

REPS
INDIA

*Register for Exercise
Professionals India Foundation*



OCCUPATIONAL STANDARDS

Comprehensive Pilates Instructor



CONTENTS

Overview

Comprehensive Pilates Instructor

Occupational Standards

Units

- 1 Principles, fundamentals, philosophy and origins of Comprehensive Pilates
- 2 Plan and design a Comprehensive Pilates programme
- 3 Prepare to instruct Comprehensive Pilates sessions
- 4 Teach, adapt, modify and progress Comprehensive Pilates

Scope and Range

34 Original Exercises



REPS India Occupational Standards for Comprehensive Pilates describe the competence and knowledge required for membership of REPS India for the category of Comprehensive Pilates Instructor. Comprehensive Pilates Instructor education programmes recognised by REPS India must match to these standards.

Employers can use these standards in their employment practices and to develop their workforce. This ensures comparability of standards with other registers of exercise professionals around the world, and ensures REPS India is operating in line with international best practice.

OVERVIEW

Throughout these standards we have **bolded** certain words, the expansion of these words can be found in the Scope and Range section at the end of the document. The Scope and Range outlines the detail that needs to be covered and assessed within an instructor programme, in some cases not all of the range needs to be covered, however this is made clear in the description of the range.

COMPREHENSIVE PILATES INSTRUCTOR

These standards are about designing, managing, adapting and instructing a series of Comprehensive Pilates sessions based on the work and principles of Pilates, for apparently healthy adults of all ages.

The pre-requisite for the Comprehensive Pilates Instructor qualification is Mat-based Pilates, as these standards are build on the skills of a qualified Mat-based Pilates instructor.

The goal of the Pilates instructor is to impart the knowledge, skill and confidence for **clients** to be able to exercise throughout their lives. the Pilates instructor will normally be working without direct supervision.

OCCUPATIONAL STANDARDS

These standards describe the knowledge and competencies required for planning, instructing Comprehensive Pilates sessions.

PRINCIPLES, FUNDAMENTALS, PHILOSOPHY AND ORIGINS OF COMPREHENSIVE PILATES

PERFORMANCE CRITERIA

THE HISTORY OF PILATES

- P1. Describe the history and origins of Comprehensive Pilates and how it was developed
- P2. Describe the principles of Pilates

THE FUNDAMENTALS, PHILOSOPHY AND PRINCIPLES OF PILATES

- P3. Explain the fundamentals of Comprehensive Pilates
- P4. Describe the Pilates movement principles
- P5. Identify how Comprehensive Pilates has developed and changed and why
- P6. Demonstrate the Pilates philosophy
- P7. Demonstrate how to use the original principles of Pilates in session design and teaching
- P8. Demonstrate an ability to embody the Pilates philosophy and fundamentals in teaching

THE REPERTOIRE AND PILATES EXERCISES

Mat-based Pilates

- P9. Show an understanding of the **34 original mat-based Pilates exercises** modifications and adaptations of the original moves that aim to work the client towards the original **exercise** if appropriate

- P10. Demonstrate use of suitable

The Reformer

- P11. Demonstrate safe and effective teaching and instructing on the **Reformer**
- P12. Incorporate suitable **Reformer exercises** in **session** plan

The Cadillac

- P13. Demonstrate safe and effective teaching and instructing on the **Cadillac**
- P14. Incorporate suitable **Cadillac exercises** in **session** plan

The Chair

- P15. Demonstrate safe and effective teaching and instructing on the **Chair**
- P16. Incorporate suitable **Chair exercises** in **session** plan

The Barrel

- P17. Demonstrate safe and effective teaching and instructing on the **Barrel**
- P18. Incorporate suitable **Barrel exercises** in **session** plan

The Magic Circle

- P19. Demonstrate safe and effective teaching and instructing on the **Magic Circle**
- P20. Incorporate suitable exercises with the **Magic Circle** in **session** plan

