

**LOS ANGELES POLICE DEPARTMENT**  
**Physical Training Instructor's Course**  
**1850-21480**  
**Expanded Course Outline**

**Instructional Goal:** To provide students an opportunity to develop the training skills necessary to design and teach a physical training course.

**Performance Objectives:** Using lecture, learning activities, group discussion, and practical application scenarios, the student will:

- Understand the components of personal fitness
- Understand adult learning concepts
- Understand the POST Work Sample Test Battery (WSTB)
- Understand basic nutrition
- Understand coaching principles
- Understand the concepts of corrective exercise
- Be able to satisfactorily teach a physical training session

**Day 1**

**I. Orientation and Introduction**

**0600-0800 (120 Min)**

A. Orientation

1. Safety during training
  - a. No live weapons
  - b. No ammunition
  - c. No knives, OC spray, batons, etc.
2. Injuries/Medical emergencies
  - a. Medical facilities
  - b. Contract hospitals
  - c. FD or 911 for emergencies
3. POST Roster
4. Hourly distribution
  - a. Overview of modules
  - b. Learning objectives
  - c. Teach-backs
  - d. Testing expectations
  - e. Breaks and lunch
    - 1) Hourly water/bathroom breaks
    - 2) Local eating places for lunch

B. Introductions

1. Instructor introductions
  - a. Name
  - b. Expectations for the course

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c. Why you think the course is valuable

2. Student introductions

- a. Name
- b. Department
- c. Expectations for the course
- d. Why you want to be a Lifetime Fitness instructor
- e. Background and experience in Lifetime Fitness

**II. Safety Protocols and Injury Prevention**

**0800-0900 (60 Min)**

A. Safety during training

1. There is always a risk when participating in an exercise program
2. Stay hydrated
3. Wear proper clothing and footwear
4. Use proper technique for all exercises

B. Heat related illnesses

1. Can be life-threatening
2. Higher risk when there is high humidity
3. 3 types of heat illnesses
  - a. Heat cramps
  - b. Heat exhaustion
    - 1) Headaches
    - 2) Nausea
    - 3) Profuse sweating
    - 4) Dizziness
  - c. Heat stroke
    - 1) Confusion and disorientation
    - 2) Robotic gait
    - 3) No sweating
    - 4) Red, hot, dry skin
4. Possible causes
  - a. Drinking fluids with caffeine
  - b. Drinking alcoholic beverages
  - c. Fever, viral infection, diarrhea, etc.

C. Rhabdomyolysis

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1. Rare, life-threatening illness
2. Occurs after very intense bouts of exercise
3. Muscle cell membranes break down due to damage from doing too much work
4. Proteins and potassium leak into the blood stream
5. Can lead to cardiac arrest, kidney failure, and permanent muscle damage
6. Risks are especially if you ignore symptoms that your body is going well beyond its present ability
7. Symptoms
  - a. Severe muscle soreness
  - b. Swelling
  - c. Brown colored urine
  - d. Muscle weakness
  - e. Feeling of extreme effort and acute exhaustion

**D. Training injuries**

1. Discomfort vs pain
  - a. Recruit officers must learn to recognize the difference
  - b. Natural discomfort requires no treatment
    - 1) Heavy breathing
    - 2) Muscle soreness
    - 3) Heavy perspiration
  - c. Actual pain is a symptom of an injury
2. Acute injuries
  - a. Result from a specific event, mishap, or accident
  - b. Examples
    - 1) Sprain
    - 2) Strain
    - 3) Fracture
    - 4) Dislocation
  - c. Often occur as fatigue increases
  - d. Fractures or dislocations should receive immediate medical attention
  - e. Minor acute injuries can usually be self-treated
    - 1) Strains
    - 2) Sprains
    - 3) Bruises
    - 4) Use sound judgment regarding medical attention for minor acute injuries
    - 5) Physical injuries should be brought to the attention of the training staff

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3. Chronic injuries
  - a. Consequence of overtraining or overuse
  - b. Do not result from one incident
  - c. Examples
    - 1) Soft tissue inflammation
    - 2) Shin splints
    - 3) Tendinitis
  - d. Can generally be prevented by using an appropriate progression of duration, frequency, and intensity
  
