**Knowledge questions**

**Principles of planning and delivering group exercise (R/617/1395)**

**Knowledge questions**

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%.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. Describe the importance of regularly reviewing a group exercise programme. | | | | | |
|  | | | | | |
| 7. Give **two** examples of how information obtained from a participant might affect the planning of group exercise. | | | | | |
| a) | | | | | |
| b) | | | | | |
| 8. How might you adapt a group exercise session to consider the needs of the following special populations: | | | | | |
| a) Older People | | | | | |
| b) Young people (13-18 yrs) | | | | | |
| c) Ante natal client  d) Post natal client | | | | | |
| 9. How might participant types/demographics and motivations impact on planning group exercise session content and delivery? | | | | | |
|  |  | | |  | |
| 10. Identify **two** sources of music for use in group exercise: | | | | | |
| a) | | | | | |
| b) | | | | | |
| 11. Describe the legalities of using music in group exercise? | | | | | |
|  | | | | | |
| 12. Give **three** ways in which music can assist in the planning and delivery of group exercise sessions: | | | | | |
| Planning | | | Delivery | | |
| a) | | | d) | | |
| b) | | | e) | | |
| c) | | | f) | | |
| 13. Briefly describe how self-evaluation/reflection could be used to further improve your teaching skills. | | | | | |
|  | | | | | |
| 14. Use the following table to describe how to plan group exercise to meet the participants’ needs with the following objectives:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Client objective | Frequency | Intensity | Time | Type | | Weight loss |  |  |  |  | | Increased cardiovascular improvement |  |  |  |  | | | | | | |

**Assessor feedback**

**Learner name:**

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

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