

# The CFES Group Fitness Instructor Course Manual 8TH EDITION



- CFES Fitness Instructor Certification Program

Advancing the Standards in Fitness Leadership Training Since 1980



# The CFES Group Fitness Instructor Course Manual

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Sample Pages

# **The CFES Group Fitness Instructor Course**

## **Chapter 1**

### **An Introduction to Group Fitness**

In this chapter you will learn about:

- The History of Group Fitness
- Group Fitness Today
- The Benefits of Group Fitness and Multi-dimensional Wellness
  - o Physical Benefits
  - o Health Benefits
  - o Emotional and Social Benefits
  - o Mental Benefits
  - o Spiritual Benefits
- General Components of a Group Fitness Class
- The Health Related Fitness Components
- Class Components
- Different Types of Group Fitness Classes
- Being an Effective Group Fitness Instructor
- Foundation Leadership Skills



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In fact, it was common for instructors to have little or no formal training. What the industry needed was better standards, regulations and higher quality instructor training programs.

Agencies such as the YMCA and YWCA were among the first to develop such programs. In Canada, national instructor training standards were established in the 1980's by an organization of private and public fitness agencies called NFLAC, the National Fitness Leadership Advisory Council (now NFLA), and through the 1980's and 90's more instructors became qualified.

Class formats also started to change, shifting from higher to lower impact, proving to be effective for fitness yet easier on the joints and appropriate for a higher percentage of the adult population.

## Group Fitness Today

In a relatively short period of time, the group fitness industry has evolved to include a wide variety of classes to suit almost anyone. Today Health and Fitness research is more available and is better able to quantify the benefits of fitness programs and direct the development of new speciality programs and services. As a result,

instructor training courses and workshops are expanding to provide the necessary training for these new and more specialized classes and areas of interest.

Today, fitness classes extend to include all ages and fitness levels and the instructor is better equipped to meet the needs of the participant.

Cardiovascular programs are still very popular and there are many different formats to choose from. Today's classes place much more emphasis on resistance training, functional core training, and choreography. Core strengthening and overall muscle conditioning are being delivered through various class formats, using both manual

resistance (body weight) and equipment (e.g. dumbbells, resistance tubing, and stability balls).

Mind-body programs are available to provide breathing and relaxation techniques, mental and spiritual attention, and controlled stretching and strengthening. These classes are based on principles from *Yoga*, *Pilates*, *Tai Chi* and the *Martial Arts* and require specialized training for the instructor.



# **The CFES Group Fitness Instructor Course**

## **Chapter 2**

### **Postural Alignment and Biomechanics Review**

In this chapter you will learn about:

- Anatomy Review
- Maintaining Posture and Core Stability
- Spinal and Body Alignment
- Postural Positioning
- Human Movement Terminology
- Muscle Balance
- The Role of Muscle Balance in Class Design
- Types of Muscle Contractions
- Analyzing the Movement as a Whole
- Basic Laws that Govern Movement
  - o The Law of Gravity
  - o Length-Tension Relationship
  - o Force and Speed of Movement
  - o Resistance or Load
  - o Lever Length
  - o Stability and Base of Support



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## Example #1: Single Joint Exercise – Dumbbell Chest Fly

### Analyzing the Dumbbell Chest Fly

Describe the Action Phase:

Pushing the dumbbells up

Describe the Negative Phase:

Lowering the dumbbells down:

Joints?	Joint action during this phase?	What muscle(s) are concentrically contracting?	What muscle(s) are passively lengthening?	What muscle(s) are eccentrically contracting?	What muscle(s) are passively shortening?
Shoulder	Horizontal (transverse) adduction	Pectoralis Major	Latissimus Dorsi and Posterior Deltoid	Pectoralis Major	Latissimus Dorsi and Posterior Deltoid



# **The CFES Group Fitness Instructor Course**

## **Chapter 3**

### **Planning and Preparation for the Group Fitness Class**

In this chapter you will learn about:

- How to plan a successful Group Fitness Class
  - o Goal Setting for the Class
  - o The Individual Lesson Plan
  - o Teaching the Class
  - o Evaluate the Effectiveness of the Plan Used
  - o Redesign the Individual Lesson Plan as Needed
- Preparation for an Effective Group Fitness Class
- Health Screening
  - o The GAQ
  - o Informed Consent and Waiver
- Creating a Positive Atmosphere



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# How to Plan a Successful Group Fitness Class

- Set the goals of the class
- Develop an individual lesson plan
- Teach the class
- Evaluate the effectiveness of the plan used
- Redesign the individual lesson plan as needed

## Goal Setting for the Class

Every class should be planned with a goal in mind. It is the responsibility of the instructor to look at several factors when planning the class. These might include: the type of class being offered, the duration of the class, or the typical demographics of people that attend the class. It is very important that the instructor understand the needs and interests of the participants.

If the participants are more likely to meet their own personal goals and they enjoy the process, they are more likely to be motivated to attend and to come back again. The instructor can use various methods to gather information surrounding:

- The interests of the class;
- Their fitness goals;
- Their expectations of the instructor and the class;
- Their preferences regarding teaching style, music, etc.



This information can be gathered through on-going written and verbal feedback. In addition, constant scanning and monitoring of the participants is essential to ensure that the participants are enjoying the class and achieving success during the workout.

