcohol or drugs of abuse

Performance Criteria

Exercise professionals must be able to:

Task 7: Manage health and safety

- P40. Adhere to the national and local health and

safety requirements and procedures for the working environment involving children and young people

- P41. Describe methods for dealing with emergencies according to internationally recognised procedures
- P42. Explain the duty of care to be aware of the working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients including children, young people and their parents/carers who may be present at sessions

Knowledge and Understanding

Exercise professionals must know and understand:

Task 1: Promote physical activity in children and young people

- K1. The physical, social, emotional and psychological benefits of children and young people taking part in regular physical activity
- K2. The physical benefits of physical activity and their relation to reducing risk of disease, covering the cardiorespiratory, muscular and flexibility related benefits
- K3. The relevant guidelines for the prescription for health, well-being and physical fitness and the amount of physical activity for the health and well-being of children and young people
- K4. The barriers and motivators to exercise participation for children and young people
- K5. Agencies involved in promoting physical activity for the health of children and young people in their home country
- K6. The importance of promoting the whole concept of health and fitness to children and young people including:
 - » daily exercise
 - » nutrition
 - » wellness
 - » play
 - » overall healthy lifestyle
- K7. The possible negative effects of physical activity on children and young people and how to avoid these
- K8. Ways to plan sessions that integrate groups, build a team atmosphere and promote social inclusion of children and young people

Knowledge and Understanding Exercise professionals must know and understand:

Task 2: Use motivational techniques

- K9. The motivational techniques that may assist children and young people of all ages to enjoy the session and adhere to physical activity
- K10. How to learn the individual reasons or motives behind participants exercise goals
- K11. The most important and effective behavioural strategies to enhance exercise and health behaviour change (e.g. reinforcement, setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.)
- K12. The different stages of change of the trans-theoretical model Prochaska and Di Clemente, and the importance of being able to use basic strategies for different stages
- K13. Definition and practical examples of extrinsic and intrinsic reinforcement
- K14. How to adapt motivational techniques and instructing style when working with children of different ages

Knowledge and Understanding

Exercise professionals must know and understand:

Task 3: Provide effective customer service

- K15. The definition of the exercise customer to include both child/young person and their parent/carer
- K16. How to welcome and receive the children, young people and families/carers
- K17. The need and how to be service oriented
- K18. How to approach and respond to customers in a positive way
- K19. The basic principles of customer service
- K20. How to avoid and deal with conflict
- K21. How to be open and friendly whenever dealing with customers
- K22. The methods and practices, which contribute to effective customer care
- K23. The skills of effective customer care: communication techniques, body language, negotiation

Knowledge and Understanding Exercise professionals must know and understand:

Task 4: Ensure safeguarding

- K24. The types of abuse which an instructor may encounter:
 - » physical
 - » emotional
 - » sexual
 - » bullying
 - » neglect

- K25. The statutory agencies responsible for child welfare
- K26. National and organisational guidelines for safeguarding and child protection
- K27. The procedure to follow when the exercise professional suspects a child is at risk or being abused

Knowledge and Understanding

Exercise professionals must know and understand:

Task 5: Communicate effectively with children, young people, parents and carers

- K28. The different ways in which children and young people learn, their learning styles, learning theories and psychological development ideas that have been developed by psychologists, stages of cognitive development
- K29. The types of special needs that children and young people may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs
- K30. Common conditions in children and young people that will affect an exercise session, for example childhood obesity, dyspraxia, growth related injuries, asthma
- K31. Psychological safety considerations for children and young people's exercise including:
 - » communication skills
 - » rules of behaviour
 - » rapport
 - » self-esteem
 - » depression
 - » social issues
- K32. The dramatic physical, cognitive, social and emotional changes in children and young people, along with the adolescent's growing independence, search for identity, concern with appearance, need for peer acceptance and active lifestyle, can significantly affect their mental and physical activity behaviours
- K33. Effective communication methods with children, young people, parents and carers to ensure an intelligent and safe session is followed. Using simple language that is jargon free and not overly technical
- K34. The importance of implementing exercise etiquette and rules from the onset (young people need clear guidelines of expected behaviour)
- K35. Why it is important to identify common ground to build rapport and trust with adolescents but remain within the guidelines of safeguarding children and young people
- K36. How to learn and remember the names of participants and their family members/carers

