

PRE-

Coach

In

Training

WORKBOOK

## PRE-CIT COACH WORKBOOK

### Acknowledgements

Gymnastics Canada Gymnastique would like to thank the many coaches and clubs that were part of the development process for the Pre-Coach in Training Program.

Materials were adapted with permission from Pre-CIT programs at the following clubs and organizations:

Flicka Gymnastics Club, Vancouver, BC  
Loyalist Gymnastics Club, Kingston, ON  
Ottawa Gymnastics Centre, Ottawa, ON  
Phoenix Gym Club, Vancouver, BC  
Rhythmic Gymnastics Alberta Coach Mentoring Program  
Surrey Gymnastics Society, Surrey, BC  
Burlington Gymnastics Club, Burlington, ON

GCG would also like to thank the following coaches for their contribution as working group members:

Tracy Bradley, Ottawa Gymnastic Centre  
Katherine Campbell, Phoenix Gymnastics Club  
Colleen Kaminski, Surrey, BC  
Heather Palmer, RG Alberta  
Twyla Ryan, Phoenix Gymnastics Club  
Bonnie Temple

Portions of the original CGF Development Leader (Dev'L) program were adapted and used in the Pre-CIT program.

We would also like to thank the Artistic, Rhythmic, and Trampoline clubs across Canada that piloted this program.

The GCG Pre-CIT program resource materials were compiled, edited and produced by Cathy Haines with assistance from Elisabeth Bureaud.



Coaching Association  
of Canada Association  
canadienne  
des entraîneurs

Gymnastics Canada Gymnastique  
1900 prom City Park Drive, Suite 210  
Ottawa, Ontario, K1J 1A3

[www.gymcan.org](http://www.gymcan.org)

© 2012 Gymnastics Canada Gymnastique

# Table of Contents

	<b>Page</b>
Welcome .....	4
Introduction .....	5
Tutorial #1 Introduction to the Pre-CIT program and Gymnastics History.....	7
Tutorial #2 Know your Club .....	16
Tutorial #3 Basic Gymnastics Safety and Risk Management .....	20
Tutorial #4 Becoming a Great Coach.....	26
Tutorial #5 Basic Gymnastics .....	35
Tutorial #6 Assisting Skills .....	38
Tutorial #7 Games! Games! Games! .....	40
Tutorial #8 Introduction to CANGYM.....	48
Tutorial #9 Basic Ethical Principles in Coaching.....	49
Tutorial #10 Moving On....	53
Officiating and Administration .....	57



**GYMNASTICS CANADA GYMNASTIQUE**  
**PRE-COACH IN TRAINING WORKBOOK**

Welcome to the Pre-CIT Program!

You have received this workbook because you have shown the desire and ability to become a coach in one of the sports in the family of gymnastics. You probably have some experience as a gymnast – perhaps in recreational classes, maybe in demonstration or gymnaestrada performances, or even possibly as a competitive athlete. Whatever your background, you must love your sport, because now you want to become a coach!

This workbook will be your companion and guide as you begin the process of becoming a coach. As you work through the various components of the Pre-CIT program, you will gain knowledge and experience in working with children, and confidence in your coaching ability. The skills you develop as a coach will stay with you throughout your life, whether you continue to coach gymnastics or move into other areas of interest.

Many high level coaches in Canada began their careers at age 13 or 14, helping out in the gym and learning the basics of coaching. Coaching is a wonderful profession that brings with it the rewards of helping others learn and succeed. We hope you enjoy your Pre-CIT experience and wish you success as you start your journey on the road to becoming a coach.

Jean Paul Caron  
President and CEO  
Gymnastics Canada Gymnastique

### What is the Pre-CIT Program?

The Pre-CIT program is a one or two year program that will introduce you to the various aspects of coaching gymnastic sports, and prepare you for entry into the Gymnastics Foundations component of the GCG National Coaching Certification Program when you reach the age of 15. The Pre-CIT program includes individual study, mentorship and hands-on coaching experience, all under the supervision of a Tutor Coach.