The style, duration, and time slot for the class is typically predetermined by the Fitness Programmer. In these cases, it is



# The CFES Group Fitness Instructor Course

## Chapter 4

### The Use of Music

In this chapter you will learn about:

- Purchasing Music
  - o Music Licensing
  - o Copyright Issues
  - o SOCAN
- Choosing and Using the Right Music
  - o Is it appropriate?
  - o Music Rules
  - o Music Tempo
- Responsibilities Regarding Music Volume
  - o Hearing Loss and Safe Volume
  - o Voice Care
- Choreography and Music
  - o The Beat
  - o The Downbeat
  - o Masterbeat
  - o Eight Count
  - o The Phrase
    - Step Touch, Mambo & Mambo Cha Cha
  - o Lead Leg Changers (LLCs) and Non Lead Leg Changers (Non LLCs)
  - o Half Time and Double Time



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## The Impact of Music

**G**reat music is one of the most significant aspects of a successful group exercise class. Music is motivating, as it has the power to get people moving and keep them moving. It can create a specific mood, from high energy to complete relaxation adding to a participant's experience. By using different styles of music, there is a creation of variety and interest.

Music is a teaching tool for the participant and instructor, providing a regular counting mechanism for cueing and following movement patterns. In addition, music affects physiology, including heart rate and blood pressure.

Music has the potential to have a negative or positive impact on the class. Choosing the right music for your class is never easy and it can be time consuming, but the right music can really make the difference between an average class and an exceptional one!



Music affects physiology. According to a new study published in the journal *Circulation*, loud music increases heart rate and blood pressure, while soft music lowers both. The results were independent of subjective musical preferences <sup>6</sup>. This study adds to the growing body of research documenting the effects of music on mood and physiology

## Purchasing Music

### Music Licensing

In the last few decades, there has been a tremendous change in the use of music in the fitness industry. We've gone from vinyl records and mixed tapes to high quality CD/MP3 sound. In addition, the industry has progressed from having no guidelines to rather strict copyright and performance licensing that affects the use of music in classes.

# **The CFES Group Fitness Instructor Course**

## **Chapter 5**

### **The Fundamentals of Choreography**

In this chapter you will learn about:

- Less Structured Choreography
  - o Freestyle
- Structured Choreography
  - o Each Movement has a Certain Number of Counts
  - o Transitions
- Building Basic Combinations
  - o Breaking Down and Teaching Choreography
  - o Adding On
  - o Laying
  - o Ways to Layer the Movement
- Cueing
  - o How to Change Movements Effectively
  - o Cueing to Provide Information Regarding Exercise Technique
  - o Cueing to Provide Motivation
- Counting
- Non-Verbal Cueing



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# The Fundamentals of Choreography

*"I hear and I forget. I see and I remember. I do and I understand."*

Confucius

**C**horeography is the flow, sequencing and arrangement of movements and movement patterns in the class. The lesson plans and style of choreography can range from very unstructured or free-flowing to intricately sequenced routines or from very simple to very complex choreography. The level of choreography is dependent on the teaching style, the type of class, the instructor's ability, personal preference, the participants' abilities, interests and preferences, and the format of the class.



In general the choreography should be varied, incorporating a balance between:

- moving on the spot and moving through space (travelling);
- movements leading from right leg and movements leading from the left leg;
- higher intensity and lower intensity moves;
- movements front to back and movements left to right

By planning these elements of the class, the instructor can make sure to minimize repetitive stress on specific joints, over emphasize specific muscles, reduce the risk of injury, and reduce boredom.

## Choreography

In the previous chapter, the basic fundamental lower and upper body movements were learned. Now it is time to put those movements together to create basic, flowing, easy to follow choreography. There are two types of classes that will be discussed:

1. Less Structured Choreography
  - a. Freestyle
2. Structured Choreography

# **The CFES Group Fitness Instructor Course**

## **Chapter 6**

### **Warm-Up Component**

In this chapter you will learn about:

- The Warm-Up
  - o The Goal
  - o The Duration
  - o The 3 Component
  - o Dynamic Stretching
- Scanning and Monitoring
- Giving Feedback
- Checklist for the Warm-Up



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# High/Low Warm-Up Sample Lesson Plan