- K37. The effective use of voice and body language and how to adapt these to communicate with people of different ages
- K38. Empathetic listening (listening to understand instead of listening to reply)
- K39. How to praise and encourage positive behavior (positive reinforcement)
- K40. How to show genuine interest in the individual
- K41. The use of open-ended questions and reflecting responses
- K42. The principles of behaviour management when working with children and young people
- K43. The importance of using effective communication techniques with both the child/young person and their parent/carer regarding the training and adaptation process
- K44. The importance of communicating with parents and carers about the welfare, progression and conduct of their child or young person during exercise sessions
- K45. The importance of including parents and carers in education about healthy eating and the importance of physical activity for health

Knowledge and Understanding

Exercise professionals must know and understand:

Task 6: Provide information on healthy eating and hydration guidelines to children and young people

- K46. Recommended healthy eating options and dietary guidelines for children and young people
- K47. Opportunities for encouraging physical activity in daily life, discouraging experimenting with smoking, alcohol or drugs of abuse
- K48. Dietary sources of major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibers)
- K49. The role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism
- K50. The numbers of kilocalories in one gram of carbohydrate fat, protein and alcohol
- K51. The principle of the balance of energy input (energy intake) and energy output (energy expenditure)
- K52. The definition of the following terms: obesity, overweight, percentage of body fat, lean body mass, body fat distribution in relation to child growth charts
- K53. The relationship between body composition and health through the lifecycle
- K54. The effects of diet plus exercise, diet alone and exercise alone as methods for modifying body composition in children
- K55. The importance of an adequate daily energy and nutrient intake for healthy weight management
- K56. The consequences associated with inappropriate weight loss strategies in children and young people

Knowledge and Understanding

Exercise professionals must know and understand:

Task 7: Manage health and safety

- K57. The national and local health and safety requirements and procedures for the working environment involving children and young people to include:
 - » completing risk assessments
 - » identifying risk and procedures to reduce them
- K58. Ways and methods for dealing with emergencies according to internationally recognised procedures
- K59. The duty of care to be aware of the working environment and to be able to deal with all reasonably foreseeable accidents and emergencies and to protect themselves, their colleagues and clients including children, young people and their parents/ carers who may be present at sessions

Unit 4 (E3) Collect and analyse information for children and young people

This standard covers collecting relevant information and Screening

Performance Criteria

Exercise professionals must be able to:

Task 1: Collect relevant information

- P1. Collect relevant information from the child or young person
- P2. The need to involve a parent/carer in the screening process
- P3. Use suitably adapted pre-screening paperwork for children and young people
- P4. Gain informed consent from the child/young person/adult/carer prior to participating in the physical activity sessions
- P5. Follow the legal and organisational procedures of screening and collecting client information

Knowledge and Understanding Exercise professionals must know and understand:

Task 2: Screening

- P6. Explain the added importance of screening children and young people and the legal and ethical responsibilities screening places on the instructor
- P7. Use range of suitable screening tools for children and young people
- P8. Use suitable methods for assessing children and young people's readiness to participate and their stage of maturation
- P9. Identify how and when to recommend referral to other healthcare professionals

Knowledge and Understanding Exercise professionals must know and understand:

Task 1: Collect relevant information

- K1. Information which can be collected about children and young people:
 - » informed consent/PAR-Q
 - » lifestyle factors
 - » medical history and medication
 - » physical activity history
 - » attitude and motivation
 - » exercise preferences
 - » barriers to exercise (perceived or actual)
 - » current level of fitness
 - » health status and any contraindications
 - » injury status and any specific recommended adaptations, if appropriate
 - » personal goals
 - » signs that may be contraindications to

- » some types of physical activity
- » stage of maturation

- K2. The purpose of collecting information on participants' expectations and motivation, level of previous exercise participation and current level of ability
- K3. Suitable methods of collecting client information could include:
 - » physical activity readiness questionnaire (PAR-Q)
 - » consultation
 - » interview involving parents/carers
 - » questionnaire involving parents/carers
 - » adapted fitness tests
 - » observation
- K4. Purpose of the adapted pre-screening paper work for children and young people
- K5. The importance of gaining informed consent from child/young person/adult/carer prior to participating in the physical activity sessions
- K6. The legal and ethical implications and responsibilities of screening and of collecting client information, to include:
 - » data protection
 - » storage of documentation
 - » confidentiality of client information
 - » instructor's duty of care to respond appropriately to client's information
- K7. The importance of maintaining the security and confidentiality of information concerning children and young people

