

# GYMNASTICS FOUNDATIONS

rotation

stationary positions

spring

landings

locomotion

WORKBOOK

# TABLE OF CONTENTS

Introduction.....	2
Before you start.....	3
Task 1	
Review What You Know.....	4
Learn Something New.....	5
Shadow Coach.....	7
Reflection.....	7
Task 2	
Review What You Know.....	8
Learn Something New.....	9
Create and Plan.....	14
Coach.....	15
Reflection.....	15
Task 3	
Review What You Know.....	16
Learn Something New.....	17
Create and Plan.....	18
Coach.....	19
Reflection.....	19
Task 4	
Review What You Know.....	20
Learn Something New.....	20
Create and Plan.....	22
Coach.....	22
Reflection.....	23
Task 5	
Review What You Know.....	24
Learn Something New.....	25
Create and Plan.....	25
Coach.....	27
Reflection.....	27
Task 6	
Review What You Know.....	28
Learn Something New.....	28
Create and Plan.....	30
Coach.....	31
Reflection.....	31
Task 7	
Review What You Know.....	32
Learn Something New.....	33
Create and Plan.....	33
Coach.....	34
Reflection.....	34
Task 8	
Review What You Know.....	35
Learn Something New.....	35
Create and Plan.....	37
Coach.....	38
Reflection.....	38
Task 9	
Review What You Know.....	39
Learn Something New.....	39
Create and Plan.....	41
Coach.....	42
Reflection.....	42
Task 10	
Review What You Know.....	43
Learn Something New.....	43
Create and Plan.....	44
Coach.....	45
Reflection.....	45
Looking at the bigger picture.....	46
Final assessment.....	48

# Introduction

Congratulations! You have completed the training phase to become a coach in one of the 6 gymnastics sports. This workbook will help you develop your practical coaching skills.

The workbook is divided into 10 sections, each corresponding to one important task for you to complete.

Each section includes:

- ✓ A review of certain concepts from the Gymnastics Foundations – Introduction course or from prior experience as an athlete or assistant coach
- ✓ New information to extend your knowledge base
- ✓ A planning and coaching task
- ✓ A reflection guide

Your Gymnastics Foundations Manual will serve as a valuable resource when you are completing your workbook activities. Your supervisor is also an important source of ideas and information. Observe and talk with the other coaches in the gym. Use your imagination and be creative when you are developing your games and activities. Most importantly, have FUN! If you show your gymnasts that you love gymnastics, they will also develop a love for our wonderful sport.

**This workbook can be submitted to your Provincial Gymnastics Organization and count towards your Professional Development points.**

## Before You Start...

Take a few minutes to record some basic information.

Your name: \_\_\_\_\_

Your address: \_\_\_\_\_  
\_\_\_\_\_

Your phone number: \_\_\_\_\_

Your email: \_\_\_\_\_

Club name: \_\_\_\_\_

Club address: \_\_\_\_\_  
\_\_\_\_\_

Club phone number: \_\_\_\_\_

Club email: \_\_\_\_\_

Club head coach's name: \_\_\_\_\_

Your supervisor's name: \_\_\_\_\_

Supervisor's phone number: \_\_\_\_\_

Supervisor's email: \_\_\_\_\_

Program name: \_\_\_\_\_

Program level: \_\_\_\_\_

Date of your Gymnastics Foundations Introduction course: \_\_\_\_\_

Location: \_\_\_\_\_

Learning facilitator's name: \_\_\_\_\_

P/T Gymnastics' phone number: \_\_\_\_\_

P/T Gymnastics' email: \_\_\_\_\_

P/T NCCP contact: \_\_\_\_\_

# TASK 1 - Review What You Know

How do the 3 components of GCG's Educational Philosophy guide your coaching?

*Fun:* \_\_\_\_\_  
\_\_\_\_\_  
*Fitness:* \_\_\_\_\_  
\_\_\_\_\_  
*Fundamentals:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the three FUN principles?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the eight PLAY guidelines?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List the 6 gymnastics sports. Circle the one(s) that you are coaching.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# TASK 1 - Learn Something New

## Finding out about your PROGRAM and your PARTICIPANTS

Prior to planning lessons for your participants, you need to obtain information about the logistics of your program. Complete the following tables - if you don't know the answers, ask your supervisor!

*Location:* \_\_\_\_\_

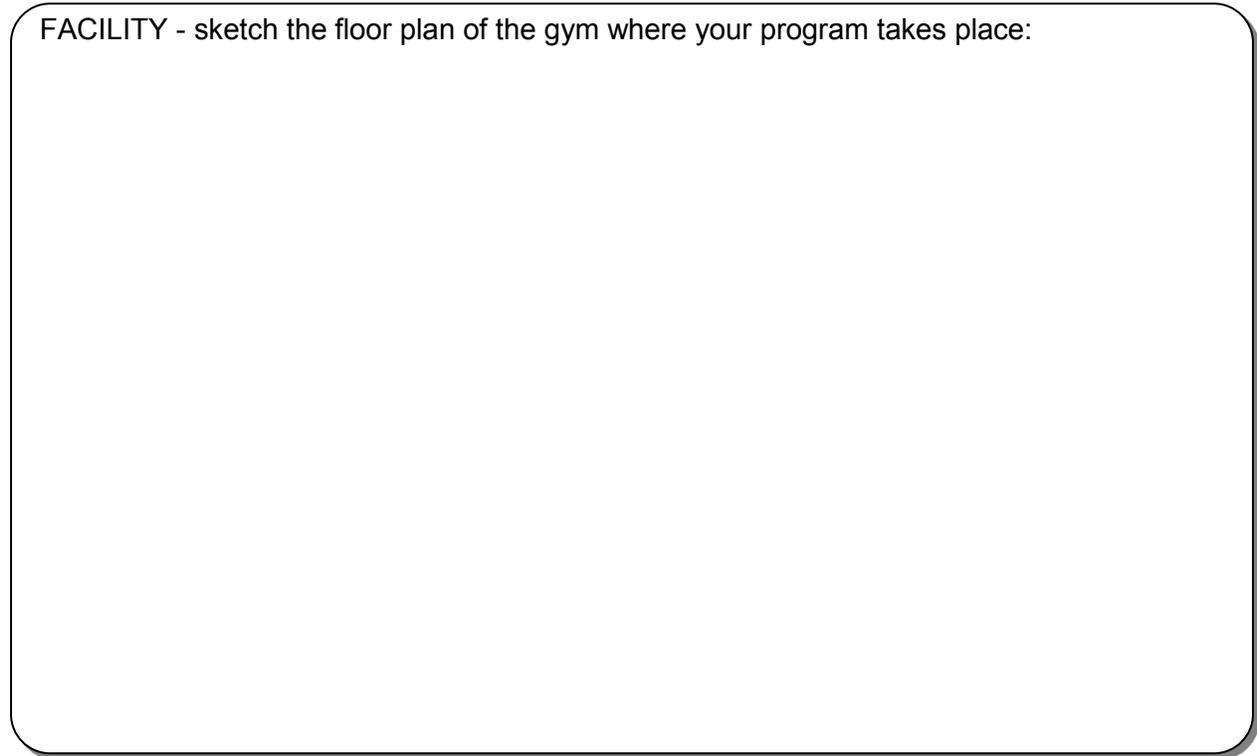
*Group/Program name:* \_\_\_\_\_ *Level:* \_\_\_\_\_

*Day:* \_\_\_\_\_ *Time:* \_\_\_\_\_

*Number of participants:* \_\_\_\_\_ *Gender:* \_\_\_\_\_

*Age range (youngest to oldest):* \_\_\_\_\_

FACILITY - sketch the floor plan of the gym where your program takes place:



*Do you share with other groups?* \_\_\_\_\_ *If yes, how many?* \_\_\_\_\_

*Is there an established time-table for using equipment?* \_\_\_\_\_

*If yes, what is it?* \_\_\_\_\_

*What small equipment (teaching aids) is available during your class time?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The second area of information that you will need is information about your participants. Complete the following Participant Profile to gather information about one of your participants. Once again, if you don't know the answer to one of the questions, ask your supervisor. Eventually you should have this information about every person you coach.

