

LITTLE PEOPLE'S PILATES MANUAL



“FIRST TEACH THE CHILD”

j pilates

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SECTION 1 : INTRODUCTION & THE CHILD

I first started teaching children over 25 years ago, in fact I can still remember most of the steps and even the song. It was a decision which brought me to where I am now, still challenged and still learning. Although I teach adults, I am always drawn back to my children's classes, even with the responsibilities that come with it. Why? because they are fun to teach, you never have enough time, the feedback is always incredible but not always what you expect to hear, and the pressure to deliver is so very different from teaching adults. Not only is it rewarding to see the children perfect their movements but it is an honour to watch them grow confident and proud of their hard work, hear their kindness and thoughtfulness, listen to their stories and jokes, and be a tiny part of their quest to learn and grow. I truly believe that children want to please and do well. I myself, am constantly developing and creating things I hope they will enjoy and take forward into their futures.

This manual sets out four main areas that should be considered when teaching pilates to children and highlights: the growth of a child through childhood which includes how they grow and the theories behind their growth and development; the safety and inclusion of all children; the strategy and planning required to put a course in place; the preparation and the teaching of the 34 modified exercises to suit the needs of children aged 5 - 11.

WHAT IS LITTLE PEOPLE'S PILATES (LPP) AND WHO CAN IT BENEFIT?

Little People's Pilates is perfect for Movement Professionals wishing to teach children. This manual provides the tools you need to teach fun and effective Pilates classes designed specifically for primary school children, that both empowers and creates a safe space for them to enjoy Pilates. LPP is a child friendly mat based movement programme that incorporates Joseph Pilates 34 exercises adapted to suit primary children of 5 to 11 years.

In order to teach children it is essential to have some knowledge and understanding of their social development at various stages of childhood. LPP provides a forum for children to develop their social skills, including the development of confidence, empowerment, teamwork, creativity, leadership and

decision making. It is also important to be aware of the current activity guidelines for children.

THE CHILD - Definition of a Child (UNCRC)

The UN Convention on the Rights of the Child (UNCRC) defines a child as everyone under 18 unless “under the law applicable to the child, majority is attained earlier” (Office of the High Commissioner for Human Rights, 1989). The UK has ratified this convention. Here is a child friendly version of these rights for your information and knowledge. Click [here](#) [convention-rights-child-text-child-friendly-version \(1\).pdf](#)

Chief Medical Officer’s recommended physical activity guidelines for children

The amount of physical activity children need depends on their age. Children ages 3 through 5 years need to be active throughout the day. Children and adolescents ages 6 through 17 need to be active for 60 minutes every day.

Recommendations for Children Ages 3 Through 5 Years

Be physically active throughout the day for growth and development.

Adult caregivers should encourage children to be active when they play.

Recommendations for Children and Adolescents Ages 6 Through 17 Years

60 minutes or more of moderate-to-vigorous intensity physical activity each day.

- Aerobic activity: Most of the daily 60 minutes should include activities like walking, running, or anything that makes their hearts beat faster. At least 3 days a week should include vigorous-intensity activities.
- Muscle-strengthening: Includes activities like climbing or doing push-ups, at least 3 days per week.
- Bone-strengthening: Includes activities such as jumping or running, at least 3 days per week.

Alternatively, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) provides guidelines on access to sport and physical activity. The International Charter of Physical Education, Physical Activity and

Sport is a rights-based reference that orients and supports policy- and decision-making in sport. It promotes inclusive access to sport by all without any form of discrimination. Further information on UNESCO can be found [here](#).

UNDERSTANDING THE GROWTH OF A CHILD

Working with children and adolescents is quite challenging for Pilates teachers as unlike adults, little people still need to grow and mature. Within this growth children undergo a series of neurological, skeletal, muscular, hormonal and emotional changes. It is difficult to predict the pace of these changes because each child's body system is different from the other. Recognising these changes will help provide a solid foundation for developing pilates classes for children, that is safe, adaptable progressive, effective and fun. In order for you to make an informed decision about what to include in your classes it is worth considering the following developments:

The Growth Plate

Understanding bone growth and plate development is an important factor to consider when teaching young people pilates. The growth plate (epiphyseal plate) is a plate of cartilage that allows growth to occur. In long bones the growth plates lie between the epiphysis and the diaphysis. They also exist within the vertebrae, and are vulnerable to injury during childhood and adolescence. Growth Plates are also found in other bones, but the long bones and the vertebral are the sites that are of most importance to take note of as a Children's Pilates teacher's. This is because the bones of a child grow continuously, sometimes slowly, and at other times in spurts. Caution needs to be taken when applying the principles of Pilates to avoid over training, as bones can grow faster than the muscles and connective tissue are able to adapt, and as a result the tendons may become inflamed at their insertions. For further information about growth plates and to help you with your lesson planning use this link <https://www.chrichmond.org/blog/growing-bones-growing-concerns-a-guide-to-growth-plates>

Body Temperature (Thermoregulation)

A child's body regulates its temperature differently from an adults, both during exercises and at rest. Due to a faster metabolic rate children also heat up more quickly than adults. They also have a higher surface area to mass ratio, which

means their core temperature rises more quickly than adults. Pilates teachers should take into account these differences and constantly observe and respond appropriately to the child's reaction to exercise, (for example observe their complexion, breathing rates, and perspiration). Things to consider in hot weather are appropriate clothing and extra water breaks, as well as the pace of your classes. The same applies in reverse in cold weather, where children may require extra clothing, you may need to adapt the pace of your classes and check the temperature of the room adjusting the heating accordingly.

Breathing

Children's lungs are not fully developed until the end of puberty in males and at menarche in females (typically occurs between the ages of 10 and 16, with the average age of onset being 12.4 years). Bear in mind that the number of breaths per minute for children is greater than for adults, as their lungs are still developing. Therefore their breathing patterns are different from yours, especially during movement.

The normal range of a child's respiratory rate between the ages of 4 - 6 years is 20 to 27 breaths per minutes; from the ages of 6 to 8 years is 18 to 24 breaths per minute; and from 8 to 12 years it is 16 to 22 breaths per minute.

As one of the 6 Principles of Pilates, there is a wonderful opportunity to introduce Breath, and encourage your students to learn about their breathing patterns, to become aware of the coordination of breath with movement, and to appreciate how breathing with awareness can help them. It can be lots of fun exploring the different ways to use our breath, and there are lots of ways you can introduce breathing into your lessons by including props, for example balloons, to keep it fun, interesting and informative.

Posture

Evaluating posture in children is very different from evaluating posture in adults. While children are still growing, their dynamic and static postures are continuously changing.

What You May See:

Feet - (Flat footedness) the arch of the foot appears flat until age 6-7 years, after which the arch should be more visible.

Knees - (Knocked knees / Hyperextended knees) also common in young children and usually resolves itself by 6-7 years. Hyperextension should resolve as the ligaments tighten but can often become habitual.

Neck - The position of the head/neck in the 100 makes this movement more challenging for children than adults.

Text neck - Very common in children and teens. The term text neck has been coined to describe the posture formed by leaning forward for prolonged periods usually caused by constant use of phones, ipads and computers etc. Treating text neck typically involves a two-pronged approach: Exercises and stretches to increase the neck's strength and flexibility, as well as improved postural habits when using smartphones and other mobile devices.

Trunk - Protruding Abs Should decrease between the ages of 10-12 as the abdominal muscles become more developed.

Standing Posture - can vary a lot in younger children, especially where their shoulder blades protrude. Beginning around the age of 9 you may see increased lumbar lordosis, or a noticeable curvature of the spine. These deviations should become less prominent as the child grows.

Spine - The normal ROM for lumbar flexion and extension decreases as the child gets older.

Other things to consider include:

Growth Spurts - during growth spurts the posture may be imbalanced due to bones, tendons and muscles growing at different rates.

Joint Hypermobility and Hypomobility may continue into adolescence. Careful planning especially around flexibility is required to even out any imbalances such conditions may create.

Hypermobility means your joints can move beyond the normal range of motion. You may also hear the term double-jointed. This means your joints are very flexible. The most commonly affected joints are your elbows, wrists, fingers and knees. In most people, hypermobility doesn't cause any pain or medical issues.

Hypomobile joints are joints that are too tight and cause a decreased range of motion. The opposite of hypermobility, hypomobility is when your ligaments are too short or tight, inhibiting your ability to stretch normally.

Flexibility in children varies as they grow. Up to around the age of 10 most children can touch their toes from an extended leg seated position.

In general children between the ages of 8 - 13 should avoid excessive stretching due to the risk of growth plate injuries caused by overuse or trauma during the growing phase of the bone.

Postural Deviations in Children

Postural deviations in children are becoming more common due to our 21st century lifestyle. Some of the deviations you may encounter when teaching children include:

Kyphosis

Kyphosis is an abnormal forward curve in the upper spine. Children with kyphosis have a rounded or "hunchback" appearance. While some children are born with kyphosis, most cases develop during adolescence. Some degree of front-to-back curve of the spine is normal and healthy. With your hyper kyphotic students, make a point in teaching and practicing lateral breathing at the beginning of each lesson.

Lordosis

Children with lordosis have a swayback appearance. Their posture may seem exaggerated. Their buttocks may sway further out to the back than normal and their stomachs sway out in front. For your students with Lordosis include Cow Stretch for length and Abs with Curl Ups for strength.

Scoliosis

Pediatric and adolescent scoliosis is a condition in which a child's spine abnormally curves sideways or rotates. Scoliosis can range from mild to severe.. Those with more severe cases may need braces or surgery. Avoid overusing one side of the body, repetitive shocks, or repeated hyperextension of the spine.

Common sense is needed when planning classes for children with any postural deviation. Ensure that your lesson plans are well balanced and the pilates exercises you choose, allow for all abilities and you can provide adaptations to suit everyone. You may wish to include a section on your PARQ, about postural deviations this will also help with your class planning.

UNDERSTANDING THE DEVELOPMENT STAGES OF CHILDREN

Why is it important to study how children grow, learn and change? An understanding of child development is essential because it allows us to fully

appreciate the cognitive, emotional, physical, social, and educational growth that children go through from birth and into early adulthood.

