



SISFFIT016 Provide motivation to positively influence exercise behaviour

SISFFIT023 Instruct group personal training programs

SISXRES001 Conduct sustainable work practices in open spaces

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ASSESSMENT FOR SISFFIT016, SISFFIT023 & SISXRES001

Student name	
Date of assessment submission	Click here to enter a date.
Trainer/Assessor's name	
Date of assessment marking	Click here to enter a date.
Outcome for units	☐ Competent ☐ Not Yet Competent

TASK INSTRUCTIONS

- The assessment for these units of competency consists of the following:
 - Quiz:** You are required to complete a series of multiple choice questions to demonstrate your knowledge and skills.
 - Short answer activities:** You are required to provide short written responses to a series of activities to demonstrate your knowledge and skills.
 - Case studies:** You are required to provide written responses to a series of case study scenarios to demonstrate your knowledge and skills.
 - Practical tasks:** You will be required to put your knowledge and skills into practice, through observed tasks and work experience.
- At times, you will be provided with a specific context to which you must respond, otherwise it is anticipated that you will use a scenario of your choosing to provide context to the task.

QUIZ

QUESTIONS	CORRECT															
1. Which of the following is not an indicator for a warming world? Select your response. ☒ Decreased humidity ☐ Increased sea level ☐ Increased sea surface temperature ☐ Decreased glaciers	☐															
2. Which of the following is not a stakeholder responsible for environmental and social sustainability? Select your response. ☐ Local councils ☐ NGOs ☐ Sport and fitness professionals ☐ Participants ☒ None of the above	☐															
3. Which of the following are usually not permissible outdoor fitness training activities? Select your response. ☒ Dragging of logs ☐ Pole walking on the beach ☐ Non-contact boxing / pad training ☐ Skipping rope	☐															
4. Which of the following describes the properties of Type I and Type II muscle fibres? Select your response. <table><tr><th>Selection</th><th>Type I</th><th>Type II</th></tr><tr><td>☐</td><td>High force</td><td>Slow speed</td></tr><tr><td>☐</td><td>Fast speed</td><td>High endurance</td></tr><tr><td>☒</td><td>High endurance</td><td>High force</td></tr><tr><td>☐</td><td>Slow speed</td><td>Low force</td></tr></table>	Selection	Type I	Type II	☐	High force	Slow speed	☐	Fast speed	High endurance	☒	High endurance	High force	☐	Slow speed	Low force	☐
Selection	Type I	Type II														
☐	High force	Slow speed														
☐	Fast speed	High endurance														
☒	High endurance	High force														
☐	Slow speed	Low force														
5. Which of the following energy systems is capable of producing the greatest amount (capacity) of ATP? Select your response. ☐ Phosphagen ☐ Fast glycolysis ☒ Slow glycolysis ☐ Oxidative	☐															

6. At what point during the upward movement phase of the standing barbell curl exercises can the biceps brachii muscles produce the greatest torque? Select your response. ☐ At the beginning, because the muscle is at its longest length ☐ At 45 degrees of flexion, because the moment (force) arm is at its shortest length ☒ At 90 degrees of flexion, because the moment (force) arm is at its longest length ☐ At the end, because the muscle is at its shortest length	☐
7. Which of the following is false regarding the use of equipment steps? Select your response. ☐ Correct height depends on limb length and previous exercise experience ☐ Knee flexion of the first leg to step up should not exceed 45 degrees ☒ When stepping up, only the toes should make contact with the step ☐ When stepping down, it is critical that the whole foot contacts the ground	☐
8. To train for endurance, identify what is the recommendation for the rest interval (RI) between sets and the speed of movement (SOM)? Select your response. ☐ SOM: 3-1-1; RI: until recovery has been achieved ☐ SOM: 2-1-2/3-1-3; RI: 60 seconds ☐ SOM: 4-1-4/5-1-5; RI: 30 seconds ☒ SOM: 1-1-1/2-2-2; RI: as short as possible	☐