PHOTO	<b>Participant Profile Form</b>	
	Name (first and last) _____	
	Nickname: _____	
	Phone number: _____	
	Email: _____	
	Date of birth (age): _____	Gender: _____
	Height: _____	Weight: _____
Emergency contacts:	Mother: _____	
	Father: _____	
	Guardian: _____	
Drop-off/Pick-up person(s):	_____	
Previous experience:	_____ _____	
Years in this program:	_____	
	Level: _____	
Reasons for participating:	_____ _____	
Motivation (rewards):	_____ _____	
Notes/comments (previous/chronic injuries, allergies, special needs, vacation dates, school, etc.):	_____ _____ _____ _____ _____	



## TASK 2 - Review What You Know

### Beginnings & Endings

*Meeting & Greeting:* What activities can you include at the beginning of the class?

---

---

---

---

---

Why is a proper *warm-up* valuable?

---

---

---

---

---

How do the 3 *Fs* relate to the warm-up?

---

---

---

---

---

What is the purpose of the *cool-down*?

---

---

---

---

---

*Closing & Goodbye:* What activities can you include in the ending of the class?

---

---

---

---

---

# TASK 2 - Learn Something New

## Learning styles

Have you ever considered how you learn the best? Do you have to see a move in order to learn it, or is a verbal explanation all you need? Do you get nowhere until you try the move itself? Has a specific word or phrase given you a mental picture that has made all the difference in your learning? Learning experts have identified three Learning Styles:

**Visual learners** receive information by watching a demonstration, a video, or looking at a sketch, photo or diagram. Pointing out specific things to watch for in a demonstration helps them when learning skills. Colour coding can also be useful.

**Auditory learners** receive information through their ears. Explanations, counting or clapping rhythms, hearing cues or counts, helps them learn skills. Auditory learners who are exposed simply to a visual presentation will try to make up their own verbal cues in their heads to supply the missing 'voice'.

**Kinesthetic learners** try moves and learn from the feedback their own muscles, joints and skin gives them. Tactile cues, like "*feel your shoulder muscles touching your ears in a handstand*" or "*feel your big toe knuckles touching each other*" draw their attention to the kinesthetic feedback that helps them learn. At times a coach may need to place or position them, or move their limbs through a movement so that they can feel it correctly.

## What is your preferred learning style?

The following questionnaire is designed to help you discover your preferred learning style. To a large extent, your preferred learning style is linked to the sensory channel (hearing, seeing, feeling) you use the most to learn. In the 20 situations described, circle the option (A, B, or C) that best describes your personal experience.

### What happens when...

- 1. You're planning a series of technique progressions for the next lesson:**
  - A. You make lots of gestures with your hands while you think.
  - B. You draw up a diagram to help you clarify a few key ideas.
  - C. You mentally go over the key points and cues that you are going to say.
- 2. You're getting ready to write up work for the course you're taking:**
  - A. You are taken aback by the pile of paper.
  - B. You feel tired even before you begin.
  - C. You scold yourself for waiting until now to get to the work.
- 3. You're off to the gym:**
  - A. You are delighted to see that the sky is clear.
  - B. You hear birds singing and it is really delightful.
  - C. You yawn and wish you could stay in bed.
- 4. You go into the coaches' lounge and the first thing you notice is:**
  - A. The sounds of conversations.
  - B. A new gymnastics poster on the wall.
  - C. The smell of coffee.

- 5. You go to gather some other coaches to attend a staff meeting:**
  - A. You hear them chatting, unaware the meeting is about to start.
  - B. You hurry them along so that they get into the room as quickly as possible.
  - C. You see that they are not ready to go into the meeting.
- 6. You walk into the gym to begin teaching your class:**
  - A. You hope the heating will be switched on soon; it's cold in the room.
  - B. You notice the last group left the area untidy.
  - C. You're upset by the gymnasts who continue chatting.
- 7. Your group is waiting for you to start the lesson. As you walk over:**
  - A. You wonder what they are whispering about.
  - B. You notice that two 'challenging' participants are sitting next to each other.
  - C. You're not sure where to be: sitting down or standing up.
- 8. An athlete comes to see you to ask you a question:**
  - A. The fact that he/she is looking anxious is not a surprise.
  - B. You wonder what's behind his/her approach.
  - C. You're amused that he/she is coming to see you.
- 9. You're writing your gymnasts' report card and feedback forms:**
  - A. Your hand will go to sleep if you go on any longer.
  - B. You try to figure if your handwriting is legible.
  - C. The music on your iPod makes the time go by faster.
- 10. Your athletes don't understand an explanation:**
  - A. You immediately think about how to explain it another way.
  - B. You're surprised at the number of puzzled faces in front of you.
  - C. You immediately demonstrate the skill again.
- 11. Two athletes challenge the coach, and you notice:**
  - A. That it makes everyone uncomfortable.
  - B. That they speak without asking permission.
  - C. That they look very angry.
- 12. Some athletes ask to discuss a problem that everyone in the club is talking about:**
  - A. You think their request is out of line.
  - B. You're touched by their request.
  - C. You note that the other people present agree with the request.
- 13. The gymnasts are surprised when you announce the next special activity:**
  - A. Even though it's been posted on the schedule for a long time.
  - B. Even though they know what to do anyway.
  - C. Even though you've repeated it several times.
- 14. You're taking your group to do a mall demonstration:**
  - A. You notice your new shoes are very comfortable.
  - B. You're delighted to see the smiling faces of the people who are watching.
  - C. You check the numbers several times to be sure everyone's there.
- 15. You're summoned to your head coach's office:**
  - A. You've made up your mind to stand firm on this issue.
  - B. You wonder whether this is a good omen or not.
  - C. You re-read the memo to see if you can find an explanation.
- 16. A meeting is just about to start:**
  - A. You notice person X isn't there.
  - B. You work out how long the meeting will last by figuring on ten minutes per agenda item.
  - C. You notice you've chosen a more comfortable seat than last time.

**17. You approach the parents of some athletes with whom you've arranged a meeting:**

- A. You notice they have a slight regional accent.
- B. You extend your hand to them spontaneously.
- C. Just a moment! You thought they were older than this.

**18. A supervisor walks into your work area:**

- A. You find he/she has a pleasant voice.
- B. You notice a band-aid on his/her hand.
- C. You have a dry throat.

**19. In the cafeteria, you're swallowing the last few mouthfuls of your meal:**

- A. You've enjoyed the meal.
- B. The conversation around you isn't loud: so much the better!
- C. You find the colour of the dishes brighter than usual.