4. Self-treatment vs professional treatment
  - a. Guidelines for self-treatment
    - 1) Pain is vague, gradual in the onset, and doesn't limit normal range of movement
    - 2) Pain starts during the activity and disappears when activity is stopped
    - 3) Pain starts during the activity but goes away after two or three days of rest
  - b. Treatment procedures
    - 1) Rest
    - 2) Ice
    - 3) Compression
    - 4) Elevation
    - 5) Using heat
      - (a) Only more than 48 hours after an injury
      - (b) Stimulates blood flow
      - (c) Helps relieve pain
      - (d) Relaxes muscles
      - (e) Reduces joint stiffness
  - c. Guidelines for seeking medical attention
    - 1) Severe or persistent muscle pain, swelling, or spasm
    - 2) Persistent pain is centered in a bone or joint
    - 3) Persistent stiffness, decreased mobility of a joint, or inability to move a joint at all
    - 4) Persistent stabbing or radiating pain
    - 5) Persistent numbness or tingling
    - 6) A focused pain that limits movement and persists for more than three days despite rest and self-care measures

**III. Training Session**

**0900-1100 (120 Min)**

A. Dynamic Warm-up

1. Discuss importance of warm-up and stretching
2. Demonstrate and perform dynamic stretching

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**B. Foundational Movements**

1. Discuss importance of biomechanics
2. Demonstrate proper form through calisthenics

**C. Circuit Training**

1. Define workout prescription
2. Perform a series of calisthenics

**D. Cool Down**

1. Demonstrate static stretching
2. Students perform static stretching

**IV. Components of Personal Fitness**

**1200-1500 (180 Min)**

**A. Cardiovascular**

1. The ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity
2. Aerobic conditioning
  - a. Evaluation methods
    - 1) 1.5 mile run test
    - 2) Beep test
  - b. Improving aerobic endurance
    - 1) Training heart rate range for aerobic exercise is 70%-85% of a student's capacity
    - 2) Stay within the training range for at least 20 minutes
    - 3) Use large muscles groups in rhythmic activity
3. Anaerobic conditioning
  - a. Shorter than aerobic training
  - b. Requires energy from anaerobic sources
  - c. Enables the body to perform brief near maximal muscular activity
  - d. 300m run test
  - e. Improving anaerobic endurance
    - 1) Circuit training
      - a) All in one exercise format
      - b) Works both heart and muscles
      - c) Rounds, time, repetitions
    - 2) Interval training

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- a) Periods of high intensity alternating with lower intensity
- b) Work intervals and rest intervals

**B. Muscular**

**1. Strength**

- a. The maximum force that a muscle can exert at one time
- b. Bench press test
- c. Improving muscular strength
  - 1) Students must work as many muscle fibers at one time as possible by lifting heavy weight for several repetitions
  - 2) Work all muscle groups in balance
  - 3) Begin with the largest muscle group and move to the smallest
  - 4) 8-12 repetitions
  - 5) Work bilaterally and unilaterally
  - 6) Train multiple planes
  - 7) Bench press
  - 8) Dead lift
  - 9) Shoulder press

**2. Power**

- a. The ability of a muscle or muscle group to exert a maximum amount of force in the shortest period of time
- b. Vertical jump test
- c. Improving muscular power
  - 1) Olympic weightlifting
    - a) Hand clean
    - b) Hand snatch
    - c) Power clean
    - d) Power snatch
  - 2) Plyometrics
    - a) Vertical jump
    - b) Tuck jumps
    - c) Box jumps
    - d) Clap push ups
  - 3) Medicine ball throw

**3. Endurance**

- a. The ability of a muscle to do continuous work over an extended period of time
- b. Evaluation methods
  - 1) 1-minute push-up test
  - 2) 1-minute sit-up test
- c. Improving muscular endurance
  - 1) Same recommendations as muscular strength but with lighter weight
  - 2) Calisthenics can be used

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- 3) Push ups
- 4) Air squats
- 5) Sit ups

**C. Flexibility**

- 1. The ability to move a body part (usually a joint or limb) through a full range of motion
- 2. Sit and reach test
- 3. Full squat to full extension
- 4. Improving flexibility
  - a. Use gentle stretch and hold movements followed by relaxation
  - b. Avoid bouncing, jerking, or quick moving exercises that could lead to injuries
  - c. Pain means that muscles are overstretched
  - d. Stretching methods
    - 1) Dynamic
      - a) Functional based exercises
      - b) Sport specific movements
    - 2) Static
    - 3) Gradually easing into the stretch position
    - 4) Hold the position
    - 5) Yoga
      - a) Positions that coordinate breath with movement and with holding the position
      - b) To stretch and strengthen different parts of the body

**D. Stability**

- 1. The ability of a joint or body region to withstand shock and movement without being dislocated or otherwise injured.
- 2. The ability to maintain balance
- 3. Isometric stability
- 4. Time plank hold

**E. Mobility**

- 1. The ease with which a joint or series of joints can move before being restricted by the surrounding structures.
- 2. The ability to actively move your joints

