

# BODYATTACK INITIAL TRAINING & CERTIFICATION DEVELOPMENT FORM

Instructor Name	Trainer/Assessor Name	Release number	Track(s)
<i>(Insert Instructor name here)</i>	<i>(Leave blank if not relevant)</i>	<i>(Insert submission release/s if relevant)</i>	<i>(Insert track(s) reviewed)</i>
Assessment Type (v)	Outcome Options	Outcome	
Initial Training	Pass <b>or</b> Pass Pending	Pass (v)	Pass Pending (v)
Certification	Certification Level <b>or</b> Send New Video	Certification Level	Send New Video (v)

**Your Initial Training Outcome** is based on achieving Grade 1 competency in Choreography, Technique and Coaching.

You receive an indicative/suggested grade for Connection and Performance based on your allocated track. For Initial Training you are awarded either a Grade 1 or N/A (not applied). No higher Grade than Grade 1 can be awarded until Certification.

**Your Certification Outcome** is based on the Grades achieved for each of the 5 Key Elements.

Level 1 Certification is based on achieving Grade 1 competency in Choreography, Technique and Coaching. Higher Certification Levels are based on achieving higher Grades.

PREWORK FEEDBACK <i>(If applicable)</i>

PASS PENDING FEEDBACK <i>(If applicable)</i>
<i>(Give clear 4WH feedback to prepare the instructor for their 1 track submission and direct them to the comment boxes of the form for more information.)</i>

## STRENGTHS, GOALS & DEVELOPMENT PLAN

Les Mills Qualifications is a strengths-based development system. Please see below for your strength/s and ensure to write down your goals and your development plan to outline your next steps based on the coaching and feedback provided in the sections below. To help you with your development plan, you can refer to the Instructor Handbook and/or Advanced Training Personal Journal and ask yourself these questions: What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?

Strength(s)

## 5 KEY ELEMENT GRADES

For Instructor Certification, each Key Element is awarded a specific Grade reflecting competency in the Skills and Criteria listed. N/A indicates Skills and Criteria Not Applied and further work is required to achieve Grade 1 competency. Each Grade's Skills and Criteria are linked; a Grade 2 cannot be awarded unless competency in the Skills and Criteria in Grades 1 and 2 are demonstrated. This applies to Grade 3 as well, where competency in Grade 1, 2 and 3 needs to be demonstrated.

CHOREOGRAPHY	<i>Insert Grade awarded or N/A</i>
<b>Grade 1</b>	
<b>Skills:</b> Performs choreography <u>accurately</u> : Knowledge (executes exercises and transitions indicated by release notes and video) and Timing (Moves in time with the music/on the beat.) <b>Initial Training Criteria:</b> <ul style="list-style-type: none"> <li>Moves in time with the music/on the beat for no less than 75% of the Initial Training allocated track.</li> <li>≤ 1 significant Choreography error in the Initial Training allocated track.</li> </ul> <i>*A significant error is an incorrect sequence /exercise for 32+ counts.</i> <b>Certification Criteria:</b> <ul style="list-style-type: none"> <li>Moves in time with the music/on the beat for 75% of the Certification assessment tracks.</li> <li>*≤ 2 significant Choreography errors across the tracks assessed for Certification.</li> <li>*≤ 3 significant Choreography errors across the full class submitted for Certification.</li> </ul>	
<b>Grade 2</b>	
<b>Skills:</b> Performs choreography smoothly and automatically, without apparent mental energy devoted to the process. <b>Certification Criteria:</b> <ul style="list-style-type: none"> <li>Moves in time with the music/on the beat for all Certification assessment tracks.</li> <li>*≤ 1 significant Choreography error across the tracks assessed for Certification.</li> <li>*≤ 2 significant Choreography errors across all Certification submission tracks.</li> </ul> <i>*A significant error is an incorrect sequence /exercise for 32+ counts.</i>	
<b>Comments</b>	