Music	Formations	Exercise Description	Joint/Muscles	Instructional Cues
Song # Length BPM	X = Instructor O = class Use arrows to show direction of travel	Describe movements Exercise sequences or patterns Include reps and sets	Joint Actions Target Muscles	Technique Direction Motivation Safety
#1 5:00min 132 bpm	<p>X</p> <p>O   O   O</p> <p>  O   O</p> <p>O   O   O</p> <p>↓   ↑</p> <p>←   →</p>	<p>Wide Stance</p> <p>Reach Up and Inhale</p> <p>Arms Down and Exhale</p> <p>Flex Forward and round the back to upright position (4x)</p> <p>(March with Right Lead)</p> <p>March Wide (x4)</p> <p>March Narrow (x4) (repeat)</p> <p><b>Moving Sequence</b></p> <p>1, 2, 3 knee fwd/back</p> <p>Grapevine</p> <p>Grapevine right with 3 alternating knees</p> <p>4 hamstring curls – press wide</p> <p>4 step touch – pull together</p> <p>Add one move at a time</p> <p>Repeat sequence</p> <p><b>Transition to Left Lead</b></p> <p>March wide, then squat (4–8x)</p> <p>March wide, leading left</p> <p>March narrow and repeat moving sequence.</p> <p>Once finished, return to marching, then plant feet wide</p> <p><b>Stationary Sequence</b></p> <p>Shift weight + side stretch (8x)</p> <p>Reach across chest (8x)</p> <p>Turn to the side and into lunge</p> <p>Reach up and lift back heel, pull down and heel down (8x)</p> <p>Hip tucks + elbows bends (8x)</p> <p>Hip flexor + upper back stretch</p> <p>Shift back into hamstring + chest stretch, point/flex ankle</p> <p>Release and turn to face front.</p> <p>Shift weight side to side and repeat sequence, turning to the other side for the lunge etc.</p> <p>Finish facing front, slowly roll spine to standing</p>	<p>Full ROM through arms, shoulders and spine.</p> <p>Quads, Hip Flexors, Gluts, Hamstrings, Biceps, Triceps Deltoids, Lats</p> <p>Gluts and Quads</p> <p>Abdominals stabilize</p> <p>Adductors, Hip Flexors, Mid Trapezius, Erector Spinae, Gastroc and Soleus, Hamstring, Pecs</p>	<p>Welcome Everyone!</p> <p>Set your own pace and have fun!</p> <p>Stand Tall</p> <p>Deep Breaths</p> <p>Get lower to work harder.</p> <p>1, 2, 3, up</p> <p>1, 2, 3, back</p> <p>Elbow to knee.</p> <p>Squeeze the heel back.</p> <p>Push the heel out.</p> <p>Knee wide.</p> <p>Exhale up.</p> <p>Keep it smooth.</p> <p>That's it, four more!</p> <p>Nice long spine.</p> <p>Stretch up.</p> <p>Keep elbows soft.</p> <p>Knees bent, heels down.</p> <p>Chest up.</p> <p>Abdominals pulled in.</p> <p>Breathe in and out.</p>
#2 5:00min 133 bpm				

# **The CFES Group Fitness Instructor Course**

## **Chapter 7**

### **Cardiovascular Component**

In this chapter you will learn about:

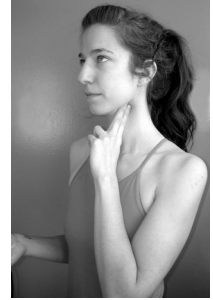
- The Goal
- Designing the Cardiovascular Section of the Class
- The Energy Systems
  - o The Benefits of Interval Training
  - o Interval Training
- The Duration
- Intensity
  - o Understanding Intensity
  - o Monitoring the Intensity of the Participants
- Heart Rate
- Rate of Perceived Exertion
- Talk Test
- Monitoring for Signs and Symptoms of Over-Exertion
- Additional Factors to Consider
  - o Safety
  - o Create a Full Body Workout
  - o Cue Visually and Verbally
  - o Provide Modifications for all Levels of Fitness Skill
  - o Exercise Suggestions to Increase the Intensity
- The Post-Cardiovascular Cool-down
- High/Low Sample Lesson Plan
- Checklist for Cardio



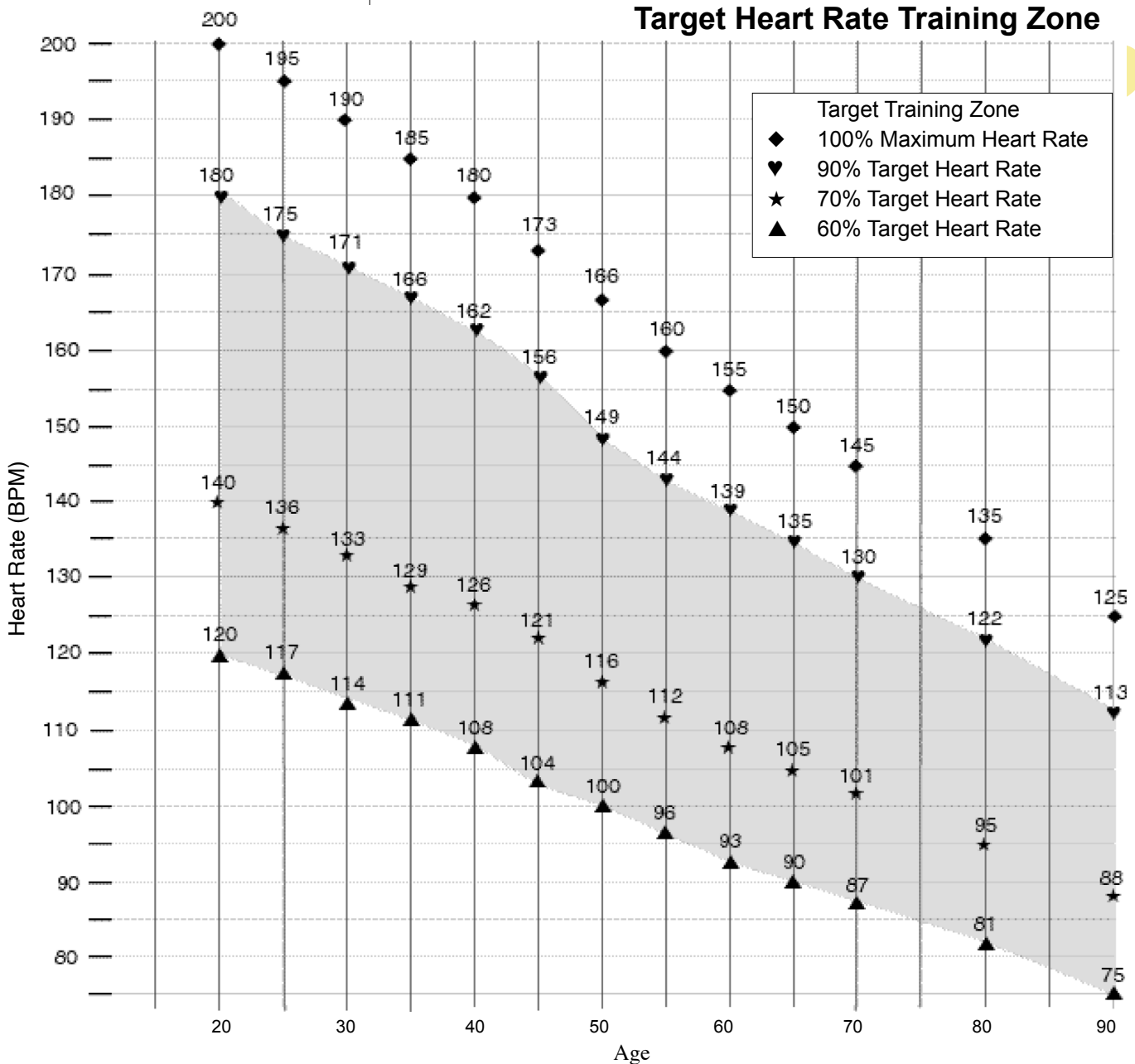
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## Finding the Pulse during Class

