



## Guidelines for answering AIQ worksheets

When completing your worksheets, it is important to understand the question that is being asked. Here are several words that are used in your worksheets along with a brief description, how to interpret them and examples.

### Describe

This is very similar to the word define, except less formal. When a question starts with this word, we want you to “say what it is” in a sentence or two.

#### For example:

A description of the structure of a river would be:

*A flowing channel of water forming at a high point leading to a larger body of water.*

#### For example:

Describe the responsibilities of a Pilates Instructor when setting up a class.

*The responsibilities of a Pilates Instructor when setting up a class are to ensure the room is safe to use, the mats and any other apparatus are clean, the floor is clean and obstacle free, and there is enough space for each participant.*

Please do not use brief answers or bullet points.

### Explain

This is when we need to explain something and to clarify the cause or reason of something, or to explain relevant facts.

#### For example:

Explain the structure of a river.

*A river is a flowing channel of water forming at a point leading to a larger*



*body of water. It does this **because** (because is a very useful word for explain questions) gravity forces the water to flow downhill.*

For example:

Explain why it is important to give positive feedback to your clients.

*It is important to give positive feedback to clients **because** it will make them feel good about exercising and motivate them to achieve their goals.*

## Identify

When we identify something, we give its name. We establish or indicate who or what (something or someone) is.

For example:

Identify three types of joints found in the human body

- 1. A ball and socket joint e.g. shoulder joint*
- 2. A hinge joint e.g. the elbow*
- 3. A synovial joint e.g. the knee*

For example:

Identify three items found in a first aid kit

- 1. A triangle bandage*
- 2. A roll of bandage*
- 3. Antiseptic wipes*



## Name

We use this term when we want to identify something: a person, a class, a category or within a given context. Name is similar to identify and it is when we give the name of whatever it is that the question asks you for.

For example:

Name one factor that influenced Joseph Pilates early work.

*He suffered from asthma as a child.*

For example:

Name the city where Joseph Pilates created the first Pilates studio

*New York*

## State

State can be used as a noun and a verb. When it is used as a noun we state a particular condition that someone or something is in at a particular time. When it is used as a verb we use it to express something clearly. When a question has the word state in it, it will usually be followed by a question word like how, why, when, who, what etc. but it will usually also require you to give a fact.

For example:

State how you would screen a client.

*I would ask them to complete a PARQ and an informed consent, based on the information given I may ask further questions to clarify their answers.*



**For example:**

State why reflective practice is important.

*Reflective practice is important as it helps to meet the client's needs. It can be categorised into Reflection In Action and Reflection on Action. Reflection in Action will occur when we are teaching and need to modify an exercise. Reflection on action happens after our teaching session has finished and we have time to think about what we may have to change. Reflective practice helps us in both the planning and evaluation cycles of teaching.*

**Outline**

This is when we give a brief or general description that the question asks for but we don't go into detail

**For example:**

Outline why it is important to perform a RISK assessment

*It is important to perform a RISK assessment because it is a legal requirement and good professional practice. It ensures the safety of class participants and leaves the room safe for other users.*

**List**

This is when we give a list of whatever the question asks for e.g. a set of items, a series of qualities

**For example:**

List three small pieces of apparatus a teacher may use in a class.

1. *Overball*
2. *Theraband*



### 3. Block

#### Give

This is similar to list and state but can often be coupled by asking you to give a reason for your answer.

#### For example:

Give a reason why you would adapt an exercise for someone in class.

*I may adapt an exercise for someone in class if I think it may injure the client.*

#### What and Why

We use what and why when we are asking for specifics.

#### For example:

What was Joseph Pilates' wife called?

*Clara*

#### For example:

Why do we perform a verbal screening at the start of session?

*To give a client the opportunity to declare any new issues to us that may make them unsafe to exercise. It also gives us an opportunity to think of adaptations or contraindications*



## Provide

This is similar to **give** and is often used in questions when asking for specifics.

For example:

Provide a brief explanation of a Code of Ethics for a Pilates teacher

A Code of Ethics informs application of the Scope of Practice for a Pilates teacher. An example of this could be that a Pilates teacher should hold relevant qualifications and maintain the currency of these qualifications through current industry accepted practices and ongoing professional development.

## Policy Renewal and Review

This policy will be renewed annually. The policy will also act upon any feedback from external organisations, actions from regulatory bodies, individual (s) or feedback or any changes in our working practices. Any individual (s) are welcomed to enquire further about the policy or give us feedback.

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