The Spine Corrector

- P21. Demonstrate safe and effective teaching and instructing of the **Spine Corrector**
- P22. Incorporate suitable exercises with the **Spine Corrector** in **session** plan

KNOWLEDGE AND UNDERSTANDING

THE HISTORY OF PILATES

- K1. The history and origins of Pilates including the elders
- K2. The principles of Pilates
- K3. Comprehensive Pilates repertoire

THE FUNDAMENTALS, PHILOSOPHY AND PRINCIPLES OF PILATES

- K4. The **fundamentals** of Comprehensive Pilates
- K5. The **Pilates movement principles**
- K6. How Comprehensive Pilates has developed and changed and why
- K7. The **Pilates philosophy**
- K8. How to use the **principles** of Pilates in session design and teaching
- K9. Embodying and teaching the **Pilates philosophy and fundamentals**

THE REPERTOIRE AND PILATES EXERCISES

Mat-based Pilates

- K10. The **34 original mat-based Pilates exercises**
- K11. Suitable modifications and adaptations of the original moves that aim to work the client towards the original exercise if appropriate.

The Reformer

- K12. How to use the **Reformer** safely and effectively this could include:
- Footbar
 - Carriage
 - Carriage stopper
 - Shoulder rests
 - Head rest
 - Ropes/straps
 - Pulleys

- Pulley bar
- Gearbar
- Springs
- Footstrap

- K13. The use of optional accessories for the **Reformer** which could include:

- Mat converter
- Boards – jumpboard, diskboard
- Box

- K14. The **Reformer exercises**, these may vary between training providers

The Cadillac

- K15. How to use the **Cadillac** safely and effectively this could include:

- Handles
- Springs
- Chains
- Straps
- Roll down bar
- Hooks
- Trapeze bar
- Boards

- K16. The use of optional accessories for the **Cadillac**

- K17. The **Cadillac exercises**, these may vary between training providers

The Chair

- K18. How to use the **Chair** (various options of **Chair** can be used) safely and effectively this could include:

- Springs
- Hinge
- Pedal
- Poles
- Foot plate

- K19. The use of optional accessories for the **Chair**

- K20. The **Chair exercises**, these may vary between training providers

The Barrel

- K21. How to use the **Barrel** safely and effectively
- K22. The range of **Barrels** available
- K23. The **Barrel exercises**, these may vary between training providers

The Magic Circle

- K24. How to use the **Magic Circle** safely and effectively
- K25. A suitable range of uses and **exercises** for the **Magic Circle**, these may vary between training providers

The Spine Corrector

- K26. How to use the **Spine Corrector** safely and effectively
- K27. A suitable range of uses and **exercises** for the **Spine Corrector**, these may vary between training providers

PLAN AND DESIGN A COMPREHENSIVE PILATES PROGRAMME

PERFORMANCE CRITERIA

PRINCIPLES OF PLANNING

- P1. Set goals and objectives for Pilates **sessions** specific to your **participants'** and **client's** needs
- P2. Demonstrate planning demonstrations from a variety of positions within the setting
- P3. Select relevant **teaching methods**

MEETING THE NEEDS OF PARTICIPANTS

- P4. Agree the demands of the programme with your **participants** and **client**
- P5. Create a plan with modifications and adaptations to meet the needs of the **client** during the **session**
- P6. Add in to the plan review dates for the plan/**session**
- P7. Take account of **participants' postural types** when observing their movement
- P8. Plan realistic timings, intensities and sequences

THE EXERCISES/MOVES

- P9. Plan a Comprehensive Pilates **session** based on the repertoire of the **original principles** and **fundamentals** of Pilates
- P10. Select and structure exercises that will enable **clients** to become aware of their potential optimum movement
- P11. Plan methods to teach the correct exercise positions and alignment for each exercise and **starting position**

- P12. Take in account the effect of gravity on exercise positions and alignment
- P13. Create a balanced **programme**
- P14. Create a **session** that includes transitional movements and flow
- P15. Select the appropriate number of exercises for the **participants'/client's** fitness level or experience