As a general rule of thumb, heart rate should be checked midway to two-thirds of the way through the cardio section, once the class has reached steady state. While the participants are still gently marching, the instructor should turn the music down and alert the participants that a heart rate count is about to happen. They are instructed to locate the pulse on the neck (carotid artery) or wrist (radial artery). With two fingers on the same side of the neck or the opposite wrist, have them gently apply pressure until a pulse is felt. Then the instructor should say to the class, *"Find your pulse. Keep walking...ready and count"*.



## Target Heart Rate Training Zone



# **The CFES Group Fitness Instructor Course**

## **Chapter 8**

### **Warm-Up and Cardio Movement Library**

In this chapter you will learn about:

- Body Alignment Cues For The Lower Body
- Body Alignment Cues For The Upper Body
- General Ways To Change The Intensity
- NOTE: Regarding Counts

For Each Exercise:

- Movement Dynamics
- Counts
- Safety
- Variations
- Direction of Travel



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## **Basic Lower Body Movements**

- March or Jog
- Grapevine
- Mambo
- Squat side to side
- Step Touch
- V Step
- Alternating Knees
- Alternating Taps
- Hamstring Curls
- Rocking Horse
- Kicks
- Jacks
- Pendulum
- Lunge Back

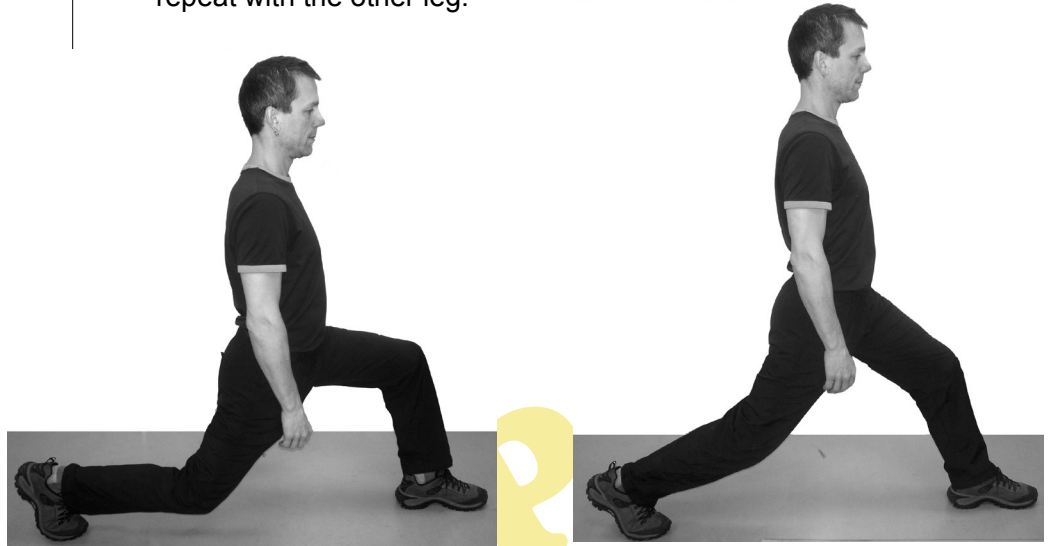
## **Basic Upper Body Movements**

- Shoulder Rolls
- Push and Pull
- Reach Across
- Reach Up
- Pec Squeeze
- Bow and Arrow
- Front Raise and Lower
- Overhead Press
- Pull down from Overhead
- Side Press
- Press Down
- Jumping Jack Arms
- Rotator Cuff Arms
- Bicep Curls
- Tarzan Arms
- Hit the Drum
- Mountain Climber
- The Step

## LUNGE BACK

### Movement Dynamics

- Step back onto the ball of the back foot and bend the back knee. Lower the back knee until it is approximately 3 – 5 cms from the floor, bending the front knee to approximately 90 degrees. Step forward and repeat with the other leg.