Some of the major theories of child development are known as grand theories; they attempt to describe every aspect of development, often using a stage approach. Others are known as mini-theories; they instead focus only on a fairly limited aspect of development such as cognitive or social growth. For example, Jean Piaget's theory of cognitive development suggests that children move through four different stages of learning. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.

Piaget's stages are:

- **Sensorimotor stage:** Birth to 2 years
- **Preoperational stage:** Ages 2 to 7
- **Concrete operational stage:** Ages 7 to 11
- **Formal operational stage:** Ages 12 and up

Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As kids interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information. Fig 1 Below sets out his model.

Birth to 2 years	Sensori-motor	Uses senses and motor skills, items known by use	Object permanence learned
2-6 yrs	Pre-operational	Symbolic thinking, language used; egocentric thinking	Imagination/ experience grow, child de-centers
7-11 yrs	Concrete operational	Logic applied, has objective/rational interpretations	Conservation, numbers, ideas, classifications
12 yrs to adulthood	Formal operational	Thinks abstractly, hypothetical ideas (broader issues)	Ethics, politics, social/moral issues explored

Not everyone would agree with this model and below is a comparative table that compares Piaget's Model with Vygotsky who also has his own theory of cognitive development of children.

Piaget	Vygotsky
Both agree children are learners who actively construct knowledge	
Thinking develops in recognisable stages which depend on natural maturation	Development of thinking is dependent upon language and culture
Role of teacher important but use of "more-expert other" not central	Use of "more-expert other" seen as fundamental part of cognitive development
Readiness is a central concept in education – children need to be ready to progress in their learning	Children should be actively encouraged to move through ZPD – do not need to be ready but should be given opportunity to engage in problems which are beyond current level of ability but within ZPD

The Zone of Proximal Development (ZPD) was a key construct in Vygotsky's theory of learning and development. The Zone of Proximal Development is defined as the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers.

Understanding how to locate and use each student's ZPD can help you plan more targeted instruction for your whole class, small groups, and individuals. Ultimately, aligning classroom teaching strategies to students' ZPDs can help educators more effectively guide all students in their early childhood learning.

There are other well known psychologists that have developed theories to help explore and explain different aspects of child development. While not all of these theories are fully accepted today, they all had an important influence on our understanding of child development.

MOTOR SKILL DEVELOPMENT - THE GOLDEN AGE

The Golden Age is known as the period when children's motor nerves are said to grow dramatically. During this period, which only happens once in a lifetime, it is recommended to give children many opportunities to improve their athletic ability. The Golden Age is defined as the period roughly between the ages of 5 and 12 when children's athletic ability is likely to grow. According to a study by Scammon, the growth of the human nervous system becomes noticeable around the age of 5, and is completed by the age of 12. After the age of 12, the

nervous system is in a similar state to that of an adult. The “Golden Age” for children is said to have 3 stages:

1. The Pre Golden Age

The period from 2 to 5 years old is called pre-golden age. During this time, it is a good idea to encourage your child to do a variety of physical activities. The experience gained during this period, will help him/her learn new movements and improve their skills and basic physical strength for the future. Doing exercise and moving your body during the “Pre Golden Age” is also beneficial in preventing children from resisting sports when they get older.

2. The Golden Age

It is important for children to participate in a lot of physical activities during the Golden Age (between 5 and 12 years old). During this period, children will be more likely to perform the activity correctly on the first try, or show physical ability that exceeds that of an adult. Children also gain patience and an interest in challenging themselves during this period.

3. Post Golden Age

The Post Golden Age is the period up until about 15 years old. During this period, children gain power and speed and develop a solid body. It is also during this time that children gain the tactical ability to use their heads to play sports.

Many people think that one’s motor nerves are determined when we are born. However, motor nerves are not necessarily only determined by heredity and can be improved when children are encouraged to do physical activities during the “Golden Age”. It is not uncommon for children who started learning sports during the “Golden Age” to become top-level players in the future.

The physical differences between children and adults are fairly straightforward and easy to apply to a pilates programme for children. Once a good understanding of these differences is attained, the need to address their mental and emotional wellbeing should also be considered. Teaching pilates to children provides an opportunity for early positive movement experiences and has been shown to assist children with concentration, stress management and confidence in their physicality. (Ickes 2006).

SECTION 2: MARKETING - Who are Your Customers?

Before considering this question it is really beneficial to take a look at what the principles behind marketing really are. This simple 4'ps model will help you to consider who your customers are and where best to find them; help you consider the best price range to pitch your classes/courses; the best venue for you to do this, and how best you can promote your classes

The 4 P'S Of Marketing



The 4 Ps, in its modern form, was first proposed in 1960 by E. Jerome McCarthy; who presented them within a managerial approach that covered analysis, consumer behaviour, market research, market segmentation, and planning. Phillip Kotler, popularised this approach and helped spread the 4 Ps model.

Product, Price, Place, Promotion - these 4 words refer to a set of actions/tactics a company uses to promote their service or goods at the right time at the right place for the best price, fulfilling the customers needs and gaining the highest profits.

The 4 p's give you a better understanding of what you need to make your courses successful consider the model below:

PRODUCT	PRICE	PROMOTION	PLACE
Name of Product No of Products	Payment terms Discounts/coupons	posters newspapers	Location Access Building

Target market Branding Competitors Use of Product Quality Design Features	Credit Loyalty cards Special Offers Cost of Venue Competitors pricing Refund policy	flyers billboards, direct mail webpages social media FB/IG stands influencers word of mouth recommendations	Access Transport Parking Layout of Room Internet/ Toilets Storage Other hirers Timetable Online
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In recent years this model has developed into the 7 Ps and includes people, process, and physical evidence. You can find out more about the 7 p's in a short video on your online course.

Another model to consider is Lauterborn's 4 C's model. He suggested 'Consumer wants and needs' should be the focus.

Task :

Complete the table below. This useful template enables you to review your product(s) using the 4Cs, with an emphasis on your customer wants and needs.

	Current situation in your organisation	Competitor A (repeat for others)	How your business could enhance its offer?
Consumer wants and needs			
Communication			
Convenience to buy			
Cost to satisfy			

Who are Your Customers:

Now you have a better understanding of what needs to be considered, you should be able to move forward and start planning. Courses for children are always going to be in demand, but where do you start? Who are your potential customers and where can you find them?

Your customers are children between the ages of 5-11, the parents of the children and the schools and clubs where you can offer your services.

Here are a few examples:

- State Run Schools - May require that your programme meets specific school curriculum. (A curriculum outlines the planned interaction of students with course content, material, and resources, and also an evaluation process to make sure the objectives of the course have been met)
- Private schools will generally have fewer restrictions and more access to funding sources and may provide a better opportunity for the implementation of a pilates programme for children.
- After School Programmes at school in both State Run and Private
- Pilates/Dance/Martial Arts/Movement studios
- Recreation and Local Community Centres
- Summer camps/Birthday Parties
- Sports clubs and Gyms that offer children's classes
- Groups such as Brownies/ Guides/Cubs/scouts
- Parents/guardians & their children

Gearing Up and Creating Interest

As a Children's Pilates teacher you will need to consider how you are going to introduce your course to your potential customers. A short introduction/overview of your course will give you the structure you need to build your programme, and can also be useful for informing schools and parents about what you are offering. You will need to consider:

- The Age Range (target market)
- The duration of your course (6 weeks, 12 weeks, or academic year),
- The timing of the course (eg. 30 minutes / 45 minutes/1 hour),
- Lesson plans
- Materials required (Mats included or excluded from course fees), and other materials, bear in mind this may be a barrier to some if they need to provide themselves.
- Rationale
- Aims and Objectives
- Costs incurred to run the Course

- Fees for the Course
- Available Funding
- Venue
- Assistance (other helpers)

The Venue

Always check the room for its suitability. If you are teaching children's pilates as an after school activity/club, chances are the room will already be provided for you. You may be charged a fee for this or it may be included as part of the After School Programme. Make sure the size of the room can accommodate the number of children in your group. If you deem the room an unsuitable/unsafe environment for your group you may wish to take the following measure:

Remove the hazards safely. If this is not possible contact the site safety manager/room booking coordinator/or other named representative, to ensure a suitable replacement or alternative venue.

Knowing where the water fountain and toilets are located, is a must, along with the schools/gyms policies and procedures (health and safety, emergency exits, first aid, safeguarding, etc). Check if there is a space to store mats, if not, you may have to bring the mats for your children each week, or hope that your little people will remember too. Also make sure you know where the pick up place is where children will be collected at the end of class. When planning the timing of your classes/courses, check the timetable for the use of the room/gym. Check the activity you are sharing the gym with to make sure it's appropriate for you to teach without the children being distracted (Dance classes usually not great due to the distraction of noise such as music).

Get there early so you can check the room is ready for use and has no hazards or equipment that needs to be tidied away. This also gives you time to set out their mats in the pattern you wish to teach them for that day. This helps with a smooth transition from welcome to mat (especially for the younger children). If the room/gym is being used before you, it may be a good idea to introduce yourself to the person running the activity before you to

explain that you will be after them. Try and have a back up space in case the room becomes unavailable at short notice or is deemed unsafe for your group.

Disaster Preparedness

Protocols for evacuations in the event of fire, terrorist attack, or natural disasters should also be in place for any venue you are using. Make sure you are familiar with the fire exits, emergency evacuation routes, and assembly points. It is recommended that you practise these protocols with your groups so that your children understand what is expected of them should the need arise.

SECTION 3: HEALTH AND SAFETY/ TEACHING PRE-REQUISITES

Safeguarding

Having a basic understanding of safeguarding and protecting children applies to all staff and volunteers working in sport and physical activity where they have the potential to provide instruction, supervised or unsupervised to children. For example coaching assistants, coaches, gym instructors, pilates teachers and so on. Every group or organisation has a duty to safeguard children and young people in their care. This includes making sure that all children who attend your events and activities are kept safe, whether they are regular or one-off.