**20. Once the day is over, you go home and you:**

- A. Congratulate yourself for the successful moments of the day.
- B. Re-live the good moments of the day.
- C. Enjoy sitting down after a day on your feet.

**Scoring the questionnaire:**

The table below shows what kind of learning each answer in the questionnaire represents. For example, choosing the answer B for the first question indicates a visual learning style. For each situation in the questionnaire, circle the letter that corresponds to your answer for the situation. Now find the total for each of the three columns in the table. To do this, assign A answers the value 1, B answers the value 2, and C answers the value 3, and add the values for each column. The column with the highest total represents your primary learning style.

Situation	Visual	Auditory	Kinesthetic
1	B	C	A
2	A	C	B
3	A	B	C
4	B	A	C
5	C	A	B
6	B	C	A
7	B	A	C
8	A	B	C
9	B	C	A
10	B	A	C
11	C	B	A
12	C	A	B
13	A	C	B
14	B	C	A
15	C	B	A
16	A	B	C
17	C	A	B
18	B	A	C
19	C	B	A
20	B	A	C
<b>Total</b>			

How does the existence of different learning styles (visual, auditory, and kinesthetic) affect how you coach? What concrete steps can you take to give each participant the opportunity to learn in his or her preferred way?

## **Visual Learners...**

### **General observations**

- 👍 Often do better when shown rather than told. May have difficulty understanding oral directions.
- 👍 Have a tendency to watch your face when they are read or spoken to.
- 👍 Like to look at books and pictures.
- 👍 Like things orderly and neat. Often dress in an attractive manner.
- 👍 Can generally find things that are lost and seldom misplace their own things.
- 👍 Can often recall where they saw something some time ago.
- 👍 Notice details. Are good proofreaders, see typing errors, & notice if your clothing has a flaw.
- 👍 Can find pages or places in a book quite easily.
- 👍 Often draw reasonably well — at least with good balance and symmetry.
- 👍 May use few words when responding to questions; they may rarely talk in class.

### **Recommended teaching methods**

- ☑ Give visual directions and demonstrations as often as possible.
- ☑ Point out specific things to look for during a demonstration.
- ☑ Use visual aids such as drawings, videos, photographs, overheads, etc.
- ☑ Use colour-coding systems and visual aids.

## **Auditory Learners...**

### **General observations**

- 👍 Follow oral instructions easily.
- 👍 Remember spoken words or ideas quite well. May answer better when questions are explained to them verbally compared to when they must read them.
- 👍 Like musical and rhythmic activities.
- 👍 Tend to memorize easily, and often know all the words to songs.
- 👍 Will memorize a dance or floor exercise routine by linking movement to the music.
- 👍 Are often referred to as talkers and are seldom quiet. Tell jokes and tall tales and are full of excuses for why something isn't done.
- 👍 May appear physically awkward.
- 👍 Often have a poor perception of space and may get lost in unfamiliar surroundings.
- 👍 Often have poor perception of time and space and often do not keep track of time easily.
- 👍 Often have mixed laterality (left hand – right footed).

### **Recommended teaching methods**

- ☑ Teach them to talk through the steps in a task or activity.
- ☑ Provide verbal cues and/or counts.
- ☑ Encourage them to think out loud, and listen to what they are saying.
- ☑ Use tape-recorded instructions.
- ☑ Use lots of audio equipment in the learning process.
- ☑ Pair the individual with a visual learner.

## Kinesthetic Learners...

### General observations

- 👉 Learn best by doing and exploring the environment.
- 👉 Move around a lot and are sometimes considered hyperactive.
- 👉 Seem to want to feel and touch everything.
- 👉 Are usually quite well co-ordinated.
- 👉 Enjoy working with their hands. Like to take things apart and to put things together.
- 👉 May truly enjoy writing things down.

### Recommended teaching methods

- ☑ Use movement exploration.
- ☑ Have them tap tempos.
- ☑ Point out how a movement feels. They will be very aware of muscle tension and relaxation. They may have well-developed spatial awareness.
- ☑ For low-risk movements, demonstrate the whole skill; then let them try it.
- ☑ Use concrete objects as learning aids, especially ones that can be manipulated easily. For instance, have them place a piece of foam between their ankles when learning to keep their legs together.

Learning experts also recognise the role that the imagination plays in learning, although they have not identified the imagination pathway as a style. Images are vivid descriptive comparisons that create a mental picture. Examples include:

- ☑ *“Sit like you’ve just got in the bathtub & the water’s freezing”* (off-tramp seat drop training)
- ☑ *“Find a place on the mat that is large enough for you to make a snow angel without touching anyone”* (teaching concept of personal space)
- ☑ *“Motorcycle position”* (teaching landing position)

Write your own examples here:

1.	_____
	_____
2.	_____
	_____
3.	_____
	_____
4.	_____
	_____
5.	_____
	_____

If we are aware that the people we coach have a variety of learning styles, we can plan our teaching in ways that will help all our participants to learn. We can make sure all our participants can **watch, listen & try** in equal amounts. And, we can use our imagination to find images that will appeal to their imagination.

## TASK 2 - Create and Plan

During your lessons, you will often lead an active game/activity to begin the warm-up and a quiet game/activity for the cool-down. Describe one of these games/activities below:

*WARM-UP game/activity:* \_\_\_\_\_

*Equipment needed:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Rules of play:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Set-up formation:*

\_\_\_\_\_

\_\_\_\_\_

*Why did you choose this game/activity?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*What SAFETY considerations should you keep in mind? How will you manage them?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Which of the PLAY GUIDELINES will you follow to ensure the game/activity is fun & beneficial for all?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*How will you explain/demonstrate this game/activity to accommodate all LEARNING STYLES?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*COOL-DOWN game/activity:* \_\_\_\_\_

*Equipment needed:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Rules of play:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Set-up formation:*

\_\_\_\_\_

\_\_\_\_\_

*Why did you choose this game/activity?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*What SAFETY considerations should you keep in mind? How will you manage them?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Which of the PLAY GUIDELINES will you follow to ensure the game/activity is fun & beneficial for all?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*How will you explain/demonstrate this game/activity to accommodate all LEARNING STYLES?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## TASK 3 – Review What You Know

What are the 5 Fundamental Movement Patterns (FMPs) common to all gym sports?

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

What is the value of grouping gymnastics skills into just 5 FMPs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why are stationary positions so important in gymnastics?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the 3 TYPES of stationary positions? Distinguish between them briefly.

- |          |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |

Give 6 EXAMPLES of stationary positions that must be mastered in your gym sport.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

What is the definition of Centre of Mass?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the definition of Base of Support?

\_\_\_\_\_

\_\_\_\_\_



## TASK 3 – Create and Plan

Create or select & plan 3 activities to develop your gymnasts' ability to hold a stationary position. Decide where these activities will fit in the lesson: as part of the warm-up, as part of 1 or more of the teaching activities or as part of the cool-down. Select activities that are fun, safe & age appropriate. Remember to use teaching methods that will reach visual, auditory and kinesthetic learners.

Suggestions:

1. An immunity tag game where the safe position is a stationary position.
2. A group of paired cooperative activities requiring balance.
3. A group of 'fitness' activities to develop core strength for holding a position.