The program consists of weekly tutorials with a Tutor Coach, which support ongoing supervised coaching, officiating and administration experiences. Pre-CIT candidates may only assist a certified coach with programs for preschoolers or for children aged 6-10. Pre-CITs must **never** be given sole responsibility for a group of children.

In the first year of the Pre-CIT program, candidates will complete 5 hours of tutorials, covering 10 topic areas, and assist in the gym for 10 hours. In the second year, candidates will complete an additional 10 hours of tasks related to coaching, officiating and administration. Over the course of the two years, it is also expected that the Pre-CIT will remain an active gymnastic participant, completing a minimum of 15 hours of "gymming" time.

13 year old Pre-CITs **MUST** complete the program over **two** full training years. 14 and 15 year old Pre-CITs have the option of completing the program in one or two training years.

Each club may use its own discretion regarding the employment vs. volunteer status of Pre-CITs. However all Pre-CIT candidates and Tutor Coaches must enter into a written agreement that stipulates their roles and responsibilities. This is a generic agreement that is included in the Pre-CIT Tutor's Guide and in the Coach Workbook.

### Who can be a PRE-CIT?

Anyone between the ages of 13 and 15 years who is enthusiastic, energetic and interested in learning how to coach can be a Pre-CIT. It is preferable to have had some previous ongoing gymnastics participation, which may be at either a recreational or competitive level. All Pre-CITs must be registered as members of the club and P/T Gymnastics Association.

### Who can be a PRE-CIT Tutor Coach?

Tutor coaches must be NCCP Certified Coaches and members of the club and P/T Gymnastics Association. The Tutor coach must have a sound knowledge of the club and of recreational or preschool gymnastics, be a minimum of 18 years old, and mature enough to supervise and mentor young teens. The Tutor coach must work closely with the Pre-CIT, both in tutorials and during coaching time.

## What is a PRE-CIT trained to do?

At the end of the program, the Pre-CIT will be able to:

- ✓ Demonstrate a knowledge and understanding of the club, its policies, structure and programs.
- ✓ Demonstrate a knowledge and understanding of basic ethical principles in gymnastics.
- ✓ Demonstrate knowledge of rules and safety procedures in the gym, and perform a basic safety inspection of the gym.
- ✓ Understand and apply basic principles of Fun-Fitness-Fundamentals when leading activities with children.
- ✓ Teach and run a game in a recreational or preschool class.
- ✓ Understand the CANGYM program and be able to assist in teaching Bronze level CANGYM skills.
- ✓ Demonstrate appropriate spotting for Bronze level CANGYM skills.
- ✓ Plan, set up and lead an activity station or circuit.
- ✓ Act as a minor official at a club event.
- ✓ Assist in the organization and administration of a club event or activity.

There are 4 components to the PRE-CIT program:

Coaching

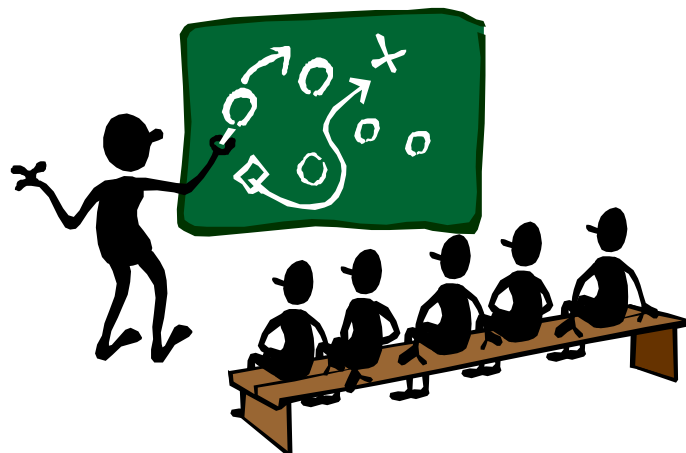
Officiating

Gymming

Administration

PRE-CIT Tutorials incorporate 10 themes:

1. Introduction to the Pre-CIT program / Gymnastics History
2. Club Information
3. Safety and Risk Management
4. Becoming a Great Coach (leadership and teaching skills)
5. Technical Sport Knowledge
6. Assisting basic skills or movements
7. Games
8. Administration of Badge programs
9. Ethics in Gymnastics
10. Moving On



---

---

**INTRODUCTION TO THE PRE-CIT PROGRAM AND GYMNASTICS HISTORY**

Your Name: \_\_\_\_\_

Your Club: \_\_\_\_\_ Club phone: \_\_\_\_\_

Club Address: \_\_\_\_\_

Your Tutor Coach's name: \_\_\_\_\_

Tutor Coach's phone: \_\_\_\_\_ Email: \_\_\_\_\_

Supervisor: \_\_\_\_\_ phone: \_\_\_\_\_

Who are the other Pre-CITs that I will be working with?

---

---

---

---

---

Why do I want to be a Pre-CIT and what are my goals in coaching?

---

---

---

---

---

What do I think are the strengths that I can bring to coaching?

---

---

---

---

---

What areas would I like to improve?

---

---

---

---

## Purpose of the PRE-CIT Program

- To provide the Pre-CIT with the tools and skills required to become an effective Pre-CIT and later a superior coach.

## Role of the PRE-CIT

- To be a role model for the gymnasts in the club.
- To assist the Tutor Coach with class safety, management, and supervision.
- To actively participate in the group activities including warm-up, cool-down, games and flexibility.
- To follow the instructions given by your Tutor Coach and Supervisor.
- To ask questions if you are unsure.

## Expectations

- That you attend all training sessions and tutorials.
- If you are unable to attend, a make-up session must be scheduled.
- That you take your job as a Pre-CIT seriously and that you are aware that your performance will be evaluated.
- That you are responsible for calling in if you are unable to attend either a training session or tutorial.

## PRE-CIT Program Description

Part 1/Year 1: 10 Tutorials (total 5 hours) distributed over the training year  
10 hours of in-gym coaching time with Tutor Coach  
Minimum of 8 hours "gymming"

Part 2/Year 2: 5 hours of in-gym coaching time with Tutor Coach  
10 hours of officiating and/or administration tasks  
Minimum 7 hours of "gymming"

Note that coaching, gymming, and officiating/administration hours are the minimum standard for the Pre-CIT program. Pre-CITs may complete additional hours if desired.

13 year old Pre-CITs **MUST** complete the program over **two** full training years.

14 and 15 year old Pre-CITs have the option of completing the program in one or two training years.



## ROLES AND RESPONSIBILITIES OF THE CLUB, THE TUTOR COACH AND THE PRE-CIT

### The Club

- The club must identify an overall supervisor for the Pre-CIT program; this supervisor must ensure that the Pre-CIT program is integrated into overall club programming, and that appropriate resources and time are allocated for its successful completion.
- The club (or supervisor) must select Tutor coaches who are responsible and capable of providing the support that is required for the Pre-CIT program.
- The club (or supervisor) must solicit and review Pre-CIT applications and select suitable candidates.
- The club (or supervisor) must debrief with the tutor coach(es) at the end of the Pre-CIT program, and formally recognize Pre-CITs that have completed the program.

### The Tutor Coach

- The Tutor Coach is responsible for providing leadership, support and guidance to the Pre-CIT throughout the training program.
- The Tutor Coach is expected to represent the club and be a strong, positive role model for young coaches.
- The Tutor Coach must commit to:
  - leading 5 hours of tutorial sessions
  - supervising 10 hours of coaching with the Pre-CIT
  - assisting Pre-CITs to ensure that all program requirements are met and signed off as needed
- The Tutor Coach must work closely with the supervisor and, if applicable, with other tutor coaches to ensure that there is ongoing consistency and maximum impact in the Pre-CIT program.