Outcome for Quiz	☐ Satisfactory ☐ Not satisfactory
	Trainer/Assessor comments

SHORT ANSWER ACTIVITIES

ACTIVITY 1

Explain how the following strategies promote exercise behaviour:

- Contracting
- Prompts
- Reinforcement
- Perceived choice
- Feedback
- Rewards
- Self-monitoring
- Goal setting
- Social support
- Decision balance sheet
- Physical setting
- Exercise variety
- Minimised discomfort and injury
- Group training
- Enjoyment
- Periodic fitness and health setting
- Progress charts

Strategy	Method
Contracting	Behavioural contracting is an intervention technique in which a client signs an agreement to make certain behaviour changes within a specified time, usually with explicitly defined rewards for adherence or success
Prompts	Setting up daily reminders, or prompts, will help you stay focused on changing your behaviour. Examples include packing your gym bag the night before or keeping your running shoes in the car
Reinforcement	Positive reinforcement occurs when a reinforcing stimulus, introduced after a certain behaviour, promotes an increased chance of that behaviour occurring again in the future
Perceived choice	Perceived choice reflects feeling a sense of choice with respect to one's exercise and behaviours and the ownership feeling that occurs
Feedback	Getting self and outside feedback will help to reinforce positive behaviours and enhance self worth
Rewards	Intrinsic - an enhanced feeling of self through the success of exercise activities Extrinsic – rewards for gaining fitness, weight loss and changing body shape may include monetary, new clothes, membership rewards
Self-monitoring	Keeping written or verbal records to share with others to keep accountability for exercise behaviours
Goal setting	Having set goals to keep focus on the desired outcomes for the client to keep them on task, and reinforce improvements

Social support	Finding emotional support is an important component to beginning and maintaining exercise programs. That could be someone to complain to when you don't feel like heading out on that run, or someone to cheer you on when the going gets tough. Practical support—such as a ride to the gym or a gift of exercise gear—did not help participants to begin a new exercise routine, but it did help them to maintain their physical activity levels. Once you have begun an exercise plan, finding someone to support you in practical ways will help you keep it up.
Decision balance sheet	A decisional balance sheet or decision balance sheet is a method for deciding the pros and cons of different choices in exercise and for helping someone decide what to do in a certain circumstance
Physical setting	The atmosphere and comfort of a person can contribute to motivation. If the person feels comfortable and relaxed they may be more inclined to attend sessions and work hard
Exercise variety	Stops boredom and plateau occurring in clients
Minimised discomfort and injury	Clients once they get through the initial month stage of pain are much more likely to make exercise a routine
Group training	A setting for comfort where people may feel more comfortable as they are not the focus of movements or 1 on 1 attention
Enjoyment	A clear indicator of likelihood of exercise continuing is a person's enjoyment in the setting of a gym or exercise environment
Periodic fitness and health setting	Having a systematic approach to workouts and the setting to ensure the best chance of success
Progress charts	Having a visual representation of how far a person has gone, or how to get to their goals through step by step approach

Outcome for Activity 1	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

ACTIVITY 2

Identify strategies that correspond with the following exercise stages and goals.
 Be sure to consider how relapse can be avoided.

Stage	Goal	Strategies
Pre-contemplation	To begin thinking about changing	• Providing information about the role of exercise in good health • Strengthening actual and perceived benefits of exercise • Reducing or countering actual and perceived costs and barriers of exercise • Fostering a personal value for exercise
Contemplation	To adopt regular exercise	• Marketing and media campaigns with accurate, easy-to-understand guidelines for beginning an exercise program • Activities to increase exercise self-efficacy, such as mastery experiences • Evaluating pros and cons of exercise
Preparation	To adopt regular exercise at an appropriate target level	• A thorough physical and psycho-social assessment • Establishing realistic and reasonable goals • Evaluating environmental and social supports and barriers and modifying barriers accordingly
Action	To establish exercise as a habit	• Behaviour modification strategies e.g., shaping, stimulus control, reinforcement control, self-monitoring • Relapse prevention
Maintenance	To maintain lifelong regular exercise	• Re-evaluating exercise goals • Introducing variety into the exercise routine • Planning ways to cope with potential lapses