### Safety Information

- Ensure that the trunk remains stable and erect
- Distribute the weight evenly between the entire front foot and the ball of the back foot
- Keep the front knee above the ankle, shin perpendicular to the floor
- Refrain from doing Front Lunges as this places too much strain into the front knee

### Variations

- Lunge and Knee lift (Kick)
- Stationary Lunge
- Half Time Lunges
- Side Lunge (step to the side and bend that knee to 90 degrees, the other leg straightens out)
- Diagonal Lunge (ensure that the knees are in line with the toes)



Side Lunge



Sample Pages

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# **The CFES Group Fitness Instructor Course**

## **Chapter 9**

### **Muscular Conditioning Component**

In this chapter you will learn about:

- The Goal
  - o Muscular Strength, Endurance and Tone
  - o Specificity
  - o Progressive Overload
- Designing the Muscular Conditioning Portion of the Class
  - o Considerations in Planning
- The F.I.T.T. Principle
- The Duration
- Understanding Intensity
- Monitoring for Signs and Symptoms of Fatigue or Overload
- Rest and Recovery
- Additional Factors to Consider
  - o Describe the Exercise
- Postural Cueing
- Cue the Starting Position
- Discuss Movement Mechanics
  - o Demonstrate the Exercise
  - o Have the Participants Do the Exercise
- Create a Balanced Muscular Conditioning Section
- Create a Full Body Workout
- Concentrate on Specific Muscle Groups
- Lesson Planning for Muscle Conditioning
- Circuit Training
- Training Principles
- Checklist for Muscle Conditioning



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## Demonstrate the Exercise

For sake of time, the instructor will start to demonstrate the exercise while they are still discussing and describing as outlined above. It is important that the instructor not only provides excellent verbal cues, but also demonstrates the exercise with excellent form, posture, and movement mechanics. Most participants, especially beginners, are visual learners; therefore they will do exactly what they see. Therefore, practice, practice, practice!

## Have the Participants Do the Exercise

**Rule: Proper form and technique is never compromised in order to complete a set number of repetitions.**

Some participants will fatigue earlier than others, while other participants will require cueing to help them to increase the intensity of the exercise. The most difficult task for instructors is to have all participants achieve fatigue and overload in the same amount of time. Give the participants permission to reduce intensity or change the movement when the original target muscle becomes fatigued and the body mechanics are compromised.

The instructor might say things like: “Once you have fatigued, take a break, grab a lighter set of weights and continue when you are ready” or “Once you feel that you have reached fatigue with the overhead press, lower your dumbbells and continue with alternating bicep curls”.

## Create a Balanced Muscular Conditioning Section

Ensure that all sides of the joint are worked evenly. An easy way to accomplish this is to choose a multi-joint, upper body exercise that targets the antagonist muscle group. For example, dumbbell chest press on the stability ball and seated row with tubing.

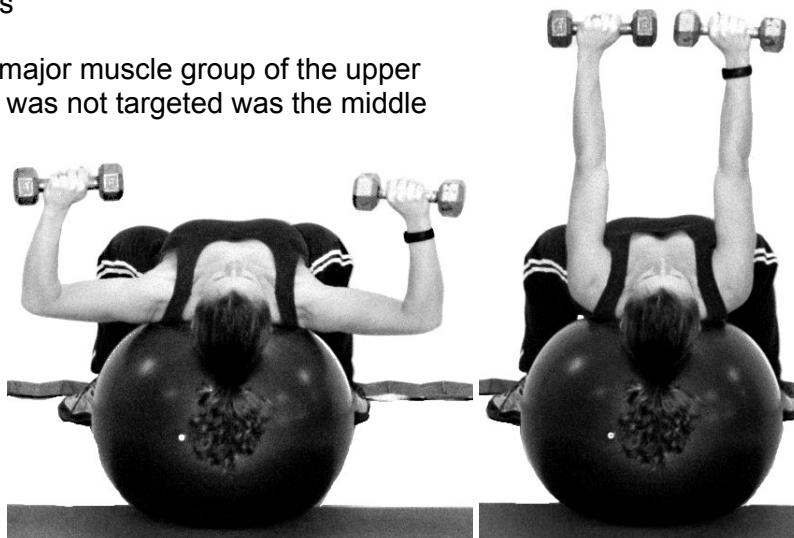
### Dumbbell Chest Press on the Stability Ball:

- Pectoralis Major, Anterior Deltoid, Tricep

### Seated Row with Tubing (wide grip, elbows at shoulder height):

- Latissimus Dorsi, Posterior Deltoid, Middle Trapezius, Rhomboids, Biceps

The only major muscle group of the upper body that was not targeted was the middle deltoids.



