

# **CBSE | DEPARTMENT OF SKILL EDUCATION**

## **CURRICULUM FOR SESSION 2025-2026**

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**PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 418)**

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**JOB ROLE: EARLY YEARS PHYSICAL ACTIVITY FACILITATOR**

**CLASS – IX & X**

### **COURSE OVERVIEW**

Early Years Physical Activity Facilitator works in play schools, day care centers, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years. Early Years Physical Activity Facilitator looks after the smooth functioning of the physical activities and sports events of the school, organization, institute, etc. He/ She should possess the knowledge and skills of safety and management of play field, equipment and tools, conduction of sports events, assessment of student's physical activity and report preparation.

### **COURSE OUTCOMES:**

On completion of the course, students should be able to:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Demonstrate the knowledge of the importance of physical activity in child development;
8. Plan age appropriate physical activity;
9. Execute age appropriate exercise;
10. Demonstrate the knowledge of children health and safety;
11. Assess and evaluate the students;
12. Conduct recreational activities; and
13. Demonstrate the knowledge of maintaining records.

**COURSE REQUIREMENTS:**

The learner should have the basic knowledge of science.

**COURSE DURATION:**

<b>Class IX</b>	200 hrs.
<b>Class X</b>	200 hrs.
<b>TOTAL</b>	<b>400 hrs.</b>

**SCHEME OF UNITS**

<b>CLASS</b>	<b>THEORY</b>	<b>PRACTICAL</b>	<b>TOTAL</b>
<b>Class IX</b>	50 marks	50 marks	<b>100 marks</b>
<b>Class X</b>	50 marks	50 marks	<b>100 marks</b>

This course is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Class IX opting for skill subject along with other education subjects.

# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2025-2026

PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 418)

CLASS – IX (SESSION 2025-2026)

**Total Marks: 100 (Theory-50 + Practical-50)**

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical	
Part A	<b>Employability Skills</b>				
	Unit 1 : Communication Skills-I	13		2	
	Unit 2 :Self-management Skills-I	7		2	
	Unit 3: Information and Communication Technology Skills-I	13		2	
	Unit 4 :Entrepreneurial Skills-I	10		2	
	Unit 5 :Green Skills-I	7		2	
	<b>Total</b>	<b>50</b>		<b>10</b>	
Part B	<b>Subject Specific Skills</b>		<b>Theory (In Hours)</b>	<b>Practical (In Hours)</b>	
	Unit 1: Role of Physical education in Child Development		24	15	10
	Unit 2: Planning Age Appropriate Physical Activity		15	24	10
	Unit 3: Organizing Age Appropriate Physical Activities		16	32	12
	Unit 4: Children Health and Safety		8	16	8
	<b>Total</b>		<b>63</b>	<b>87</b>	<b>40</b>
Part C	<b>Practical Work</b>				
	Practical Examination				15
	Written Test				10
	Viva Voce				10
	<b>Total</b>				<b>35</b>
Part D	<b>Project Work/ Field Visit</b>				
	Practical File/ Student Portfolio				10
	Viva Voce				05
	<b>Total</b>				<b>15</b>
<b>Grand Total</b>		<b>200</b>		<b>100</b>	

## DETAILED CURRICULUM/TOPICS FOR CLASS IX:

### PART-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	13
2.	Unit 2: Self-management Skills-I	07
3.	Unit 3: Information and Communication Technology Skills-I	13
4.	Unit 4: Entrepreneurial Skills-I	10
5.	Unit 5: Green Skills-I	7
	<b>TOTAL DURATION</b>	<b>50</b>

**Note:** Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### PART-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Role of Physical Education in Child Development
- Unit 2: Planning Age Appropriate Physical Activity
- Unit 3: Organising Age Appropriate Physical Activities
- Unit 4: Children Health and Safety

### UNIT-1: ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

LEARNING OUTCOME	THEORY	PRACTICAL
<b>1. Identify the physical and emotional needs of the children</b>	<ol style="list-style-type: none"><li>1. Domains for Early Childhood Development - Physical, Emotional, Social, Communicative, Adaptive, etc.</li><li>2. Development of fundamental motor skills – gross and fine motor skills</li><li>3. Cognitive development</li><li>4. Psychosocial wellbeing</li><li>5. School readiness</li><li>6. Understanding child activity</li></ol>	<ol style="list-style-type: none"><li>1. Prepare chart on domain for early childhood development</li><li>2. Prepare slide presentation on cognitive and psychological wellbeing</li></ol>
<b>2. Identify factors influencing physical activities</b>	<ol style="list-style-type: none"><li>1. Demographic factors (socio-economic status)</li><li>2. Biological factors (age, weight status)</li><li>3. Psychological factors</li><li>4. Behavioural factors</li><li>5. Social-cultural factors</li><li>6. Environmental factors</li></ol>	<ol style="list-style-type: none"><li>1. Group activity on demonstration of factors influencing physical activities</li><li>2. Write a paragraph on how Environmental factors influence physical activity</li></ol>