Every organisation that works with children needs to have a safeguarding and child protection policy statement, which sets their commitment to protecting children from harm. If you are working for a school you should make sure you familiarise yourself with them.

These include:

- responding to abuse
- responding to allegations of abuse made against a child
- recruiting the right people to work and volunteer with children
- preventing and responding to bullying

- responding to concerns about online abuse
- ensuring photographs and images of children are taken, stored and shared appropriately
- whistleblowing.

In addition to an overarching policy statement any organisation working with children should have a set of detailed policies and procedures which explain the steps adults within their organisation must take to keep children safe.

If you are working independently, this link provides details of how to write your own safeguarding policy if needed:

[.https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement](https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement)

You must make sure all adults and children are aware of, understand and can access your safeguarding policies.

Within the online section of your course there is a link that will give you access to a Level 2 Safeguarding Certificate that is valid for two years. On completion of this course you will be able to download your certificate.

UP TO DATE CERTIFICATES REQUIRED

In order for you to teach children you will need to be able to show evidence of a current DBS Certificate, your public liability Insurance certificate, and a current first aid certificate.

If you are working with a co teacher or assistant, they will also need to provide this evidence. It is the responsibility of the main teacher/owner to ensure that they have seen this evidence, and that it is recorded correctly, along with any other relevant information and qualifications required. They should also have a clear outline of their roles and responsibilities provided by the teacher/owner while assisting or covering any classes.

DBS CERTIFICATE

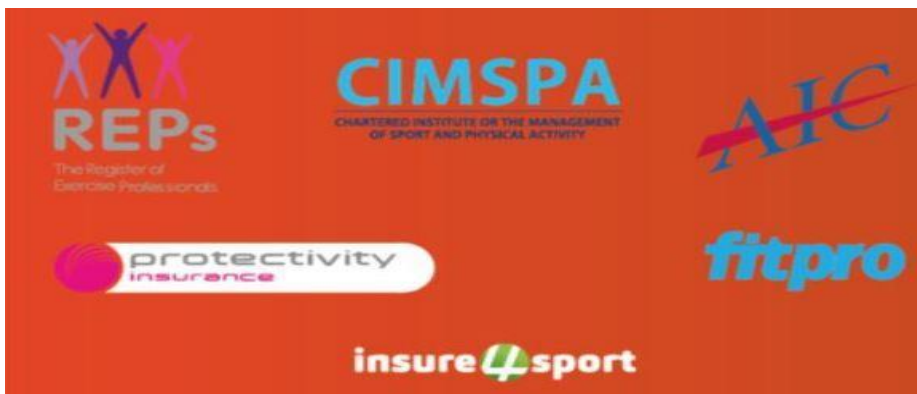
A DBS check (formerly known as CRB check) is a type of background check which confirms an applicant's criminal record, and by extension, their suitability for working with children and/or vulnerable adults. You will definitely be required to show proof of this certificate to the school, sports facility, association or parents of the children.

Your place of work may apply for a DBS Check on your behalf, but if not you can apply yourself to <https://www.onlinedbschecks.co.uk/apply-for-basic-dbs-check/>

PUBLIC LIABILITY INSURANCE

Insurance is something that you definitely don't want to forget about. It can be the difference between you having a long and successful career, or falling at the first hurdle. Insurance will protect you against instances where clients get injured and make claims against you, but also if equipment gets damaged or if you yourself get injured or become ill and are unable to work. It just is not worth the risk to hope things will be okay. You will also be seen as professional and trustworthy and that you take your job seriously.

The good news is that it is actually quite reasonably priced. Here are a few recommended insurers:



You may also wish to consider whether to take out appropriate insurance against abuse claims. The following is a really useful article that explains in more details insurance against abuse claims and what cover is available.

<https://www.thirdsector.co.uk/abuse-cover-legal-insurance-risk-management-perspective/article/1590051>

The safety of the students during class is the teacher's responsibility, unless expressly stated otherwise. The students' safety after class is also the teacher's responsibility until they are picked up by a parent or guardian.

First Aid Training

Most likely a prerequisite for you to present an up to date certificate in first aid training, and you may also need this certificate for insurance purposes. There are lots of different organisations that run one day courses in babies and children's first aid, including The Red Cross : <https://www.redcross.org.uk/first->

[aid/learn-first-aid-for-babies-and-children](https://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/) : St John's Ambulance also run paediatric courses <https://www.sja.org.uk/get-advice/first-aid-advice/paediatric-first-aid/>. Having this training will give you more confidence in the ability to handle emergency situations should you ever need to.

PPL Licencing

Any music you use during your lessons with children should be clean and child friendly. A great resource for this is Kidz bop, who offer some of the latest and most popular up to date songs which are sung by children for children.

You usually need to get a licence if you:

- play recorded music in public or at your business (including background music on a CD, radio or music channel)
- stage live music events in public (for example, a concert or festival)
- play live or recorded music in a theatre
- use sound recordings in a theatrical production (including on-stage and off-stage effects)

Spotify, Apple Music, Amazon Music and other similar music streaming services are for personal use only and cannot be used commercially in gyms for background music or fitness classes.

There are lots of great music providers that offer licence free as well as original artists and these include, pure energy, yes music, and multi-trax but there are lots of other similar companies so it's best to shop around.

SECTION 4 : COMMUNICATION, INFORMATION SHARING AND CONSENT

Information Sharing

Parents/Carers serve as primary educators, and any opportunity that allows for a partnership between yourself and the parents/carers enhances the learning experience for your students.

It is important to develop a strong relationship of trust and professionalism with parents/carers (and teachers if applicable). Keeping people up to date with information is key. As you know there are a number of ways, via email, phone, face to face, and through social media. Take time to decide how you would like to communicate, what you wish to say and how you wish to receive information back.

Consider also those children who for many reasons do not join or do not wish to join movement activities. This is a great opportunity to sign post these children by promoting the fun aspect, or by offering free trials, to encourage both the children and the parents to take that next step. Another good way to promote these benefits could be through posters for newbies.

You may wish to create a database of names and numbers via mailchimp and mailshot everyone. You may decide to start a Whatsapp Group. This is a great way to inform and receive messages from and to parents, carers and teachers especially if it is at short notice. Bear in mind, you may need to gain agreement to add them to any groups you create, and always bcc email addresses so privacy is upheld.

Consent

Getting written consent from parents or carers for their child being involved in your courses is essential. This includes permission to use photos.

Using a separate consent form for each activity or event gives you a good opportunity to check information such as emergency contact details and any medical conditions, allergies, disabilities or other vulnerabilities of the child or young person. This means you can make sure nothing has changed and ensure they receive the extra support they need.

Online consent forms

If you decide to use online consent forms to record consent for children to take part in activities, these should be stored in accordance with the Data Protection Act 2018. Inform parents and carers about how this information will be stored and used.

Things to consider include:

- how you will verify that forms have been signed by the right person
- how you will keep the forms secure
- how authorised staff will access and check the forms as necessary
- whether all parents and carers will have access to an online system.

The Consent form can also be included in your Parq Form.

Media/Photography Release

In the case of children being photographed, release forms must be signed by a parent or guardian. This should be filled out prior to any photos being taken to protect the teacher and facility from liability.

Incident Report

An incident report form should be used to document any incident that causes the teacher concern. The form should include:

1. A description of the incident by the teacher
2. Statements from any witnesses, as well as their contact information.

Conflict Resolutions

Parent-Teacher Conflict Management: Tips for a Speedy Resolution

Every so often, teachers hear complaints from parents. Luckily, parent-teacher conflict management isn't needed too often. For the most part, relationships between the two parties are smooth and help you accomplish your goal ie: the best possible education and experience for the child in question. But like any human interaction, communication is complicated and conflict can arise. So what can you do to diffuse a tense situation?

Always Listen to the Parent

Even if you don't agree with what the parent is saying, your first step is always to listen. Let them have their say. Empathy can often resolve a problem. Lead with a simple acknowledgment that you understand the parental concern. More often than not, this will take care of the conflict itself, and if it doesn't, it will clearly state the problem that the parent perceives. Then you can unite to find a solution. When given the chance to voice their concerns, parents will often have suggestions for how to fix the problem, and they can be an incredible resource.

Get Advice from Other Teachers

If a problem arises where you feel attacked, anxious, or even blindsided, talk to other staff members. What would they do? Have they dealt with anything like this before? If you're unsure about your ability to resolve a conflict, there's no rule that says you should deal with it alone. Ask another teacher to sit in on a phone call or meeting. A second opinion may be all you need to get a clear picture of what the problem is and how to solve it.

Involve Your Administration When Necessary

You've communicated with the parent. You were as empathetic as possible. You talked to a peer. Nothing's worked. It's time to involve your administration in the parent-teacher conflict management process. Describe the issue, what you've tried, what's worked, and what hasn't worked. They may give you advice or take over the issue so you can focus on teaching.

I'm a firm believer that the more open and honest my relationship with a parent is, the better we can serve their child. So when a parent makes me cross, I remind myself that they're doing their absolute best in the moment, and I try to decipher what it is they really need or want—just like I do with my students. As with all relationships, there can be bumps in the road of parent-teacher conflict management. It's crucial to know how to fix those potholes and move forward, while always keeping in mind what's most important: the students.

Summary of Tips to resolve conflicts with parents

- Take a second to think and breathe
- Listen

- Think carefully about how the situation arose and why you and the parents are arguing.
- If you realise you have done something wrong, admit it and apologise.
- Talk to the parents, don't maintain a stubborn silence.
- Show respect to the parents and try to resolve the matter.
- Refer to your supervisor if you are not able to resolve the issue.

PARQ AND WAIVER FORMS

The Consent form can also be included in your Parq Form. Here are two examples of a PARQ and waiver form.

[ParQ 1](#)

This ParQ is a good basic screening form and includes a waiver too. What it does not allow for is space to say what allergies the child suffers from neither does it allow for space to list which medication the child is currently taking. You can use this form as an example and create your own version that includes all the necessary information you need to acquire to be informed.