# **The CFES Group Fitness Instructor Course**

## **Chapter 10**

### **Resistance Training Library**

In this chapter you will learn about and review:

- Describe, Demonstrate and Do the Exercise
- Create a Balanced Muscular Conditioning Section
- Create a Full Body Workout
- Muscle Pairs
- Starting Postures
  - o Starting Posture for Standing Exercises
  - o Starting Posture for Sitting Exercises
  - o Starting Posture for Prone Exercises
  - o Starting Posture for All 4s Exercises
  - o Starting Posture for Supine Exercises
- Tools of the Trade
  - o No Equipment – Manual Resistance
  - o Dumbbells or Hand Weights
  - o Resistance Tubing
  - o Stability Balls
- Resistance Training Exercises by Major Muscle of the Upper Body
  - o Strengthening the Back, Posterior Deltoids, and Biceps
  - o Strengthening the Chest, Anterior Deltoids, and Triceps
  - o Strengthening the Medial Deltoids

Continued next page.



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## Wide Grip Lat Pulldown (Tubing)

Prime Movers: Latissimus Dorsi, Biceps

Standing Posture

*Starting Position:*

- Reach arms over the head
- Grasp the tubing with a closed, pronated grip wider than shoulder width apart
- Pull the arms down (either keep the arms straight (elbows slightly bent) or elbows to 90 degrees, hands down to chin level)
- Place the shoulder blades in the back pockets
- Slowly return to the starting position

*Instructor Cues:*

- Try not to shrug the shoulders
- Stabilize through the core, neutral spine



# The CFES Group Fitness Instructor Course

## Chapter 11

### Core Training Library

In this chapter you will learn about:

- Traditional Methods for Training the Core
- Myths associated with Training the Core
- Isometric Core Training
  - o Progressing the Isometric Exercises
- Isotonic Core Training
- Application of Core Training
  - o Teach Neutral Spine
  - o Teach Proprioception and Body Awareness
  - o During Movement, Teach Participants how to Brace the Core
  - o The Stuart McGill Curl Up
- Core Training Exercises
  - o Transverse Abdominis Exercises
  - o Back Extension Exercises
  - o Functional Dynamic Movements
  - o Compound Movements



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# Core Stability

**C**ore stabilization, often referred to as spinal stabilization, has become a critical component in athletic conditioning and functional exercise. It is based on scientific research into the anatomy and mechanics of the spine, pelvis, and supporting muscles. Core stability is the ability of the head, neck, shoulder girdle, and pelvic girdle to maintain neutral posture, prevent buckling and to return to equilibrium after body movement. It can also be thought of as the interaction of strength and coordination of our core muscles during activity. Although static elements like bone and soft tissue contribute to some degree, core stability is predominantly maintained by the dynamic function of our muscles.

Spinal stability is a major component of nearly every gross motor activity, and will adapt our posture and muscle activity to ensure the spine is stabilized and provides a firm base to support both very basic and powerful complex movement of the extremities. This translates into better movement and function of the limbs, decreased risk of injury, and improved athletic performance.

## What is the “Core”

The core refers, in the most general of terms, to the body minus the legs and arms. The major muscles of the core reside in the trunk or midsection, specifically including the abdominal muscles, the deep lateral stabilizing muscles and the spinal extensor muscles.

The stabilizing muscles of the core include the pelvic floor muscles, transversus abdominis, spinal multifidus, quadratus lumborum, internal and external obliques, rectus abdominis, erector spinae, mid and lower trapezius, rhomboids, serratus anterior, deep neck flexors, and the diaphragm.

Core/spinal stabilizers are the deepest layer of muscles, lying closest to the spine, pelvis, ribs, and shoulder girdle. The roles of these muscles include postural support, postural maintenance and resisting the downward force of gravity; they play a vital role in dynamic balance and are required to keep not only the spine stable, but control movement of the extremities to prevent excessive motion. The primary focus of this section will be the core muscles responsible for stabilizing the lumbar spine and pelvis.

The deep stabilizers acting on the lower back are comprised of:


Transversus Abdominis

Spinal Multifidus

Pelvic Floor complex

Diaphragm

## Train the Core the Right Way

 To see “Train the Core the Right Way” with Dr. S. Mc Gill go to the following YouTube video:  
<https://youtu.be/qsup3ZvzAjU>  
and his discussion about the pervasive myths about back injury, exercise, proper lifting, and strengthening the core  
<https://youtu.be/033ogPH6NNE>

## The Stuart McGill Curl Up

The name of the exercise is slightly misleading as very little motion actually occurs, if the exercise is performed correctly. This exercise is an excellent replacement for the traditional abdominal curl or crunch. Traditional curls or crunches involve training the core musculature in spinal flexion. As mentioned earlier in this chapter, spinal flexion is a deviation from the strongest, safest and most functional spinal position: neutral. Research indicates that repeated spinal flexion (curls and crunches) may also be injurious to the intervertebral discs of the spine and may exacerbate spine dysfunction and lower back pain. Therefore, core strengthening exercises that can be performed with a neutral spine are recognized as both safer as well as more functional.