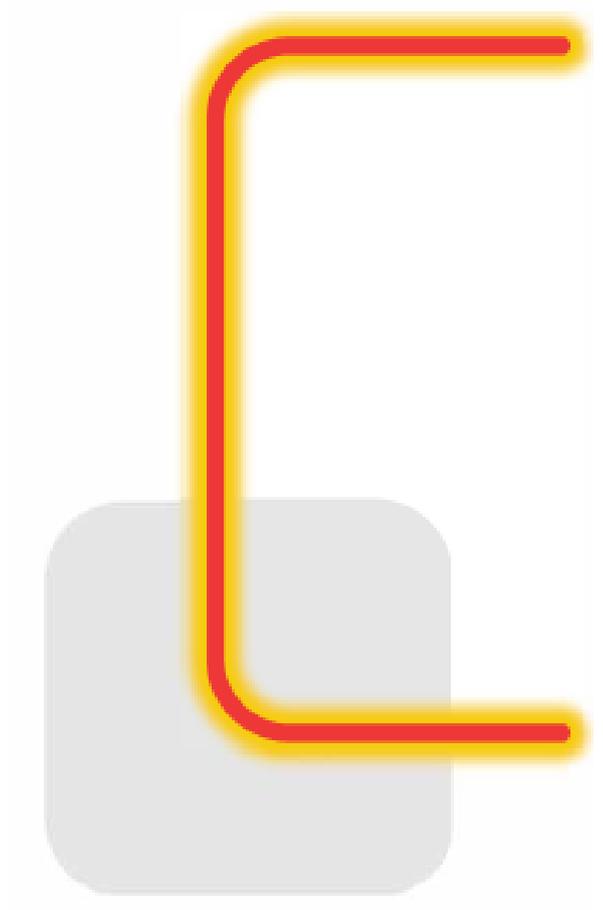
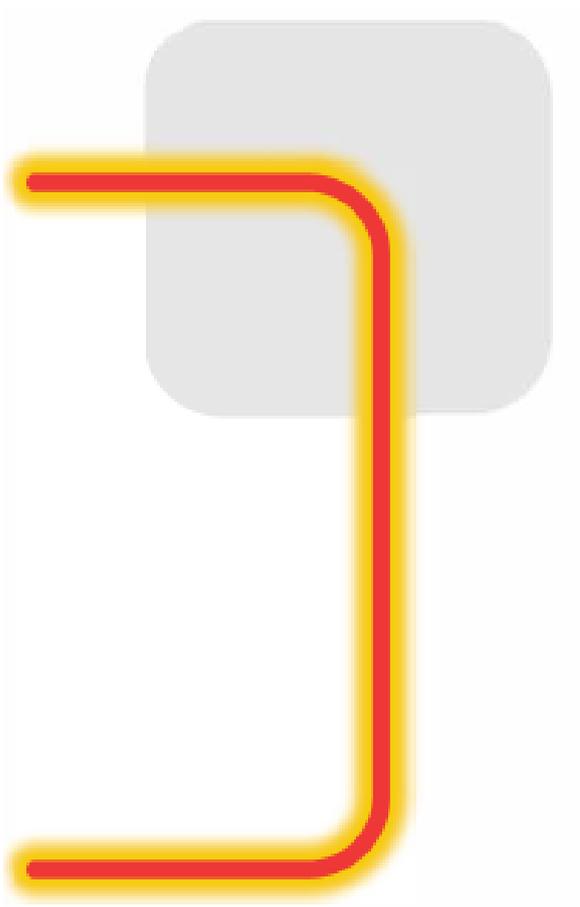
Knowledge and Understanding

Exercise professionals must know and understand:

Task 2: Screening

- K8. Identify a range of suitable screening tools and assessments for children and young people, this could include assessing the following:
 - » physical and emotional maturity
 - » fitness and ability levels
 - » posture
 - » range of motion
 - » body type
 - » movement control
 - » skeletal alignment
 - » previous injury
 - » exercise history
 - » form

- K9. The types of assessments that are suitable when assessing children and young people's readiness to participate and their stage of maturation
- K1. The importance of recommending referral to other healthcare professionals where necessary



Unit 5 (E3) Plan exercise for children and young people

This standard covers the following:

Plan how to manage risks in exercise sessions for children and young people

- » Plan suitable sessions for children and young people
- » Suitable warm ups and cool downs for children and young people
- » Suitable resistance training for children and young people
- » Suitable cardiovascular training for children and young people
- » Progression
- » Planning specific exercise sessions
 - Games
 - Gym based exercise
 - Exercise to music

Performance Criteria

Exercise professionals must be able to:

Task 1: Plan how to manage risks in exercise sessions for children and young people

- P1. Plan movements for safety and effectiveness
- P2. Identify ways of reducing the risks associated with unsafe exercise
- P3. Identify a safe and child/young person friendly exercise environment
- P4. Identify an appropriate selection of equipment
- P5. Describe how you could accommodate a young person into a mainstream studio, aqua or gym session
- P6. Adhere to evidence-based guidelines for physical activity for previously active and previously inactive children and young people

Performance Criteria

Exercise professionals must be able to:

Task 2: Plan suitable sessions for children and young people

- P7. Plan a suitably structured session in a format of exercise for which you hold relevant competency qualification that is suitable to the level of fitness, co-ordination and ability of participants
- P8. Identify for which age groups, genders and ability levels the session is suitable and for whom it is not
- P9. Apply knowledge of physiological changes occurring in the body to the planning
- P10. Identify suitable personal maximum heart rates and effective target heart rate training zones based on an individual participant's age and fitness levels

Knowledge and understanding

Exercise professionals must know and understand:

Task 1: Plan how to manage risks in exercise sessions for children and young people

- K1. How to plan movements for safety and effectiveness
- K2. Ways of reducing the risks associated with unsafe exercise such as:
 - » exercise intensity
 - » timing
 - » equipment
 - » technique
 - » supervision
 - » maturity of the group
 - » mixture of participants
- K3. How to identify a safe and child/young person friendly exercise environment to include:
 - » accessibility/transport
 - » floor surfaces
 - » hazards, trips and slips
 - » footwear
 - » lighting
 - » access to toilet facilities and drinking water
 - » temperature control
 - » comfortable refreshment facilities
- K4. How to select appropriate equipment and the importance of guidance to minimize the risk of injury caused by misuse
- K5. How to adapt tag games and manage fun activities to the physical objective
- K6. The issues with accommodating a young person into a mainstream studio, aqua or gym session
- K7. How to source evidence-based recommended guidelines for physical activity for previously active and previously inactive children and young people

Knowledge and understanding

Exercise professionals must know and understand:

Task 2: Plan suitable sessions for children and young people

- K8. How to create a structure for a youth fitness session for both individual and group settings to include:
 - » exercises for relevant ages
 - » durations
 - » frequency, intensity, time, type

- » principles of training
 - » suitable methods of overload - progression/regression
 - » age-appropriate activities for: Warm up, Main activity, Cool down
 - » age appropriate activities for: cardiovascular, weight-bearing, body weight, balance, co-ordination, resistance
 - » alternatives appropriate to the physical size, physical maturity and emotional maturity of the participant
- K9. Why it is important to only plan a format of exercise for which you hold relevant competency qualifications such as:
- » Exercise to music/group exercise
 - » Gym based exercise
 - » Water based exercise
 - » Games and activities (not pre-competency needed)
- K10. Which age groups, genders and ability levels certain sessions are suitable for and for whom they are not
- K11. The proper dose/response stimulus according to the level of the individual child/young person
- K12. The importance of considering the level of fitness, co-ordination and ability of participants in the planning process
- K13. The physiological changes occurring in the body and how they affect planning choices
- K14. Suitable personal maximum heart rates and effective target heart rate training zones based on an individual participant's age and fitness level
- K15. The importance of educating children and young people to monitor their own exercise intensity, to include:
- » Heart rate monitoring
 - » Rate of Perceived Exertion (RPE)
- K16. The effects of growth and changing hormone levels on the ability of participants to achieve control of static and dynamic movement and their spatial awareness

Knowledge and understanding

Exercise professionals must know and understand:

Task 3: Suitable warm ups and cool downs for children and young people

- K17. The reasons for warming up and cooling down
- K18. The physiological changes that happen in children and young people during a warm up and cool down
- K19. Games and other activities that can be used in a warm up and cool down for children and young people
- K20. Possible structures of a warm up and a cool down