Outcome for Activity 2	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

ACTIVITY 3

Explain how each of the following techniques assists with arousal control:

- Anxiety management
- Progressive relaxation
- Stress management
- Visualisation
- Self-talk

Technique	Method
Anxiety management	Reduces anxiety; rhythmic nature of the exercise stimulus lower arousal levels to be more relaxed so the client can perform at there optimum levels.
Progressive relaxation	Progressive relaxation teaches you how to relax your muscles through a 2 step process., you tense a particular muscle group such as your shoulders, then release and notice how your muscles feel when they are relaxed.
Stress management	Stress management methods can lead to optimal levels of arousal for performance. Controlling stress and anxiety
Visualisation	Visualisation improves concentration, builds confidence, controls emotional responses.
Self-talk	Your inner voice having arousal control, being able to switch on and be aggressive or adjust negative self talk into positive and useful.

Outcome for Activity 3	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

ACTIVITY 4

Consider the impact of organisational and legal requirements on your practices, as well as guidance from authoritative bodies.

- With regards to training sessions, describe the types of matters that would be considered under the organisational policies and procedures topics listed below.
- Describe the legislative requirements for:
 - Working with children
 - Working with people of different backgrounds (i.e. anti-discrimination)

Policy/Procedure	Considerations
Ventilation and/or climate control	May cause respiratory illness and difficulties in breathing.- must be maintained/cleaned. Adequate ventilation- windows, temperature control -air conditioning
Hygiene	Provide appropriate wipe down dispensers. Install signage to remind clients/members to wipe down equipment. Requires all member to use a towel on equipment before use. Requires all members that wear proper clothing and closed shoes. High level of personal hygiene, workplace maintenance scheduling.
Emergency	You should be aware of the emergency procedures for fire and evacuation of a building if you are in one. A PT must have a current First Aid certificate including CPR.
Risk management	Fitness trainers are bound by industry standards and have a duty of care to monitor and control risks to participants and ensure public safety is not impacted by their activities. Fitness Australia Code of Ethics, State Industry Codes of Practice, Fitness Australia's Safety First, OH&S Guide, Local Council Policies for fitness training in indoor environments.
Standards of personal presentation	Project the image that you are a professional, neat, clean and high level of personal hygiene
Participant clothing and footwear	Participants must wear suitable clothing and closed shoes.
Use, care and maintenance of equipment	Equipment must be safe and in good working order and comply with Australian Standards. It must be sanitised each day with wipes, and clients must use a towel and wipe equipment after use. Use of public equipment and facilities should be recorded and permission for use received from Local Government in accordance with policy terms.
Client supervision	Fitness Australia A registered exercise professional with the categories of personal trainer, gym instructor, group exercise instructor has a scope of practice that includes -pre-exercise health screening -safety and risk management assessment - Fitness assessment and analysis - Development of safe effective and appropriate exercise programs tailored to client or group needs - Exercise delivery inclusive of demonstrating, instructing, monitoring, reviewing and modifying program content including technique, method, and progression. - Provision for general nationally endorsed public health information that will educate and support client health outcomes.

Communication protocols	Policy and guidelines-Fitness Australia Communication that enables exchange of effective communication, instruction and information on how to perform an activity, exercise or safety requirements in a group or as an individual.
Records management and security	Records be in view of management only and filed appropriately to maintain client confidentiality. The exercise professional shall keep records and reports clearly and concisely for the information of clients, professional colleagues, legal purposes and to record fitness services.
Maximum number of clients within a group	It depends on location and time of exercise -the council can advise on details. Guidelines with Australian Fitness - setting, space, suitability for participants, PT skill level, equipment selection etc.need to be considered by the PT.
Client supervision in a group	Fitness Australia- registered exercise professionals with groups are limited to • Pre exercise screening • Safety risk assessment • Application of first aid • Leading predesigned group exercise sessions inclusive of demonstrations, instructing and monitoring client participation within a predesigned program content parameters.