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3. General maintenance for your body
4. Overhead squat

**F. Core**

1. The bodily region bound by the abdominal wall, hips, glutes, the lower back, and the diaphragm
2. Stability in the lumbar/abdominal area
3. Ability to resist rotation while transmitting force
4. Mobility in the hip/thoracic spine area
5. Should be included in the warm-up and conditioning periods as a priority of daily training
6. Timed plank hold evaluation

**G. Acceleration**

1. The ability to increase speed from static or after directional changes
2. Evaluation methods
  - a. 300-yard shuttle run
  - b. 50m sprints from static

**H. Agility**

1. Quickness and readiness of movement
2. The ability to change the position of the body with skill and control
3. Cone drills
4. Work Sample Test Battery

**I. Body composition vs performance**

1. The proportion of fat compared with lean tissue in the body
2. Correlation between lean body mass to fat ratio
3. The greater priority is placed on increasing work capacity



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4. Evaluation methods
  - a. Bioelectrical impedance
    - 1) Slight electrical current is sent through a person's body
    - 2) The rate at which the electricity is conducted through the body is an indicator of the amount of body fat
  - b. Skinfold calipers
    - 1) Measuring the thickness of layers of fat
    - 2) For females, measurements are taken at the triceps, supra iliac (hip), and thigh
    - 3) For males, measurements are taken at the chest, abdomen, and thigh
5. Improving body composition
  - a. When calorie expenditure is higher than the intake, the body breaks down and uses stored fat
  - b. A combination of proper nutrition and exercise is the optimal strategy for controlling or improving body composition

J. Recovery

1. Period of time immediately after exercise and prior to the next bout of exercise
2. Active recovery
  - a. Tapering off the intensity of the activity
  - b. Walking after running
  - c. Rest between sets or intervals
  - d. Gradually decrease heart rate to 100
3. Recovery methods
  - a. Cool down
  - b. Massage
  - c. Stretching
  - d. Nutrition
  - e. Yoga
  - f. Rest/sleep

**Day 2**

**V. Adult Learning Concepts**

**(1.5 Hours)**

A. Visual

1. Prefer to learn through observation
2. Benefit from videos and instructor demonstrations

B. Auditory

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1. Learn most effectively through listening to a concept or process being described

2. Active engagement through questions

**C. Read and Write**

1. Engage readers with written explanations

2. Encourage taking notes to engage writers

**D. Kinesthetic**

1. Learn best through psychomotor activities

2. Benefit from failing forward

**VI. Adult Learning Concepts Learning Activity**

**(1.5 Hours)**

**A. Divide Students into groups**

1. Form groups of 6 students

2. Assign 3 different exercises to each group

**B. Student will create materials to teach the exercise to different learning styles**

**1. Visual and Auditory**

a. Create a 30 to 60 second instructional video

b. Present video to class

**2. Read and Write**

a. Create power point slides

b. Present slides to class

**3. Kinesthetic**

a. In person demonstration of technique

b. Student performance of technique breakdown

**VII. Training Session**

**(2 Hours)**

**A. Dynamic Warm-up**

1. Discuss importance of warm-up and stretching

2. Demonstrate and perform dynamic stretching

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B. Foundational Movements

1. Discuss importance of biomechanics
2. Demonstrate proper form for kettle bell movements

C. Resistance and Strength

1. Describe workout prescription
2. Perform Kettlebell exercises

D. Cool Down

1. Demonstrate static stretching
2. Students perform static stretching

**VIII. Work Sample Test Battery (1 Hour)**

A. Post Mandates

1. Obstacle Course
2. Chain Link Fence
3. Solid Wall
4. Dummy Drag
5. 500 Yard Run

B. Legal Issues

1. The Work Sample Test Battery is designed to specifically test job specific requirements
2. Consistent and fair testing and evaluation practices

**IX. Observational Critique (2 Hours)**

A. Students will observe a recruit class Lifetime Fitness session

1. Analyze instructor's techniques
2. Analyze workout prescription

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B. Complete Observational Critique questionnaire

1. Equipment and location
2. Approximate class size and instructor ratios
3. Safety protocols
4. Warm-up
5. Teaching techniques and motivation cues
6. Cool down