- K21. The importance of specific warm ups in relation to the chosen type of activity, to include:
- » Cardiovascular
 - » Muscular Strength and Endurance
 - » Range of Movement
- K22. The progress of a warm up
- Knowledge and understanding**
- Exercise professionals must know and understand:**
- Task 4: Suitable resistance training for children and young people***
- K23. Accepted guidelines for strength Training in children and young people including:
- » avoiding lifting maximal weight before physical maturity
 - » use of heavy weights
 - » programming for developmental age of the participant
 - » use of equipment
 - » when it is acceptable to programme for progression in resistance, repetitions and sets the importance of proper supervision
- K24. A variety of resistance training methods/systems suitable for use by children and young people, e.g. circuit, multiple sets, supersets
- K25. No weights Strength/Resistance Exercises including body weight base activities
- K26. The value of using resistance training in relation to the individual's goals and anticipated adaptations based on evidence-based guidelines

Knowledge and understanding

Exercise professionals must know and understand:

Task 5: Suitable cardiovascular training for children and young people

- K27. Accepted guidelines for Cardiovascular Training in children and young people including:
- » the use of interval training
 - » Rate of Perceived Exertion
 - » heart rate charts
- K28. A variety of cardiovascular training methods and their value according to the needs of each individual participant e.g. continuous, interval, fartlek
- K29. The dose/response relationship and required intensity of cardiovascular exercises to promote fitness improvement for children and young people which is evidence-based
- K30. A range of cardiovascular exercises for:
- » Coordination (general and specific)
 - » Balance (static and dynamic)
 - » Agility
 - » Enrichment of quality of motor behavior and the quality of movement

Knowledge and understanding

Exercise professionals must know and understand:

Task 6: Progression

- K31. The importance of progress over a period time based on the relevant physiological changes that occur in children and young people
- K32. Realistic expectations of rate of progression in children and young people
- K33. Growth related factors and injuries such as:
 - » epiphyseal plate damage, Sever's Disease, Osgood/ Schlatter's that may affect progression in certain components of fitness for children and young people
 - » coordination, balance, MSE, cardiovascular capacity
- K34. The progressive changes that can be made in terms of overload:
 - » Frequency, Intensity, Time, Type, Adherence
 - » Rate, Resistance, Repetitions, Rest, Range of movement

Knowledge and understanding

Exercise professionals must know and understand:

Task 7: Planning specific exercise sessions (you are only required to map to the relevant discipline/s)

Knowledge and understanding

Exercise professionals must know and understand:

Task 8: Games

- K35. A range of games including creative play and playground games, motor skill development drills and other activities including sports-derived games
- K36. How to adapt tag style games and manage fun activities to the physical objective
- K37. How to plan appropriate games options according to age group and gender mix of the target group or individual

Knowledge and understanding

Exercise professionals must know and understand:

Task 9: Gym based exercise

- K38. The importance of already being a qualified gym instructing before working with children and young people in a gym setting
- K39. Evaluating the benefit of using a cardiovascular machine against alternative cardiovascular exercise options such as playing games or sports for each individual
- K40. Determining the suitability of a child specific cardiovascular machine or adult machine for use by a child/young person based on the ability to adjust it to allow a natural movement pattern and safe posture

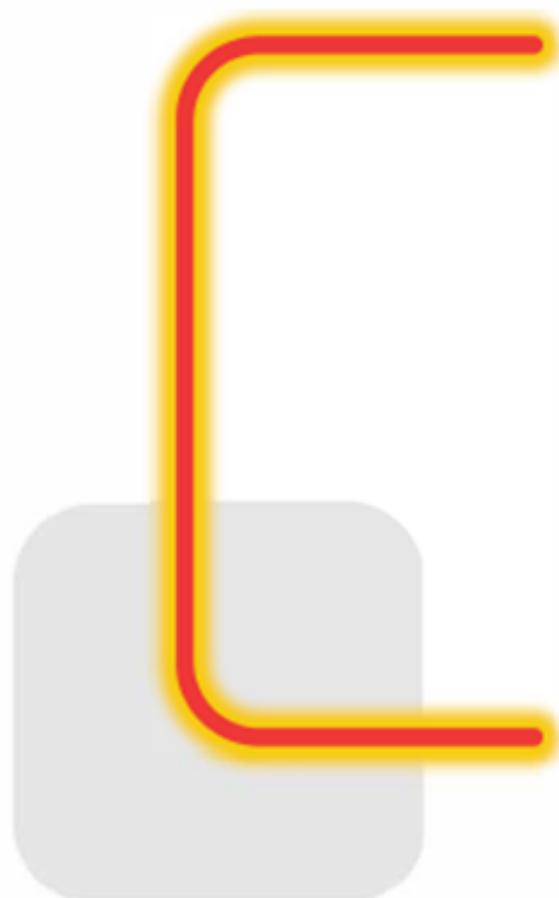
- K41. The various exercise options and adaptations that allow for individual differences, promote functional movement, and prevent pattern overload in children