[ParQ 2](#)

This ParQ is thorough and more comprehensive than ParQ1. The emergency details are clear. There is space to allow for more information, it asks about current lifestyles, states their commitment to the customer and has a great example of a waiver. It also explains a little about the programme, and what parents can expect.

As experienced teachers you already know and understand the importance of the PARQ. On this particular ParQ example form, it requires that children under the age of 5 must have their parent/guardian with them throughout the activity. This can be distracting for the children, yourself and others in the group so you could ask that they be present outside the room so you may need to consider seating for them.

ROLE MODEL AND BARRIERS TO EXERCISES

Teaching Pilates to children requires compliance with specific legal and managerial responsibilities such as liability insurance, proper consent and medical forms, first aid and CPR, and how to respond in the case of an incident.

As a Pilates teacher you need to be a great role model, children will model their behaviour on your actions so setting a good example is particularly important.

This also includes what you wear and how you interact with other people including your assistants.

Parental attitudes

The general trends towards lower activity levels amongst an adult population have clear implications for our children. Parents current lack of participation in, or enthusiasm for, sport and exercise discourages their children from taking part in physical activity. Children with inactive parents are less likely to be active.

It should be of additional concern that there appears to be a severe lack of awareness of body shape amongst parents. In a study in the British Medical Journal, the following was stated:

- 40% of overweight mothers and 45% of overweight fathers rated their own weight as being “about right”
- only a quarter of parents recognised their child as being overweight
- even when the child was obese, 33% of mothers and 57% of fathers saw their child’s weight as “about right”
- parent’s lack of participation in or enthusiasm for sport and exercise discourages their children from taking part in physical activity (Jeffery, 2005)

The Table Below gives you an indication of why obesity is on the Rise, and how you can combat this through your classes with clever marketing.

Nutrition (calories in)	Activity levels (calories out)
<p>High intake of fatty and sugary foods</p> <p>Less food prepared in the home</p> <p>Poor eating patterns</p> <p>Larger portion sizes</p> <p>Marketing of foods</p> <p>‘Pester power’ from kids</p> <p>Poor diets in school</p>	<p>Rise in TV watching</p> <p>Rise in video games playing</p> <p>Less outdoor play</p> <p>Less sport in schools</p> <p>More car journeys</p> <p>Lack of facilities / transport</p> <p>Inactive parents</p> <p>Other children in the family taking priority</p> <p>General inertia</p> <p>Lack of time</p> <p>Low motivation</p> <p>Lack of confidence</p> <p>Fear of the unknown</p> <p>Poor self image and low self esteem</p> <p>Being a carer for another family member</p>

OVERCOMING BARRIERS

When planning your Pilates class for children you must consider the following aspects: **Social**, they are just learning to work in groups, **Emotional** they need to build their own sense of self worth and **Cognitive**, they are starting to explore more abstract thought processes. Your classes/courses need to reflect these needs, and one of the best ways is through games.

Children love playing games and when properly and thoughtfully designed these can support and develop not only their physical but also their social, emotional and cognitive capabilities. In this way, we begin to cater for the “whole-child” (Barrett, 2005).

In the context of the “whole-child” and in helping children to make serious lifestyle changes to improve their all-round health, the Teacher must look to:

- understand the child’s motivation to commence physical activity
- help them to understand and resolve their barriers to starting physical activity
- allow them to progress in their own time and at their own rate
- help them to see the opportunities within their own lives for physical activity
- help them to set realistic goals, plan rewards and games they enjoy
- give them a sense of responsibility through education without preaching

These factors can give a child or young person options that are flexible and achievable and therefore, more likely to ensure permanent lifestyle changes to enhance health.

When designing physical activity sessions the teacher needs to promote the following to parents:

- enjoyment and having fun
- general health improvements
- improvements in sporting performance
- improvements in stress management and concentration
- growing pains may be reduced with an increase in muscle strength
- a decreased risk of injury when undertaking other sports
- children will feel and be in better shape
- children will be in a safe environment
- Children have the opportunity to socialise and make new friends

Motivate parents into encouraging and supporting their children in participating in physical activity. Try making the whole family work as a team to get healthier

and fitter! Highlighting the benefits of exercise and activity to parents will, hopefully, positively alter their perception of what is 'healthy' in childhood and beyond.

Healthy Eating/Basic Nutrition

Educating children to understand what healthy eating is and how to eat a balanced diet can be difficult, especially if the child is unaware what this means, and is not provided with healthy food options at home or school. Lots of different things affect how healthy we are including what we eat and how active we are. Food plays a huge part in keeping us healthy and so we need to make sure we're eating a variety of foods to get all the right vitamins and nutrients. This is a great food fact sheet Healthy Eating for Children by The British Dietary Association <https://www.bda.uk.com/resource/healthy-eating-for-children.html>

SECTION 5: FIRST TEACH THE CHILD - PLANNING AND TEACHING YOUR CLASSES

The Age Ranges - 5-7, 8-11 or 5-11?

Over the years, I have experimented with grouping different age ranges. Although it does depend on individual children and their maturity I feel a fair assessment of grouping can be illustrated below.

5 – 11. In my experience this is the hardest mix to manage. The younger children are in general not as fast or as strong as the older children, so games need to be less complicated and there is a risk of the smaller children getting knocked over. The attention span of a 5 year old is shorter than an 11 year old, depending on what activity they are doing, as well as the level of understanding is different. Also lots of supervised toilet breaks may be required for the smaller children, which means the flow of the class is disrupted.

If you only have one slot a week then putting all the children in one age group could be your only option. It also means that you are targeting all the primary age groups so your courses should fill quite quickly. Having an assistant could be a really great help and worthwhile considering. The older group are quite

accepting of the younger group however they are faster and stronger and can complete tasks a lot faster than the younger children so bear that in mind.

5-7 This age group responds well to imagery, loves themes based lessons, games, crafting and a chance to share their views. Their attention span is less than in the older groups so the focus should be on fun creative lesson plans, with lots of activities that are not too complicated and easy to follow and achieve. Plan toilet breaks / water breaks into your lesson plans with this age group.

8-11 This age group also responds well to imagery, they also enjoy theme based lessons, games and crafting as well as a chance to share their views. They also loved to be challenged. Their attention span is greater than the 5-7 year olds but you do need to keep the lesson plans interesting, and moving otherwise they get bored. You will find they are able to perform the movement to a good standard and are able to understand how Pilates can help them and their bodies. With this age group you could introduce the concept of three dimensional movement (frontal, sagittal and transverse), and give examples of different movements in each dimension.

Conclusions

If you can keep these two age groups separate you will find the class management easier, and be able to enjoy teaching the classes rather than constantly trying to micromanage.

A little snack before class is often advisable for both Age groups to keep their energy levels up. You can include this in the letter to the parents, or you can provide it. **If you are going to provide it you need to be aware of any allergies or special dietary requirements. You can request this information on your PARQ and Waiver Form.**

Class Management

Class Register

Ensure all participants signed in and out of each session. You can do this by creating a class list register that you take each week. If a new member of the

family is to pick up the participant, these arrangements should be confirmed with the teacher and recorded on the register at the start of the session.

You can also add any crucial information that may be useful in the event a cover instructor is teaching a session and needs to know medical information about a child in your group. You can also highlight on your register special information such as allergies, or health alerts, this will also assist any other teacher if you find you need your class covered.

Accident Book

In the event of Injuries and / or incidents, make sure they have been adequately recorded, and the parent / carer informed. All information must be treated in the strictest confidence and in line with data protection laws. The information should only be disclosed on a 'need to know' basis.

Professional Boundaries

Maintaining Appropriate boundaries Working with children can be enjoyable, rewarding, challenging, frustrating and entertaining. As it should be. It also needs to occur in a positive, respectful and safe environment where children aren't put at risk and adults are protected from accusations of abuse. As a Children's Pilates teacher, it is your responsibility to establish and maintain clear professional boundaries with children and young people in your classes.

Step 1: Establishing boundaries

a) Communication

- Be aware of what you say and how it might be interpreted.
- Tell children and their parents about your coaching style and explain if/when you're likely to touch children.
- Use age appropriate language in the presence of children.
- Always give feedback that relates to the child's performance, not their personality or appearance.

b) Physical contact boundaries

- Only touch children if: - the contact is relevant to the skill being developed - you've asked their permission to do so.
- Minimise contact as much as possible (i.e. don't press against a child or have your whole body against a player; be aware of which parts of your body are in contact with the player).
- Don't have intimate relationships with people under the age of 18.

c) Location boundaries

- Make sure you're never alone with a child (e.g. in a car, changing room etc.).
- Avoid entering change rooms. If you have to do so, always knock and announce that you're coming in. Try and have another adult with you.
- Don't invite children to your home or encourage them to visit. You can reinforce your ability to create a safe, positive environment by:
 - complying with your club's policies and procedures for dealing with children;
 - complying with your child protection legislation;
 - keeping your coaching skills up to date;
 - seeking advice if you're ever in doubt about a situation or you're concerned about a player's behaviour;
 - showing leadership and addressing instances of inappropriate behaviour when they occur: e.g., - stopping team bonding activities that involve abuse, humiliation or risk taking; - prohibiting hurtful or sexually provocative games; - forbidding bullying, ridiculing, scapegoating etc.

Step 2 : [Maintaining and managing boundaries](#)

Boundaries aren't always easy to maintain, particularly if there's only a few years difference between you and the young people you're coaching. Yet a very real power imbalance exists that can't be overlooked. You're in a position of authority. You have more experience. And you're older than the children/young people in your care. And, because they are in your care, you need to make sure you don't overstep professional boundaries.

The following questions will help you decide if you're maintaining those boundaries:

- a) Am I treating all children/young people in a similar manner or do I act differently towards one particular child?
- b) Do I talk, dress or act differently when I'm with a particular child?
- c) Would I behave this way if other adults were present?
- d) Would I feel comfortable if I observed this behaviour in another adult?
- e) Could my actions have negative consequences?
- f) If I were a parent, would I want an adult behaving this way towards my own children? Occasionally a child or young person may attempt to initiate an inappropriate relationship with you (e.g., by asking you out, sending you flirtatious messages, behaving provocatively).

