

National Academy of Sports Medicine (NASM) Group Fitness Instructor Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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SAMPLE

Questions

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- 1. What is an appropriate BPM for an aqua or seniors class?**
 - A. 100-110 BPM**
 - B. 110-115 BPM**
 - C. 122-128 BPM**
 - D. 130-135 BPM**
- 2. How is obesity classified in relation to weight for height?**
 - A. 25 pounds over recommended weight**
 - B. 35 pounds over recommended weight**
 - C. An individual who is 45 pounds over the recommended weight for height**
 - D. 15 pounds under recommended weight**
- 3. Which muscle is commonly underactive in the LPHC?**
 - A. Quadriceps.**
 - B. Gluteus Maximus.**
 - C. Hamstrings.**
 - D. Rectus Abdominis.**
- 4. A participant with upper crossed syndrome would most benefit from strengthening which muscle groups?**
 - A. Deltoids and pectorals**
 - B. Mid-trap and rhomboids**
 - C. Rectus abdominis and transverse abdominis**
 - D. Erector spinae and glutes**
- 5. After an injury occurs, what is the next best step for the group fitness instructor to reduce risk of liability?**
 - A. Conduct a group discussion**
 - B. Ensure all participants are aware of the injury**
 - C. Full documentation of the incident**
 - D. Notify the participants about potential risks**

- 6. Trunk rotation exercises primarily take place in which plane of motion?**
- A. Frontal**
 - B. Transverse**
 - C. Sagittal**
 - D. Vertical**
- 7. Which of the following is an example of an instructor owning their message?**
- A. "You should really try to do more cardio!"**
 - B. "I believe that strength training is critical to everyone."}**
 - C. "I love bodyweight exercises like push-ups and lunges! They are effective, and you can do them almost anywhere!"**
 - D. "You need to skip the cookies after class!"**
- 8. What does the instructor's decision to attend a workshop and request changes in class format illustrate?**
- A. Short-term goals**
 - B. Long-term evaluation**
 - C. Immediate feedback**
 - D. Peer comparison**
- 9. Which of the following cues is beneficial for improving balance in participants?**
- A. Keep your weight evenly distributed**
 - B. Focus on a point in front of you**
 - C. Both A and B**
 - D. None of the above**
- 10. What is the best option for obtaining continuing education credits and making an instructor more versatile?**
- A. Online webinars**
 - B. A speciality course**
 - C. Regular attendance at classes**
 - D. Networking events**

Answers

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1. C
2. C
3. C
4. B
5. C
6. B
7. C
8. B
9. C
10. B

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Explanations

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1. What is an appropriate BPM for an aqua or seniors class?

- A. 100-110 BPM**
- B. 110-115 BPM**
- C. 122-128 BPM**
- D. 130-135 BPM**

For aqua or seniors classes, the appropriate beats per minute (BPM) typically falls within the range of 122-128 BPM. This tempo is considered ideal as it encourages participants to maintain a moderate level of intensity while ensuring that the movements can be performed safely and effectively. In aqua fitness, the water reduces the impact on the joints, which is especially beneficial for seniors and those with mobility limitations. The 122-128 BPM range allows for a balanced pace that supports cardiovascular benefits without overwhelming the participants. It promotes a rhythmic flow that aligns well with both aerobic exercises and strength training components typical in these classes. Additionally, this BPM range supports the coordination of movements, enabling participants to focus on their form and techniques, which is crucial for safety and effectiveness in aquatic environments. Overall, choosing a BPM that promotes a sustainable and enjoyable workout experience is vital when designing programs for seniors or aqua fitness.

2. How is obesity classified in relation to weight for height?

- A. 25 pounds over recommended weight**
- B. 35 pounds over recommended weight**
- C. An individual who is 45 pounds over the recommended weight for height**
- D. 15 pounds under recommended weight**

Obesity is typically classified using a measure known as body mass index (BMI), which is a calculation based on weight and height. When assessing obesity, it is crucial to consider specific thresholds. The classification of obesity often distinguishes between different levels, such as class I, class II, and class III, with class III obesity sometimes referred to as "severe" or "morbid" obesity occurring when an individual is 40 or more pounds over their recommended weight. In this context, identifying an individual who is 45 pounds over the recommended weight for height aligns with the definition of obesity, particularly severe obesity, making it the correct classification in this scenario. This classification helps healthcare providers identify individuals at a higher risk for various health conditions related to excess weight, such as cardiovascular diseases, diabetes, and other metabolic disorders. Understanding this classification is essential for interventions, planning treatments, and encouraging lifestyle changes aimed at achieving a healthier weight. In contrast, the other options indicate lesser degrees of weight overages or an underweight classification, which do not meet the standard definitions for obesity. They either fall short of identifying obesity or misrepresent the weight classifications.

