



GXT Client Screening Form and Class Plan Help

Goal Setting:

Setting goals is an effective way to motivate your client, but they should be SMART.

S – Specific.

Choosing a general goal such as ‘tone up’ is like asking what length a piece of string is. How toned? When will you know they are happy with the tone? What does tone even mean to your client? Make your goal specific by setting an actual target, such as dress size, exact inches to lose etc.

M -Measurable.

If we can’t measure the goal, how will we know it has been achieved? Weight, inches, distance can all be measured.

A – Achievable.

The goal must be able to be achieved in order to motivate a client. If a goal is set to an unachievable standard there is no motivation to even try. Ensure your goal is within acceptable safe limits.

R – Realistic

This differs from achievable due to the individuality of your client. Maybe a goal is technically achievable, but does your client have the time, means or ability to do the set tasks?

T – Time-bound

If the goal does not have a time limit, there is not motivation to achieve. Short term goals can be within a week – 4 weeks. Medium term goals are within 1-3 months. Long term goals are 12 months +. You will be able to set many short-term goals on the way to reaching the long-term goal. Breaking the long-term goal down into bitesize chunks helps keep the client motivated by a visual of their achievements.

Reviewing Goals

As mentioned, there will be many short-term and medium-term goals on the way to a long-term goal. It would be necessary to review these from time to time to check your client is still on track.

If they achieve early, you would then be able to review the long-term goal to something more challenging.

If they have not reached the short term or medium-term goals, you would need to review why. What did not happen? What did not work? Was the goal too difficult? After reviewing, you may need to reset the future goals to make them more achievable again.

PLANNING YOUR ETM CLASS

The criteria for your class plan is clearly shown in your Portfolio. But here are a few tips to help you plan a successful class:

Planning your class:

In a group exercise class, you will have many different abilities, shapes, sizes, ages and genders. All these participants will have their own individual goals. As a group instructor, we should try to incorporate these in our class by adding lots of different options to each move, alternative to progress to a more challenging level or even regress to an easy option.

You can also think about the type of music and tone the class has. If you have a wide a range of ages, you could plan a wide variety of music for all tastes.

Music speed.

There are many types of music and each will bring something different to your class. People will respond to the style of music you play and it can drive and motivate accordingly.

Therefore, it is important that you plan this well and avoid burning your clients out with a heavy beat, highly motivational, high energy track right at the beginning.

Music is set in beats of 8, with 4 sets being a 32 count phrase. The BPM means 'beats per minute.'

Each phrase is where the music will alter tempo or tone and you should plan your routine to work with the music.

Aim for a warm up speed of around 125bpm – 135bpm

A main section speed of 140+bpm

When you are choosing your music, be aware that copyright laws apply. (PPL or public performance license). A sports centre or club is responsible for having this license. However, if you work in the community and hire a hall yourself, the responsibility is on you.

You can use any music if you have this license, or you can also find PPL free music available.

You are planning a basic aerobics class. Whilst all other genre of classes (circuits, hiit, les mills, Zumba, conditioning etc) will all benefit and be enhanced by your training in ETM, they should not be used as your format. The skill to choreography a basic aerobic routine sets the foundation for all other class to build from.

The basic ETM format is:

Warm up: At least 10 minutes. A basic aerobic combination, including dynamic stretches.

Main Section: At least 20 minutes: This should show a clear aerobic curve, consisting of purely aerobic moves, continuously flowing in to a routine.

The **aerobic curve** is where we pulse raise the participants with a basic aerobic routine, then we add impact, direction, more combinations to get the participants to work their hardest and sustain this for at least 10 minutes. Finally, we reverse the process and gradually bring them back down,

(One idea is to choreograph 4 moves into a mini routine and label this 'block A'. Then plan at least 2 or 3 more mini blocks. Layer these blocks together to make a full routine.)

MSE: Around 10 minutes. This section should still be choreographed to music. As you will have worked to legs for a long time; it would be beneficial to focus on core and upper body here.

Flexibility: Again, this needs to be choreographed to music too. Pick an appropriate song (calming and soothing) and think how you might move from one stretch to the other.

(Below is a sample of how to write your class plan. Note this is just a sample of the main section.)

