



AFLCA GROUP EXERCISE SPECIALTY LEADER

MIND BODY

LEARNING OBJECTIVES

Section 1- The History and Evolution of Mind/Body Group Exercise

Objective I: History and evolution

Sub-objectives:

- Describe the history and philosophy of the mind/body discipline, including how it has developed and evolved over time
- Describe trends, various styles and current applications of the discipline
- State benefits of the discipline from a group exercise perspective

Objective II: Research and safety guidelines

Sub-objectives:

- Demonstrate and distinguish between proper and improper technique and posture, alignment, joint actions, and muscle engagement; describing potential injuries that could result
- Identify and avoid contraindicated poses/movements
- Describe potential legal risks

Section 2- Class Structure and Content

Objective I: Planning

Sub-objectives:

- Describe the primary intent and benefits of each pose/movement
- Describe and demonstrate proper technique in terms of skeletal (postural) alignment, joint actions, and muscle engagement of each pose/movement
- Describe and demonstrate other relevant elements, including breathing, rhythm, control and concentration
- Describe and demonstrate alternatives and modifications for poses/movements, matching them to participants' needs and levels.
- Consider elements of levers, base of support, range of motion, movement planes, and complexity
- Demonstrate appropriate class design based on current research, principles of conditioning, anatomy, biomechanics, and exercise selection
- Discuss the methods by which class components can be altered for varied populations
- Create safe and effective exercises, variations and modifications
- Describe safety considerations when designing each class component

Objective II: Design**Sub-objectives:**

- Identify components of a mind/body-based group exercise class format and what to include in each component
- Develop and deliver a mind/body-based group exercise class, in which the components meet participants' needs and levels
- Describe and demonstrate methods for evaluating and monitoring participants' intensity
- Develop sequences of poses and movements that integrate appropriate class components with participants' needs and levels, including: flow, balance, variety, safety, complexity, repetitions, and duration
- Develop and deliver an effective class including: flow and transitions, balance, variety, safety, duration, environment, and facility amenities
- Describe the importance of music in a mind/body class and select appropriate music style, tempo and volume
- Identify the legalities of sourcing, purchasing, and using music in mind/body classes

Section 3 – Leadership and Teaching Skills**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
- Use common exercise terms
- Identify instructional challenges specific to mind/body-based group exercise classes and strategies for managing and minimizing these challenges