### Starting Posture:

- Lie supine on the floor with one knee in flexion and drawn towards the hip with the sole of the foot resting on the floor
- Place both hands (palms down) under the lower back to support the lumbar spine
- Do not allow the lower back to flatten towards the floor; therefore, keep the spine in neutral
- Keep the elbows on the floor and stay open across the chest
- Contract the abdominal muscles for support
- Contract the pelvic floor and activate the TrA

### Positive “Work” Phase: (exhale slowly)

- Elevate the head and shoulders a short distance off the floor
- Do not allow any cervical motion, therefore, no chin poking or chin tucking
- Activate rectus abdominis without producing any spinal flexion

### Negative “Release” Phase: (inhale slowly)

- Slowly lower the head and shoulders back down to the floor



To make the exercise more challenging:

- Lift the elbows away from the floor to place more load on rectus abdominis
- Pre-brace the core muscles: contract all of the abdominal muscles (without drawing in or pushing out) and hold this abdominal activation throughout the exercise
- Breathe harder while maintaining the pre-brace

Common errors in exercise form and technique include:

- Lifting the head and shoulders too high off the floor; this will result in spinal flexion
- Not moving the head and neck together as a single unit; lock the head and neck to the rib cage
- Tucking the chin towards the chest; to alleviate neck discomfort have the client touch their teeth together and push their tongue to the roof of their mouth. This will activate the support muscles in the neck.

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Sample Pages

# **The CFES Group Fitness Instructor Course**

## **Chapter 12**

### **Flexibility Component**

In this chapter you will learn about:

- Factors that affect Flexibility
- Benefits of Stretching
- Physiology of Stretching
- The Goal
- Types of Stretching
  - o Active and Passive Stretching
  - o Dynamic and Static Stretching
- Designing the Stretching and Flexibility Section of the Class
- F.I.T.T. Principles Applied
- Additional Factors to Consider
  - o Safety
  - o Describe the Exercise
- Postural Cueing
- Cue the Starting Position
- Discuss Movement Mechanics
  - o Demonstrate the Stretch
  - o Have the Participants Do the Stretch
  - o Stretch all Muscles that were used during the Class
  - o Concentrate on Specific Muscle Groups
  - o Atmosphere is Key
- Checklist for Flexibility and Relaxation



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## Flexibility

At the end of the class, it is important to cool the body down from the preceding work-out; lengthening the muscles, releasing tension from the body, relaxing the mind and connecting with the spirit. The atmosphere or mood should be peaceful and a variety of stretching and relaxation techniques should be incorporated to enhance the physical, mental and spiritual experience for participants.

Flexibility is the range of motion in the joint(s). It is specific to each joint and it differs greatly between individuals. It is a trainable component of fitness but for most people the improvements happen in very small increments. Knowing this, instructors should encourage participants to work at their own pace, gradually increasing their own range of motion over time.

All the major muscle groups, particularly

those used extensively in the class and those that are typically tight, need to be stretched past their normal resting length to significantly affect joint range of motion and reduce muscle tension. People who do not stretch regularly can develop tight muscles, meaning the muscles stay in a semi-contracted state, even at rest. This can cause muscle imbalance and lead to injury.

This section of the class is also a time to completely relax the body and the mind. Visualization techniques, stress reduction exercises, deep breathing and conscious muscle relaxation can be used to bring the mind, body and spirit into harmony and provide an opportunity for reflection before leaving to resume daily activities.

There are six basic criteria that should be met in order to maximize the benefits of flexibility training:

- Adequate frequency
- Increase in muscle temperature prior to stretching
- Appropriate type of stretching
- Adequate duration of stretching
- Appropriate intensity (force or tension)
- Proper technique

### Factors that Affect Flexibility

The primary goal of flexibility training is to efficiently lengthen the muscle in order to permanently increase range of motion or at least return the muscle to pre-exercise status. In order to achieve this permanent increase, the group fitness leader must emphasize:

- stretching to the point of mild discomfort;
- holding the stretch for at least 30 seconds;
- stretching only when the core temperature has been elevated and the muscles are warm.



# The CFES Group Fitness Instructor Course

## Chapter 13

### Stretching Library

In this chapter you will learn about:

- Basic Guidelines regarding the Stretch at the End of Class
- Starting Postures for Stretches
- Stretching the Upper Body
  - o Stretching the Neck
  - o Stretching the Abdominals
  - o Stretching the Erector Spinae
  - o Stretching the Lats
  - o Stretching the Pecs, Anterior Deltoid, and Biceps
  - o Stretching the Posterior Deltoid and Upper Back
  - o Stretching the Triceps
- Stretching the Lower Body
  - o Stretching the Glutes
  - o Stretching the Outer Thigh
  - o Stretching the Inner Thigh
  - o Stretching the Hip Flexors
  - o Stretching the Quadriceps
  - o Stretching the Hamstrings
  - o Stretching the Lower Leg
- Sample Lesson Plans for Stretching and Relaxation



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## Reach the Arm across the Body

Areas Stretched: Posterior Deltoid, Triceps  
Starting Posture for Standing Stretch

### *Stretching Position:*

- Extend the arm but do not lock the elbow and reach the arm across the body
- Drop the shoulder away from the ear
- The arm should cross at an angle so that the forearm crosses just above the elbow of the other arm
- Pressure is placed onto the forearm of the arm that is being stretched, gently pushing the arm toward the body, until a stretch is felt



### *Instructor Cues:*

- Maintain a neutral spine
- Relax the shoulders and drop them away from the ears
- Keep the elbow soft
- Avoid twisting or rotating through the hips or knees

### *Change the Stretch*

## Thread the Needle

From a child's pose, reach one hand under the opposite arm and extend the reach along the floor as far as possible. Lower the shoulder to the floor and allow the head to rest on the floor.