TECHNIQUE	<i>Insert Grade awarded or N/A</i>
<b>Grade 1</b>	

<b>Skills:</b> Demonstrates exercises at a level that provides clarity, which participants can easily understand and follow. Stances, Posture, Alignment, Range of Motion (ROM) and Exercise Control as defined in Les Mills Instructor manuals. <b>Initial Training Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\geq 50\%</math> of variations in the Initial Training allocated track.</li> </ul> <b>Certification Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 70% of variations across the Certification submission tracks.</li> </ul>
<b>Grade 2</b>
<b>Skills:</b> Demonstrates exercises at a professional level of precision and energy. Stances, Posture, Alignment, Range of Motion (ROM) and Exercise Control are precise. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 80% of variations across the Certification submission tracks required.</li> </ul>
<b>Grade 3</b>
<b>Skills:</b> Demonstrates exercises at an inspirational level that is likely to attract participants and fill studios. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in 100% of variations across the Certification submission tracks required</li> </ul>
<b>Comments</b>

<b>COACHING</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Cues tempos & changes, delivers Layer 1 cues, that include Setup Cues, Compulsory Cues and Options, to the degree that participants can easily understand and follow, without significant risk of injury. <b>Initial Training Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 50\%</math> of skills and criteria in the Initial Training allocated track.</li> </ul> <b>Certification Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 70\%</math> of skills and criteria in <math>\sim 70\%</math> of the Certification submission tracks.</li> </ul>		
<b>Grade 2</b>		
<b>Skills:</b> Demonstrates and delivers professional level technical and motivational instruction using a blend of Layer 1, 2 & 3 Cues, which improves participants' performance, understanding and motivation. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 70\%</math> of skills and criteria in the Certification submission tracks (including <math>\sim 70\%</math> of Grade 1 skills/criteria).</li> </ul>		
<b>Grade 3</b>		
<b>Skills:</b> Demonstrates masterful coaching, an intelligently planned class, ability to 'look, see and respond' and powerful imagery using Layer 1, 2 & 3 Cues that are likely to attract participants and fill classes because people are inspired and enriched by their expertise. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 80\%</math> of skills and criteria in the Certification submission tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>		
<b>Comments</b>		

<b>CONNECTION</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Appears to care about participants and genuinely want them to get results. Communicates in an authentic, sincere way. Shows respect (or at least never disrespect) for all participants and seems to be there primarily for participants rather than themselves. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 70\%</math> of skills and criteria in <math>\sim 70\%</math> of the Certification submission tracks.</li> </ul>		
<b>Grade 2</b>		
<b>Skills:</b> Appears to have a strong bond with participants. Is relaxed and natural. Has genuine communication and eye contact with individuals during class. Does not use peoples' names in a phony way. Builds relationships. (Includes all skills and criteria in Grade 1.) <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 70\%</math> of skills and criteria in <math>\sim 70\%</math> of the Certification submission tracks (including <math>\sim 70\%</math> of Grade 1 skills/criteria).</li> </ul>		
<b>Grade 3</b>		
<b>Skills:</b> Is likely to attract participants and fill studios via mastery of Grade 1 and Grade 2 and expertise in the art of communication. Masters tend to be selfless, caring people who find great joy in helping others improve their lives. They fill studios because people love community and feeling valued. (Includes all skills and criteria in Grade 1 and 2.) <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 80\%</math> of skills and criteria in all Certification submission tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>		
<b>Comments</b>		

<b>PERFORMANCE</b>	<i>Insert Grade awarded or N/A</i>	
<b>Grade 1</b>		
<b>Skills:</b> Presents a professionally prepared class, in a style appropriate to the music and exercise genre/Program Essence. <b>Criteria:</b> <ul style="list-style-type: none"> <li>Competency in <math>\sim 70\%</math> of skills and criteria in <math>\sim 70\%</math> of the Certification submission tracks.</li> </ul>		
<b>Grade 2</b>		