Knowledge and understanding

Exercise professionals must know and understand:

Task 10 Exercise to music/group exercise

- K42. The importance of holding a suitable group or exercise to music qualification before teaching group exercise to children and young people
- K43. The possible challenges with coordination and learning choreography



Unit 6 (E3) Instruct exercise session for children and young people

This standard covers the following:

- » prepare for the session
- » instruct the session, meeting the needs of the children or young people
- » instruct games, sport and play activities
- » end the session

Performance Criteria

Exercise professionals must be able to:

Task 1: Prepare for the session

- P1. Provide suitable preparations to respond appropriately to any medical emergency
- P2. Demonstrate ability to:
 - » ensure sufficient space
 - » assemble resources
 - » check equipment for safety and maintenance requirements
- P3. Verbally screen all participants and respond to their needs
- P4. Demonstrate communication of the type, level and demands of the session to enable participants and their parents/carers to make informed decisions about suitability
- P5. Group children and young people according to peer groups and stages of maturation

Performance Criteria

Exercise professionals must be able to:

Task 2: Instruct the session, meeting the needs of the children or young people

- P6. Deliver a planned or pre-designed youth fitness session to a group or individual that is safe, effective and enjoyable
- P7. Provide clear instructions and use questions to confirm participants' understanding
- P8. Correctly demonstrate exercises, techniques and equipment to participants relevant to the exercise discipline i.e. gym based, group exercise, one-to-one (see relevant information on specific exercise disciplines)
- P9. Monitor participation and performance to identify signs of exercise intolerance or poor technique
- P10. Regress or adapt exercises to enable participants to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a session
- P11. Use suitable teaching skills for participants
- P12. Modify session as required considering basic mechanics, safety and fitness outcomes.

- P13. Respond to participants experiencing difficulties and answer questions as required.
- P14. Provide a range of intensity and impact options
- P15. Select equipment according to a participant's height
- P16. Manage risks as they arise in the session
- P17. Recognise signs that indicate that exercise should be discontinued immediately

Performance Criteria

Exercise professionals must be able to:

Task 3: End the session

- P18. Giving feedback to participants and their parents/carers collectively and individually regarding their performance
- P19. Using appropriate questions to gain relevant information from participants and their parents/carers
- P20. Putting equipment away and assessing safety for future use
- P21. Leaving environment in safe condition for future use
- P22. Informing or agreeing with young participants and parents/carers the time, location and content of future sessions
- P23. Ensuring participants leave the fitness environment safely and that younger children are accompanied by a responsible adult as arranged

Knowledge and understanding Exercise professionals must know and understand:

Task 1: Prepare for the session

- K1. The importance of making suitable preparations to respond appropriately to any medical emergency, and what kind of medical emergency may arise
- K2. How to:
 - » ensure sufficient space
 - » assemble resources
 - » check equipment for safety and maintenance requirements
- K3. How to verbally screen all participants and respond to their needs

- K4. The importance of communicating the type, level and demands of the session to enable participants and their parents/carers to make informed decisions about suitability
- K5. How to group children and young people according to peer groups and stages of maturation

Performance Criteria

Exercise professionals must be able to:

Task 2: Instruct the session, meeting the needs of the children or young people

- K6. The importance of giving clear instructions and confirming participants understanding of the instructions.
- K7. How to correctly demonstrate exercises, techniques and equipment to participants relevant to the exercise discipline i.e. gym based, group exercise, one-to-one (see relevant information on specific exercise disciplines)
- K8. How to monitor and observe participation and performance and how to identify signs of exercise intolerance or poor technique
- K9. How to regress or adapt exercises to enable participants to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a session
- K10. Suitable teaching skills for participants to include use of:
- » visual and verbal instruction
 - » cueing
 - » speed of instruction
 - » ensuring safe transitions
 - » observation
 - » movement analysis
 - » specific adaptation
 - » communication skills
 - » listening and response skills
 - » motivation
- K11. How to modify the session as required considering basic mechanics, safety and fitness outcomes.
- K12. The importance of responding to participants experiencing difficulties
- K13. Why it is important to allow questions as required without it distracting or impacting the session
- K14. How to provide a range of intensity and impact options
- K15. How to select equipment according to a participant's height
- K16. How to manage risks as they arise in the session and how to address them to prevent injury to clients