*Activity 1:*

*Activity 2:*

*Activity 3:*

# TASK 3 - Coach

## Coaching Tasks

- ❑ Lead your activities – review each stationary position by naming and demonstrating it – have the gymnasts practice the stationary position – observe, give feedback & help if necessary.

# TASK 3 - Reflection

<p>Activity 1 _____</p> <p>What worked well? _____</p> <p>_____</p> <p>_____</p> <p>How did class respond to instructions?</p> <p>_____</p> <p>_____</p> <p>Did anything not work well? Why? _____</p> <p>_____</p> <p>_____</p> <p>What would you change for next time?</p> <p>_____</p> <p>_____</p> <p>Discuss your self-assessment with your supervisor &amp; note additional things that you need to remember or work on:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Activity 2 _____</p> <p>What worked well? _____</p> <p>_____</p> <p>_____</p> <p>How did class respond to instructions?</p> <p>_____</p> <p>_____</p> <p>Did anything not work well? Why? _____</p> <p>_____</p> <p>_____</p> <p>What would you change for next time?</p> <p>_____</p> <p>_____</p> <p>Discuss your self-assessment with your supervisor &amp; note additional things that you need to remember or work on:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Activity 3 _____</p> <p>What worked well? _____</p> <p>_____</p> <p>_____</p> <p>How did class respond to instructions?</p> <p>_____</p> <p>_____</p> <p>Did anything not work well? Why? _____</p> <p>_____</p> <p>_____</p> <p>What would you change for next time?</p> <p>_____</p> <p>_____</p> <p>Discuss your self-assessment with your supervisor &amp; note additional things that you need to remember or work on:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

## TASK 4 - Review What You Know

### Landings

Why is it so important to master correct landing technique?

1. \_\_\_\_\_
2. \_\_\_\_\_

What were the 3 types of landings covered during the Gymnastics Foundations course? Where would each type of landing occur in your sport?

1. \_\_\_\_\_ *Where?*
2. \_\_\_\_\_ *Where?*
3. \_\_\_\_\_ *Where?*

What is the key biomechanical principle for safe landings on the feet?

\_\_\_\_\_

\_\_\_\_\_

What is the key biomechanical principle for safe landings with too much rotation?

\_\_\_\_\_

\_\_\_\_\_

## TASK 4 - Learn Something New

### Keys to Successful Coaching

What is the secret to being a successful coach? It may be summarized in 3 words, known as the 3 Ps:

**Personality - Preparation - Presentation**

#### Personality

If a coach's personality is enthusiastic, understanding and patient, then the most important prerequisite for successful coaching has been satisfied. It is important that you be able to:

- 👍 Captivate and motivate your class
- 👍 Help your gymnasts overcome their fears and inhibitions
- 👍 Energize your participants to reach beyond their own known ability

## ***How can you improve your teaching personality?***

- 👍 Picture yourself “sparkling” in front of the class
- 👍 Observe and emulate coaches who have that enthusiasm and confidence
- 👍 Ask for feedback from your supervisors or peers

## **Preparation**

The best lessons are those that have been thoroughly prepared. Visualizing how you want the lesson to run ideally and having alternate back-up plans in case adjustments have to be made is the key to successful lessons.

## **Presentation**

### ***Teaching Styles***

There is a continuum of teaching styles that has at one end, teacher-led styles and at the other end, learner-led styles. An example of the former is the drill or progression style and an example of the latter is the discovery or problem-solving style. Make no mistake about the fact that the teacher is always in charge! A competent coach can function in both styles and provides novelty and interest to the gymnasts by smoothly switching back and forth between the styles depending on the nature of the task and the readiness of the gymnasts.

#### **Teacher-led**

When it is important that a skill be performed in a specific way (often the safest way), the coach uses a DIRECT style. The coach:

- ✓ Names the skill and explains its purpose
- ✓ Demonstrates the skill or has it shown
- ✓ Presents a series of progressions
- ✓ Gives frequent feedback to the group & to individuals
- ✓ Rewards gymnasts who approach correct execution of the skill

#### **Learner-led**

When the basic skill is less risky, when the coach is confident that the participants can achieve it safely, and when specific correct technique is not important, the coach uses a DISCOVERY or PROBLEM-SOLVING style. The coach:

- ✓ Sets a challenge
- ✓ Asks a question: “*How many ways can you...?*”
- ✓ Encourages creativity
- ✓ Accepts a wide variety of responses

### ***Planning how participants will practice***

The coach also has options for setting up the way the participants will learn skills:

- 👍 *Learning en masse* where everyone has a space to practice independently.
- 👍 *Stations* where equipment is set out so that there is 1 station per participant (or pair). The gymnasts stay at each station for a pre-determined length of time.
- 👍 Learning through *well-designed games* that develop skills and fitness.
- 👍 *Circuits* where equipment is set out in a circle or weave formation that allows participants to move from 1 piece to the next.

## TASK 4 - Create and Plan

Design a series of activities to enable participants to practise a variety of landings. You will need to 'design' 8 different landing activities. Sketch the activities in the table below. **Make a sign for each activity and post it for your visual learners.**


## TASK 4 - Coach

### Coaching Tasks

- Post your signs.
- Lead your activities – review each landing by naming & demonstrating it – have the gymnasts practice the landing – observe, give feedback and help if necessary.

# TASK 4 - Reflection

What worked well? \_\_\_\_\_

How did the participants respond to your instructions? To the illustrations? \_\_\_\_\_

Did anything not go as planned? Why? How would you fix this problem? \_\_\_\_\_

What would you change the next time you lead these activities? \_\_\_\_\_

**Assess yourself on the three 'Ps' during this lesson:** circle the score that you think you rate on a scale of 1 to 10, where 10 is excellent!

**Personality**    1    2    3    4    5    6    7    8    9    10

**Preparation**    1    2    3    4    5    6    7    8    9    10

**Presentation**    1    2    3    4    5    6    7    8    9    10

Discuss your reflections and self-assessment with your supervisor coach & note additional things that you need to remember:

---

---

---

---

---

---

---

---

---

---

# TASK 5 - Review What You Know

## Locomotion and Spring

Define locomotion.

\_\_\_\_\_

\_\_\_\_\_

Describe efficient running technique.

\_\_\_\_\_

\_\_\_\_\_

Explain how the principles of spring are the reverse of the principles of landing.

\_\_\_\_\_

\_\_\_\_\_

Name 3 skills requiring spring in your sport.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Gives 6 examples for each of the following:

### **Locomotions – ANIMAL WALKS**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### **Locomotions – NON-ANIMAL WALKS (e.g. walking forward)**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### **Springs – ANIMAL WALKS**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

### **Springs – NON-ANIMAL WALKS (e.g. jumping forward)**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

# TASK 5 - Learn Something New

## Using Circuits

Your Gymnastics Foundations manual has many suggestions for using circuits. A circuit may or may not use equipment, but it always includes a variety of activities or exercises that allow a group of gymnasts to be **CONTINUOUSLY ACTIVE** while they develop skills and/or fitness. Besides being used to reinforce learning and to develop fitness, circuits are also a great way to add variety to your program and to challenge your participants.

