



AFLCA GROUP EXERCISE SPECIALTY LEADER
PORTABLE EQUIPMENT DESIGNATION
LEARNING OBJECTIVES

Section 1 – The History and Evolution of Portable Equipment-based Group Exercise

Objective I: History and evolution

Sub-objectives:

- Definition of portable equipment: articles used to enhance the content of a group exercise class that are not permanently affixed and/or can be easily moved, carried, and utilized by the class participants
- Describe the development and evolution of portable equipment
- Describe the benefits of using portable equipment in a group exercise class
- Describe common types of portable equipment including (but not limited to): free weights, body bars/ barbells, stability balls, tubing/resist-a-bands, BOSUs, steps, medicine balls, foam rollers, VIPr, bender ball, gliders, and wobble boards
- Describe the benefits of each piece/type of equipment
- Describe how equipment can be used to develop components of functional and motor fitness such as: balance, agility, muscular strength, muscular endurance, flexibility, and motor coordination

Objective II: Research and safety guidelines

Sub-objectives:

- Apply evidence-based research to employ safe technique, posture and alignment
- Describe proper equipment maintenance for various types of portable equipment
- Demonstrate proper technique and posture, and describe potential risks of improper technique and posture
- Identify effective exercises for specific target audiences
- Describe potential risks of using portable equipment

Section 2- Class Structure and Content

Objective I: Planning

Sub-objectives:

- Identify the components of portable equipment-based group exercise class format and what to include in each component
- Develop and deliver a portable equipment class which incorporates components, and pacing of components, to meet participants' needs and levels
- Demonstrate appropriate class design based on current research, principles of conditioning, anatomy, biomechanics, and exercise selection
- Develop classes that consider factors such as music, tempo, phrasing, rhythm, space, directions, plane and lever variations, transitions (including picking up and putting away equipment), pattern breakdown, flow, variety, balance and safety
- Describe safety considerations when designing each class component

- Describe methods for evaluating and monitoring intensity
- Discuss the methods by which class components can be altered for varied populations
- Create safe and effective exercises, variations and modifications for each piece of equipment

Objective II: Use of music in a portable equipment class

Sub-objectives:

- Select music of appropriate tempo, volume and suitability for each component of a class and class participants
- Describe the uses and effectiveness (or ineffectiveness) of designing exercise patterns based on 32 counts
- Discuss the benefits of using music as a tool to develop movement links and class flow
- Identify the legalities of sourcing, purchasing and using music in portable equipment-based group exercise classes

Section 3- Leadership & Teaching

Objective I: Leadership

Sub-objectives:

- Describe and implement ways to interact and connect with participants to create a positive learning environment specific to the discipline
- Describe and implement methods for helping participants execute appropriate intensity
- Evaluate participant technique and performance, provide feedback toward optimizing these elements, and adapt the class in response to participant needs

Objective II: Teaching

Sub-objectives:

- Describe, demonstrate and implement various instructional techniques including: progression from simple to complex, pattern development techniques, variety of class formations, use of verbal and non-verbal cueing, mirror imaging, and intensity progression (less to more)
- Describe how to observe, respond and adapt to participant needs
- Demonstrate good verbal and visual cueing skills, with emphasis on proper technique
- Demonstrate how to create an enthusiastic, motivational environment
- Demonstrate safe use of equipment
- Recommend appropriate equipment selection based on participants needs and levels
- Use common exercise terms
- Identify instructional challenges specific to portable equipment classes and strategies for managing and minimizing these challenges