Legislation	
Working with children	To plan and deliver fitness to children and young people; registered exercise professionals must be qualified and continually update knowledge and skills. They must have a Cert 3 or 4 in fitness Completion of relevant units of competency SISFFIT012-to instruct movement programs to children aged 5-12yrs. SISFFIT013- to instruct movement to young people aged 13-17yrs. Must have a Blue card Organisations must have policies and procedures in place to identify and minimise risk and harm to children, monitored by the public safety business agency.
Anti-discrimination	Exercise professionals should not discriminate in their profession practice, on the basis of ethnicity, culture, impairment, language, age, gender, sexual preference, religion, political beliefs or status in society

Outcome for Activity 4	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

ACTIVITY 5

Complete the following table to describe suitable exercises and monitoring to achieve improved system function.

System	Exercise types	Monitoring
Nervous	Using plyometrics or other explosive movements prepare and teach the body for weighted exercise and function moving with maximal velocity and force.	Ensure client is using correct technique and maintains form through the entire movement.
Musculoskeletal	Include all of the major muscle groups in session planning to ensure improved musculoskeletal system function necessary for movement, including bones, joints, muscles, ligaments and tendons.	Ensure client is using correct technique and maintains form through the entire movement.
Cardiovascular	Exercises that elevate the heart rate and keep it elevated for a sustained period of time, such as fast-paced walking, running, cycling, swimming, cross-country skiing, jumping rope and in-line skating.	Ensure your client's heart rate is at least 60 percent of their maximum heart rate (MHR), which is calculated by subtracting your age from 220.

Outcome for Activity 5	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

ACTIVITY 6

Consider the relationship between fitness activities and the environment.

- Identify two (2) ways in which sport affects the environment.
- List two (2) methods for collecting data to monitor environmental and social impact.
- Identify two (2) authorities responsible for environmental change in open spaces.
- Identify the policies, legislation and codes of practice you must be aware of before applying for permission to conduct personal training classes in an open space.
- Briefly explain the relationship between the biophysical and socio-cultural elements in an environment. Be sure to address the Human Ecology Theory in your response.
- For each of the listed factors, describe two (2) techniques/procedures to minimise their impact on the environment.

Sport on the environment

- Development of fragile ecosystems or scarce land for sport
- Noise and light pollution from sport
- Consumption of non-renewable resources (fuel, metals, etc.)
- Consumption of natural resources (water, wood, paper, etc.)
- Emission of greenhouse gases by consuming electricity and fuel
- Ozone layer depletion (from refrigerants)
- Soil and water pollution from pesticide use
- Soil erosion during construction and from spectators
- Waste generation from construction of facilities, and from spectators

Monitoring environmental and social impact

- Logbooks
- Sighting forms
- Basic measurements (temperature, weather conditions, estimations of percentage cover, water)
- Photography
- Surveys

Authorities

- Local Council
- Relevant State and Federal Government Departments
- Environmental Protection Agency
- Land owner (where relevant)
- Non-government organisations (NGOs) (where relevant)

Polices and legislation

- The council's personal training policy
- Any local government Act
- Fitness Australia
 - Code of Ethics
 - Recommendations for the provision of commercial fitness services in public areas
 - Provision of fitness training services in public areas
- The City / Council's outdoor training guidelines
- Any local government property law
- Depending on the course offered, Yoga Australia and / or Pilates Alliance Australia Code of Ethics / Code of Practice