### Guidelines

- 👍 A circuit must have enough activities to keep all the participants in the group active. As a rule, there should be at least 1 more activity than there are participants.
- 👍 The activities should require no spotting and must be safe.
- 👍 The pathways between activities must be clearly designated to prevent collisions.
- 👍 Explanations must be simple, clear and quick so that the gymnasts can start quickly.
- 👍 Start the gymnasts at different activities in the circuit to avoid long line-ups.
- 👍 Suggest that if a line-up occurs, they skip that activity and go to the next activity.
- 👍 Activities should be easy to change to vary the circuit and make it more challenging, or to offer easier options for those having difficulty, to add novelty, etc.

## TASK 5 - Create and Plan

Design a circuit for practising either locomotion or spring. Of course, landing on the feet will be required as well! Use the space below, to design a locomotion or spring circuit for a group of 6 to 8 participants who are just starting out in your sport.

Age of participants: \_\_\_\_\_      Locomotion       Spring

Now imagine that you have a group of older gymnasts who have been doing gymnastics for 3 years. How would you change the activities to accommodate this older group? Or imagine that you have a group of 3 to 5 year old gymnasts who have just started gymnastics. How would you change the activities to accommodate this younger group? Pick an age group and adjust the activities in your circuit.

*Age of participants:* \_\_\_\_\_      *Locomotion*       *Spring*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now make the necessary adjustments to implement one of your circuits with your group.

Don't forget the following points when planning your circuit (series of activities):

*How and when will you set up the circuit & activities?* \_\_\_\_\_

\_\_\_\_\_

*How will you explain / demonstrate the circuit & activities?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*How much time will you allocate to this circuit?* \_\_\_\_\_

*How will you supervise the circuit & activities? Where will you stand?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*What corrections will you make? How will you give feedback?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Will you use music? If yes, how will you coordinate it with the circuit & activities?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TASK 5 - Coach

### Coaching Tasks

- ❑ Set up and lead your *circuit & activities* – introduce each activity – have the gymnasts run through the circuit/activities) – observe, give feedback and change if necessary.

## TASK 5 - Reflection

*What worked well?* \_\_\_\_\_

*How did the participants respond to your instructions? To your corrections?* \_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

*What would you change the next time you lead this circuit?* \_\_\_\_\_

What are your impressions of the progress of the participants under your care?

Are they having fun?	Yes	No
Do they appear to be improving their strength and flexibility?	Yes	No
Are they learning skills?	Yes	No

*You have almost completed this workbook. What is the most important thing that you have learned to date? How has it helped you?*

*Discuss your reflections and self-assessment with your supervisor coach & note additional things that you need to remember:*

## TASK 6 - Review What You Know

### Physical Abilities (ESP)

Complete the table to show that you understand the difference between endurance, strength and power. Use your Gymnastics Foundations manual to complete the table.

	<b>Endurance</b>	<b>Strength</b>	<b>Power</b>
<i>Definition</i>			
<i>2 skills my gymnasts do that require this ability</i>			
<i>3 ways to develop it in a fun way</i>			

## TASK 6 - Learn Something New

### What is Self-esteem?

Self-esteem is the way a person sees himself or herself. Self-esteem can be affected by comments, positive or negative, from others, including messages about the person's participation in sport.

### The Importance of Self-esteem

One of the most important stages in the development of self-esteem occurs between the ages of 6 and 11. As a coach, you have an important role to play in the development of self-esteem in your gymnasts.

Seemingly harmless comments may have a significant impact. Try to find something that the gymnast does well, even when you are making corrections. Positive comments may focus on the way the gymnast performs a particular skill or on aspects not directly linked to performance, for example, respecting the rules, being on time, taking care of the equipment, making others laugh, or helping others.

As a coach, what you say (verbally or through your body language) is extremely important in the eyes of the athletes, and you may have direct influence on their self-esteem. You must always assess the potential impact of the words you say to your gymnasts or the comments you make to them.

### **Here are some indications that a participant may be lacking self esteem:**

- ☹ Avoids doing a task or responding to a challenge or gives up at the first opportunity.
- ☹ Shows signs of regression and acts like a baby or in an immature way for their age.
- ☹ Behaves extremely stubbornly to hide feelings of incompetence, frustration, or helplessness.
- ☹ Makes excuses (*"the coach is stupid"*) or makes light of events (*"this is a dumb sport anyway"*).
- ☹ Has mood swings, appears sad, weeps, has fits of anger or frustration, or has periods of silence.
- ☹ Makes negative comments about himself or herself such as *"I never do anything well"*, *"Nobody likes me"*, *"I'm not pretty"*, *"It's my fault..."*
- ☹ Sensitive to praise and criticism.
- ☹ Excessively worried about the opinion of others.
- ☹ Significantly affected by the negative influence of friends.

Remember that part of your coaching role is to help all participants develop self-esteem. It is important that you set a positive, respectful tone in the gym at all times and with all the participants. Be aware of how the gymnasts interact. Praise them for supporting each other; do not tolerate teasing or bullying.

### **Below are some suggestions for setting the tone:**

- 👍 Greet all participants warmly when they arrive, and make sure they are happy to be there.
- 👍 Show them you are confident in their ability to learn.
- 👍 Show them respect.
- 👍 Tell them what they do well.
- 👍 Show them you appreciate them as people.
- 👍 Communicate with them in a positive manner.
- 👍 Engage them in activities appropriate for their level of development. Have realistic objectives and expectations based on their level.
- 👍 Provide sincere and frequent praise, e.g. encourage them three or four times before making corrections. Encourage gymnasts to try without always putting the emphasis on results.
- 👍 Avoid elimination games, having peers select team members and games that put pressure on participants. Create situations in which participants have a good chance of being successful.
- 👍 Be precise when you praise their efforts or performance.
- 👍 Congratulate them on their special achievements; recognize each gymnast's progress.
- 👍 Smile, wink, or nod to athletes to acknowledge their efforts. A pat on the back is a great way to encourage athletes.
- 👍 Give athletes responsibility. Have them participate in decision-making and give everyone the opportunity to be the leader. Alternate the role of captain.
- 👍 Seek the opinion of athletes, and encourage them to ask questions.
- 👍 Communicate the true joy of doing gymnastics.

## Building self-esteem in your participants

Think about your interactions with your gymnasts. Identify the ways you have been affecting their self-esteem. Be honest! Now fill in your action plan:

<i>I will STOP...</i>	_____
	_____
	_____
<i>I will CONTINUE...</i>	_____
	_____
	_____
<i>I will START...</i>	_____
	_____
	_____

## TASK 6 - Create and Plan

Create or select and plan 3 activities for developing leg and/or arm strength or endurance. Determine where these activities will fit in the lesson (as part of the warm-up, as part of 1 or more of the teaching activities or as part of the cool-down). Select activities that are fun, safe and age appropriate. Remember to use teaching methods that will reach visual, auditory and kinesthetic learners. Refer to your Gymnastics Foundations manual for ideas.

*Activity 1:*

*Activity 2:*

*Activity 3:*

# TASK 6 - Coach

## Coaching Tasks

- Lead your endurance/strength activities – explain and demonstrate – have the gymnasts practice the activities – observe, give feedback and help as necessary.

# TASK 6 - Reflection

What are your impressions of the self-esteem of the participants under your care?