<p><b>Skills:</b> Creates an experience for participants via professional interpretation of music, choreography and program essence. (Includes all skills and criteria in Grade 1)</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>Competency in ~70% of skills and criteria in ~70% of the Certification submission tracks. (including ~70% of Grade 1 skills/criteria).</li> </ul>
<p><b>Grade 3</b></p> <p><b>Skills:</b> Likely to attract participants and fill studios because they create powerful, inspirational experiences for their audience. Instructors with strengths in this area tend to have a background in acting, singing and other performance arts. Masters are exceptional entertainers who love being on stage and have often spent years learning to articulate emotion and develop their presence. (Includes all skills and criteria in Grade 1 and 2.)</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>Competency in ~80% of skills and criteria in all Certification submission tracks (including Grade 1 and Grade 2 skills/criteria).</li> </ul>
<p><b>Comments</b></p>

<p><b>Goals</b></p> <p><i>(Enter the Goal(s) you would like to achieve)</i></p>
<p><b>Development Plan</b></p> <p><i>(Based on your Goal(s), Strength(s) and the Coaching/feedback from your Trainer/Assessor, write your plan of action below. What do you need to do to reach your Goal(s)? How will reaching your Goal(s) impact your teaching?)</i></p>

## BODYATTACK TECHNIQUE VARIATIONS

The key exercises/variations are listed below, along with their components and skills for assessment. An exercise is competent when the compulsory components of Position (P) & Execution (E) are demonstrated safely and effectively, including all skills under the exercise/variation that apply.

Tick ✓ box for Variation competency or leave blank if competency not achieved

### BOUNCE/SHUFFLE VARIATIONS

P: Hips square, Chest up, Feet ~ hip-width or wider

E: (Bounce): Light on toes, shift whole body side to side; (Shuffle): Light on balls of feet, front knee out & in line w. middle toes

### HIGH KNEE RUN/ RUN VARIATIONS

P: Lift chest; Abs braced

E: Toe/ball/heel landing; land lightly/knees soft (Jog/Run): Heel close to butt, knees point down (High Knee Run): Knees forward to ~ hip height

### STEP CURL / STEP TOUCH / GALLOP VARIATIONS

P: Lift chest; Abs braced; Hips level & square to front

E: Knees bent & in line w. middle foot; Heel into floor to push off, feet close together in middle; down & up move (Gallop): 2 steps side (Curl): Heel towards butt & knee points to floor

### SINGLE KNEE / SINGLE KICK/SIDE FLICK VARIATIONS

P: Lift chest; Abs braced; Hips square to front

E: Hop on ball of foot, supporting heel towards the floor (Knee): Knee level & in line w. hips (Kick): Kick from hip (not knee); leg straight, no higher than hip (Side Flick): Kick low to the side, approx. 45°; toe-ball-heel, light on feet

### JUMPING JACK VARIATIONS

P: Lift chest; Abs braced

E: Jump feet ~ shoulder-width or slightly greater, then close together, heels down; Knees bent & out in-line w. middle toes

### BURPEE VARIATIONS

P: Feet outside shoulder-width; Chest up, abs braced

E: Squat: Hips down and back to just ~ above knees, arms forward in ~ line with shoulders; Plank: Hands under shoulders, abs braced as feet jump back, back long & straight

### AGILITY RUN VARIATIONS

P: Lift chest; Abs braced; Hips square

E: Knee out in line w. middle toes, weight in ball of foot, heel towards ground; (3-Step Agility): Opposite foot lifted, knee towards hip; (Skaters): Hips back

### LUNGE VARIATIONS

P: Lift chest; Abs braced; Feet hip-width apart, long step, back heel lifted

E: Drop/Jump the back knee straight down ~90-90 Position; Front knee out, in line w. middle toes & above ankle

### SQUAT JUMP / TUCK JUMP & VARIATIONS

P: Lift chest; Abs braced; Feet outside hip-width

E: Knees out in line w. middle toes; Heels down, butt back; Knees bent for take-off & landing

### PLANK / PUSHUP VARIATIONS

P: Abs braced; Back straight & long; hips & shoulders square to floor (Pushup): hands outside shoulders (Tricep Pushup): hands under shoulders

E: ROM as indicated (Pushup): elbows over wrists at bottom range (Tricep Pushup): elbows stay close to body