If this happens, there are a number of options available that you may consider taking including:

- 1) contacting your child protection authority or an appropriate agency for advice;
- 2) advising a relevant club/association administrator about the problem and requesting that they speak to the child's parents/guardians; or
- 3) transferring the young person to another team/coach.

If children want to touch you – by holding hands, hugging you, wanting cuddles etc – you need to gently dissuade them from doing so.

One on one coaching

If you need to conduct one-on-one coaching, make sure it's with the parents' knowledge and consent and preferably that it occurs in a public and visible location.

Coaching children with special needs

If you're coaching a child with special needs you may need to have more frequent physical contact with them. Talk to the child and their parents about how you can meet your duty of care obligations in a safe, supportive manner. Basically, however, you still need to adhere to the boundaries outlined above e.g., don't touch the child more than is necessary; when you do so make sure it's in a public place and that there are other people around who can see you etc.

Cultural considerations

Different cultures have different attitudes and traditions around touch – being aware of those traditions will help you avoid causing embarrassment and offence. If you know that a child’s family have escaped traumatic circumstances, you’ll need to use diplomacy, tact and care in your relationship with the child.

BEHAVIOUR AND CONTROL

Appropriate behaviour in students is very important in order to maintain a safe, healthy, and efficient learning environment. Appropriate behaviour is a reflection of mutual trust and respect, not only within the student/teacher relationship, but also within the relationship with the students. It involves cooperation and respect for the rules of the classroom. When teaching a new group of children, it is very important to establish at the beginning, what the rules of the classroom are. Students must learn that there are consequences for their actions, including the breaking of rules and that there are benefits to appropriate behaviour.

CONTROL

The teacher must determine how much control they are going to exercise, and how much independence they are going to allow the students. Control can be categorised as high, medium and low.

HIGH CONTROL

The teacher directs the class activity using a “command” form of teaching. The teacher is in charge, and the students must follow their directions. The student has very little input in decision making.

MEDIUM CONTROL

The teacher assigns the tasks, and allows the students to work independently whenever possible. Students have some input in decision making though the teacher makes the final decision.

LOW CONTROL

Gives students a greater degree of independence. The teacher may choose to use a reciprocal learning approach. Reciprocal learning involves students explaining their learning to other students, and taking turns acting as the teacher. Students are encouraged to evaluate their execution of a task. The teacher acts as the facilitator, and students play a more direct role in decision

making. The teacher must decide which type of control will work best for the population of students they are working with. When entering a teaching environment that already has an established code of discipline, it is advisable for the teacher to adapt to that environment's approach, even if it is not what the teacher prefers. Within any teaching environment, there may be times when the student becomes unfocused or chaotic, and it is helpful for teachers to have ways of refocusing the class.

Call and Response

Using call and response is a quick and effective way of regaining control of the group. The teacher can make a game out of call and response. The teacher instructs the students that when he or she performs a specific rhythmic clapping phrase, the students must respond with the same clapping sound

Eg. Teacher : clap clap, clap clap clap

Students :clap clap, clap clap clap You can also say "clap clap do it back"

The call and response stops unfocused activity and noise. Clapping creates a sound; students concentrate on creating the rhythm of the clap instead of speaking or vocalising. This technique allows the teacher to regain control without raising their voice.

Dealing with Conflicts (Children in Your Group)

This is definitely something you need to be ready for as conflicts can happen over things you may think unimportant but the child feels really strongly about.

Here is a great strategy that works for me:

1. Allow them to Cool off. First, before problem-solving can begin, the students need time to calm down.
2. Make sure you Share, listen, check. Students need to listen to each other share their issues, and then check that they understand them, with you as the mediator
3. Take responsibility.
4. Brainstorm solutions.
5. Choose a solution.
6. Affirm, forgive, or thank.

KEEP IT MOVING

It is important to remember that a young person's attention span is shorter than an adults. Therefore it is advisable to keep the pace of the class moving, and to vary the activities. Keeping the class moving also helps to prevent students from becoming bored or restless, or losing focus. Include games and crafts that go with your theme of the day, to keep it varied, fun and memorable so they can share their experiences, this is very empowering for a child to pass on information they have enjoyed learning.

GIVING ASSESSMENT AND FEEDBACK TO YOUR STUDENTS

Assessment and Feedback refers to various ways in which a teacher can measure or evaluate a student's progress and success with the movements. Assessment is both for the students and the teachers benefit, and is used to ascertain whether or not the desired learning objectives are being achieved. For example:

1. Asking them if they remember what they did last week
2. What was their favourite movement and why
3. What did they find the most challenging
4. What did they find the most fun?

It provides accountability for both students and teachers and encourages the teacher to look at each student and evaluate their progress, and provides you with data that allows for future development and planning of your classes.

You can also use observation, demonstration, class discussions, quizzes, performance tasks, exit slips etc as a means of assessment.

Your Feedback is an ongoing and necessary component of teaching. The teacher is responsible for providing relevant feedback to the students for their development and progress. Feedback from the teachers can help students correct errors and motivate them to continue to practice or perform. It can be both positive and corrective.

- Positive feedback helps to motivate students, and reinforces correct performance.
- Corrective feedback helps students to identify and correct specific errors. Maybe just one or two so the child doesn't get overwhelmed and give up.

INCLUSIVITY AND DIVERSITY

Inclusivity refers to creating a work or play environment where all people are truly welcomed, valued and respected — for all of who they are — regardless of differences.

People often use the words diversity and inclusion as if they mean the same thing, but they don't. While these terms are closely related, they are very different. Diversity is a necessary condition for inclusion, but it is not sufficient. A business can be diverse without being inclusive, but it cannot be inclusive unless it is diverse. Inclusive companies are the ones most likely to thrive — today and in the future.

Diversity

Diversity is about differences. In the context of a child, it refers to the differences that exist among children. These differences are referred to as dimensions of diversity. They include protected characteristics, along with many additional types of differences that can impact how people are viewed and treated at school or in social groups, such as communication patterns, learning style, socioeconomic background, and many others.

Inclusion

Inclusion refers to creating an environment where all people are truly welcomed, valued and respected — for all of who they are — regardless of differences.

Inclusion isn't the same as tolerance. It's not about putting up with people who are different, but rather is about full acceptance.

In an inclusive environment, people won't feel that they need to hide part of their true self in order to truly belong. When children feel a true sense of belonging, and they're able to bring their whole selves to class, they're more likely to bring more to the effort they're producing, and feel more fulfilled in the process — which benefits everyone involved.

For Pilates teachers wishing to teach children, It is also about responding to the needs of individual children within the context of their families, their classrooms and their schools. Creating classes that are accessible to all. For ideas about how to write an inclusion statement click here [5 Tips for Writing an Inclusion](#)

[Statement \[+ examples\]](#). However, It is worth noting that building an inclusive culture requires more than just a policy statement. Each member of your team from the leaders at the top to the juniors play a role in determining whether the culture is truly inclusive or not.

DIFFERENTLY ABLED

Studies have found that special education students are less likely to be enrolled in physical education compared to their general education peers. Separate studies have also found that special education students are more likely to develop childhood obesity and related health conditions compared to their general education peers. Additionally, special education students often have delays in gross motor skills due to conditions such as hypotonia or dyspraxia. But physical therapy is usually only 1 to 2 hours per week, if it is offered at all.

The great news is physical education teachers around the world are coming up with new ways to include all students and get everyone moving. Some things you may wish to consider when planning your classes :

1. Sensory Integration

Loud music and fluorescent lights in the gyms are major barriers to students with some types of neurological differences. Many students are also sensitive to bright sunlight outdoors and the sound of squeaking sneakers on the gym floor, making it difficult for physical education teachers to find an appropriate location for class. The music problem is easy to solve – lower the volume or turn it off. Soundproof headphones may also be used indoors, and sunglasses can be used outdoors. You may find other indoor lighting options that are more cost-effective, taking advantage of green energy incentives for LED light bulbs or simply shutting off some lights and relying more on natural lighting.

2. Positive Behaviour Interventions and Support (PBIS)

Behaviour is always a concern in physical education classes, where there's plenty of movement and incidents can happen in rapid succession. Positive Behaviour Interventions and Support (PBIS) <https://www.pbisrewards.com/blog/what-is-pbis/> are a systematic, proven method to prevent negative behaviours and increase healthy interactions. The method may be summarised as “Prevent,

Teach, Reinforce.” Behavioural expectations are explained from the beginning with supports such as picture schedules. Then the class material is taught through positive interactions, and the lesson is reinforced by referring back to behavioural expectations and evaluating progress. It may be that you manage each class by writing out the schedule on a board in the gym. The students know the order of the warm-up exercises and exactly how many minutes each segment of the class would take. Some children thrive in this environment and may even memorise all of the warm-up rotations to do at home.

TEACHING DISABLED STUDENTS

The [Equality Act 2010](#) states that a person is disabled if they have a physical or mental impairment, which has a substantial and long term adverse effect on their ability to carry out normal day to day activities. It is strongly recommended that a disability specific add on module be undertaken to learn the skills and techniques required to teach disabled people.

[Down Syndrome Medical Screening](#)

For safety reasons it is important for you to be aware that it may be extremely dangerous to allow a person with Down’s Syndrome (DS) to take part in your pilates activities without being medically screened for Atlanto-Axial Instability (AAI). AAI affects 10–20% of individuals with DS. The condition is mostly asymptomatic and diagnosed on radiography by an enlarged anterior atlanto-odontoid distance. Symptomatic AAI, which affects 1–2% of individuals with DS, manifests with spinal cord compression. Certain pilates exercises could make the neck joint unstable and more likely to dislocate than in people without DS, and could cause serious injury.

There is plenty of support and training to assist and help you understand and include differently abled children into your classes. Here are some useful links to get you started.