THE TEACHING ENVIRONMENT

- P16. Take account of the **environment** when planning the sessions
- P17. Use suitable music (where appropriate), for the **participants** and **session**
- P18. Show awareness of the influence of **environment** on **client's** ability to learn successfully

FORMAT OF SESSION PLANS

- P19. Record plans in an accessible format that will help you, your **clients** and **other professionals** to implement the programme

KNOWLEDGE AND UNDERSTANDING

PRINCIPLES OF PLANNING

- K1. Why thorough planning and preparation are necessary for a Comprehensive Pilates **programme**
- K2. How to set **goals** and objectives for a Comprehensive Pilates **session**
- K3. The importance of planning demonstrations from a variety of positions within the **environment**
- K4. How to include relevant **teaching methods**

MEETING THE NEEDS OF THE PARTICIPANTS

- K5. Methods of ensuring the **programme** meets the needs of **participants and client**
- K6. How to create modifications and adaptations including progression and regression for specific **client's** needs to include:
 - use of props
 - sequencing
 - timing
 - intensity
 - duration
 - repetitions
 - changing ROM
 - substituting equipment for additional support
- K7. When to review the **programme** with **participants/client**
- K8. The effect of different **postural types** and postural issues on movement and exercise
- K9. A suitable session structure which is based on the principles and fundamentals of Pilates and includes:
 - Suitable use of apparatus (if required)
 - Options/modifications to help meet individual needs
 - Developmental progressions

- K10. The purpose and value of each exercise within the **session**
- K11. How timings, intensities and sequences can affect outcomes of the **session**

THE EXERCISES/MOVES

Mat-based Pilates

- K12. How to include exercises and adaptations that evolved from the repertoire of exercises and comprises the **original principles** and the **fundamentals** of Pilates
- K13. Select and structure exercises that will enable **clients** to become aware of their potential optimum movement
- K14. The effect of gravity on exercise positions and alignment
- K15. The importance of creating **balance in programming**
- K16. How to create transitions between exercises for continuity and flow of:
 - movement and breath
 - building endurance
 - cognitive skills
 - discipline
- K17. Selecting the appropriate number of exercises for the **participants'/client's** fitness level or experience
- K18. How to modify and adapt the Pilates exercises whilst working towards the original moves

THE TEACHING ENVIRONMENT

- K19. Availability of equipment (home and studio)
- K20. How to take account of the **environment** when planning the sessions
- K21. The structure and suitability of music (where appropriate) for the **client** and the **session**
- K22. The influence of **environment** on **participants'** ability to learn successfully

- K23. How to prepare the **environment** you need for the **session**, following **legal and organisational procedures**

FORMAT OF SESSION PLANS

- K24. How to record plans in an accessible format that helps the implementation of the **programme**

PREPARE TO INSTRUCT COMPREHENSIVE PILATES SESSIONS

PERFORMANCE CRITERIA

PREPARING THE PARTICIPANTS

- P1. Meet your **client** at the agreed time and make them feel welcome and at ease
- P2. Establish a rapport with **client** using appropriate methods
- P3. Assess and agree with your **client** their motivation to take part in the planned **session**
- P4. Assess and agree your **client's** stage of readiness to take part in the planned **session**
- P5. Explain the objectives and exercises that you have planned for the **session** to the **participants**
- P6. Collect any new information from your **client** about their response to previous activity
- P7. Explain the physical and technical demands of the planned exercises to the **client** and how they can progress and regress these to meet their **goals**
- P8. Agree with your **client** any changes to the planned exercises that will assist them to meet their needs and enable them to maintain progress
- P9. Explain to **client** the health, safety and emergency procedures

PREPARING THE ENVIRONMENT

- P10. Select and prepare the resources, equipment and **environment**
- P11. Organise the Pilates exercise space for safety and efficiency
- P12. Prepare the **environment** according to **client's** needs and following **legal and organisational procedures**