### The Pre-Coach in Training (Pre-CIT)

- The Pre-CIT must commit to full attendance and participation at all tutorials, and to completing all required tasks and assignments.
- The Pre-CIT must have full attendance and participation at all scheduled coaching times. Coaching tasks may include assisting coaches with:
  - Circuit and equipment set-up and take down
  - Ensuring a safe gym environment
  - Class management (e.g. taking children to the bathroom, keeping children in their group)
  - Leading games or other activities
  - Skill demonstration and basic skill instruction or spotting
- The Pre-CIT must maintain complete records of all coaching, gymming, officiating and administration activities, and have them verified by the tutor coach or the supervisor.
- The Pre-CIT must adhere to all club policies regarding coach behaviour and deportment.



#### **NOTE: The Pre-CIT MUST NOT:**

- Be left alone with a group of children at any time
- Be given sole responsibility for development or delivery of an activity
- Be given responsibility for communication with parents of gymnasts
- Be given responsibility for disciplining children

## PRE-CIT PROGRAM AGREEMENT

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

Name of Club Supervisor: \_\_\_\_\_

Name of Tutor Coach: \_\_\_\_\_

Name of Coach in Training: \_\_\_\_\_

Start date of Pre-CIT program: \_\_\_\_\_

End date of Pre-CIT program: \_\_\_\_\_

We agree that the Pre-Coach in Training (Pre-CIT) will:

- Attend and actively participate in all 10 tutorials
- Assist the Tutor coach with the following class: \_\_\_\_\_

Held on: \_\_\_\_\_ from: \_\_\_\_\_ to: \_\_\_\_\_  
(day) (time) (time)

Beginning: \_\_\_\_\_ until: \_\_\_\_\_  
(date) (date)

- Provide in-class coaching assistance in the following areas:
  - Assisting with set-up and take down of equipment.
  - Managing the group.
  - Ensuring a safe environment.
  - Demonstrating and spotting basic skills.
  - Assisting with warm-up, cool down and games activities.
  - Assisting with skill instruction.
- Complete the required tasks in officiating and administration.
- Participate in 15 hours of gymnastics activity.
- Abide by the policies and regulations of the Club.

We agree that the Tutor Coach will provide support and leadership to the Pre-CIT by:

- Leading 10 tutorial sessions over the course of the year.
- Supporting and guiding the Pre-CIT during the designated coaching activities.
- Providing feedback throughout the program.
- Maintaining weekly contact with the Pre-CIT to ensure ongoing progress.

We agree that the Club will allocate sufficient time and resources to allow the Tutor Coach to uphold the Pre-CIT program requirements.

Signed: \_\_\_\_\_ Club Supervisor or Designate

\_\_\_\_\_ Tutor Coach

\_\_\_\_\_ Pre-CIT

Date: \_\_\_\_\_



## WHERE DID GYMNASTICS COME FROM?

Gymnastics is one of the world's oldest physical activities.

As early as 2000 BC, the ancient Chinese developed activities that resembled gymnastics. These exercises were designed to develop the muscular system and promote general good health.

We also know that in ancient Egypt, **acrobatic** movements were included in dances. Pictures carved in stone dating from 1500 BC show that Egyptians participated in balancing activities including "group pyramids".

The word gymnastics comes from the Greek word *gumnazien*, meaning "to train naked". Gymnastics for the ancient Greeks included many activities like wrestling, javelin throwing, foot racing, dancing and jumping. The Greeks placed such emphasis on gymnastics as an educational experience that students received as much time in gymnastics as they did in art and music combined.

Many of the original pieces of gymnastics apparatus were designed for practical purposes and only developed into competitive apparatus much later. For example, the "horse" (vault or pommel!) was originally designed to train soldiers to mount and dismount from a real horse. The first **vaulting** horses actually had a head and tail and four legs, and the **pommel horse** still shows the remnants of a saddle.