C. Debrief student observations

1. Facilitated discussion on critiques
2. Positive lessons

**Day 3**

**X. Nutrition**

**(2 Hours)**

A. Components of food

1. Fats
  - a. Types of fat
    - 1) Saturated fat
    - 2) Trans fat
    - 3) Polyunsaturated fat
    - 4) Monounsaturated fat
  - b. Fat intake
    - 1) 30 percent of daily calories or less
    - 2) Approximately 9 calories per gram
2. Proteins
  - a. Made up of amino acids
    - 1) Build and repair cells
    - 2) Essential amino acids
      - a) There are 8 amino acids the body does not make
      - b) Everyone must get these from dietary sources
  - b. Complete proteins
    - 1) Contain all 8 essential amino acids
    - 2) Come from animal sources
  - c. Incomplete proteins
    - 1) Do not contain all 8 essential amino acids

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- 2) Come from plant sources
- 3) May be combined to make complete proteins
- d. Protein intake
  - 1) 10 to 35 percent of daily calories
  - 2) Approximately 4 calories per gram
- 3. Carbohydrates
  - a. Simple carbohydrates
    - 1) Made up of sugars
    - 2) Broken down into glucose very quickly
  - b. Complex carbohydrates
    - 1) Made up of starches, glycogen, and cellulose
    - 2) Broken down into glucose in approximately 1 to 4 hours
    - 3) Provide more sustained energy
  - c. Carbohydrate intake
    - 1) 50 percent or more of daily calories
    - 2) Approximately 4 calories per gram
- 4. Water
  - a. Essential for survival
    - 1) Every movement of a person's body requires water
    - 2) The body is 2/3 water
  - b. Drink more water during hot weather or while exercising
  - c. Water intake
    - 1) You are hydrated if you urinate frequently
    - 2) Every 2-3 hours
    - 3) Clear or light-colored urine
    - 4) 64 ounces of water per day
  - d. Consequences of dehydration
    - 1) Decreased endurance
    - 2) Decreased strength and power
    - 3) Decreased ability to cool the body
    - 4) Decreased blood flow to your working muscles
    - 5) Decreased concentration
    - 6) Slowed recovery
    - 7) Increased risk of injury
    - 8) Increased risk of heat cramping and heat related illnesses
- 5. Vitamins
  - a. Function
    - 1) Assist in hundreds of chemical reactions that take place continuously in the human body
    - 2) Classes of vitamins
      - a) Fat soluble
      - b) Water soluble
- 6. Minerals

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- a. Function
  - 1) Assist with chemical reactions that occur within body cells
  - 2) Help release energy during the breakdown of energy sources
- b. Mineral requirements
  - 1) Eat a well-balanced diet
  - 2) Generally, do not increase with physical activity
  - 3) Sodium and potassium are an exception and should be replaced at the next meal

- 7. Supplements
  - a. Many claims are unproven
  - b. Remember that a balanced, healthy diet can provide all the vitamins and minerals needed by the body
  - c. Supplements can never take the place of a healthy diet of fresh and unrefined foods

**B. Nutritional planning**

- 1. Goals
  - a. Maintain or improve body composition
  - b. Decrease risk of disease and injury
  - c. Manage stress
- 2. Developing a nutritional plan
  - a. Identify daily intake of fats, proteins, and carbohydrates
  - b. Track target consumption and actual consumption
  - c. Simple carbohydrates should be condiments or treats only
  - d. A general guideline is to consume at least 50 grams of carbohydrates, 15 grams of protein, and fluids as soon as possible after completing exercise
- 3. Supplementation using sports bars
  - a. High carbohydrate for pre-exercise
  - b. High protein post-exercise
  - c. Natural fruit bars as snacks
  - d. High calorie mixed nutrition bars as a meal replacement
- 4. Typical dietary changes
  - a. Increase in water intake
  - b. Increase in fiber intake
  - c. Increase in complex carbohydrate intake
  - d. Moderate reduction in protein intake
  - e. Reduction in refined sugar intake
  - f. Reduction in caffeine and alcohol intake
  - g. Significant reduction in fat intake
- 5. Calories

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- a. Caloric intake factors
    - 1) Age
    - 2) Gender
    - 3) Size
    - 4) Duration and intensity of physical activity
    - 5) Body management objectives
    - 6) Genetics
  - b. Weight loss
    - 1) The number of calories used by the body for fuel must exceed the overall number of calories consumed
    - 2) Start working on lifestyle changes you can maintain permanently
6. Food pyramid
- a. Recommends the number of servings a person should select each day from each food group
  - b. Can be used for daily meal planning

**XI. Coaching**

**(2 Hours)**

A. Motivation

- 1. Lead by example
- 2. Sell the concept
- 3. Positive reinforcement
- 4. Emphasize training mindset

B. Lifetime Fitness

- 1. Emphasize job description needs
- 2. Personal and career safety
- 3. Wellness and longevity

**XII. Training Session**

**(1 Hour)**

A. Dynamic Warm-up

- 1. Discuss importance of warm-up and stretching
- 2. Demonstrate and perform dynamic stretching