KNOWLEDGE AND UNDERSTANDING

PREPARING THE PARTICIPANTS

- K1. The importance of careful preparation for the **session**
- K2. Why it is important to make sure **participants/clients** are properly prepared before **session** begins
- K3. Ways of ensuring the **participants/clients** are prepared before the **session** begins
- K4. Methods of finding out how **client** responded to previous physical activity
- K5. Why it is important to explain to **client** the objectives, physical demands and exercises that are planned
- K6. Methods of assessing **client's** readiness to take part in a Pilates **session**
- K7. The instances when you may need to negotiate and agree changes to your plans with **participants/clients**
- K8. The importance of being aware of the health, safety and emergency procedures for each **environment** in which you teach

PREPARING THE ENVIRONMENT

- K9. How to select and prepare the equipment for safe and effective use in the **session** to include:
- equipment set-up
 - correct use/settings
 - maintenance
 - safety of use
- K10. How to prepare the **environment** for a safe and effective session to include:
- lighting
 - sound
 - temperature
 - space
 - floor surfaces available
- K11. How to prepare the **environment** according to **client's** needs and following **legal and organisational procedure**

TEACH, ADAPT, MODIFY AND PROGRESS COMPREHENSIVE PILATES EXERCISES

PERFORMANCE CRITERIA

TEACHING SKILLS

- P1. Instruct the **participants/client** through the **session** using an effective balance of instruction, movement, interaction, discussion and suitable **teaching methods**
- P2. Ensure the use of suitable **communication techniques**, teaching points, visualisations and imagery (as required) to support the performance of the **participants/client**
- P3. Educate and inspire the **participants/client** to commit both physically and mentally to the **session**
- P4. Provide timely reinforcement and feedback throughout the **session**
- P5. Demonstrate and ability to maintain supervision of the exercise **environment**
- P6. Observe and correct **participants/client** throughout the **session** using appropriate hands-on (touch) guidance to enhance the execution of the exercises
- P7. Ensure the **participants/client** maintain correct technique and alignment
- P8. Use effective cueing throughout the **session**
- P9. Implement safe spotting techniques
- P10. Manage multiple **participants** in a group Comprehensive Pilates class

- P11. Use effective methods of voice projection, volume and pitch of voice
- P12. Evaluate a Comprehensive Pilates **session** at regular intervals to maintain **participants'/client's** motivation
- P13. Address individual and group needs within the group class without losing primary goal of the **session**
- P14. Integrate appropriate Pilates apparatus into the **session**

ADAPTING, MODIFYING AND PROGRESSING

- P15. Select suitable modifications, adaptations or regressions to meet **participants'/client's** needs
- P16. Make use of existing progression and regression plans
- P17. Communicate modifications, progressions and adaptations to your **participants/client**
- P18. Monitor the effectiveness of the adaptations
- P19. Progress the **participants/client** to a more challenging level if applicable
- P20. Make a recording of the changes made and the reasons for the change

SUPPORTING THE PARTICIPANTS/CLIENT

- P21. Support **client** to be able to carry out the exercises on their own
- P22. Educate the **client** to integrate and adapt the goals and benefits of the Pilates method into activities of daily living

- P23. The ability to recognize changes in **client's** current physical or psychological state
- P24. Assess **client's** readiness to progress during a current **session**
- P25. Motivate and develop **client's** independence, confidence, and awareness
- P26. Recognise any warning signs and symptoms that may occur during a Comprehensive Pilates **session** and reacting safely and effectively

BRING PILATES SESSION TO AN END

- P27. Allow sufficient time to bring the **session** to an end
- P28. End the activities in a way that is safe and effective for your **client**
- P29. Give **client** the opportunity to ask questions, provide feedback and think about their performance
- P30. Provide **client** with positive reinforcement about their performance
- P31. Encourage **client** to give their views
- P32. Explain to **client** how their progress links to their **goals**
- P33. Direct **client** to private, group, or home programme based on finances, compliance, learning style, attitude, and success at meeting **goals**
- P34. Leave the **environment** in a condition suitable for future use, by yourself or others
- P35. Evaluate the Comprehensive Pilates session