**Guts Muth**, a German educator who is known as the Great Grandfather of Gymnastics, wrote the first modern book on gymnastics in 1793. His book, *Gymnastics for Youth*, describes the use of sloping and swinging beams, climbing ropes, using rope ladders and climbing poles.

At about the same time, another German, **Freidrich Ludwig Jahn**, designed the first **balance beam** – a slender straight pine tree without knots, not less than 40 feet long and 10 inches thick at the large end, secured between two pairs of iron posts. Jahn also developed the prototype for the **horizontal bar** - a single wooden bar that was sometimes covered in leather. When Jahn discovered that his gymnasts were not strong enough to support themselves on the pommel horse, he developed the **parallel bars** as a training apparatus to develop upper body strength. As time went on, the parallel bars became a piece of apparatus with combinations of skills similar to today's parallel bar routines.

In the early 1800's in Sweden, **Per Henrich Ling** designed and refined many pieces of apparatus. He is best known for developing the Swedish box horse, which has sloping sides. The British later adapted the box horse to have straight sides.

The most recent pieces of apparatus are the **uneven bars** and the **trampoline**. The uneven, or asymmetric, bars were first used as a competitive event for women in the 1934 World Championships in Budapest. The original uneven bars were simply men's parallel bars with a longer, tubular sleeve inserted into the posts to allow one bar to be raised above the other. With this somewhat unstable modification, the original uneven bars routines were full of poses and stops.

The concept of the trampoline came out of circus-type acts that used a "bouncing bed" on a stage. In 1936 George Nissen, an American tumbler, developed a portable trampoline and became one of the first competitors on this apparatus. During World War 2, the United States Navy Flight School used trampolines for space orientation training of pilots and navigators, and later, it was also used in astronaut training!

Many disciplines no longer exist today, such as rope climbing, club swinging, group parallel bar exercises for men and, for women, team drill exercises with and without hand apparatus, exercises on the even parallel bars, side horse, spring board vaulting / jumping and flying rings.

The team drill ensemble with hand apparatus, such as clubs, ribbons, balls and hoops, which were part of the women's artistic gymnastic program until the 1956 Olympic Games, has since evolved separately into the current sport of **Rhythmic Gymnastics**. Today, mass team drills with and without hand apparatus, are seen in the FIG World Gymnaestrada event and "Gymnastics for All" programs.

The most recent addition to the family of gymnastics sports is **Aerobic Gymnastics**, which developed in the late 1980's. Aerobic gymnastics presents dynamic moves, strength, flexibility, co-ordination and musicality in a routine that lasts less than two minutes. While it is still a new sport in Canada, it is estimated that in Brazil over half a million people participate in Aerobic Gymnastics!

*(With information from FIG website: <http://www.fig-gymnastics.com>)*

## Gymnastics in the Olympics

The first Olympic Games were held in Greece in 776 BC. The Spartans, from Sparta (a city in ancient Greece) dominated these games because of their physical conditioning and gymnastics background. The gymnastics exercises at these games consisted of various tumbling, dancing, running, leaping, rope climbing and balancing movements.



The Olympic Games were so important to the Greeks that they continued every fourth year for over 1000 years. Major wars were often interrupted to allow time for the Games to take place.

The first Olympic Games of the modern era were held in Athens, Greece in 1896. Gymnastics was one of only nine sports in the program of these first games, and only men competed on horizontal bar, parallel bars, pommel horse, rings, and vault. Women's competition was not added until the 1928 Olympics.

In these early days, women competed individually, earning team points, showing both a compulsory and an optional exercise on parallel bars, balance beam, side horse vault, as well as in 2 optional team drills - one free hand and one with hand apparatus. In 1948, women even competed in a compulsory exercise on the rings!

The 1952 Olympics were the first in which the women were allowed to compete as individuals in the 4 apparatus program - vault, uneven bars, beam and floor.