Biophysical and socio-cultural elements

The biophysical environment

- Includes geomorphology, soils, topography, vegetation, climate and energy
- Provides man with air, water, food and shelter
- Exposed to hazards including floods, drought, hunger, disease and death
- Can be destroyed (e.g., high population density) or improved by human activities

Human Ecology Theory is a way of looking at the interactions of humans with their environments and considering this relationship as a system

Unless balanced socio-economic systems are maintained, the bio-physical environment can have a negative impact on the human environment and vice versa

Minimise impacts

Interaction with wildlife	• Never feed animals. Feeding wildlife damages their health, alters natural behaviours, and exposes them to predators and other dangers • Observe wildlife from a respectful distance • Protect wildlife and your food by storing rations and trash securely • Avoid wildlife during sensitive times: mating, nesting, raising young, or winter
Local customs and courtesies	• Be briefed and observe the local customs and courtesies • Staying out of and not photographing sacred sites • Learning some local language and cultural etiquette • Disregard the 'us and them' mentality • Can lead to stereotyping of individuals • Wear clothing that is accepted by the local culture
Noise	• Be considerate to other users • Do not create any noise from training activities that unreasonably disturbs others • Ensure noise is not excessive • Ensure that equipment used does not create any hazards • Give way to pedestrians and cyclists
Setting up camps	• Camp on durable surfaces • Pitch your tent on an established site rather than creating a new one • Camp at least 50 metres from lakes and streams • Dispose of waste properly • Use a portable device like a fire pan and try to avoid open fires • Use biodegradable soaps at least 200 feet from water sources • Unless bins have been provided take all of your rubbish out with you • Aluminium foil as it does not totally burn
Souveniring	• Encourage participants to leave things alone and where they are, shells driftwood etc.
Use of tracks	• Stay on the designated track • Only use purpose built or dual use trails for biking and horse riding (some trails are 'walking only' trails, which are not built to withstand the impact of bikes and horses) • Don't trespass on private land • Keep to the middle of the Track, even when it is underwater • Don't skid • Don't ride muddy trails. • Leave no trace of energy bar wrappers, punctured tubes, etc.

Waste disposal	• State and territory governments have primary responsibility for regulating and administering waste, including planning for waste management and waste avoidance, minimisation and reuse, licensing and regulation of waste transport, storage, treatment, resource recovery and disposal, and managing the impacts of waste management activities. • Sport, recreation and fitness centres may store hazardous substances or products that contain harmful elements. Care must be taken to dispose of them
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Outcome for Activity 6	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

CASE STUDIES

CASE STUDY 1

It is the first time you are working with young adolescent clients. You are conducting group fitness sessions for high school adolescents – five (5) boys, aged 13, who are undertaking the sessions to help with their soccer performance. You have been given permission to use the football club facilities and gym. It is well-resourced with a mix of machine and free weights, and a wide range of cardio machines. Four (4) of the boys had no problem with their screenings; however, one (1) boy has indicated that he is experiencing pain below his patella.

Undertake the following tasks (Part A):

- a) Use the 'Fit To Learn Group' Fitness Plan Template to design a one (1) month session plan, detailing how you could train the group at the gym.
- b) You learn that the boy with knee pain has been diagnosed with Osgood Schlatters disease. He is clear to train, but factor in any contraindications and modifications to the movements in your session plan.
- c) Consider the importance of motivation practices:
 - Where could you source information on the best practice to undertake when motivating and changing behaviours in all clients?
 - What are some important motivation practices you should employ with high school aged athletes?
 - Describe how motivation practices may impact on your clients' commitment and confidence.
 - One of the boys has missed two (2) sessions in a row without letting anyone know of his absence. When you get in contact with him, he mentions that he has become demotivated since being moved to the bench for the last few games. What motivation techniques could you use to help him refocus and return to training?

During the school holidays, the boys ask if you can get them ready for a tournament. They would like to do an extra cardio and body weight-based session per week at their soccer fields. They would also like to become more 'explosive'. There are benches, paths and big grass areas (80m x 50m).