- K17. How to develop a safe, effective, enjoyable and youth-friendly exercise and physical activity environment to include:
- » use of suitable equipment
 - » suitable music

Performance Criteria

Exercise professionals must be able to:

Task 3: Instruct games, sport and play activities (if applicable)

- K1. How games, sport and play activities can be included in a range of discipline focused exercise formats such as gym-based, exercise to music or water-based sessions or used on their own to create a session
- K19. A range of games including creative play, playground games, motor skill development drills, electronic dance mats, agility walls and similar indoor activity options, sports-derived games and other options to improve health and fitness
- K20. Safe set up, guidelines and supervision for each game, drill or activity including a basic risk assessment for any equipment and environment used
- K21. How to select appropriate games options according to age group and gender mix of the target group or individual

Performance Criteria

Exercise professionals must be able to:

Task 3: End the session

- K22. The importance of giving feedback to participants and their parents/carers collectively and individually regarding their performance
- K23. How to use appropriate questions to gain relevant information from participants and their parents/carers
- K24. The importance of putting equipment away and assessing safety for future use
- K25. The importance of leaving the environment in safe condition for future use
- K26. The importance of informing or agreeing with young participants and parents/carers the time, location and content of future sessions
- K27. Why it is important to ensure participants leave the fitness environment safely and that younger children are accompanied by a responsible adult as arranged

Unit 7 (E3) Evaluate and review exercise for children and young people

This section gives specific knowledge relevant to the discipline in which the YEI is already qualified. The YEI must only instruct disciplines for which they currently hold specific competency-based qualifications such as gym-based exercise, exercise to music, water-based exercise unless these are fully built into the YEI qualification, therefore incorporating the knowledge and performance criteria from these specific standards.

Gym-based exercise

- » Instructing resistance machine lifts
- » Instructing free weights (standing)
- » Instructing free weights (bench) including Spotting
- » Instructing cardiovascular machines

Group exercise to music

- » Instruct group exercise to music

Knowledge and understanding

Exercise professionals must know and understand:

Task 1: Instructing resistance machine lifts

- K1. How to identify when a machine is not suitable for use by a child or young person due to an inability to adjust it to accommodate correct body position and joint alignment.
- K2. Correct lifting technique for all exercises on resistance machines to include:
- » Leg Press
 - » Leg Extension
 - » Leg Curl
 - » Seated and Standing Calf Raise
 - » Bench Press
 - » Pec Dec
 - » Pullover
 - » Shoulder Press
 - » Lateral Raise
 - » Upright Row
 - » Seated Row
 - » Lat Pulldown
 - » Biceps Curl
 - » Triceps Pushdown
 - » Hip Extension
 - » Seated Abduction
 - » Seated Adduction
 - » Any child-specific machine alternatives to these standard options
- K3. Correct machine setup and adjustment and variables appropriate to each machine e.g. seat height, point of pivot, lever length, etc.

- K4. The primary and secondary (where relevant) muscle groups involved in each exercise
- K5. Which exercises are multiple and which are single joint exercises and their suitability for use by the participant
- K6. How to perform a general and specific warm up prior to resistance training
- K7. The pros and cons of the use of cardiovascular machines or body weight to effectively warm up for resistance exercise

Knowledge and Understanding

Exercise professionals must know and understand:

Task 2: Instructing Free Weights (Standing)

- K8. The importance of focusing on movement quality and the use of a full range of movement for motor development in children and young people
- K9. How to select appropriate equipment options based on evaluation of risk/benefit for the age group and exercise environment to include:
- » bodyweight
 - » resistance bands
 - » medicine balls
 - » dumbbells
 - » barbell
- K10. Correct lifting technique for standing free weight (using any of the equipment options) lifts, to include:
- » Dead Lift
 - » Upright Row
 - » Front Raise
 - » Bicep Curl
 - » Lateral Raise
 - » Squat
 - » Lunge
 - » Shoulder Press
 - » Triceps Extension
- K11. The importance of correct body alignment and weight distribution through every phase of each exercise
- K12. The primary and secondary (where relevant) muscle groups involved in each exercise
- K13. Which exercises are multiple and which are single joint exercises and their suitability for use by the participant

