



AFLCA GROUP EXERCISE SPECIALTY LEADER

STEP DESIGNATION

LEARNING OBJECTIVES

Section 1- The History and Evolution of Step-based Group Exercise

Objective I: History and evolution

Sub-objectives:

- Describe the origins of step-based group exercise and its evolution over time
- State benefits of step-based group exercise
- Describe how the step platform can be used within various components of a step-based group exercise class

Objective II: Research and safety guidelines

Sub-objectives:

- Describe and implement research principles and Step Reebok Guidelines as they apply to basic stepping technique, postural alignment, balancing lead legs, intensity, step height, and music tempo
- Demonstrate and distinguish between an adherence and non-adherence approach to research principles and Step Reebok Guidelines, and the potential injuries that could result
- Identify and avoid contraindicated movements
- Apply evidence-based research to employ safe technique, posture and alignment
- Describe potential legal risks

Section 2- Class Structure and Content

Objective I: Planning

Sub-objectives:

- Describe and implement a variety of directional approaches, from which step moves can begin or finish
- Describe and implement a variety of base moves, utilizing Step Reebok terminology, as well as arm patterns
- Describe and implement basic principles of step-based group exercise class design such as directional approaches, use of space, balancing lead legs, transitions and flow, movement planes, lever variations, variety, and safety
- 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, pattern breakdown, flow, variety, balance, and safety
- 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 the step-based group exercise class format and what to include in each component
- Develop and deliver a step-based group exercise class, in which the components meet participants' needs and levels
- Describe and demonstrate methods for evaluating and monitoring participants' intensity
- Describe the importance of music in a step-based group exercise class, and select appropriate music style, tempo, and volume for the environment
- Discuss the benefits of using music as a tool to develop movement links and class flow
- Demonstrate 8 count and 32 count phrasing awareness, and describe the benefits of basing step patterns on 32 count phrasing
- Describe and demonstrate safe use of the step platform during each class component, including muscular strengthening/endurance, and flexibility
- Identify the legalities of sourcing, purchasing, and using music in step-based group exercise 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 step-based group exercise classes, and strategies for managing and minimizing these challenges