SAMPLE CLASS PLAN

Number of participants	12	Instructor Name:	Your Name
Aim and objective of the session:	To build aerobic fitness		
Health and safety checks to be carried out prior to the session:	Check air conditioning working, floor clean and clear and all equipment to be used is suitable and in good working order.		
Resources required:	Any equipment you need (eg, mats, music system head mic etc)	How long will the session last for?	45 – 60 minutes (your planned time)
Adaptations to be made (if applicable):	Think about anything you might need to adapt for: EG warm room? Less time than planned? Less/more people etc.		
First Aider on duty:	Yourself is qualified or who will be in your chosen venue	Location of first aid box:	Where is it in your chosen venue.
CV Main Session – Plan out in full and ensure there is a sufficient description of the aerobic curve at each stage.			
Music	Sets/Reps or	Exercises	Teaching / Coaching

Breakdown	Seconds		Points
<p>138-150 bpm 20 minutes</p> <p>(8 x 32 count)</p>	<p><u>Block A</u> 16 count 16 count 16 count 16 count</p> <p><u>Repeat Block A x4</u></p>	<p>16 x march 4 x Step R curl L- step L curl R 2 x Step tap step curl RLR- LRL 2 x Grapevine ending with hamstring curl RLR – LRL</p>	<p>Hips facing forward spine lengthened abs braced</p> <p>Increase intensity with more effort, higher knees and big movements</p> <p>(Progression. Jog instead of march)</p>
<p>(2 x 32 count)</p> <p>(32 count)</p> <p>(32 count)</p>	<p><u>Block B</u> 8 count 8 count</p> <p>Repeat step curls x4</p> <p>8 count</p> <p>Repeat grapevines R – L x4</p>	<p>4x Step curl forwards leading R 4 x Step curl backwards leading R</p> <p>2 x Grapevine finish with hamstring curl R-L</p>	<p>More energy and effort on step curl Add press up arms on step curl [Use last 8 of step tap step curl to prep grapevine]</p> <p>Arms across and pull back on grapevine (Alt. stay with double step tap in place of grapevine)</p>
<p>(4 x 32 count)</p>	<p>4 count 4 count</p> <p>Repeat box steps x4</p> <p><u>Repeat block B x4</u></p>	<p>1 x Box step forward RLRL 1 x Box step backward RLRL</p>	<p>Step forwards wide, step back feet together Step back feet wide, step forwards feet together</p>
<p>(8 x 32 count)</p>	<p><u>(Add block A and B together x4)</u></p>		<p>Press-up arms</p>

	<p><u>Block C</u> 8 count 8 count 8 count 8 count</p> <p>32 count</p> <p><u>Repeat block C x4</u></p> <p><u>Add blocks A, B and C x4</u></p>	<p>4 x Step curl forwards 4 x Step curl turning clockwise 4 x Step curl backward 4 x Step curl turning clockwise</p> <p>8 x Grapevine w/ hop on curl</p>	<p>Alt. stay with static movement Arms cross pull back Hips facing forward spine lengthened</p> <p>Hips forward, easy swing arms</p> <p>Prompt turn direction with hand gesture</p> <p>(Alt. do not turn)</p> <p>Cross arms in front on stepS</p>
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DVD GUIDANCE

We strongly recommend that you perform a lighting and sound quality check, prior to recording the entire session for assessment. We will accept videos in the following formats:

- ❖ DVD
- ❖ .MP4 or MPEG-4
- ❖ .AVI
- ❖ .MOV
- ❖ .M4V
- ❖ .WMV

It must also be shot in the highest possible quality, preferably either 720p HD (1280 x 720 camera setting) or 1080p HD (1920 x 1080 camera setting).

Please ensure that it is also in landscape mode – unfortunately we cannot accept any videos filmed in portrait mode.

After recording is complete, the learner should watch the entire film to ensure all guidelines have been followed and assessment criterion have been met. The video should then be burned to a blank DVD or uploaded to a website such as Mediafire (www.mediafire.com) so that this can be downloaded and stored securely in preparation for assessment/verification.

Videos will be assessed using the guidelines stated below. Videos that do not meet the requirements below may not be accepted and written feedback, clearly detailing the areas for development must be provided to the learner.

Guidelines for submitting video evidence

- Learners must gain approval directly from their training provider prior to submissions of work for assessment.
- All assessment criterion must be met in accordance with the Learner Achievement Portfolio (LAP).
- Videos must be clearly labelled with the full name of the learner and the date and time the session was recorded.
- The assessment must be recorded in one take. Any videos that have been edited will be automatically referred.
- The video must only contain footage of the learner's entire session.
- The learner and all participants must be in camera shot throughout the whole assessment allowing for the assessor to see the learner coaching/instructing and communicating at all times.
- The learner and participants must be clearly heard at all times. If it is not possible to hear the learner and participants clearly the video will be referred.
- The camera person must remain still and silent at all times.
- The assessment must be conducted in an appropriate environment.
- The centre must hold securely all videos until Internal and External Verification has taken place, upon which the videos must be destroyed by the centre.