B. Foundational Movements

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1. Discuss Importance of biomechanics
2. Demonstrate proper form for explosive movements

C. Power and Endurance

1. Describe workout prescription
2. Reinforce foundational movements in workout

D. Cool Down

1. Demonstrate static stretching
2. Students perform static stretching

**XIII. Evaluation Assignments and Preparation**

**(3 Hours)**

A. Divide class into four groups

1. Assign each group a type of workout
  - a. Cardiovascular Circuit Training
  - b. Strength Training
  - c. Power
  - d. Endurance
  - e. Agility
  - f. Flexibility
  - g. Mobility
  - h. Stability
2. Explain testing expectations
  - a. Address multiple learning modalities
  - b. Demonstrate required movements
  - c. Describe workout prescription
  - d. Lead workout

B. Test preparation

1. Provide students time and materials to create their lessons
2. Provide guidance as needed

**Day 4**

**XIV. Corrective Exercises**

**(2 Hours)**



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A. Anatomy

1. Shoulders
2. Core
3. Hips
4. Spine

B. Physiology

1. Activation

a. Shoulders

- 1) "I" movement pattern
- 2) "Y" movement pattern
- 3) "T" movement pattern
- 4) "W" movement pattern
- 5) Face Pull
- 6) Incline Scapular Push-up
- 7) Arm Circles
- 8) Dumbbell Side Lying Arm Bar and Lateral Press

b. Core

- 1) Prone Plank
- 2) Side Plank

c. Hips

- 1) Glute Bridge
- 2) Single-leg Glute Bridge
- 3) Mini-band Clams
- 4) Mini-band lateral walks
- 5) Band 3-way Hip Series
- 6) Prone Superman
- 7) Contralateral Quadrupeds

2. Mobility

- a. T-Spine Fulcrum with Foam Roller
- b. T-spine lying rotation
- c. Physioball lat stretch
- d. Quadruped T-spine mobility
- e. Seated Wall Slides
- f. Glute Bridge with Reach
- g. Quadruped Forward and Rear Knee Circles
- h. Brettzel Stretch
- i. Infant Squat
- j. Wall Ankle Mobility
- k. Croc Breathing with Thoracic Spine Mobility
- l. Reactive Neuromuscular Training Overhead Squat

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m. Reactive Neuromuscular Training Squat

C. Self-Myofascial Release

1. Foam Roller
2. Lacrosse Ball or Tennis Ball
3. General guidelines
  - a. Avoid any injured soft tissues
  - b. Use slow and steady pressure
4. Example exercises
  - a. Ball to the posterior shoulder
  - b. Ball to the pectoralis minor
  - c. Ball to back
  - d. Foam roll thoracic spine
  - e. Foam roll lats
  - f. Ball to bottom of foot
  - g. Foam roll calves
  - h. Foam roll quadriceps and adductor
  - i. Foam roll iliotibial band
  - j. Foam roll glutes
  - k. Ball to tensor fasciae latae
  - l. Roller stick hamstrings

D. Stretching

1. General guidelines
  - a. Time spent using stretching should be approximately 30 seconds per stretch
  - b. Use slow and steady pressure
  - c. Stretch to the point of mild discomfort, but never pain
2. Example stretches
  - a. Toe Pull
  - b. Wall calf stretch
  - c. Single-leg straight leg raise
  - d. Band hamstring stretch
  - e. Hurdler-stretch
  - f. Quadruped adductor stretch
  - g. Iliotibial band stretch
  - h. Half-kneeling rear foot elevated quadriceps stretch
  - i. Doorway pec stretch
  - j. Pulling lat stretch
  - k. Child's pose stretch

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**XV. Testing**

**(3.5 Hours)**

A. Teach Backs

1. Each Group will teach their assigned workout to the rest of the class
2. When not teaching, the groups will be students for the other three workouts

B. Instructor Evaluation

1. Students will be graded as a group
2. Students will need to demonstrate the skills presented throughout the course
  - a. Facilitation
  - b. Movement demonstration
  - c. Movement breakdown
  - d. Warmup
  - e. Workout prescription
  - f. Evaluation of student performance
    - 1) Correction of improper technique
    - 2) Adaptation for individual student needs
3. Cool down

**XVI. Critiques and Certificates**

**(2.5 Hours)**

A. Course Critiques

1. Pass out one course critique forms to each student
2. Encourage students to be thorough and honest. Welcome constructive criticism.

B. Certifications

1. Present a certificate to each student.
2. Present the certificates to one student at a time.
3. Thank the students for their effort and participation throughout the course.