Does everyone show signs of having a good self-esteem?	Yes	No
Does everyone seem 'comfortable' or at ease in the gym?	Yes	No
Did you try to implement your self-esteem building action plan?	Yes	No
Did you discuss ways to improve self-esteem with your supervisor?	Yes	No

*What worked well?* \_\_\_\_\_

*How did the participants respond to your instructions?* \_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

*What would you change the next time you do these activities?* \_\_\_\_\_

*Discuss your reflections with your supervisor coach & note additional things that you need to remember:*

# TASK 7 - Review What You Know

## Flexibility

What do we mean when we say that a gymnast is flexible?

---

---

List some of the reasons why flexibility is important for all gymnastics sports.

---

---

What is the difference between the active and the passive range of movement?

---

---

Name 3 skills that require flexibility in your sport.

---

---

Static flexibility activities are best done at the end of the practice because the muscles are adequately warmed up at that time, intense effort is not required, and the pace of the exercises encourages relaxation and cooling down. In fact, research has shown that slow static stretching in the warm-up reduces explosive power in the muscles and is detrimental to performance in activities requiring powerful take-offs (leaps and jumps, tumbling, vaulting). While gymnasts are stretching, the coach can conclude the lesson (make announcements, give out papers, etc.)

With recreational participants, flexibility exercises are generally performed without the help of a partner. The muscle group is stretched in a controlled and gradual manner, without any interruption of the movement, until a slight tension is felt. Then that position is held from 10 to 20 seconds, depending on the age and motivation of the participant. It is important to breathe slowly & deeply. Repeat each stretch 2 to 3 times, depending on the time available. Stretch on both sides.

Describe 3 'exercises' that make slow static stretching fun for recreational gymnasts.

# TASK 7 - Learn Something New

## Emergency Action Plan

Do you know what to do if you are confronted with an emergency while coaching? Locate a copy of your gym club's Emergency Action Plan (EAP) information sheet and read it thoroughly. Keep a copy of your club's EAP with your workbook.

Describe what you would do if confronted with the following situation in your gym? List each step in order. Refer to your club's EAP and ask your supervisor to verify your answer.

*Two of your gymnasts collided and bumped heads while playing a vigorous game. One seems dazed and unsteady. Within a minute she drops to the floor. The other has a gash above the eye. What do you do?*

---

---

---

---

---

---

---

---

---

---

---

---

## TASK 7 - Create and Plan

Design a warm-up that includes a cardio activity and a fun activity that develops flexibility for your group of participants.

*Activity 1 (Cardio):*

*Activity 2 (Flexibility):*

Design a cool down focused on developing flexibility for your group of participants.

*Cool-down (flexibility):*

**Remember to:**

- Respect the guidelines for flexibility development and safety.
- Ensure that all participants are challenged appropriately.
- Ensure that all participants are continuously active.
- Use teaching methods that will reach visual, auditory and kinesthetic learners.

## TASK 7 - Coach

### Coaching Tasks

- Lead the warm-up and cool-down you planned above as part of your lesson.

## TASK 7 - Reflection

*What worked well?* \_\_\_\_\_

*How did the participants respond to your instructions?* \_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

*What would you change the next time you do these activities?* \_\_\_\_\_

*Discuss your reflections with your supervisor coach & note additional things that you need to remember:*

## TASK 8 - Review What You Know

### Motor Abilities

Complete the table to show that you understand the different motor abilities of agility, balance, coordination and spatial orientation. These 4 motor abilities are important for success in all gymnastics sports. Use your Gymnastics Foundations manual to complete the table.

	<i>Definition</i>	<i>3 examples from my sport</i>
<i>Agility</i>		
<i>Balance</i>		
<i>Coordination</i>		
<i>Spatial orientation</i>		

What is the difference between static balance and dynamic balance?

<hr/> <hr/> <hr/>
-------------------

## TASK 8 - Learn Something New

### Using Theme Days

Theme Days are great for adding variety, fun and excitement to your program. They can help to reinforce certain concepts or FMPs. They can entice participants to try new activities and they can stimulate the imagination and creativity of gymnasts and coaches alike.

Theme Days can be as simple or as complicated as you like. You can inform parents the week before the special theme day (for example, pyjama day or teddy bear day) so that your participants arrive ready and eager to participate, or you can surprise the group by using different equipment/activities to focus on a movement theme throughout the class. Regardless of your theme, plan carefully, and keep safety in mind at all times. Costumes or props should

never interfere with movement, and participants should never be encouraged to take unnecessary risks.

Here are some ideas for themes, and some ways that they could be integrated with different concepts in gymnastics. Remember that music is a great way to reinforce a theme. Use it in warm-ups, for games and even during circuits.

**Holiday Themes - “Valentine’s Day”** *Do partner skills and activities - gymnasts help each other with activities, play cooperative games. Be friends with your participants, give out Valentines and wear red and white!*

**Superhero Day** *Include activities that require great power and strength - lots of springing and locomotion activities. Find ways to move like different superheroes in a variety of scary situations. And don’t forget about “Elasti-girl”! Draw a mask around everyone’s eyes for effect. (No capes!)*

**Seasonal Themes - “Spring”** *Apart from the obvious, you can also include activities and skills that explore changes in level – e.g. growing from low to high – and changes in range (from small to large). A good theme for imagination games.*

**Zoo or Jungle or Safari Day** *Great for animal walks, circuits (bars make a great jungle and you can train lions to jump through hoops) and imagination games. All FMPs fit well in this theme.*

Theme days can be handy for those times of the year when participants are cooped up in the house or school due to extreme cold or a spell of rainy weather. A few days of indoor recesses will often result in a group of highly energetic participants, and parents who are grateful for an opportunity to see this energy expended in a positive manner. A dynamic Superhero theme day at these times of the year could be a useful coaching tool to have in your back pocket.

Take a few minutes and write down some of your own ideas for Theme Days:

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

# TASK 8 - Create and Plan

## Creating Theme Days

Pick your favourite Theme Day idea and design a warm-up, a game, two different 'apparatus' activities and a cool down activity that follow this theme. Describe each in detail, and identify the FMPs, the physical/motor abilities and/or specific skills that are being developed in each activity.

Theme: \_\_\_\_\_

*Warm-up – What are your participants developing?* \_\_\_\_\_

*Game – What are your participants developing?* \_\_\_\_\_

*Apparatus/Activity 1 – What are your participants developing?* \_\_\_\_\_

*Apparatus/Activity 2 – What are your participants developing?* \_\_\_\_\_

*Apparatus/Activity 3 – What are your participants developing?* \_\_\_\_\_

*Apparatus/Activity 4 – What are your participants developing?* \_\_\_\_\_

*Cool-down – What are your participants developing?* \_\_\_\_\_

## **TASK 8 – Coach**

### **Coaching Tasks**

- Discuss your Theme Day activities with your supervisor coach.
- Lead your Theme Day activities during the lesson.

## **TASK 8 – Reflection**

*What worked well?* \_\_\_\_\_

*How did the participants respond to your instructions?* \_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

*What would you change the next time you do these activities?* \_\_\_\_\_

*Discuss your reflections with your supervisor coach & note additional things that you need to remember:*

# TASK 9 - Review What You Know

## Rotation

What causes a body to rotate?

<hr/> <hr/> <hr/>
-------------------

Name the 3 axes of rotation & list 2 skills in your sport for each. If your sport does not include skills that rotate around one of the axes, identify which axis of rotation is not used and why.