Hfe Level 3 Training Exercise for Disabled Clients

<https://www.hfe.co.uk/special-populations/courses/level-3-exercise-for-disabled-clients/>

EDMUK

<https://emduk.org/working-disabled-clients/>

CPD - Autism Aware Half Day Course

<https://cpduk.co.uk/courses/robyn-steward-autism-awareness-half-day-course>

British Gymnastics

<https://britishgymnasticsfoundation.org/how-we-can-help/disability/#:~:text=The%20British%20Gymnastics%20Foundation%20works,their%20full%20potential%20through%20sport.>

SETTING THE SCENE

Setting the Scene is vital for the success of your class. From the moment you walk into your venue you will need to make sure the space you are using meets the requirements of your lessons. As well as the necessary safety checks, (including toilets, flooring, heating etc), think about how you wish the children to experience the course. Consider the following:

Before Class (think about)

Where do they wait

Will I meet them at the door

How do I wish them to enter the room

Will I position their mats for them

Will they bring their own mats & how will I managed the roll out of the mats

What should they call you

Acceptable Behaviour (Rules)

Teach the Call and Response Technique to children (Clap Clap)

ICEBREAKER (they love to learn about you, their friends and tell you about themselves).

Eg. Their Name, favourite colour, what's their favourite food.

Limit the questions to no more than 3 so they can remember. If you start it off they already see an example and know what's expected of them. You could do this each week with a different set of questions. You can make the questions theme specific too and it can take away any anxiousness new children have when they first arrive. Always do this when you get a new little person arriving in the group, so they feel comfortable, and included.



PLANNING YOUR CLASSES

Class Ratio

It is recommended that the ratio between teachers and young people is as low as possible. There is no legal ratio for activities under two hours in duration. However, it is recommended that the following OFSTED guidelines are abided by within this setting:

- 1 adult to 6 children for ages 5 - 6
- 1 adult to 10 children for ages 7 - 8
- 1 adult to 15 - 20 children aged 9 upwards

It is also important to specify the maximum number of children, or the maximum number of children within specified age groups, who may be looked after on the premises in order to keep within these adult to child ratio guidelines. Trainees or volunteers under 17 years of age should be supervised at all times and are not counted in the staff ratio.

In planning your courses you will need to set a maximum number of children. You may also wish to consider having an assistant, even if your class size is smaller, as it can be really helpful with regard to class management, and emergencies but it is also helpful with regard to liability as an assistant can provide verification of what is happening in the classroom.

Knowing your class group.

When you begin your class, get to know the names of the children in your group(s). To help you learn their names you could ask them to write their names on a sticky label and you can do the same. Ensure you talk to each member of the group at least once throughout the session. Ensure they know what to call you (first name or ms/mr).

Make sure that you are in a position where you can observe the group at one time, and also that they can see and hear you clearly. Use clear, concise appropriate language to suit the age range of the children you are teaching.

Opening Phase (Warm Up) (10 mins)

The warm up is another part of the set the scene, and this should include a fun game that raises their heart rates and prepares them for their main class such as jumping like bunnies, or clap and switch, traffic lights etc. If you are theming the class then you could include a warm up that is part of the theme. Make sure the warm up includes bringing them back to the mat, and take a moment to refocus your group and bring their attention back to the mat.

Here is an opportunity to empower children. Let them know that their mat is their space only, and others are only allowed to step on their mats with permission. You can role play this so they really understand the rules and they love to do it too.

Main Phase (Body of the Class) (20-25 mins)

You can have a lot of fun planning the main phase of the class. You can structure your planning around a theme, or break down a more challenging movement pattern into small sections, so that each child can achieve each stage. Include a game that gets the children to practise the move, for instance plank

pose, and squat, you can play musical tables and chairs. The chairs and tables move around to the music, and when the music stops the chair must find a table, and vice versa. It's a lot of fun, but it is quite tiring for them, so include a water break. A clap clap to bring them back to their mats and move on to the next part of the lesson. You may find you don't complete everything that you planned, but it's always good to have more to move on to, just in case something does not work out and they don't respond the way you expected.

Closing Phase (Cool Down) (10-15 mins)

You can close the class in so many different ways. You could repeat the closing phase every week so children know what's coming and it's an easy win, for example a story or a stretch routine to a poem or a rap. Bringing the class to a close can be done lots of ways, or by crafting using mandalas to calm their minds. You can have them lying on their backs to scan their bodies and get them to relax. Music can be used, also voice direction. If you are using animals as a theme, for the little ones I usually ask them if they can show me how they think a particular animal will rest. You can also offer a sticker for the smaller children as a reward for their hard work at the end of class.

This is also the time to check what they have learned in the lesson, get feedback on what they enjoyed, and what they found hard. (You can use this information to plan future lessons). It is also the perfect time to tell them what a great job they did, and how you are already looking forward to next week with them.

You may need to supervise the smaller children with the rolling of their mats, and putting on their socks and shoes too, and from experience you will need to make sure they have all of their belongings before they leave the room.

Depending on the age range of the children this can take up to 10 minutes to coordinate, so make sure you allow enough time for this.

After class you may need to spend a few minutes with Parents, giving feedback or answering questions. It is really important that you schedule this time into your plan, as parents really appreciate this and like to know how their children are doing, and it also shows your professionalism, and that you care.

There are no hard and fast rules on the timing split and the above is just an example. You may find you wish to spend more time on one phase one week to ensure your group has a thorough understanding of their task, or that they need

a little more time to complete their craft, so your time management skills will be required.

Progressions and regressions

Children participating in a physical activity session will vary in their fitness, age, gender, body type and ability. It will therefore be necessary to offer easier and / or harder alternatives for exercises or activities. As a Children's Pilates Teacher you must be constantly aware during the sessions as to what is working and what can be adapted.

Options for decreasing the intensity of an activity include:

- ❖ less resistance – e.g. use a shorter lever length
- ❖ less repetitions
- ❖ reduce the range of movement
- ❖ fewer directional changes
- ❖ decrease the speed at which a movement is performed
- ❖ use a change of grip, foot or hand or reduce the balance requirement
- ❖ change or remove equipment being used

Options for increasing the intensity of an activity include:

- ❖ more resistance – longer lever length
- ❖ a greater range of movement
- ❖ more directional changes
- ❖ increase the speed at which a movement is performed
- ❖ use a change of grip, foot or hand or increase the balance requirement
- ❖ change or add equipment being used

GROUP SCENARIOS

5 – 7 Years

Teaching this group requires playful creativity, and cannot be based on learning by rote (memorising the technique based on repetition). With LPP Creative natural variations of the movements are combined with selected Pilates exercises to create classes for this age group. Incorporating the Pilates

principles into your classes in the context of exercise as play and movement rather than adhering to a strict exercise regime is the best approach.

For example you could make the whole of the class based on Breath, maybe the warm up could be marching on the spot on their mats and then jogging on the spot on their mats and get them to notice their breath and heart rates before and after. You could also include games about breathing and maybe the use of a balloon to demonstrate inhale and exhale, or focus on how different animals breathe and how they sound. Children are so receptive to creativity and you will get some amazing responses.

8-11 Years

Teaching this group also requires playful creativity, but they are able to concentrate for longer periods of time, and do the exercises for longer periods of time, so you can introduce challenges for them to keep them motivated. They understand the concept of flow, and the basics of breathing, and concentration so offering them standing balance work can also help them understand centering and control. I like to use the curved balance boards to challenge their three c's and they love to show me how much they have improved since we last attempted them.



Getting Creative with Games, & Crafts

You will hear a lot more about this on your course, but what can I say - the more creative you are at capturing your little audience, the more they want to come back. Personally, I tend to use a theme, then I plan my class around that theme.

A game is a great way to warm up for children, you can also use a game to break the class into tiny bits and keep it moving, and you can also use games and crafts to calm the children and help them concentrate.

Here are a few warm up ideas for the Opening Phase perfect for all ages:

Traffic lights
Freezer
Boat Race
Simon Says

Here are a few game ideas for the Main phase

Tables and Chairs,
Snake under the Table
Musical Mats
Hot Potato

Here are a few ideas for the Closing Phase which includes breath practice and tasks which help them concentrate

Mandalas
Make their own Mindful Jars
Straw and Ball (Breathwork)
Animal patterns (Colour in your snake)
Books (appropriate to your theme)

There are trillions of Material and Resources available to hand. It doesn't have to be expensive, you just need to make sure you have enough pens for all the children and a gentle reminder that sharing is caring :)

The Mindful Jars take a little more prep, you can simply collect your own jars, or ask the children (parents) to bring one in for their next class. Have a few spares in case the parents forget, and source the cheapest materials to keep this low cost. This can be an extra cost that you include in your course. The children love to make these. A book is an investment and you can use it in all of your classes. Don't be afraid to repeat a story, the younger children especially like to hear the same story a few times.

Section 6: Assessment Information Requirements

Course Pre-requisite: This is a continuing education course for those already holding a minimum **Level 3 Pilates certification**. Students will be asked to submit a copy of their level 3 Pilates Mat Certificate as the final step before their certificate is issued.

Before attending your live training, you will need to complete your online course and read through your manual carefully. Then complete your online course lessons and take the quizzes.

- Students are required to score 80% in each of the quizzes on this course.
- Students are required to Submit a PARQ and Waiver Form designed for Aged 5 - 11 years.
- Students are required to submit a 45 minute lesson plan before the online course you are scheduled to attend, that will be part of a professional discussion. Please include:
The Opening Phase; include a game,
The Main Phase: Include A full sequence that includes standing, supine, prone & side lying exercises.
The Closing Phase: include a mindfulness activity
- Students will be expected to teach the Main Phase of their lesson plan to their online group as part of their assessment.
- Students are required to complete the task set in your LPP Manual ready for your course.

Task : The Neck Pull has been purposely left blank so that you can add your own modifications for this movement. Think about your age ranges, and what and would not be suitable and why. This will be revisited on your course as a professional discussion.

SECTION 7

LITTLE PEOPLE'S PILATES

THE MODIFIED 34 FOR 5 - 11 YEAR'S



“FIRST TEACH THE CHILD”

j pilates

Introduction

The following pictures illustrate how you can modify pilates for children. These are examples, however there are many other variations and modifications you can create to make it fun, easy or more challenging for your groups. Any pictures with a ★ indicate an opportunity to include a game, or add as part of your theme or story.

