

11332NAT: PROFESSIONAL REFORMER AND SMALL APPARATUS INSTRUCTION OBSERVATION WORKSHEETS

OBSERVATION WORKSHEETS | PROGRAMMING FOR POSTURAL ASSESSMENT AND CORRECTION

Full Name:	
Contact Number:	
Email:	

INSTRUCTIONS

These worksheets are designed as a study aid to support your learning during observation hours. What you observe in classes may not always follow the textbook PIC System and may include other exercises. Observation provides an opportunity to think critically and openly, and link practical application to what you are learning in your Coursework: specifically the repertoire included in your **Pilates ITC Repertoire Manuals**. Notice teaching styles, class flow, and how different approaches support Clients. Remember, observation is not about judging what's "right" or "wrong," but about expanding your perspective and building your understanding of the Pilates ITC Coursework.

1. OBSERVE A CLIENT.

Select a Client to watch. Call this person **Client A**. From your distance and remaining discreet, complete the following:

- Note down Client A's Warm Up.
- What modifications and assists were used (if any) for Client A? Do you think they were needed? Why?

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- From the Warm Up, write down your assessment of Client A's postural and biomechanical weaknesses, restrictions and dysfunction. Also note their positive capabilities.
- Observe three exercises that required Instructor intervention. List the corrections/assistance and why you think this offered.
- Give instances of how the Instructor has worked with Client A to achieve positive outcomes. This may include the use of specific repertoire, apparatus, cueing, modifications, assists, variations or other approaches.

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2. OBSERVE THE PROGRAM

- List the apparatus used for the program. (Please note that for assessment purposes you must only observe and master small apparatus that is featured in your Repertoire Manuals.)

- List the Repertoire completed in the program, as per the Pilates ITC Repertoire Manual(s):

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3. OBSERVE THE INSTRUCTOR

- What happened at the end of one session and start of the next? Was there a period of overcrowding? If so, how did the Instructor/s deal with this?
- Does the Instructor stay with one Client for extended periods or do they move among other Clients? If so, how many and do you observe a pattern with this?
- Are the Clients kept moving and involved in their program? How is the Instructor achieving this? If not, can you determine a reason that the Client/s are not able to flow between repertoire?

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OBSERVATION WORKSHEETS | PARTICIPATE IN WORKPLACE HEALTH AND SAFETY

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1. OBSERVE THE PRACTICES.

- Locate and review the WHS Policy and Procedure document at your workplace.
- Who is responsible for WHS at your workplace? Who do you report WHS incidents to?

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2. OBSERVE WHS IN A PILATES CLASS SETTING.

Taking into consideration your workplaces policies and procedures observe a Pilates session. From your distance and remaining discreet, complete the following:

- Are all emergency exits clear?
- Are the Instructors dressed appropriately for teaching Pilates? If no explain what is inappropriate:
- Do the Instructors ensure the room was set up appropriately for their Clients and check for any hazards prior to starting the session?
- Identify three (3) things the Instructor did during the session to address potential WHS issues, e.g. assisted Client to put feet in straps:
- How did the Instructor address hygiene considerations or issues?

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- Were the Clients being responsible in terms of WHS when undertaking their Pilates exercises?
- Identify three (3) ways the Clients were responsible in terms of WHS during the session, e.g. followed instructions for getting onto and off equipment:
- Were there any Clients who didn't follow instructions in relation to WHS? If yes, how did the Instructor manage this?
- Did you perceive the Instructor to experience any stress during the session? If yes, how did they manage it?
- Did the Instructors undertake a maintenance series at the start or end of their shift? Select one Instructor and note what exercises they included in their maintenance series?

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OBSERVATION WORKSHEETS | SMALL APPARATUS

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Fitball, Foam Roller, Magic Circle (Pilates Circle), Weights and Poles, and Theraband.

Notice teaching styles, class flow, and how different approaches support Clients. Remember, observation is not about judging what's "right" or "wrong," but about expanding your perspective and building your understanding of the Pilates ITC Coursework.