KNOWLEDGE AND UNDERSTANDING

TEACHING SKILLS

- K1. Why an effective balance of instruction, movement, interaction and discussion is necessary within the **session**
- K2. The importance of using suitable **communication techniques** to make sure **client** understands what is required

KNOWLEDGE AND UNDERSTANDING

TEACHING SKILLS

- K1. Why an effective balance of instruction, movement, interaction and discussion is necessary within the **session**
- K2. The importance of using suitable **communication techniques** to make sure **client** understands what is required
- K3. A range of suitable teaching points, visualisations and imagery to support the **client** in their performance
- K4. Educating and inspiring the **client** to commit both physically and mentally to the Comprehensive Pilates **session** and philosophy
- K5. Methods of providing positive and timely reinforcement and feedback throughout the **session**
- K6. The importance of maintaining supervision of the exercise **environment** at all time
- K7. How to use appropriate **teaching methods** when instructing Comprehensive Pilates
- K8. The importance of matching **teaching methods** and **learning styles** to maximise **client's** progress and motivation
- K9. Methods of observing and analysing clients' performance
- K10. Ways of providing effective instructions, demonstrations and explanations to **client** to ensure correct exercise position and alignment for each **phase** of the **session**
- K11. How to implement safe spotting techniques
- K12. The importance of effective cueing, to guide or correct movement patterns
- K13. The necessity of using suitable correcting techniques including appropriate hands-on (touch) guidance to enhance the execution of the exercises

- K14. How to manage multiple **participants** in a group Comprehensive Pilates class
- K15. How to manage session structure for an effective Comprehensive Pilates session, to include:
 - tempo
 - time management
 - momentum
 - dynamic movement
 - whole body integration
 - warm-up and closure
- K16. The importance and methods of voice projection and the effective use of volume and pitch of voice
- K17. Methods of evaluating a Comprehensive Pilates **session** at regular intervals to maintain **client's** motivation
- K18. Addressing individual and group needs within a group class without losing primary **goal** of the **session**
- K19. Integrating appropriate Pilates apparatus into the **session**

ADAPTING, MODIFYING AND PROGRESSING

- K20. How to identify the movements that need to be adapted
- K21. How to make use of existing progression and regression plans
- K22. How to use modifications, adaptations or regressions to meet **client's** needs
- K23. How to communicate modifications, progressions and adaptations to your **participants**
- K24. How to monitor the effectiveness of the adaptations
- K25. When and how to progress **client** to a more challenging level
- K26. Methods of recording changes and the reasons for the change

SUPPORTING THE PARTICIPANTS/CLIENT

- K27. The reasons **participants** need to be able to carry out the exercises on their own

- K28. Educating the **client** to integrate and adapt the goals and benefits of the Pilates method into activities of daily living
- K29. The ability to recognize changes in **participants'** current physical or psychological state
- K30. How to assess **participants'** readiness to progress during a current **session**
- K31. Methods to motivate and develop **participants'** independence, confidence, and awareness
- K32. Recognising any warning signs and symptoms that may occur during a Comprehensive Pilates **session** and reacting safely and effectively

BRINGING PILATES SESSION TO AN END

- K33. Why it is important to allow sufficient time to end the **session** and how to adapt this to different levels of **client** needs and experience
- K34. Ways of bringing a Mat-based Pilates **session** safely to an end
- K35. Why **participants** should be given the opportunity to ask questions, provide feedback and discuss their performance
- K36. Why feedback should be given to **clients** on their performance and how to do this in a way that is accurate but maintains **client** motivation and commitment
- K37. Methods of providing **participants** with feedback on their performance
- K38. Why **participants** need to see how their progress links to their **goals**
- K39. Why **clients** need information about future **sessions**, private group, home programmes and one to one sessions
- K40. The correct procedures for dealing with the **environment** once the session is over
- K41. The importance of evaluating Mat-based Pilates **session**

SCOPE AND RANGE

Programme(s)

This refers to a group of sessions over a period of weeks or months.