## Upper Back Stretch

Areas Stretched: Middle trapezius, Rhomboids, Posterior Deltoids

Starting Posture for  
Standing Stretch

### *Stretching Position:*

- Reach the arms in front of the body and interlock the fingers
- Drop the chin to the Adam's apple and push the back of the head to the ceiling to increase the stretch



### *Instructor Cues:*

- Relax the shoulders and drop them away from the ears
- Keep the elbows soft

# The CFES Group Fitness Instructor Course

## Chapter 14

### Safety

In this chapter you will learn about:

- How can the Instructor Prepare Themselves for Safety?
- The Occurrence of an Acute Injury
- Risk Management Accident Flow Chart
- CPR and Emergency First Aid Certification
- Causes and Mechanisms of Injury in Fitness Classes
- Causes and Mechanism of Injury related to the Environment
- Causes and Mechanism of Injury
- Joint Safety
- Safety Supervision
  - o Positioning and Class Formations
  - o Scanning
- The Implementation of Prevention Strategies



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## Risk Management Accident Flow Chart

Non-Life Threatening Situations	Life Threatening Situations
1. Minor accident occurs (no ambulance or medical treatment required) Contact supervisor:	Serious incident occurs (e.g., major fracture, neck or back injury, or death) Emergency Phone is located: Ambulance required - Call EMS (911) or instruct a bystander to call EMS
2. Locate the First Aid Equipment	Locate the First Aid Equipment and AED
3. Administer appropriate first aid (e.g. Rest, Immobilize, Cold, Elevate) Encourage the client to follow up with their general practitioner if symptoms do not cease in 24 hours	Assess casualty responsiveness Perform Primary Survey (Airway, Breathing, Circulation) Give First Aid for life threatening conditions Secondary Survey (check vital signs and do a head-to toe exam)
4. Interview witnesses and record the events	Interview as many witnesses as possible and record the events Interview the casualty (allergies, meds., med. history, last meal, what happened, pain) On-going Casualty Care (monitor casualty's condition – vital signs, LOC) When EMS arrives – provide them with client data, what has happened and your actions to date
5. Accident report prepared by Fitness Leader	Report on what happened Compile full documentation (e.g. accident report, first aid reports)
6. Submit report to supervisor, Keep the report in confidential, secure place, and make a copy of the report for own records	Reports submitted to supervisor within 24 hours of Incident. Keep the report in confidential, secure place

## CPR and Emergency First Aid Certification

The CFES fitness instructor must maintain a current CPR and Emergency First Aid certification and ideally should practice CPR regularly. It is recommended that all fitness leaders have easy access to an emergency medical kit. In addition, it is recommended that all trainers have Basic Emergency First Aid. It should be noted, that depending on the registration body, the certification body, or the employer, Emergency First Aid training and CPR training may be mandatory and renewal of such may be required every one to two years. It will be the responsibility of the instructor to contact their registration/certification body to clarify the rules regarding CPR and First Aid requirements.

# **The CFES Group Fitness Instructor Course**

## **Chapter 15**

### **Becoming a Certified Group Fitness Instructor**

In this chapter you will learn about:

- Becoming a Certified Group Fitness Instructor
- The CFES Group Fitness Instructor Scope of Practice
- The Group Fitness Instructor Professional Ethics and Conduct Guidelines
- Professional Certification
- Insurance
  - o Who needs liability insurance?
  - o Procedures to Protect Against a Negligence Suit
- Professional Certification
- Liability Insurance
- Documentation
- Potential Negligence
- Professional Certification and Continuing Education



Canadian Fitness  
Education Services

# Becoming a Certified Group Fitness Instructor

**T**hank you for enrolling in the Canadian Fitness Education Services (CFES) Group Fitness Instructor course as your preferred method for becoming a Group Fitness Leader.

Becoming a certified Group Fitness Instructor is a challenging and rewarding career path. Once certified, you will be responsible for instructing safe and effective classes to your participants.

You are the key to making a positive difference in people's lives by giving them the gift of physical activity and personal wellness. Your positive attitude, professionalism and education can make a real difference in people's lives. Your journey toward changing lives has begun.

## The CFES Group Fitness Instructor Scope of Practice

The CFES Group Fitness Instructor certification is meant to provide leaders with the skills and competencies necessary to provide individuals with safe, effective, and appropriate land based fitness programs. These fitness classes will

be based on the CFES performance standards for a CFES Group Fitness Instructor.

The CFES Group Fitness Instructor will:

- ☐ Provide appropriate group fitness programs to participants who have been appropriately screened (using CSEPs Get Active Questionnaire [GAQ], the PAR-Q, or similar approved health screening tool) and are determined to be apparently healthy. Those clients who answer YES to any of the follow-up questions on the health screening tool must be cleared by a qualified health professional (e.g. medical doctor) for unrestricted physical activity;
- ☐ Health screening must be administered each time someone registers for a new semester or program at the front desk or with the instructor;
- ☐ Provide on-going screening and monitoring of the participants for the duration of the program and provide modifications to accommodate all levels of ability;
- ☐ Design, modify, and lead a safe, effective, and appropriate group fitness program to include — a warm-up, work-out (cardio, strength, endurance) and cool down (flexibility) components for each class;
- ☐ Provide appropriate exercises based on the needs and physical abilities of the participants;
- ☐ Incorporate use of appropriate portable equipment based on the participant's needs, physical abilities and personal fitness goals;