1. OBSERVE A CLIENT.

Select a Client using a piece of Small Apparatus from your Repertoire Manual(s): Fitball, Foam Roller, Magic Circle (Pilates Circle), Weights and Poles, and or Theraband.

Call this person **Client E**. From your distance and remaining discreet, complete the following:

YOU CAN REPEAT THIS OBSERVATION WORKSHEET FOR ALL SMALL APPARATUS.

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- List the repertoire completed by this Client (Pilates ITC Small Apparatus only):

- Is this a Matwork or Studio program?

- List the PIC System category for these exercises.

- List the rationale for why this small apparatus is being used.

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- From the level and repertoire completed in this class, and your general assessment of the Client's execution, theorise as to the next progression/s the Client would make to the repertoire for this category.

- Choose one small apparatus exercise that you have seen for the first time today. Describe it (name it if you were able to hear the name), analyse the movement pattern and from that analysis suggest what the goal of the exercise might be.

- 2. OBSERVE THE INSTRUCTOR.
 - Describe how the Instructor offers corrections or cues for using the small apparatus. Note the cues and type.

 - Note how the Instructor enhances the Client's execution using the small apparatus.

 - Give three ways in which an Instructor used visual cueing to achieve best possible execution of a small apparatus exercise.

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OBSERVATION WORKSHEETS | INTRODUCTORY TO BASIC REFORMER

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1. OBSERVE A PROGRAM.

- Select a basic level Reformer class and note down the program (Pilates ITC Repertoire only. Denote external exercises to avoid confusion).

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PIC	REPertoire	REP	SP	ORDER
Warm Up				
Leg and Footwork				
Abdominals				
Leg Strapwork				
Spinal Articulation				
Hip Flexion 1 and 2				
Lunges				
Box Work				
Arm Work				

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Additional Legs				
Lateral Flexion				
Back Extension				
Full Body Integration				
Release				

- Is this a sole apparatus of varying apparatus program?
- If this is a varying apparatus program what other pieces of apparatus are being used and for which PIC System categories?

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- When Clients were doing the Leg & Footwork, what cues were useful in achieving best possible execution?
- Were any modifications applied?
- List three exercises that required Instructor intervention, write what was changed and why you think this was:
- Were different springs used for Leg & Footwork - Abdominals – Spinal Articulation - Hip Flexion I? *List the settings in your program table above.*
- List any possible conditions, postural considerations, restrictions or requirements being address for among the Clients.
- From the level and repertoire completed, and your general assessment of their execution, theorise as to the progression/s that could be made in this Reformer program. *Add them in a different colour in your program table above.*

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OBSERVATION WORKSHEETS | PROGRESSIVE REFORMER

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1. OBSERVE A CLIENT.

Select a Client to observe. Call this person **Client B**. From your distance and remaining discreet, complete the following:

- List the repertoire Client B does in Abdominals and Leg Strapwork.

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- What level would you assume Client B is working at?
- From the level and repertoire completed, and your general assessment of their execution, theorise as to the progression/s Client B could take in repertoire in the Abdominal and Leg Strapwork categories.
- When Client B was doing Hip Flexion II, what repertoire was included?
- Make notes about how their body was positioned in relation to the apparatus (alignment).
- What cues were useful in achieving best possible execution?
- Were any modifications applied?

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- List three specific safety points the Instructor used when working Client B on the Reformer.
- Observe the Client performing repertoire from the Box Work category. List what exercises/s they perform.
- Do any compensations occur during the execution? List them.
- How does the Instructor correct them? Note cues and prompts.
- How does the Instructor enhance their execution?

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- Observe the Client performing repertoire on the Long Box. Note down the repertoire they perform and the PIC System category.
- Note any compensations occurring during the execution.
- How does the Instructor correct them? Note cues and or prompts.
- How does the Instructor enhance their execution?