<b>Axis of rotation</b>	<b>3 examples per axis of rotation from my sport</b>

# TASK 9 - Learn Something New

## Teaching process – organization and set-up

- 👍 Always think about how to start and finish an activity.
- 👍 Always take into account the safety issues of the activity.
- 👍 Organize the activity so the participants are active for as long as possible.
- 👍 Set up the environment so you can move around and see everyone without interfering.
- 👍 Ensure that the participants get involved in the activity quickly (rapid transition).
- 👍 Ensure each participant has the maximum amount of practice time (number of repetitions).
- 👍 Always plan what equipment to use during the activity, prepare it ahead of time, and make sure it is available at the time of the activity.

## Teaching process – explanations and demonstrations

- 👍 Always give participants cues or reference points (what they should look for or feel while doing the movement).
- 👍 Effective cues are short, clear, simple, and few (2 or 3).
- 👍 A cue must be observable by the coach and easily understood by the participant.
- 👍 Always show and tell the participant what a successful performance will look and feel like (how will the participant know that he or she has succeeded).
- 👍 Be sure to use words, movements, or visuals that take into account the preferred learning styles of each participant (visual, auditory, kinesthetic, imagery).
- 👍 Make sure ALL the participants are positioned so they can hear and see.
- 👍 A good demonstration has the following characteristics: the movement is well executed, the timing is right, and everyone can see it.
- 👍 Consider using a participant as the demonstrator.

## Teaching process – observation and feedback

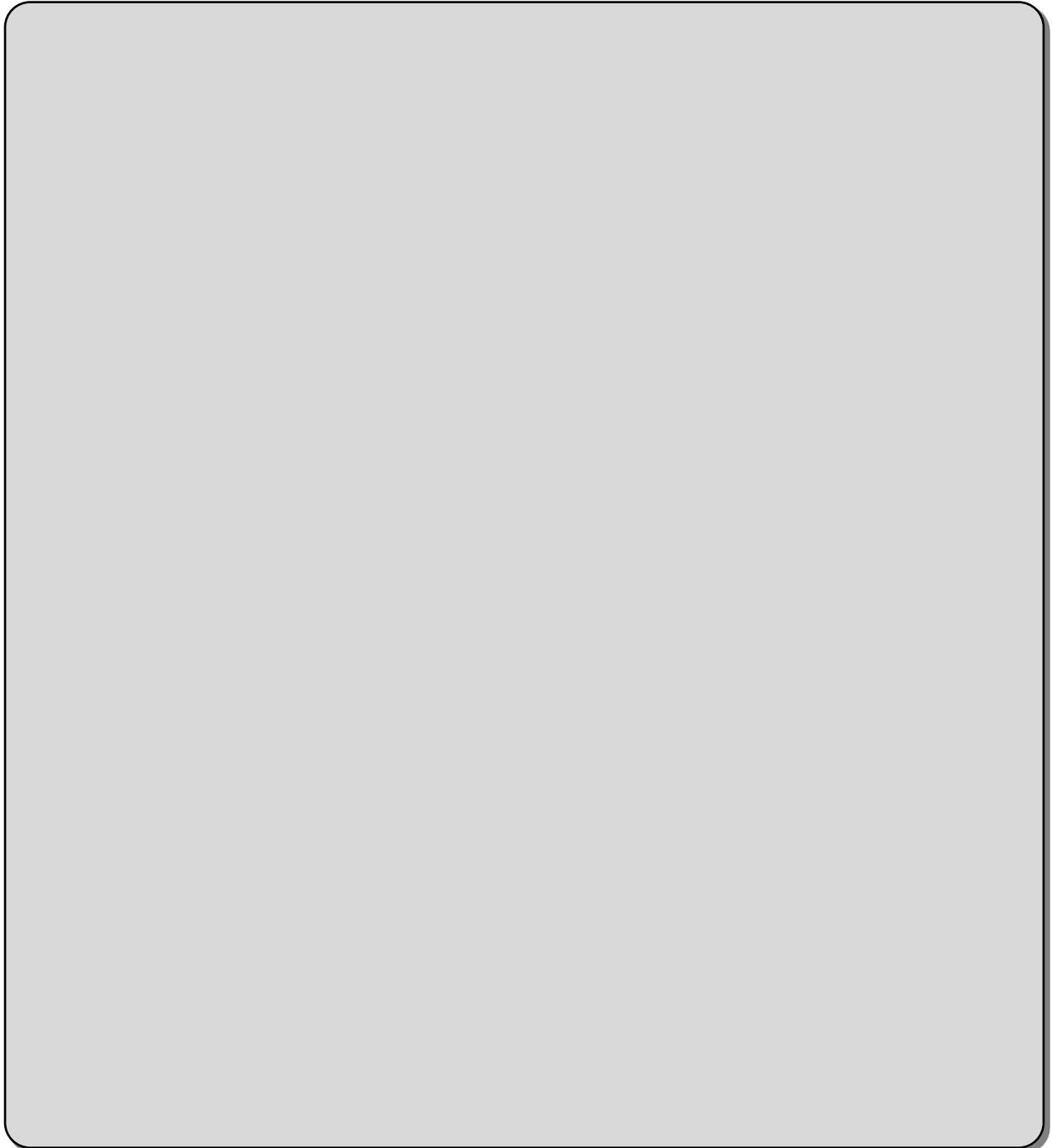
- 👍 Always ensure participants understand the instructions you provided.
- 👍 Always ensure that the activity is appropriate for the participants' skill level.
- 👍 Always ensure that there is a good rate of success among the participants (i.e. most of the participants are able to do what you asked them to do).
- 👍 Actively supervise participants so you see ALL participants during the activity. Scanning the activity and moving around to watch what is going on from different vantage points enables you to be actively involved.
- 👍 Look to see if the participants are having fun, or if they are bored or discouraged.
- 👍 Pick up indications or signs of sound execution – or lack of it – and intervene quickly to correct the situation.
- 👍 Give feedback that is...
  - ☑ Specific, not general, for example: “You did \_\_\_ perfectly” instead of “That’s great!”
  - ☑ Positive and constructive, not negative and humiliating
  - ☑ Focus on behaviour that can be improved
  - ☑ Informative and relevant
  - ☑ Balanced – contains information on what the participant did well and what still needs improvement. For example, “Your \_\_\_ (movement) is better than last time. The next thing to do would be to (add another level of complexity to the movement, or a particular piece to refine.)”.
  - ☑ Clear, precise and easy to understand

Remember that a participant will need to spend many hours, weeks, months and even years to become a top notch performer. Your challenge as a coach will be to avoid long line-ups, inactivity and boring repetition. You must find creative ways to challenge your participants to improve while keeping them motivated to continue participating in sport.

## TASK 9 - Create and Plan

Design a circuit or series of activities to teach rotations using a variety of apparatus/aides:

- ☑ If designing a circuit, don't forget to count the number of participants in your group – you should have a minimum of 1 station per pair up to a maximum of 1 per participant.
- ☑ If designing activities, you must plan at least 6 different activities using at least 3 different 'apparatus' or teaching aids.
- ☑ Don't forget to plan the best position for you to be in so you can observe all the participants.



# TASK 9 - Coach

## Coaching Tasks

- Discuss your Rotation circuit/activities with your supervisor coach.
- Lead your Rotation circuit/activities for your lesson.