Rhythmic Gymnastics was added to the Olympic program in 1984, and Trampoline became an Olympic sport in 2000.

In recent years, Canadians have emerged as strong contenders in Olympic gymnastics competition. The first ever Olympic Champion in Rhythmic Gymnastics was Canadian Lori Fung in 1984, while Karen Cockburn and Mathieu Turgeon each won a bronze medal when Trampoline made its Olympic debut in 2000. In 2004, Canada's Kyle Shewfelt was the gold medallist in Men's Floor exercise, and Karen Cockburn won a silver medal on Trampoline.

## The Family of Gymnastics

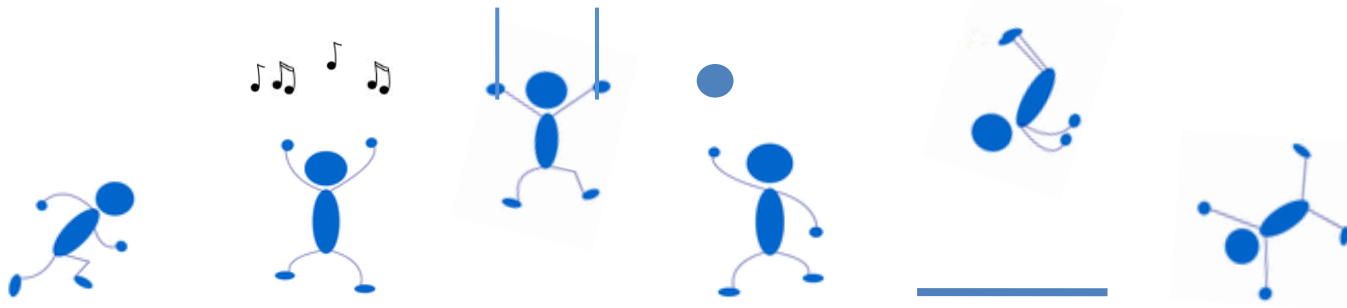
There are many different ways that people can participate in gymnastics. First, there are 6 different gymnastics sports and then within each sport are numerous opportunities for participation at any level and for any age group. Gymnastics truly offers something for everyone.

In Canada, there are clubs with programs in Acrobatic Gymnastics (AcG), Aerobic Gymnastics (AeG), Men's Artistic Gymnastics (MAG), Rhythmic Gymnastics (RG), Trampoline Gymnastics (TG), and Women's Artistic Gymnastics (WAG).

Often, a child's first introduction to gymnastics takes place in a multi-movement pre-school gymnastics program. Children 5 years and under can explore and develop movement skills in a gymnastics environment using apparatus that is modified for small children. The great thing about preschool gymnastics is that children can learn how to move on (or with) all the artistic, rhythmic and trampoline apparatus!

School aged children will most often participate in a recreational gymnastics program. Larger clubs sometimes are able to include opportunities for children to learn skills from all the gymnastics sports, but smaller clubs may specialize in only one or two sports, for example MAG and WAG. As children get older, they have an even greater variety of options – they can continue in more advanced recreational programs, enter a competitive program or move into demonstration or performance groups.

The focus of the PRE-CIT program is on the development of young coaches who are able to assist in gymnastics programs for children up to the age of 8. The emphasis of these programs is on having fun, becoming physically fit and learning the fundamentals of gymnastics.



**Answer these questions:**

1. In which gymnastics sports have you participated and at what levels?

---

---

---

---

---

---

2. What did you like best about the sport(s)? Did you have a favourite sport?

---

---

---

---

---

---

3. As part of the Pre-CIT program, you will complete 15 hours of gymnastics training. Describe your participation and what you would like to accomplish in your 15 hours (e.g. complete the next CANGYM badge, try a new gym sport, master specific skills...). After you have identified your goals, fill out the agreement form on the next page.

