

Title	Develop and teach a simple movement skill in a specified workplace		
Level	3	Credits	2

Purpose	People credited with this unit standard are able to: assess participants' ability to acquire and perform a simple movement skill; teach participants to perform a simple movement skill; and develop a simple movement skill within a movement sequence to enhance skill acquisition.
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Classification	Fitness > Fitness Assessment and Individual Fitness Instruction
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Available grade	Achieved
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Guidance Information

- 1 A simple movement skill is a skill in which there is only one movement pattern identified.
- 2 Fitness Sector unit standards use the term *facility* to refer to the workplace, which may be a fitness centre, a recreation centre, an aquatic centre, or a community centre, where fitness activities take place. Where usage is unclear, it may help to consider *facility standards* as being equivalent to *employer standards*.
- 3 Competence in this unit standard requires knowledge of the hierarchy of controls outlined in the Health and Safety in Employment Act 1992: elimination of significant hazards; isolation of significant hazards when elimination is not possible; and minimisation of significant hazards where elimination and isolation are not possible.
- 4 Competence in this unit standard must be demonstrated to meet facility standards. Competence may be demonstrated in simulated situations related to an existing fitness and/or recreation facility or enterprise. If this unit standard is being assessed in an on-job situation, then references to simulated situations may be considered redundant, except in respect of emergency procedures.
- 5 *Correct form* in the execution of exercises is form that uses biomechanically sound body alignment, and the fullest range of movement consistent with safety for all joints involved, and that uses as prime movers, those muscles and/or muscle groups for which the exercise is designed. In some cases, the main feature of correct form will be the isolation of effort into a single muscle group. In others, the main feature of correct form will be co-ordinated sequential employment of several muscle groups.

- 6 *Cheating* in resistance training refers to a process whereby specific exercise movements are completed, in slightly modified form, by employing additional muscle groups to those which the movement is designed to condition in order to generate additional force and/or momentum. Cheating is normally discouraged and correct form encouraged in the instructing of resistance training for conditioning and safety reasons. However, advanced resistance trainers may use cheating systematically to achieve specific conditioning goals.
- 7 *Spotting* refers to the practice of providing manual support to the resistance training equipment or the body of the user to facilitate the completion of the exercise movements and/or the return of the equipment to a stable rest position. A spotter is the person who provides such support for an exercise participant.

Outcomes and performance criteria

Outcome 1

Assess participants' ability to acquire and perform a simple movement skill.

Performance criteria

- 1.1 The movement skill and its purpose are identified.
- 1.2 Factors which affect movement skill acquisition are identified and described in relation to movement skill acquisition of participants.
- Range factors must include – chronological age, experience, physical capacity, maturational state, equipment, tactical, emotional, intellectual, and social factors.
- 1.3 Participant profiles identify the participants' abilities to acquire the simple movement skill to be taught.
- Range participant profiles may be developed by – observation; physical ability tests; communication with participants, Par-Q forms.

Outcome 2

Teach participants to perform a simple movement skill.

Performance criteria

- 2.1 Method of teaching is selected to match the participants' profiles and equipment available.
- Range methods may include – demonstration, explanation.
- 2.2 Selected teaching method is implemented.

- 2.3 Participants' abilities to cope with the instruction are monitored during the instruction and assessed after the instruction.
- Range monitoring must include – observation, feedback from the participants.
- 2.4 Teaching method is modified during the implementation according to the results of the monitoring.
- 2.5 Further modifications are described and explained following the instruction, according to results of the assessment.

Outcome 3

Develop a simple movement skill within a movement sequence to enhance skill acquisition.

Performance criteria

- 3.1 Movement sequence allows for repeated use of the simple skill and maximum participation of all participants.
- 3.2 Movement sequence is implemented and monitored for repeated use of the simple skill and maximum participation.
- 3.3 Movement sequence is modified according to results of the monitoring.
- 3.4 Participation skill execution is observed during the movement sequence.
- 3.5 Correction techniques are applied to improve skill execution during the movement sequence.
- Range correction techniques must include – verbal feedback, identification of error, identification of correct skill execution, identification of difference between the error and correct skill execution, positive reinforcement of correct performance.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	16 December 1997	31 December 2023
Revision	2	17 March 2000	31 December 2023
Review	3	17 December 2001	31 December 2023
Review	4	16 December 2021	31 December 2023

Consent and Moderation Requirements (CMR) reference	0069
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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