## TASK 9 - Reflection

*What worked well?* \_\_\_\_\_

\_\_\_\_\_

*How did the participants respond to your instructions?* \_\_\_\_\_

\_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*What would you change the next time you do the circuit/activities?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Discuss your reflections with your supervisor coach & note additional things that you need to remember:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# TASK 10 - Review What You Know

## Spring

Where can springs occur from?

---



---

What are the 3 mechanical conditions of good spring technique?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# TASK 10 - Learn Something New

## Qualities of Movement

Throughout the Gymnastics Foundations Introduction course we looked at ways to add variety in the program. In fact, any movement skill can be varied by manipulating the components of movement. You can create an infinite number of new skills, games and activities, simply by changing one or more components of movement. Below is a summary of general human movement, which you can use to help you in the exercise that follows.

<i>What moves...</i>		<i>Where Movement takes place...</i>				<i>Qualities of movement...</i>		
BODY		SPACE				EFFORT		
Body Part	Body Action	Ranges	Levels	Pathways	Direction	Time	Force	Rhythm
Arms	Stretched	Small	High	Straight	Forward	Fast/slow	Smooth	Move to
Legs	Bent	Medium	Medium	Curved	Backward	Long/short	Strong	the beat
Trunk	Twisted	Large	Low	Zigzag	Sideward	Accelerate	Gentle	of music
Feet	Crossed				Up	Decelerate	Explosive	
					Down		Heavy	
							Light	

Now select a skill from the list below and find at least 6 ways to vary the performance of the skill. Use the box below to describe/draw your variations.

**Skills (select one): forward roll, cartwheel, skipping, passé balance, 2-foot jump**


## TASK 10 - Create and Plan

### Varying the components of movement to create new activities

Develop a circuit or series of activities (minimum 8). Using the chart on the previous page, identify two different variations for each activity. You may choose to make all the variations consistent (e.g. variation #1 shows a change in level for each activity) or you can be more random in your variations (e.g. up to 16 different movement components).

Draw your circuit/activities below and list the variations beside each activity.

# TASK 10 - Coach

## Coaching Tasks

- Discuss your circuit/activities with your supervisor coach.
- Lead your circuit/activities during your lesson.

# TASK 10 - Reflection

*What worked well?* \_\_\_\_\_

\_\_\_\_\_

*How did the participants respond to your instructions?* \_\_\_\_\_

\_\_\_\_\_

*Did anything not go as planned? Why? How would you fix this problem?* \_\_\_\_\_

\_\_\_\_\_

*What would you change the next time you do these activities?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Discuss your reflections with your supervisor coach & note additional things that you need to remember:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Looking at the bigger picture

Your Gymnastics Foundations training & practical coaching experience has focused on planning specific components of a lesson.

Review the lessons that you use to see how each fits within the following 'program plan'. Complete the table below by placing a checkmark beside the physical & motor ability, FMP, apparatus/skills, etc. that were included in each lesson. **Use a pencil!**

Program Component	Week										Comments
	1	2	3	4	5	6	7	8	9	10	
<b>Physical Abilities</b>											
♦ Endurance											
♦ Strength											
♦ Power											
♦ Flexibility											
<b>Motor Abilities</b>											
♦ Agility											
♦ Balance											
♦ Coordination											
♦ Spatial Orientation											
<b>FMPs (Special focus)</b>											
♦ Landings											
♦ Statics											
♦ Locomotions											
♦ Rotations											
♦ Springs											
<b>Apparatus/Skills</b>											
♦											
♦											
♦											
♦											
♦											
<b>Special Days (list)</b>											
♦											
♦											
♦											

**Based on the checklist, answer these questions:**

Are all the FMPs covered? If not, why not?

\_\_\_\_\_

\_\_\_\_\_

Are all of your sport's apparatus used during the session? If not, why not?

\_\_\_\_\_

\_\_\_\_\_

Does your checklist show a relationship between the FMPs and physical/motor abilities?

\_\_\_\_\_

\_\_\_\_\_

Do you see any patterns in the long-term program plan? Describe them.

\_\_\_\_\_

\_\_\_\_\_

Do you have any other questions or observations? Note them here:

\_\_\_\_\_

\_\_\_\_\_

**Now describe the gymnasts you work with:**

Gender:    Female    Male    Male & Female

List the number of gymnasts in each age group:

Age: _____	Children: 6-7 years	Level(s): _____
_____	Children: 8-9 years	Level(s): _____
_____	Pre-Puberty: 10-11 years	Level(s): _____
_____	Puberty Stage 1: 12-15 years	Level(s): _____

Within each age group, are there important differences in:

Height and Weight	yes ( )	no ( )
Skill Level	yes ( )	no ( )
Level of Experience	yes ( )	no ( )

# Final assessment

Complete the Coaching Self-Assessment questionnaire and the questions on the following page.

## COACH SELF-ASSESSMENT

On the form below, rate your level of confidence on a scale from 1 (low) to 5 (high).

How confident do you feel in your ability to:



	1	2	3	4	5
<b>Planning:</b>					
Plan warm-up and cool-down activities					
Plan gymnastics games					
Plan activities to develop physical abilities					
Plan activities to develop motor abilities					
Plan activities to develop the FMPs					
Plan circuit-type activities to maximize the time and space available					
Plan activities that are fun, challenging and safe, and ensure continuous activity					
Develop a lesson plan					
<b>Teaching:</b>					
Teach warm-up and cool-down activities					
Teach gymnastics games					
Teach activities that develop physical and motor abilities					
Teach activities that develop the FMPs					
Teach circuits that are safe and that maximize the time and space available					
Teach activities that are fun, challenging, safe and ensure continuous activity					
Assess gymnasts' progress using CANGYM, CANJUMP, PRISM or similar programs					

Now turn the page, and answer the questions.....

Did you enjoy completing this workbook? Why (or why not!)?

---

---

---

What are your strongest skills as a coach?

---

---

---

What areas of your coaching would you like to improve?

---

---

---

In what aspects of coaching would you like more information or training?

---

---

---

Discuss your reflections with your supervisor and note any additional comments that you need to remember:

---

---

---

---

---

---

---

**CONGRATULATIONS** - You have completed the  
Gymnastics Foundations Workbook 😊  
You may now submit it to get credit for Professional Development points.





# Gymnastics Foundations Workbook Completion Form

***This form will be completed by your supervisor when they evaluate your completed workbook.***

Coach's Name: \_\_\_\_\_

NCCP #:	Email:
---------	--------

Club Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

The workbook tasks are reviewed and categorized from *Insufficient to Excellent*. Coaches are encouraged to use the ratings and the comments provided as feedback on the strengths and weaknesses of their coaching.

**Excellent** - The coach completed the task in an outstanding way; exceptional.

**Good** - The coach completed the task successfully.

**Fair** - The coach completed the task but is missing some elements.

**Insufficient** - The coach attempted to complete the task but requires significant improvement to be successful, or the coach did not complete the task.

TASK	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	Comments:
TASK 1	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 2	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 3	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 4	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 5	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 6	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 7	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 8	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 9	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	
TASK 10	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Insufficient <input type="checkbox"/>	

**Additional Comments and Action Plan:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_

***To receive your PD points, please submit this completed form to your Provincial Gymnastics Federation***