Session(s)

Single classes or one to one session (normally 60 minutes in duration).

Information

- personal goal
- lifestyle including diet, smoking, drinking, alcohol consumption
- medical history
- medications
- physical activity history
- physical activity preferences
- likes and dislikes
- time availability
- attitude and motivation to participate
- current fitness level
- stage of readiness
- psychological

Group session

- a plan created for a group of clients to exercise together (5 or more)

Small client groups

- a small group of clients (1-3 maximum)

Participants

- more than one client
- clients with specific fitness needs
- clients with general health needs
- beginners
- experienced

Client

- individual clients
- clients with specific fitness needs
- clients with general health needs
- beginners
- experienced

Special populations

- ante and postnatal
- young people (age 14-17)
- older adults (50 plus)

Methods

- interview
- questionnaire
- verbal screening
- observation

Other professionals (could include)

- physiotherapists and medics
- psychologists
- physiologists
- biomechanists
- nutritionists/dietician
- lifestyle support specialists
- participants' social support network
- senior instructors
- tutors and assessors

Legal and organisational procedures (could include)

- Health and Safety policies
- Control of Substances Hazardous to Health (chemical handling)
- Reporting of Injuries, diseases and dangerous occurrences Regulations
- Accident reporting procedures
- Electricity at work regulations
- First aid regulations
- Individual organisational policies and procedures
- Data Protection laws
- Equality and diversity
- Emergency Action Plan (EAP)
- Normal Operating Procedures (NOP)
- Duty of Care
- Safeguarding
- manual handling
- code of conduct
- code of ethical practice
- equipment storage
- general maintenance

- hazard identification
- health, hygiene and cleaning
- issue/complaint resolution
- occupational health and safety
- personal safety
- reporting procedures
- security procedures
- stress management
- use of personal protective equipment
- waste disposal

Goals (could include)

- short
- medium
- long
- general health and fitness
- physiological
- psychological
- lifestyle
- social
- functional ability

SMART

- specific
- measurable
- achievable
- result focused
- time bound

Environment

- space
 - studio
 - sports hall
 - community centre
 - Pilates studio
 - client's home
 - client's workplace
- layout
- temperature
- flooring
- lighting
- ventilation
- noise level

- use of music
- equipment for the session
- personal clothing and equipment
- atmosphere and ambience

Safe

- contraindications
- key safety guidelines
- guidance for special population clients
- safe environment
- suitable intensity and equipment for client

Learning styles

- visual
- kinaesthetic
- auditory
- tactile

Communication techniques (could include)

- interaction
 - question and answer
 - open-ended question
 - reflecting answering
 - simple explanations
 - offering feedback
 - active listening
 - empathetic listening
 - using understandable terminology
 - hands on correction and guidance
- observation
- practical demonstration
- verbal - clear concise specific audible
- body language
- face-to-face
- telephone
- written (letters, email, posters)
- social media
- digital technology

Motivational methods

- positive feedback
- creating safe environment
- effective communication techniques
- behavioural modification techniques and strategies
- use of intrinsic and extrinsic motivation

Behaviour change strategies

- stages of change/trans-theoretical model of behaviour change Prochaska and Di Clemente
- goal setting
- social support
- problem-solving
- reinforcement strategies
- self-monitoring
- motivational methods

Teaching methods (could include)

- changing teaching positions
- questioning to check understanding
- allowing client to ask questions
- making adaptations and progressions
- mirroring
- teaching points
- visualisations
- imagery
- tactile cues
- correction/adjustment (hands-on correction/guidance)
- demonstration
- moving around the room
- where to position yourself
- linking moves
- why it is important to explain the principles as you teach
- voice and pitch
- how to try and achieve good posture and precision in the moves

Postural types

- kyphotic
- lordotic
- swayback

flatback

- neutral/ideal

Full range of movement (rom)

- flexion
- extension
- rotation
- circumduction
- lateral flexion

Adaptations and modifications

Adapting or modifying an exercise to support the client in performing the exercises safely and effectively. For safety you may need to adapt the exercise by adding equipment or other support methods, or you may need to modify, for example change to a different exercise, reduce the lever length. you can also modify the exercise to increase or decrease the work or intensity.