3. Which muscle is commonly underactive in the LPHC?

- A. Quadriceps.
- B. Gluteus Maximus.
- C. Hamstrings.**
- D. Rectus Abdominis.

In the context of the Lower Part of the Human Body (LPHC), the hamstrings can often be described as underactive, particularly in individuals who experience movement patterns that promote anterior pelvic tilt or excessive hip flexor tightness. When the hip flexors are tight and the gluteus maximus is overactive or inhibited, it can lead to a scenario in which the hamstrings do not engage adequately during activities such as squatting or lunging. The role of the hamstrings is vital in stabilizing the pelvis and aiding in proper hip extension. When they are underactive, it can contribute to compensation patterns that may lead to injury or inefficient movement mechanics. This condition is exacerbated in a population that may lead a sedentary lifestyle, where sitting for prolonged periods can further inhibit hamstring activation. Understanding the connection between muscle activation patterns and functional movement is critical for developing effective training and correction strategies in group fitness settings. This insight into muscle function is essential for group fitness instructors, as it allows for better coaching cues and programming that address muscle imbalances, ultimately leading to improved performance and reduced risk of injury among participants.

4. A participant with upper crossed syndrome would most benefit from strengthening which muscle groups?

- A. Deltoids and pectorals
- B. Mid-trap and rhomboids**
- C. Rectus abdominis and transverse abdominis
- D. Erector spinae and glutes

Individuals with upper crossed syndrome often present with a forward head posture, rounded shoulders, and an exaggerated thoracic spine curve. This condition results in muscle imbalances where the pectorals and upper trapezius are typically tight, while the deep neck flexors, mid-trapezius, and rhomboids are weakened. To address these imbalances, strengthening the mid-trap and rhomboids is crucial. These muscles play a vital role in scapular retraction, which helps counteract the forward rounding of the shoulders. By reinforcing the mid-traps and rhomboids, one can improve posture, enhance shoulder stability, and promote proper alignment, ultimately alleviating some of the discomfort and dysfunction associated with upper crossed syndrome. In contrast, strengthening the deltoids and pectorals would not adequately address the postural corrections needed, focusing instead on the overactive muscles. Similarly, the rectus abdominis and transverse abdominis primarily support core stability rather than directly impacting the postural alterations seen in upper crossed syndrome. The erector spinae and glutes contribute to the lower body and spinal stability but do not specifically target the muscular imbalances associated with the upper body in this condition. Therefore, focusing on the mid-tr

5. After an injury occurs, what is the next best step for the group fitness instructor to reduce risk of liability?

- A. Conduct a group discussion**
- B. Ensure all participants are aware of the injury**
- C. Full documentation of the incident**
- D. Notify the participants about potential risks**

The best step for a group fitness instructor to reduce the risk of liability after an injury occurs is thorough documentation of the incident. This process involves accurately recording what transpired during the class, including the specifics of the injury, the context in which it occurred, and any actions taken immediately following the incident. Documentation serves several important purposes: it provides a clear account of the events for legal protection, it can help in addressing any potential claims, and it ensures that there is a record for both the instructor and facility regarding adherence to safety protocols. Having a well-documented incident can also be essential for reviewing and improving safety measures within the class structure, potentially preventing future injuries. While ensuring participants are aware of the injury or discussing it in a group setting may have their own merits, these steps do not directly contribute to reducing liability as effectively as comprehensive documentation does. Notifying participants about potential risks is essential as a preventative measure, but it does not address the immediate aftermath of an actual incident that has occurred. Hence, the emphasis on documentation solidifies the instructor's responsibility and proactive approach to safety and accountability in such situations.

6. Trunk rotation exercises primarily take place in which plane of motion?

- A. Frontal**
- B. Transverse**
- C. Sagittal**
- D. Vertical**

Trunk rotation exercises primarily occur in the transverse plane, which is the horizontal plane that divides the body into upper and lower halves. Movements in this plane involve rotational motions, making it the most relevant for exercises that require twisting or turning the torso. When performing trunk rotations, whether they are through dynamic movements or static holds, the action primarily emphasizes rotation around a vertical axis. The other planes of motion have different focuses: the frontal plane deals with lateral movements such as side bending and abduction/adduction, while the sagittal plane involves forward and backward movements, such as flexion and extension. The term "vertical" does not specifically refer to a recognized plane of motion in kinesiology; rather, it describes an orientation that could apply to various planes without designating a specific movement type. Understanding the mechanics of each plane helps in designing effective exercises that target specific muscle groups and enhance overall functional fitness.

