



AFLCA GROUP EXERCISE LEADER FUNDAMENTALS LEARNING OBJECTIVES

Section 1 – Developing Leadership

Objective I: Identify qualities, strategies and skills of leadership

Sub-objectives:

- **Identify professional qualities with respect to leading group exercise classes: language, manner, attitude, classroom management, and giving/receiving feedback**
- **Identify strategies to observe, connect and build relationships with class participants**
- **Identify ways to accommodate and adapt for varying fitness levels and skills**
- **Recognize when a specific leadership and motivational style is appropriate for different situations**

Objective II: Trends and Media

Sub-objectives:

- **Evaluate accurateness and applicability of information in media**
- **Recognize industry trends and describe how they impact the group exercise environment**
- **List questions to ask when evaluating trends in the fitness industry**

Objective III: History of Group Exercise

Sub-objectives:

- **Explain the history of group exercise and its evolution from dance-based movement to the variety of classes offered today**

Objective IV: Legal Responsibility and Accountability

Sub-objectives:

- **Identify legal issue implications for group exercise classes**
- **Describe pre-screening strategies, their limitations, and the appropriate application of each**
- **State the Group Exercise Leader's scope of practice**
- **Describe the legal implications of going outside the GEL scope of practice**

Section 2- Components of a Group Exercise Class

Objective I: Group Exercise Class Components

Sub-objectives:

- **Describes the components of a group exercise class, their purpose and the benefits they offer**
- **List guidelines to consider when designing the following components: warm-up, cardiovascular fitness, cardiovascular cooldown, muscle conditioning, and flexibility/relaxation**
- **Describe how the FITT formula and principles of conditioning affect the design of the group exercise class components**
- **Discuss how the components of a group exercise class may be varied when designing for different populations**
- **Describe methods of monitoring intensity**

Section 3 - Music, Movement Combinations and Cueing Strategies

Objective I: Use of music in group exercise classes

Sub-objectives:

- **List reasons for using music in group exercise setting**
- **Define the following basic elements of music: rhythm, beat, measure, tempo and phrase**
- **Select music of appropriate tempo, mood and decibel level/volume for various classes and components**
- **Identify safe microphone volumes**
- **As applicable, identify the 8 count and 32 count and how it affects program design and pattern development**
- **Identify music licensing information that affects the use of music in group exercise classes**

Objective II: Developing Movement Combinations

Sub-objectives:

- **Explain how factors such as music, tempo, rhythm, space, class formations, directions, plane and lever variations and transitions affect program design and choreography development**
- **Explain the various instructional techniques for group exercise routines: progression from simple to complex; types of choreography (chorus/verse, add-on, repeated sequence, freestyle); variety of class formations**

Objective III: Cueing Strategies

Sub-objectives:

- **Differentiate between effective and ineffective verbal cueing**
- **Explain the importance of vocal projection and intonation**
- **Identify key safety tips for vocal safety**
- **Identify key tips for vocal clarity and conciseness**
- **Differentiate between effective and ineffective visual cueing**
- **Explain relationship between body language and its affect on class energy, enthusiasm, body alignment and group rapport**

Section 4 - Exercise Analysis

Objective I: Exercise Selection

Sub-objectives:

- **Describe the SEAT model (from Fitness Theory)**
- **Identify individual movement/alignment errors within group settings**
- **List questions which help evaluate the effectiveness and applicability (functionality) of a given exercise**
- **Indicate ways to optimize the time effectiveness of a program**
- **Explain the purpose of any given exercise in any given class component**
- **Defend exercise choices utilizing the SEAT model**

Objective II: Proper Posture and Core Stabilization

Sub-objectives:

- **State the importance of proper posture and neutral body alignment in group exercise activities**
- **List ways to evaluate and give corrective feedback to improve misalignments**
- **Describe the importance of core stabilization for maintaining neutral spine**
- **List and describe the major muscle groups involved in core stabilization**
- **Demonstrate core stabilization exercises appropriate for various participant levels**

Objective III: Special Populations

Sub-objectives:

- **List general safety guidelines for all populations**
- **Identify common exercise modifications**
- **Identify ways to modify a group exercise class for older adult participants**
- **Explain the physiological changes that occur with pregnancy**
- **Identify ways to modify a group exercise class for pregnant participants**