

AGF Regional Workshop Recap



**January 5, 2024, Phoenix Gymnastics Centre, Edmonton
Coach Facilitator: Sandy Boisvert**

OPENING NOTES:

- Always have a plan
- Set skill goals for each session
- Find ways to have your participants commit to their goals
- Show a huge amount of enthusiasm when a participant reaches their goal

Why do participants want to be in gymnastics?

- They want to be upside down! They want to do handstands! They want to do flips!

If you do something in a preschool program, you must not do it in a CANGYM Program

- They are different so they should be taught differently

Things to challenge yourself as a coach

- Don't teach your events all the same way
 - If you teach your first event as a circuit, teach the second event in a different format

CIRCUIT BUILDING 101

- Have a clear intention
- Have "coordination stations" that break down the skill and allow the participant to experience each component of the skill
- Make it fun

When you are using circuits, have the entire circuit be focused on developing a specific skill/have a specific intention (e.g., focusing on learning a hurdle; cartwheel; etc.)

Different ways to add FUN to a circuit:

- Add an element of bounce (where appropriate)
- Increase amplitude
- Add speed
- Doing contests
- Showcasing skills
- Having a free turn (allowing the participant to be creative in their gymnastics)

It is IMPARTITIVE to learn every participant's name in your group

If you are excited to see your participants, they will be excited to see you.

CORRECTIONS

When giving corrections, use specific and quick key words, and insist the participant retries a skill while applying the correction.

Have BIG praise for applying a small correction.

When a participant does a skill incorrectly 5 different ways, they are experimenting on how to perform the skill properly. If they are making the same error repeatedly, the coach must step in to assist them in finding the solution.

Coaches MUST learn the skills that are in each level's testing sheet, but also why each skill is in each level (and the progression that can build from that specific skill). If you as a coach can understand the purpose of a skill, you will be more engaged to creatively teach your participants.

TIPS FROM SANDY

- Have a purpose for your class
- Start the class with a challenge (Who can do a cartwheel? A handstand? A bridge?)
 - Find a way to create a connection with the participant
- Be present and engaging – once participants meet you, let them play gymnastics (practice cartwheels on the side, handstands, rolls)
- Don't be afraid to play games during warm up
 - Know that you can do a warmup that isn't a game
 - Use skills that are being tested in your warmup to gauge competency
- Introduce the skill of the day – it doesn't have to be the same skill every day
 - Prepare a variety of progressions to appropriately challenge all participants from beginners to advanced participants; realistically, it will be challenging to think of a range of progressions off the top of your head.
- Set expectations for your participants
- Prepare side stations to trouble shoot skills and have participants go to side stations when they need to work on a specific component of a skill
- When closing the class, remind them of the challenge that was done at the start of class to reinforce that lesson
- End with positive reinforcement (high five, sticker) and build excitement with your participants

KEY TAKEAWAY

There is a difference between class management and class control.

You should be managing your class 95% of the time, and controlling the class 5% of the time (specifically for safety reasons)

Teach movement, bring excitement, and bring confidence!