Balanced programme

- flexion and extension
- lateral flexion and rotation
- orientations to gravity
- mobility and stability
- strength and flexibility

PILATES SPECIFIC

Origins of Pilates

- the history of Joseph Pilates
- the Elders
- the development and changes of Pilates
- legalities of the use of the name Pilates

Pilates Studio Equipment/

Comprehensive Pilates Equipment

the full syllabus and philosophy of Pilates

- Reformer
- Cadillac/Trapeze Table
- Chairs – Wunda, electric, baby
- Barrels – ladder barrel, baby arc, spine corrector

- Mat
- Magic Circle

Additional Pilates equipment

- Ped-o-Pull
- Foot Corrector
- Toe Corrector
- Finger Corrector
- Pin Wheel
- Head Harness
- Weighted Shoe
- Bean Bag
- Guillotine

Pilates philosophy

The Pilates Method of body conditioning develops the body uniformly, corrects posture, restores vitality, invigorates the mind and elevates the spirit.

The acquirement and enjoyment of physical well-being, mental calm and spiritual peace are priceless to their possessors...., and it is only through Contrology that this unique trinity of a balanced body, mind and spirit can ever be attained.

(taken from *Return to Life through Contrology*)

Pilates principles

- the history of Joseph Pilates
- the repertoire of the original Pilates exercises
- the life-course of the musculoskeletal system (including cartilage/disc)

Pilates movement principles

- whole body movement
- breathing
- balanced muscle development
- concentration
- control
- centring
- precision
- flow and rhythm

- joint mobility and mobilisation
- posture
- balance
- postural alignment
- activation of the powerhouse

Fundamentals

- stabilisation, with particular emphasis on:
 - shoulder girdle
 - lumbar spine and pelvic girdle,
 - breathing,
 - mobilisation, and articulation of the spine
- postural and structural alignment
- postural types

Session structure

- tempo
- time management
- momentum
- dynamic movement
- whole body integration

Objectives of a class

- scapular stability
- pelvic stability
- trunk stability
- spine mobility
- shoulder and hip mobility
- strength
- challenging balance
- flow - transitions and link exercises
- flexibility – stretching
- relaxation (active and passive)

34 ORIGINAL EXERCISES

(IN ORDER)

- 1 THE HUNDRED
- 2 THE ROLL UP
- 3 THE ROLL OVER WITH LEGS SPREAD (BOTH WAYS)
- 4 ONE LEG CIRCLE
- 5 ROLLING BACK
- 6 ONE LEG STRETCH
- 7 DOUBLE LEG STRETCH
- 8 SPINE STRETCH
- 9 ROCKER WITH OPEN LEGS
- 10 CORKSCREW
- 11 THE SAW
- 12 SWAN DIVE
- 13 ONE LEG KICK
- 14 DOUBLE LEG KICK
- 15 NECK PULL
- 16 SCISSORS
- 17 BICYCLE
- 18 SHOULDER BRIDGE
- 19 SPINE TWIST
- 20 JACK KNIFE
- 21 SIDE KICK
- 22 THE TEASER
- 23 HIP TWIST
- 24 SWIMMING
- 25 LEG PULL PRONE
- 26 LEG PULL SUPINE
- 27 SIDE KICK KNEELING
- 28 SIDE BEND
- 29 BOOMERANG
- 30 SEAL
- 31 CRAB
- 32 ROCKING
- 33 CONTROL BALANCE
- 34 THE PUSH UP