7. Which of the following is an example of an instructor owning their message?
- A. "You should really try to do more cardio!"
 - B. "I believe that strength training is critical to everyone."}
 - C. "I love bodyweight exercises like push-ups and lunges! They are effective, and you can do them almost anywhere!"**
 - D. "You need to skip the cookies after class!"

An instructor owning their message means expressing personal beliefs and experiences in a way that resonates with participants. In this context, the response reflects the instructor's enthusiasm and personal connection to bodyweight exercises, highlighting their effectiveness and versatility. By using expressions like "I love" and sharing personal insights, the instructor not only conveys information but also builds rapport with participants, making the message more relatable and motivating. The other options lack this personal touch. For instance, advising someone to "do more cardio" seems authoritative and doesn't reflect the instructor's personal belief. Stating "strength training is critical to everyone" can sound prescriptive rather than personal. Similarly, telling someone "you need to skip the cookies" comes off as judgmental and doesn't demonstrate ownership or enthusiasm for a personal lifestyle choice. Thus, the chosen response stands out for its authentic expression of personal passion and belief in the effectiveness of the exercises discussed.

8. What does the instructor's decision to attend a workshop and request changes in class format illustrate?
- A. Short-term goals
 - B. Long-term evaluation**
 - C. Immediate feedback
 - D. Peer comparison

The instructor's decision to attend a workshop and request changes in class format illustrates long-term evaluation. This choice highlights the instructor's commitment to professional development and improvement of their teaching methods over an extended period. By seeking out educational opportunities through workshops, the instructor is engaging in reflective practice, which allows them to assess their current performance and identify areas for enhancement. Additionally, requesting changes in class format indicates a proactive approach to adapting their teaching style to better meet the needs of participants, which is indicative of long-term strategic planning for their classes and the overall learning environment. Such decisions are typically not focused on immediate outcomes but rather on sustained improvements in instruction and participant engagement. This commitment to ongoing growth and evaluation is critical for fostering a high-quality fitness program.

9. Which of the following cues is beneficial for improving balance in participants?

- A. Keep your weight evenly distributed**
- B. Focus on a point in front of you**
- C. Both A and B**
- D. None of the above**

Improving balance is essential for participants in group fitness settings, and both of the cues provided play a significant role in achieving this. Keeping weight evenly distributed aids in establishing a stable base of support, which is crucial for balance. When participants distribute their weight properly across their feet, they are less likely to lose their center of gravity, thus enhancing their ability to maintain stability during various movements. Focusing on a point in front also serves as a strategy to improve balance. This technique involves fixating on an object to help stabilize the body and improve spatial awareness. By concentrating on a fixed point, participants can reduce visual disturbances in their peripheral vision that may cause them to lose their balance. This practice is often used in activities requiring balance, such as yoga or martial arts, where maintaining focus helps in aligning the body correctly and improving overall stability. Combining these two cues maximizes their effectiveness, leading to improved balance in participants. Therefore, incorporating both keeping weight evenly distributed and focusing on a point in front contributes significantly to optimizing balance during physical activities.

10. What is the best option for obtaining continuing education credits and making an instructor more versatile?

- A. Online webinars**
- B. A speciality course**
- C. Regular attendance at classes**
- D. Networking events**

A specialty course is the best option for obtaining continuing education credits while also enhancing an instructor's versatility. Specialty courses are designed to delve deeper into specific areas of fitness, such as yoga, Pilates, high-intensity interval training (HIIT), or other niche topics. By completing these courses, instructors not only earn credits necessary for maintaining certifications but also expand their skill set and knowledge base, allowing them to offer a wider variety of classes and cater to diverse clientele. This added expertise can make them more appealing to gym owners and participants, positioning them as more competent and versatile instructors in the competitive fitness landscape. This is particularly beneficial as it can meet the evolving demands of clients seeking specialized training formats. While online webinars, regular attendance at classes, and networking events contribute positively to professional development, they do not provide the same depth of education and breadth of skills that a specialty course does.