<b>LEARNING OUTCOME</b>	<b>THEORY</b>	<b>PRACTICAL</b>
<b>3. Plan physical activities</b>	<ol style="list-style-type: none"> <li>1. Identifying physical activity sessions (everyday activities, recreational activities, sport)</li> <li>2. Structuring physical activity sessions</li> <li>3. Macro-planning</li> <li>4. Meso-planning</li> <li>5. Micro-planning</li> <li>6. Weekly Planning</li> <li>7. Lesson plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare flow chart on sequence of planning cycle.</li> <li>2. Write a lesson plan</li> </ol>
<b>4. Conduct physical activities</b>	<ol style="list-style-type: none"> <li>1. Arranging play spaces</li> <li>2. Props and equipment required for physical activity sessions</li> <li>3. Conducting physical activity sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down brief note on the importance of equipment for conducting physical activities</li> <li>2. Group discussion on conducting Physical Activity sessions</li> </ol>

## **UNIT 2: PLANNING AGE APPROPRIATE PHYSICAL ACTIVITY**

<b>LEARNING OUTCOME</b>	<b>THEORY</b>	<b>PRACTICAL</b>
1. Plan activities for increasing physical strength and coordination	<ol style="list-style-type: none"> <li>1. Resources required for activities</li> <li>2. Planning everyday activities</li> <li>3. Planning recreational activities</li> <li>4. Planning sport activities</li> </ol>	<ol style="list-style-type: none"> <li>1. List down the activities to be planned for everyday physical strength session</li> <li>2. Draw the diagram of area required for free play games and list down the equipment needed</li> </ol>
2. Plan activities for developing cognitive skills	<ol style="list-style-type: none"> <li>1. Cognitive skills – Reading, Writing, Numeracy, etc.</li> <li>2. Activities to be organized – Games, Singing, Dancing</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare poster for the dancing and singing activity</li> <li>2. Discuss the various activities to cognitive skills</li> </ol>
3. Manage class	<ol style="list-style-type: none"> <li>1. Designing time table</li> <li>2. Understanding Duration of activities as per learning outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a time table for the physical activity class</li> <li>2. Discussion on setting time duration for different activities</li> </ol>

### UNIT 3: ORGANIZING AGE APPROPRIATE PHYSICAL ACTIVITIES

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Identify games for everyday activities	<ol style="list-style-type: none"><li>1. Fitness Activities</li><li>2. Specific sports training</li><li>3. Sports periods</li><li>4. Games</li></ol>	<ol style="list-style-type: none"><li>1. Identification of games appropriate for different classes and list them down</li><li>2. Discussion on selection of games for school</li></ol>
2. Organize sport activities	<ol style="list-style-type: none"><li>1. Sports days</li><li>2. Summer camp</li><li>3. Winter camp</li><li>4. Tournaments</li><li>5. Mass drills and display</li><li>6. Programs for parents and staff</li></ol>	<ol style="list-style-type: none"><li>1. Prepare a poster for the invitation of sports day and explain about the sequence of games</li><li>2. Prepare list of activities that can be conducted for the parents and staff and discuss in the class</li></ol>

### UNIT 4: CHILDREN HEALTH AND SAFETY

LEARNING OUTCOMES	THEORY	PRACTICAL
1. Demonstrate the knowledge of child health care and habits	<ol style="list-style-type: none"><li>1. Child health</li><li>2. Factors influencing child health and hygiene</li><li>3. General Nutrition</li></ol>	<ol style="list-style-type: none"><li>1. Prepare a chart on Macro and Micro nutrition</li><li>2. Prepare poster on development of mental health</li><li>3. Group discussion on factors influencing child health</li></ol>
2. Describe the various aspects of safety management and emergency response	<ol style="list-style-type: none"><li>1. Storage facility for the equipment</li><li>2. Safe acts and safety measures in playground</li><li>3. Safety aspects related to use of equipment</li><li>4. Basic First Aid and response to emergency</li><li>5. Exit protocol</li></ol>	<ol style="list-style-type: none"><li>1. Draw the diagram of storage are of equipment</li><li>2. List down the safety aspects for the use of equipment</li><li>3. Prepare a chart on PRICE-R with relative pictures</li></ol>

# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2025-2026

**PHYSICAL ACTIVITY TRAINER (SUBJECT CODE - 418)**

**CLASS – X (SESSION 2025 -2026)**

**Total Marks: 100 (Theory-50 + Practical-50)**

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
		Theory	Practical	Total
<b>Part A</b>	<b>Employability Skills</b>			
	Unit 1: Communication Skills-II	13		2
	Unit 2: Self-management Skills-II	7		2
	Unit 3: Information and Communication Technology Skills-II	13		2
	Unit 4: Entrepreneurial Skills-II	10		2
	Unit 5: Green Skills-II	7		2
	<b>Total</b>	<b>50</b>		<b>10</b>
<b>Part B</b>	<b>Subject Specific Skills</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	Unit 1: Roles and Responsibilities of Early Years Physical Activity Facilitator	16	16	10
	Unit 2: Assessment and Evaluation of Students	11	21	10
	Unit 3: Free-play	15	24	10
	Unit 4: Monitoring and Inventory Management	15	32	10
	<b>Total</b>	<b>57</b>	<b>93</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	<b>Total</b>			<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	<b>Total</b>			<b>15</b>
<b>Total</b>		<b>200</b>		<b>100</b>

## DETAILED CURRICULUM/TOPICS FOR CLASS X

### Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-II	13
2.	Unit 2: Self-management Skills-II	7
3.	Unit 3: Information and Communication Technology Skills-II	13
4.	Unit 4: Entrepreneurial Skills-II	10
5.	Unit 5: Green Skills-II	7
	<b>TOTAL DURATION</b>	<b>50</b>

**Note:** Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### Part-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Role and Functions of Early Years Physical Activity Facilitator
- Unit 2: Assessment and Evaluation of Students
- Unit 3: Free-play
- Unit 4: Monitoring and Inventory Management

### UNIT 1: ROLES AND RESPONSIBILITIES OF EARLY YEARS PHYSICAL ACTIVITY FACILITATOR

LEARNING OUTCOME	THEORY	PRACTICAL
1. Identify roles and responsibilities of a physical activity facilitator	<ol style="list-style-type: none"><li>1. Job description of an early years physical activity facilitator</li><li>2. Qualities of a good teacher</li></ol>	<ol style="list-style-type: none"><li>1. Discussion on the methods of discipline inculcation in students</li><li>2. Group discussion on pros and cons of mass drill</li><li>3. Discussion on the importance of talent identification in sports.</li></ol>
2. Describe the various activities to be conducted by the physical activity facilitator	<ol style="list-style-type: none"><li>1. Conducting basketball and volleyball skill development sessions.</li><li>2. Altering the programs to meet the participant turn out and skill level.</li><li>3. Arranging facilities and equipment for performing risk management checks on the facility.</li><li>4. Dealing with customers and answering questions.</li><li>5. Established rules and regulations and etiquette guidelines</li><li>6. Ensuring the completion of all administrative paperwork activity plans, and participant feedback.</li><li>7. Responding to situations requiring conflict resolution and emergency incidents, including first aid or CPR.</li></ol>	



## UNIT 2: ASSESSMENT AND EVALUATION OF STUDENTS

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the various types and tools of assessment	<ol style="list-style-type: none"> <li>1. Meaning of assessment and evaluation</li> <li>2. Diagnostic assessment</li> <li>3. Skill assessment</li> <li>4. Assessment tools and processes</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a chart on difference between assessment and evaluation</li> <li>2. Classroom discussion on which of the assessment is better formative or summative</li> </ol>
2. Prepare assessment report and provide feedback	<ol style="list-style-type: none"> <li>1. Preparation of report                             <ul style="list-style-type: none"> <li>• Information identification</li> <li>• Analysis of report</li> <li>• Conclusion and recommendation</li> <li>• Revise your report</li> <li>• Providing feedback</li> </ul> </li> <li>2. Steps of documenting feedback                             <ul style="list-style-type: none"> <li>• Objectives of feedback</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Slide presentation on steps of report preparation and feedback</li> </ol>

## UNIT 3: FREE-PLAY

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the importance and purpose of free-play	<ol style="list-style-type: none"> <li>1. Free play</li> <li>2. Components of free play</li> <li>3. Importance of free play in student's life</li> <li>4. Factors influencing recreational activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a paragraph on importance of free play students life</li> <li>2. Make a chart of factors influencing free play</li> </ol>