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OBSERVATION WORKSHEETS | INTERMEDIATE REFORMER

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2. OBSERVE A PROGRAM.
 - List the repertoire in the intermediate level class (Pilates ITC Repertoire only. Denote external exercises to avoid confusion):

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PIC	REPertoire	REP	SP	ORDER
Warm Up				
Leg and Footwork				
Abdominals				
Leg Strapwork				
Spinal Articulation				
Hip Flexion 1 and 2				
Lunges				
Box Work				
Arm Work				

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Additional Legs				
Lateral Flexion				
Back Extension				
Full Body Integration				
Release				

- Is this a sole apparatus of varying apparatus program?
- If this is a varying apparatus program what other pieces of apparatus are being used and for which PIC System categories.

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- Choose one exercise and note how the Instructor cued the Clients into starting position.
- List three specific safety points the Instructor used for the Reformer.
- Reflect on the Full Body Integration category. Make notes about how the Clients' bodies were body positioned in relation to the apparatus.
- What cues were useful in achieving best possible execution?
- Were any modifications employed?

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or administration@pilatesitc.edu.au or contact +61 89330 4570.

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- List three exercises that required Instructor intervention, write what was changed and why you think this was:

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OBSERVATION WORKSHEETS | COMMUNICATION

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1. OBSERVE A GROUP SESSION (STUDIO OR GROUP CLASS).

Select a group studio or group class to watch. From your distance and remaining discreet, complete the following:

- List the communication skills used in the session.
- Did the Instructor their method of communication with each Client? If so, describe how.

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- Were there any instances where the Instructor had to modify their method of communication to help the Client understand a specific exercise?
- Select a Client from the group, call this person Client A. What do you think their preferred learning method is, based on how the Instructor communicated with them?
- How did the Instructor manage the level, gender, social, emotional, cultural, physical differences between the Clients in the group?
- Did the Instructor have to deal with any challenging behaviour during the session? If yes, specify how the Instructor managed the situation.

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- Did the Instructor act with due care towards all Clients in the session? Describe how.
- How did the Instructor work cooperatively with other Instructors on the floor (if any)?
- List five Pilates specific terminology used in the session.

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OBSERVATION WORKSHEETS | PLANNING AND PROGRAMMING

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1. OBSERVE A PRIVATE STUDIO SESSION.

Observe a Client who arrived late to the Studio. Call this person **Client N**. From your distance and remaining discreet, complete the following:

- Does the Studio have a late policy? If so, what is it?
- How did the Instructor approach/handle the Client when they entered the Studio late?

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- Did the Warm Up need to be re-organised/edited/alterd? If so, note how.
- Note how the rest of the program progressed.
- Were there any categories from the PIC System omitted? If so, note which.
- If categories were omitted due to limited time, justify why these categories were omitted.

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2. OBSERVE A GROUP CLASS.

- Was there any discussion with Clients prior to the workout? Note subject matter, tone, energy.
- Was there a mixture of levels and abilities? Note the levels. Does this align with the marketed level of the class? (e.g. Basic, Progressive etc?)
- Were there any Clients that required more attention than others?
- Did this impact other Clients' workout?
- Were the Clients generally responsible and self-sufficient, or was the Instructor doing a lot for them?

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- Note the Instructor's position in the room and movement through the room as they deliver.

- List the ways in which the Instructor can work with a Client and continue to "run the floor".

3. OBSERVE A CLIENT WITH A SPECIAL CONDITION.

- List the special condition. E.g. Scoliosis, pregnancy, post natal.

- Do you know the exercise guidelines for this condition? If yes, please list.

- Note down the Warm Up performed.

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- Were any Pre-Pilates exercises used? What were they and why do you think they were used for this special condition?
- What modifications and assists were used (if any)? Why do you think they were used?
- List the apparatus used in the program.
- List the repertoire used in the program.
- Given the special condition, were other changes made to the program, or the execution of specific repertoire?

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4. OBSERVE THE INSTRUCTOR.
 - Does the Instructor stay with the Client who has a special condition for extended periods during the session? If so, is this a private/IC session?

 - List three to five terms that describe how the Instructor manages the Client's special condition within the group.