Task : The Neck Pull has been purposely left blank so that you can add your own modifications for this movement. Think about your age ranges, and what and would not be suitable and why. This will be revisited on your course.

- 1.
- 2.
- 3.

The 100



Modification 1 - Kneeling



Modification 2 - The wall



Partner Fun ★

The Roll Up ★



Modification 1 - Use Knee



Modification 2 - Use both Knees ★

The Roll Over



Modification 1 Wall



Modification 2 - Planted feet wall support



Modification 3 one leg wall support.

One Legged Circle



Modification1 - Bent knee



One Legged Circle

Roll Back (Like a Ball) ★



Modification1 - hands under knees



Modification1 - hands over knees



Modification 3 Feet off floor

The One Legged Stretch



Modification 1 - Head on Floor



Modification 2 - Head off Floor

The Double Legged Stretch



Modification 1 Single Leg lift



Modification 2 Head on Floor Double leg lift



Modification 3 - Head on floor both feet raised



Modification 4 Head and both feet raised low arms

The Spine Stretch



Modification 1 small reach



Partner Fun ★

The Rocker with Open Legs



Modification 1 - Knees Bent



Modification 2 - Narrow Legs Soft Knees

The Cork Screw



Modification 1 : Single leg Reach



Modification 2 : Single Leg diagonal Reach



Modification 3 : Double Leg Stretch



Modification 4 : Diagonal Double leg stretch

The Saw



Modification 1 - Cossack rotation



Modification 2 - T rotation



Full Saw

The Swan Dive



Modification 1 - Low Snake



Modification 2 - High Snake



Swan Dive

One Leg Kick



Prep - Low Snake

One Legged Kick

Double Kick



Modification 1 - Just double legs



Modification 2 - back bind leg kick



Modification 3 - leg kick

The Neck Pull -

TASK (PAGE 48) - CREATE THREE MODIFICATIONS OF THE NECK PULL SUITABLE FOR 5 - 11 YEARS

The Scissors



Modification 1 - On the Back head flat



Modification 2 - with head off the floor legs

Also for the Bicycle Modification 1 with the hips on the floor



The Shoulder Bridge



The Shoulder Bridge - Variation 1



The Shoulder Bridge - Variation 2



Single Leg Bridge



Partner Fun with the Bridge ★



The Spine Twist



Modification 1 : Cossack Arms with Rotation



The Spine Twist

The Jack Knife



The Side Kick



Modification 1 - Head down



Modification 2 - Arms Clasped feet touch floor (over the rainbow)

The Teaser



Modification 1 - Supported Single Leg Raise



Modification 2 - Supported Double Leg Raise

The Hip Twist with Stretched Arms



Modification 1 - Bent Knees



Modification 2 - Twist Bent Knees

Swimming



Modification 1 - Set Up



Modification 2 - Arms Only



Modification 3 - Legs only



Modification 4 - Arms and Legs head on Floor



No Modification Full Swimming ★

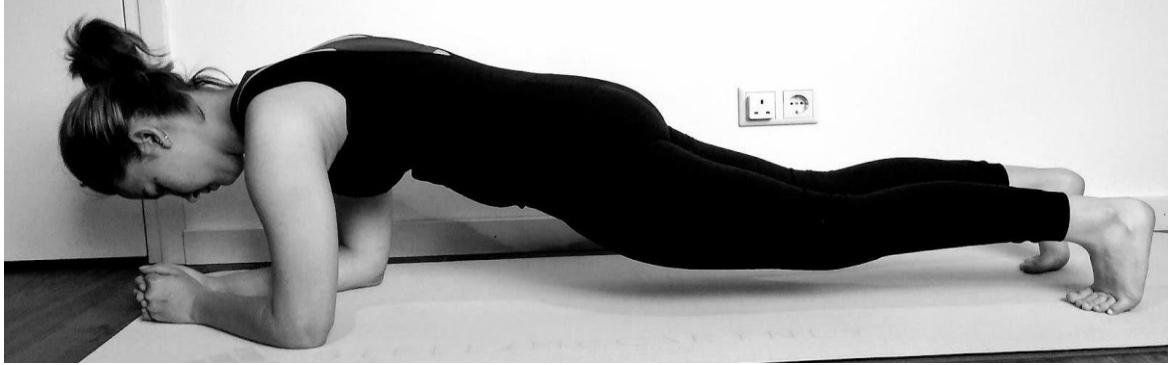


Modification of Swimming on All Fours brings in the Balance Element ★

The Leg Pull Front



Modification 1 - Elbow and knee support toes down



Modification 2 - Elbow Plank



Modification 3 - Plank (The Table) ★

The Leg Pull ★



Modification 1 - Table Top Bent Legs



Modification 2 - Table Top Straight Legs

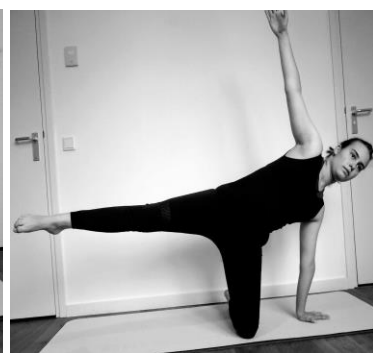
The Side Kick Kneeling★



Modification 1 - Set up



Modification 2 - Set Up 2



Modification 3 - Star Pose



Full Side Kneeling kick

The Side Bend



Modification 1. Supported Side Bend bent leg



Modification 2 - Loaded supported Side Bend

The Boomerang



Modification 1: Seated cross legs



Modification 2 : Cross Leg Plough



Modification 3 : Cross leg roll up



Modification 4 : Cross Leg forward bend

The Seal



Modification 1 - Balance hold
Supported Ankles



Full Seal ★

The Crab



Modification 1 : The Rabbit

The Rocking



Modification 1 - Single leg ankle hold head down



Modification 2 - Double Ankle Hold head down



Modification 3 - Double Ankle Hold head and chest lifted



Modification 4 - Static Rocker (Balance) ★

Control Balance



Modification 1 - Scissors variation



Modification 2 - Jackknife Variation

The Push Up



Modification 1 Roll Down



Modification 2 - Walk Out



Modification 3 - All 4's



Modification 4 - All 4 Press Up



Modification 5 - Wall Press Up

THE 34 - AGE APPROPRIATE TABLE

Pilates Exercises	5-7	8-11
Jump Rope warm up	● .	● .
Standing Sequence	● .	● .
Stand to Sit	● .	● .
Hundred Kneeling	● .	● .
Hundred Table Top Wall Support	● .	● .
The Roll Up	● .	● .
The Roll Down	● .	● .
Roll Like A Ball	● .	● .
The Roll Over	● .	● .
The One Leg Circle	● .	● .
Single Leg Stretch	● .	● .
Double leg Stretch Partner	● .	● .
The Spine Stretch	● .	● .
The Rocker	● .	● .
The Corkscrew	● .	● .

The Saw	● .	● .
The Swan Dive Prep	● .	● .
The Swan Dive	. .	● .
The One leg kick	● .	● .
The Double leg kick	● .	● .
The Neck Pull Modified	● .	● .
The Scissors	● .	● .
The Bicycle	● .	● .
The Shoulder Bridge	● .	● .
The Spine Twist	● .	● .
The Jack Knife	● .	● .
The Side Kick	● .	● .
The Teaser	● .	● .
The Hip Twist with Stretched Arms	● .	● .
Swimming	● .	● .
The Leg Pull Front	● .	● .
The Leg Pull	● .	● .
The Side Kick Kneeling	● .	● .
The Side Bend	● .	● .

The Boomerang	● .	● .
The Seal	● .	● .
The Crab	● .	● .
The Rocking	● .	● .
The Control Balance	● .	● .
The Push Up	● .	● .
Breathwork	● .	● .

Appendix 1

EXAMPLE OF A CHILDREN'S PILATES COURSE PROPOSAL LETTER

Dear

I am delighted to offer a Pilates Programme specifically for children aged
The course will last for And will consist of one minute class per week.
(Each child will receive a mat as part of the course).

The purpose of the course is to teach children strategies to enhance/maintain their overall health and to improve their quality of life. Pilates exercises improve children's strength, flexibility, balance, stability, coordination, concentration, posture, bone density, joint health and breath capacity.

The aim of this course is to educate children about their bodies, to provide them with a positive, non-competitive movement experience and to establish healthy exercise habits.

In this class children will experience a Pilates class just for them which includes fun breathing techniques taught through games and crafts that relax the body, calm and focus the mind, and increase lung capacity.

Movement sequences that establish efficient movement patterns, and heighten their vestibular (link between your inner ear and your brain helps you keep your balance when you get out of bed or walk over rough ground).and proprioceptive senses.

A new skill that will enhance any other movement classes ors sports they already participate in.

For further information and to sign up please contact

Yours sincerely

APPENDIX 2

EXAMPLE OF A LESSON PLAN

5 - 11

Theme	SNAKES
Duration of the Class	45 minutes
Ages	5 years – 11 years
Materials	Paper snake (draw snakes on paper) Wooden Snake
Introduction	“Snakes” can they all line up and enter the room as one long snake and find their mats?
Breath Work	Register/Toilet Snake Breath. How do you think a snake breathes? What sound does in make? How does is use its tongue? What happens to your tongue when you leave it out to breath? when you leave it In to breath?

