**Knowledge questions**

**Principles of planning and delivering group exercise (L/618/6381)** Assessment element 3

You must complete all of the following knowledge questions. Answers should be written/recorded in the space provided. The pass mark is 100%.

|  |  |  |  |  |
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| 1. List **three** different group exercise class types/genres | | | | |
| a) | | b) | | c) |
| 2. Identify **three** different methods of screening participants, giving a short description of each | | | | |
| Method of screening | Description | | | |
| a) |  | | | |
| b) |  | | | |
| c) |  | | | |
| 3. List **two** examples of risk stratification models | | | | |
| Risk stratification model A: | | | | |
| Risk stratification model B: | | | | |
| 4. With regard to risk stratification, explain what is meant by: | | | | |
| a) Low risk | | | | |
| b) Medium risk | | | | |
| c) High risk | | | | |
| 5. Why is it important to set goals and objectives for a group exercise session? | | | | |
|  | | | | |
| 6. Outline two examples of training methods that can be utilised in the group environment | | | | |
| Cardiovascular training methods: | Resistance training methods; | | Flexibility training methods; | |
| a) | a) | | a) | |
| b) | b) | | b) | |
| 7. Give **two** examples of how participant information can affect the planning of group exercise sessions; | | | | |
| a) | | | | |
| b) | | | | |
| 8. Describe the importance of regularly reviewing a group exercise programme: | | | | |
|  | | | | |
| 9. How might you adapt a group exercise session to consider the needs of the following special populations: | | | | |
| a) Older People (over 50 years): | | | | |
| b) Young people (13-18 years): | | | | |
| c) Ante and post- natal clients: | | | | |
| 10. Give two ways in which music can be used to assist in the delivery of group exercise sessions: | | | | |
| a) | | | | |
| b) | | | | |
| 11. Identify **two** credible sources of music for use in group exercise: | | | | |
| a) | | | | |
| b) | | | | |
| 12. Describe the legalities of using music in group exercise? | | | | |
|  | | | | |
| 13 Describe the difference between programming for **physical fitness** and programming for **health benefits:** | | | | |
|  | | | | |
| 14. List three characteristics of an effective group exercise instructor | | | | |
| a) | | | | |
| b) | | | | |
| c) | | | | |
| 15. List three ways in which group exercise instructors can motivate and encourage participants to perform physical activity; | | | | |
| a) | | | | |
| b) | | | | |
| c) | | | | |

**Assessor feedback**

**Learner name:**

**Assessment element: Principles of planning and delivering group exercise knowledge questions**

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| **Assessor feedback:** | | | |
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| **Result:** |  | **Date:** |  |
| **Assessor name:** |  | **Assessor signature:** |  |