Undertake the following tasks (Part B):

- a) Use the 'Fit To Learn Group' Fitness Plan Template to design a one (1) month session plan, detailing how you could train the group at the local park.
- b) At the end of the session in the first week, you noticed one of the boys left a tap running after he filled up his bottle. Another tore the sports tape off his leg and left it on the ground. Prepare a short note (50-100 words) to give to the boys to remind them of their impact on the environment.
- c) At the conclusion of the 8:00pm session you scheduled with the boys, they ask why you never play music at their sessions, even though they are allowed to at the gym. Identify two (2) reasons why you would not play music in this environment.
- d) During the last week of your training block, the coach asks if you could accommodate the whole squad of 20 for a running session at the park. Would this be a suitable environment for the group?
 - If not, state why and propose a suitable alternative.
 - If yes, explain how you could facilitate this large change in group size.

Motivation	
Best practice	Australian Institute of Fitness https://fitness.edu.au/the-fitness-zone/article/how-to-motivate-your-personal-training-clients/
High school athletes	1.Motivate with Fitness Challenges 2.Set Attainable Goals 3.Set Fitness Rewards 4.Offer Something new
Commitment and confidence	Your client should become more committed and focused within in training and more confident.
Refocus and return to training	1. Give him the confidence to ask the coach what he can do to improve in order to get more game time 2. Set some smaller process goals around improvements within his own game

Environmental impact
G'day boys, your training efforts and behaviour has been awesome. Just a little bit of house keeping that we need to address is to just ensure we look after the environment. Just noticed some tape and the water tap running. The environment is very important, and I just want us putting little but more effort into how we treat it. Look forward to our next training session.

Music at sessions
1 - It is an 8pm session and the park backs on to neighbouring properties. We have to be considerate to the local community and other park users who may be enjoying some quiet time in the park 2. There are local council regulations in regard to noise that we must adhere to.

Whole squad session
Yes it is suitable as long as the class is brought forward to a 4pm time slot, as I have contacted the local council and they they confirmed that because of size of the park 20 runners but be acceptable for an exercise class at 4pm.

Outcome for Case Study 1	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

CASE STUDY 2

As a result of your good work with the high school boys, their mothers have asked you to train them once a week before the boys train. The mothers would like to get stronger and involve some cardio movements with minimal equipment – bands and bodyweight is their preference. The mothers do not want their session to occur in the gym, and have asked that you use the park nearby to their sons' school. This park has a range of benches, poles to tie bands to, and open even-levelled grass spaces.

Undertake the following tasks (Part A):

- a) Use the 'Fit To Learn Group' Fitness Plan Template to design a one (1) month session plan, detailing how you could train the group at the local park.
- b) Explain the process required to gain permission to train people in a park. Identify any legislation requirements that would affect this.
- c) After a few weeks, you notice a big change in the quality of the grass at the park following a week of storms.
 - Describe how you could adapt your training plan to make the least impact on the environment.
 - Outline the advice you would give to your clients about maintaining their safety in these conditions, and maintaining the quality of the environment as best you could.
 - What government agency could you contact about the dangers of the current park condition? What could you use to provide evidence of the changes in the park over the time you have trained there?

After six (6) months training as a group, you have been asked to conduct a meeting with the mothers. They would like to reassess their goals with you, and ask some questions to help clarify their fitness concerns.

Respond to the following (Part B):

- a) Another mother is interested in joining the group, but because she is '6 months behind the others' she feels self-conscious.
 - What advice would you give her? Discuss the stages of change that she may have been through and where she may sit in comparison to others in the group.
 - Describe how you could motivate her in a different manner to the others.
- b) The mothers would like to add another day of training to their week. They have agreed on two (2) options – one session the day after your current one, or another three (3) days later. Which option best suits their chances of success? Explain your response.
- c) A few mothers would like to increase their strength, while some others would prefer to work on hypertrophy. Could you alter the session so that they could all still train together? Provide an example of how you would do it within a circuit session.
- d) When discussing goals with the group, they suggest prizes for the most physical changes in a month. Explain your thoughts on the effectiveness of this kind of motivation and its long term ramifications.
- e) The mothers would like you to give them some healthy eating advice, along with some personalised eating plans. How would you respond to this?