K14. The various exercise options and adaptations that allow for individual differences, promote functional movement, and prevent pattern overload in children and young people

Knowledge and Understanding

Exercise professionals must know and understand:

Task 3 Instructing Free Weights (Bench) Including Spotting

K15. How to evaluate the safety risks of teaching a child or young person to perform exercises that require a spotter, including the potential risk of them attempting to spot another child or young person on another occasion when the YEI is not present

K16. Correct lifting technique for free weight lifts using a bench, to include:

- » Bench Press (Flat/Incline)
- » Lying Triceps Extension
- » Single Arm Row
- » Bent Arm Pullover
- » Supine Dumbbell Flies (Flat/Incline)
- » Dumbbell Chest Press
- » Dumbbell Prone Flies or Prone Row

K17. How to perform safe and effective spotting techniques to use with children and young participants

K18. The various adaptations that may be required to allow for individual differences in children and young people

K19. How to instruct new resistance training exercises using multisensory teaching methods to include:

- » visual demonstration
- » verbal explanation
- » rehearsal of the movement using no or light resistance

Knowledge and Understanding

Exercise professionals must know and understand:

Task 4: Instructing cardiovascular machines

K20. Determining the suitability of a cardiovascular machine for use by a child or young person based on the ability to adjust it to allow a natural movement pattern and safe posture

K21. Correct technique for using cardiovascular machines, to include amongst others:

- » treadmill
- » rower
- » upright/recumbent stationary bike
- » elliptical/cross trainer

K22. Correct machine setup, variables appropriate to each machine and individual adjustment (e.g. seat height, duration, speed, etc.).

Group exercise to music

- » Instruct group exercise to music

K1. The structure of a group fitness to music class, to include:

- » warm up, main activity, cool down.

K2. The required skills of an effective youth group fitness to music instructor

K3. The basic moves for a youth group fitness to music class

K4. How to verbally and visually cue and instruct exercise routines in a timely and clear manner that is suited to the age group of the class participants including:

- » use of body language
- » voice projection
- » different teaching points
- » demonstration from different angles and visual previews

K5. The advantages and disadvantages of choreographing a class to music for children and young people

K6. How to design choreography using different methods including 'add on' layering and holding patterns, or learn pre-designed choreography according to specific programme guidelines suitable for children and young people

K7. How to correctly deliver self- or pre-designed programme specific choreography

K8. How to use music that is suited to the age group of the target participants (tempo - bpm, language, speed)

K9. The appropriate music and beat for different components of a class

K10. The different ways music can be used:

- » background
 - » choreographed
- K11. How music is built up:
- » verse
 - » pre-chorus
 - » chorus
 - » instrumental
 - » bridges

K12. How to use music phrasing for exercise movement

K13. The national legal requirements and responsibilities relating to the use of music i.e. licensing for reproduction and public entertainment

Unit 8 Evaluate and review exercise for children and young people

Performance Criteria

Exercise professionals must be able to:

Task 1: Evaluate session

- P1. Monitor and evaluate exercise session at appropriate intervals throughout the session
- P2. Evaluate exercise session according to participant, parent or carer feedback, professional judgement and outcomes of sessions
- P3. Gather information from participants to improve personal performance
- P4. Use opportunities to collate and use feedback from:
 - » participants
 - » parents/carers of participants
 - » managers
 - » coordinators
 - » colleagues
- P5. Review own performance and identify areas needing improvement

Knowledge and understanding

Exercise professionals must know and understand:

Task 1: Evaluate session

- K1. The importance of monitoring and evaluating the exercise session at appropriate intervals throughout the session
- K2. How to evaluate the exercise session according to participant, parent or carer feedback, professional judgement and outcome of session
- K3. The importance of gathering information from participants to improve personal performance
- K4. Different opportunities to collate and use feedback from:
 - » participants
 - » parents/carers of participants
 - » managers
 - » coordinators
 - » colleagues
- K5. The benefits of reviewing own performance and identifying areas needing improvement