LEARNING OUTCOME	THEORY	PRACTICAL
2. Organize Free-play activities	<ol style="list-style-type: none"> <li>1. Objective of activity</li> <li>2. Selection of suitable free play activity</li> <li>3. Categorization and deviation of groups</li> <li>4. Area selection</li> <li>5. Equipment selection</li> <li>6. Organization of free play activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on importance of categorization and grouping in recreational activities</li> <li>2. Prepare a speech on equipment selection in free play activity</li> </ol>

3. Demonstrate the knowledge of rehabilitation through free-play	<ol style="list-style-type: none"> <li>1. Role of free-play in rehabilitation</li> <li>2. Heterogeneous to homogeneous group</li> <li>3. Selection of suitable free play activity</li> <li>4. Session timing and time table</li> <li>5. Recording data of each session</li> </ol>	1. Prepare a pie chart on rehabilitation through free play
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#### UNIT 4: MONITORING AND INVENTORY MANAGEMENT

LEARNING OUTCOME	THEORY	PRACTICAL
1. Describe the process of inventory management	<ol style="list-style-type: none"> <li>1. Importance of periodic inventory check</li> <li>2. Process of maintaining inventory</li> </ol>	<ol style="list-style-type: none"> <li>1. Write a paragraph about importance of listing the equipment</li> <li>2. Prepare a flowchart on the steps of Listing the equipment</li> </ol>
2. Manage props and equipment	<ol style="list-style-type: none"> <li>1. Report of listed equipment</li> <li>2. Estimation of fund for new equipment</li> <li>3. Estimation of money for repairing of equipment</li> <li>4. Monetary report of equipment purchased and repaired</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a report of equipment in school sports store room</li> <li>2. Prepare a report of sports equipment</li> </ol>

#### LIST OF EQUIPMENT AND SUPPORT MATERIAL:

The tools, equipment and materials required for training are quite expensive, therefore only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience. A set of weight plates, bars and other weights with one cable machine may be procured for training and regular field visits should be organized to provide opportunities to the students/trainees for observation and hands-on practice.

## TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES:

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

QUALIFICATION	MINIMUM COMPETENCIES	AGE LIMIT
Post-graduate in Physical Education from a recognized Institute / University <b>OR</b> Graduate in Physical Education from a recognized Institute / University with at least 1 year work /teaching experience <b>OR</b> Diploma in Physical Education from a recognized Institute/ University, with at least 2 years work/ teaching experience	Effective communication skills (oral and written) Basic computing skills.	18-37 years (as on Jan. 01 (year). Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha*. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement. These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation. The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

(i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)

**OR**

(ii) through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

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\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

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The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory. In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP. The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergoing-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education. The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:
  - a) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
  - b) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
  - c) Make effective use of learning aids and ICT tools during the classroom sessions;
  - d) Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
  - e) Work with the institution's management to organize skill demonstrations, site visits, on- job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
  - f) Identify the weaknesses of students and assist them in upgradation of competency;
  - g) Cater to different learning styles and level of ability of students;
  - h) Assess the learning needs and abilities, when working with students with different abilities

- i) Identify any additional support the student may need and help to make special arrangements for that support;
- j) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education;
9. Publication of papers in National and International Journals;
10. Organization of activities for promotion of vocational subjects;
11. Involvement in placement of students /student support services.

### **CAREER OPPORTUNITIES**

Students who successfully complete their Vocational Training in Physical Education and Sports would be skilled to work as:

- Assistant to a Physical Education Teacher teaching age-appropriate physical activity in school
- Assistant to any coach teaching children age appropriate sports in a sports academy
- Member of a sports management team
- Assistant to venue operation manager in stadiums – ground men, equipment manager, etc.
- As a referee, umpire at the district level tournaments
- Yoga Instructor, Fitness trainer in gyms by doing a short additional certification course

**CAREER PROGRESSION AND HIGHER EDUCATION VERTICAL INTEGRATION OF THE COURSE:**

**SKILL COURSE**

- (Early Years) Physical Activity Trainer (Instructor)
- NSQF Level 2 (CLASS IX - X)

**SKILL COURSE**

- (Primary Years) Physical Activity Trainer (Instructor)
- NSQF Level 4 (CLASS XI - XII)

BPED, MPED offered by UGC

- PGT/TGT - School
- HOD Sports - School

MPED with NET

- Lecturer / Reader in college

MPED/MPHIL, PHD with NET

- Professor / Associate professor

PHD, SPORTS SCIENCE

- Exercise Scientist