Park training	
Process to gain permission	Process to gain permission Contact the local council about permission and group size and it. http://Fitness.org.au/articles/policies-guidelines/council-outdoor-policies/4/20/20
Legislation	Fitness Australia - check fitness training services in public areas Must be a registered with Fitness Australia Public Liability and Professional Indemnity Insurance if a permit is required. Risk assessment Fitness Australia Code of Ethics

Environmental impact	
Adapting training plan	Choose areas of the park that have been least affected by the storm so the grass can rejuvenate. If this is not possible move to different areas of the park during these sessions these so you're not over using and damaging the grass any further.
Advice regarding maintaining safety and quality	Advise clients that due to recent storms there have necessary changes to the program for their safety. The ground may be slippery and they need be mindful of this. Moving around the park to help maintain the grass will not change the quality of their workout and this is necessary so the grass will rejuvenate as quickly as possible.
Reporting matters	The local council needs to be contacted about the damage. As part of original risk assessment photos should have been taken before the activity commenced and photos of the current condition of the park (Current risk assessment) would be evidence of the situation. Also evidence could be from the local community.

Additional member	
Advice	The new member needs to understand that she just needs to work at her own pace to build strength and endurance. She will be significantly behind the rest of the group and will experience DOMS. The program is set up so the rest of the group continue to improve and a new member won't be slowing up anyone. Everyone works together in a fun social environment.
Motivation	The new member will have different short term goals and her motivation will be based around these goals.

Additional session	
The second choice of having the second session for the week 3 days after the first session is better as it gives the clients a chance to recover as if they were to have 2 sessions in two days the second session would not be as beneficial for the client as they are likely to be sore and tired which will impact their effort, concentration and overall work rate	

Differing goals	
Yes it would be achievable. For example if you had dumbbell curls at one station, the person focusing on strength will do less reps but have a heavier weight compared to the client focusing on hypertrophy who would have less weight but more reps.	

Prizes

A prize can be a good motivator however the prize should be more of a process goal rather than an outcome goal. For example the client that works the hardest in a session or you may have a finisher at the end of a session like a 500 metre show and who ever finishes first wins the prize however the second method may discourage the less fit so you have to be careful.

Eating advice

PTs cannot give specific dietary advice however they can advise them based on the Australian Dietary Guidelines and show examples of good choices.

Outcome for Case Study 2

- ☐ Satisfactory
☐ Not satisfactory

Trainer/Assessor comments

CASE STUDY 3

Identify two (2) local spaces suitable to yourself conducting outdoor fitness sessions. For each area:

- Conduct a SWOT analysis of the location to undertake group fitness activities.
- Explain how you would get permission to use the space.
- Identify three (3) strategies you would use to prevent environmental impact on the area.
- List five (5) rules you would expect clients to follow to ensure the cleanliness and longevity of the area.

Location 1	
SWOT analysis	
Strengths	Weaknesses
Assessor's discretion	Assessor's discretion
Opportunities	Threats
Assessor's discretion	Assessor's discretion
Permission to use space	Contact the club
Preventing environmental impact	- No rubbish left behind - Don't souvenir any trees, flowers, seeds etc - Train on health green grass not the centre of the ground where the faculty of a cricket ground is used most.
Ensuring cleanliness and longevity	- Don't leave anything behind. What ever your bring you must take home - No studs in shoes - Don't run on cricket pitch - No sitting or leaning equipment on white picket fence - No throwing equipment on ground