Warm Up	Link together and snake around your mats can you cover every part of the room. Allow everyone to have a go at being the leader, and play around with shapes you can make and tempo of the movement.
Main Part of the Class	<p>Standing arm floats, (like a snake)</p> <p>Snakey legs</p> <p>One legged snake (Balance)</p> <p>Roll down to your knees curl up (child Pose)</p> <p>Snake pose (Cobra)</p> <p>Swan Dive Prep (King Cobra)</p> <p>Roll like a ball (curl up like a snake)</p> <p>Balance the roll up – “freeze it’s a predator”</p> <p>Bicycle (Wobbly snake legs)</p>
Game 1 - Snake under the table	Set the group up in a line and prepare them for table pose (plank). Instruct the children to lift their tables (triangle), One child is the snake and has to crawl under the tables to the end. When they reach the end they join the line and become a table and the next child goes. – Allow them to rest for every table. Can take a while but they love this game and it is a real core challenge for them.
Game 2 – Snake dance freezer	Children are in their den (on their mat), when the music begins they have to do a snake dance, when the music stops they freeze in a snake style pose. You can get really creative with this game, by showing them how you wish them to freeze (i.e one legged snake), and they have to freeze on one leg. The sillier the more they love it!

Cool Down

Talk about the snakes they have discovered today. The habitat, what they eat, what eats them,(age dependent), discuss the skin of a snake, and talk about how they use their skin to hide (camouflage)

Ask them if they were a snake how would they want their camouflage to look like, then get them to colour in the snakes wooden.

You could also do a story about a snake. This part of the class allows the children to focus and concentrate especially with a craft task.

Praise and Reward (Sticker). Thank them see you next week.

Assist where necessary, hand over to parents/guardians.

End the Class

EXAMPLE OF A LESSON PLAN

5 - 7

Theme	Let's Eat
Duration of the Class	45 minutes
Ages	5 years – 7 years
Materials	None
Welcome	Register/Toilet
Breath Work	<p>What are some of your favourite foods</p> <p>Cool off the hot chocolate breath – Pretend you are holding a cup of hot chocolate. Use deep inhales and exhales to cool your hot chocolate. Careful not to splash!</p> <p>Ask them do they use their breath to cool down food, can they give you an example. Discuss</p>
Warm Up	<p>Imagine you are popcorn popping in the pan. Squat down low and jump as high as you can. How many ways can you explode like popcorn?</p> <p>Get their breath back (Water Break)</p> <p>Imagine they are a packet of spaghetti, and I have just put them into water what will happen to you can you show me?</p>

<p>Main Part of the Class</p>	<p>At the Table :</p> <p>Table :Reverse Plank</p> <p>Bowl: Modified Teaser</p> <p>Egg roll roll like a ball</p> <p>Knives Scissors</p> <p>Candlestick : Shoulder stand (Use the wall)</p> <p>Pizza – Triangle pose</p> <p>Banana - Rocker</p> <p>Include water break</p>
<p>Game 1 - Musical Mats</p>	<p>Arrange the mats around the room, when the music stops children find a mat to land on. Rather than keep taking a mat away maybe just take two mats and the ones who are partnered have to do a task such as 4 star jumps or balance on one leg.</p> <p>Include water break</p>
<p>Game 2 – Hot Potato (soft ball required)</p>	<p>Arrange the group in a circle. Pass the ball around the circle without dropping it as fast as you can. Use a clapping system to get them to freeze, change direction, or change the movement like passing over the head, or behind their backs. This is a firm favourite.</p> <p>Include water break</p>

Cool Down

Imaginery – Imagine you have a packet of spaghetti, how would your body move if it was the spaghetti, and it got put in water? Once they are on the floor get them to relax like the spaghetti would and focus on their breath.

End the Class

Finish the class with Praise and Reward (Sticker). Thank them see you next week

Assist where necessary, hand over to parents/guardians.

EXAMPLE OF A LESSON PLAN

8-11

Theme	At the Circus
Duration of the Class	45 minutes
Ages	8 years – 11 years
Materials	None
<p>Welcome/ Introduction</p> <p>Breath Work (Small straws and cotton wool balls)</p>	<p>Register/Toilet</p> <p>Introduce the breath as a game. Arrange in twos facing each other. Could start with wide mat, and then make it harder by doing length wide mat.</p> <p>Highlight the inhale (can you keep the cotton wool ball attached to the straw). You can time them to see who can keep the cotton wool ball up the longest.</p> <p>Exhale can you blow the cotton wool ball to your partner.</p> <p>Imagine you are a fire breather breath fire from your mat.</p>
Warm Up	Imaginary – Jump rope around the room , now change the movement to walking and imaginary juggling, using all the space in the room.

<p>Main Part of the Class</p>	<p>Roll Down to plank tap alternate shoulders</p> <p>Walk in and Roll Up</p> <p>Add a Balance such as one legged squat</p> <p>Repeat a few times</p> <p>Bear Pose to Bunny Jumps no more than 6</p> <p>All 4 Superman</p> <p>Flying trapeze (lying on your belly extend your arms and legs (Swimming))</p> <p>Roll Like a Ball</p> <p>Roll Over</p> <p>The Saw</p> <p>Ride Your Unicycle (The Bicycle)</p> <p>Partner work (Moving Hip Twist)</p> <p>Build a Tent with a partner or with the group great fun and promotes teamwork</p> <p>Include water break</p>
<p>Game 1 - Tight Rope Walking (ropes, masking tape or yoga blocks)</p>	<p>Arrange the rope/tape/blocks on the floor and have the children move slowly and mindfully around heel to heel.</p> <p>You could also add a further element of challenge for example using their first names, can they line up in alphabetical order and tight rope in a line?</p> <p>Include water break</p>

Appendix 3

EXTRA GAMES

Game / Activity	Suitable for:	Age	How to play:	Adaptations and variations
Without equipment				
Pirate ships	Main workout	5 - 11	<p>Starboard = run to one side of the room</p> <p>Port = run to other side of room</p> <p>Climb the rigging = pretend to climb the rope ladder to the sails</p> <p>Scrub the decks = down on hands and knees and pretend to scrub the floor with a brush</p> <p>Captains coming = stand and salute</p> <p>With his wife = wolf whistle</p> <p>Man the lifeboats = sit down and pretend to row a boat</p> <p>Under attack = curl into a ball covering head with arms</p> <p>Fire the cannons = make an explosion noise and jump into the air</p> <p>Land ahoy! = pretend to look through a telescope</p> <p>Commands are called and the children have to perform the correct move</p>	Use more or less commands
Sammy snake	Main workout	9 - 15	<p>Have large chains, children standing behind each other holding onto the child in front. One free child then has to try and tag the back person of the chain and the rest of the chain has to try and block them</p>	If the 'snake' breaks the free child has a choice of two snakes to get to the back of

Game / Activity	Suitable for:	Age	How to play:	Adaptations and variations
With music				
Small dance routines or ETM	Warm up Main workout Cool down	5 - 15	Teach routines to go with the music, easy to follow are: YMCA Cotton eye Joe Time warp	Music can be used to express a certain mood to an activity
Musical statues	Main workout	5 - 7	Keep it fitness based, so when music starts they must perform e.g. jogging, side gallops, hops When music stops they must keep very still	Musical bumps, when the music stops they sit on a mat
With hoops / cones				
DVD game	Warm up Main workout Cool down	5 - 15	Children make a circle around a large hoop or cones on floor Play – walk round Stop – stop Pause – jog on spot Rewind – walk or run backwards Fast Forward – run Skip = skip around in a circle Record – copy instructor (could add mobility exercises for warm up, stretches for cool down, or other exercises for main component)	Add more DVD's and use the command 'shuffle' and the children have to move to another hoop or circle of cones
Body parts	Main workout Cool down	5 - 15	Teams have to run to hoops on floor and put body parts in that the instructor calls out e.g. five elbows, two hands, one nose in each hoop (team work required)	Can add equipment that they need to put into hoops e.g. 3 balls, 2 bats and a bean bag in each hoop 12 – 15's – use muscles, joints and bones e.g. one bicep, two deltoids, four quadriceps

Game / Activity	Suitable for:	Age	How to play:	Adaptations and variations
With mats				
Sharks and fish	Main workout	5 - 11	All have a mat each, that's their home. They move around the room off the mats. The instructor is a shark, when the shark is hungry they try and catch the fish, if caught, the fish becomes a shark, if the fish get on a mat they are safe. Keep removing mats as the game goes on	Allow more than one child on a mat (up to 3)
With balls				
Dodge ball	Main workout	5 - 15	Like tag but tagger has to hit you with the ball (strictly below the knee) Using soft balls only	Have two rows of children facing each other about 5 metres apart, all holding a soft ball. The other children have to run through the middle without getting hit by a ball
Robins nest	Main workout	5 - 15	Hoops on floor with small balls in. The idea is that each team has to steal and get as many balls in their teams nest in the time allowed. They can take one or two balls at a time	Choose children each time to be the 'keeper of the nest' and they guard their teams nest from other invaders

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- Ref 1 <https://www.webmd.com/children/piaget-stages-of-development>
- Ref 2 <https://www.unicef.nl/files/English%20child%20friendly%20convention.pdf>
- Ref 3 <https://agora.unicef.org/course/info.php?id=11073> children's rights and why they matter- short course
- Ref 4 CPD - Autism Aware Half Day Course:<http://cpduk.co.uk/courses/robyn-steward-autism-awareness-half-day-course>
- Ref 5 British Gymnastics <https://britishgymnasticsfoundation.org/how-we-can-help/disability/#:~:text=The%20British%20Gymnastics%20Foundation%20works,their%20full%20potential%20through%20sport.>
- Ref 6 Positive Behaviour Interventions and Support (PBIS) <https://www.pbisrewards.com/blog/what-is-pbis/>
- Ref 7 POSTURAL ASSESSMENT OF GIRLS BETWEEN 7 AND 10 YEARS OF AGE Patrícia Jundi Penha, Sílvia Maria Amado João, Raquel Aparecida Casarotto, Carlos Junichiro Amino and Daniela Caielli Penteado , 2005 <https://www.elsevier.es/en-revista-clinics-22-articulo-postural-assessment-of-girls-between-S1807593222032094>

Suggested Reading

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- Improving Motor Skills in Early Childhood through Goal-Oriented Play Activity by P Sutapa, K W Pratama, M M Rosly, Syed Kamaruzaman Syed Ali, and M Karakauki. <https://www.mdpi.com/2227-9067/8/11/994/htm>
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- 100 Games to Play – Usborne Activities
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