



Lesson Plan Workbook

Planning Safe, Fun, and Inclusive Gymnastics Lessons

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
Total			

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 1 - 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?

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 2 – 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?

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 – 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.

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 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?

TASK 4 – 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.

	<i>Endurance</i>	<i>Strength</i>	<i>Power</i>
<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 5 – 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.

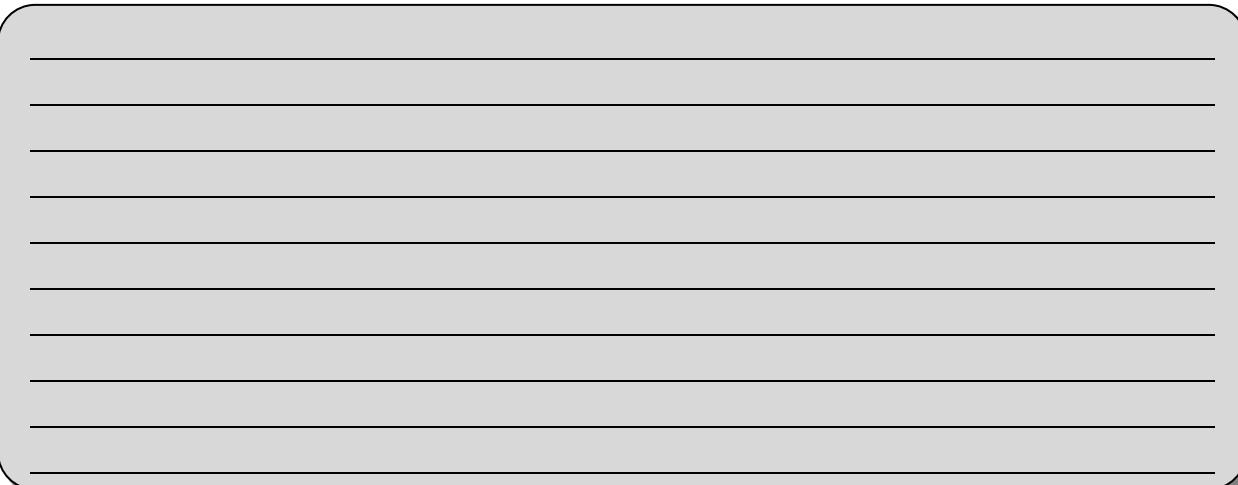
Two of your gymnasts collided and bumped heads while playing a vigorous game. One seems dazed and unsteady. Within a minute she drops to the floor. The other has a gash above the eye. What do you do?

Safety in the Gym

Imagine that a parent comes up to you in the gym and says, “What are the risks in your program? What steps are you taking to keep my child safe?” How will you respond to this parent? Use the table below to answer these questions.

Risks of my sport	My actions to make classes as safe as possible

Does your club have any safety rules posted? Copy them down here.



Are there any areas in the facility that concern you regarding safety?



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