Location 2		
SWOT analysis		
Strengths		Weaknesses
Assessor's discretion		Assessor's discretion
Opportunities		Threats
Assessor's discretion		Assessor's discretion
Permission to use space	Contact council	
Preventing environmental impact	1. No rubber left behind 2. Don't souvenir any trees, flowers, seeds etc 3. Don't wear studs only normal shoes	
Ensuring cleanliness and longevity	1. Don't leave anything behind. What ever your bring you must take home 2. Bring gym towel 3. Clean away sweat after use of equipment 4. Use equipment appropriately 5. Don't feed animals	

Outcome for Case Study 3	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	

PRACTICAL TASKS

You are required to have a suitable observer verify your ability to complete the following tasks. These tasks may be simulated or real.

TASKS	VERIFIED
A. Undertake simulated sessions with the group from Case Study 1 – using the Fit To Learn group fitness plans developed for Part A and Part B.	☐
B. Undertake simulated sessions with the group from Case Study 2 – using the Fit To Learn group fitness plan: - Using the Fit To Learn group fitness plan developed for Part A - Demonstrating the Circuit Session in Part B Task (c)	☐
C. Work with groups of at least four (4) clients (including beginners, intermediate and advanced participants for both low and high impact) for at least three (3) consecutive sessions: - Plan, document, implement and evaluate group training plans and exercise programs that meet the specific needs and goals of each individual within the group. For each client – - Obtain documented informed consent - Submit a Par-Q, as required by Fitness Australia - Refer clients to Medical or Allied Health Professionals, as necessary - Conduct session to develop the client's skill, agility, proprioception, balance, coordination, reaction time and controlled power movements. The sessions must individually or cumulatively incorporate – - A variety of indoor and outdoor training environments, methods and equipment - Having developed and used criteria to assess the potential use, threats and opportunities offered by each space - Ensuring promotion of sustainability of the environment, after consulting with colleagues and relevant stakeholders - Providing a choice of resources to minimise environmental impact - Seeking permission for use of public spaces, as per relevant codes of practice and legislation - A range of training techniques of suitable duration, intensity, volume and progression – - Flexibility training – dynamic, static and proprioceptive neuromuscular facilitation - Resistance training – free weights, gym equipment, body weight resistance only - Cardiovascular training techniques – continuous, interval - Aerobic and anaerobic training methods - Demonstration, explanation and instruction of exercises, advising clients of – - The major muscles and major joints involved - Social impact of the activity - Appropriate and unacceptable behaviours - Injury prevention strategies specific to client needs and program - Adequate spacing between clients	☐

▪ Appropriate line of sight for clients ○ Appropriate and motivating instructional techniques to increase exercise adherence and positive health and fitness habits of the group – ▪ Goal setting ▪ Intrinsic and extrinsic motivation ▪ Establishment of habits ▪ Positive reinforcement • Modify personal training plans for client, addressing at least three (3) of the following – ○ Technical requirements ○ Changing needs due to fitness adaptations ○ Changing goals ○ Client needs, objectives, likes and dislikes ○ Technical difficulty adjustment of exercises • Monitor environmental changes – ○ Recording changes in the environment ○ Identifying appropriate environmental information to be collected for relevant agencies ○ Advising authorities of any changes ○ Identifying the effectiveness of the strategies used to lessen the impact of the activity on the environment • Write a reflection on your experiences with the client group, noting – ○ Motivation levels for yourself and the clients ○ Any difficulties ○ Any successes ○ One (1) modification you would make if you were to train the client group again Throughout this task, demonstrate appropriate leadership and communication, working within one's own scope of practice through – • Professional personal presentation and appearance • Sound and appropriate communication skills • Appropriate storage and filing of all client information according to confidentiality policies and procedures • Employing safe practices – including checking equipment and ensuring sufficient space for the sessions	
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Outcome for Practical Tasks	☐ Satisfactory ☐ Not satisfactory
Trainer/Assessor comments	