---

---

---

---

---

---

---

---

4. If you could change anything in gymnastics, what would it be? Why?

---

---

---

---

---

---

---

---

---

---

---

---

## PRE-CIT "GYMMING" AGREEMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Background in gymnastics:

---

---

---

Highest CANGYM badge level attained: \_\_\_\_\_ Sport: \_\_\_\_\_

### Goals for "Gymming" *(check off goals that you have selected)*

1. To participate in 15 hours of gym training time during the Pre-CIT program

2. To complete the \_\_\_\_\_ badge level of CANGYM in \_\_\_\_\_

3. To learn the following skills *(list)*:

---

---

---

---

4. Other *(describe)*:

---

---

---

---

I will achieve these goals by the end of the PRE-CIT program.

Signature of Pre-CIT: \_\_\_\_\_

Signature of Tutor Coach: \_\_\_\_\_

---

### Verification of Goal Attainment

I attest that \_\_\_\_\_ has completed a minimum of 15 hours of gym training time in the Pre-CIT program, and has attained the goals as described above.

Name of Tutor Coach: \_\_\_\_\_

Signature of Tutor Coach: \_\_\_\_\_

### KNOW YOUR CLUB

In this tutorial you will become familiar with the workings of your club, and with the expectations that the club has of you as a Pre-CIT.

Your Tutor Coach will give you copies of several documents, including:

- Structure diagram of your club
- History of your club
- Description of the programs offered by the club and the names of coaches
- Club gym rules
- Club policies for coaches
- Club employment information
- Any special club forms (e.g. time sheets, accident report forms).

Gymnastics clubs in Canada can take several forms, including:

- A not-for-profit organization that is run by a volunteer Board of Directors
- An owner-operated (for-profit) business
- A gymnastics-specific division of a larger corporation such as a university or a city recreation program

1. Based on the information your Tutor Coach has provided, does your club fit into any of these categories? If not, describe the organization:

---

---

---

---

---

Usually a club has several people who are responsible for managing and running the club. Some of these people may be volunteers (usually a parent), sometimes they are staff members (e.g. a general manager or head coach) and sometimes they are owners of the club.

Many clubs will have a committee that makes the financial decisions (for example, fundraising, running activities and setting registration fees), and a head coach or technical director who makes the decisions about what goes on in the gym (for example, the programs, training schedule and coaching staff). But if everything is to run smoothly, it is really important that they communicate regularly, and work together on important decisions.

2. Who are the people at the top of your club's organization? What do they do?

---

---

---

---



3. If you had to phone into the gym with an important message, and your Tutor Coach was not there, who would you ask to speak to?

---

---

---

---

---

---

4. What is the name of the program in which you will be coaching?

---

---

---

---

---

---

5. Create a "top five" list of the most important things a Pre-CIT or coach must do.

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. Now compare your list to the club's policies for coaches. How close a match were they? Do you want to adjust your list?

---

---

---

---

---

---

---

---

7. Are there any club policies that you don't understand? Make sure that you ask your Tutor Coach to explain them.

---

---

---

---

---

---

8. Your next door neighbour has three children, aged 4, 7 and 10 years. They want to register in a program at your club and are asking you for information about the programs available for each child. In your own words, describe the opportunities that your club has available for each child.

The 4 year old:

---

---

---

---

---

---

---

---

---

---

The 7 year old:

---

---

---

---

---

---

---

---

---

---

The 10 year old:

---

---

---

---

---

---

---

---

---

---

9. If someone asked you what makes your club special, what would you tell them?

---

---

---

---



As a Pre-CIT, you will be expected to adhere to all the club's policies for coach behaviour. Most clubs believe that a great Pre-CIT will make a great coach!

Being a great Pre-CIT requires more than just knowing about gymnastics. Here are some reminders as you start your time in the gym with the children.

**Dress:**

- You must look like a coach.
- Parents want to be assured that their child is in good hands, and your appearance is their first impression.
- If your club provides a uniform, be sure to wear it.
- Tie up long hair, no hats and no jewellery.

**Language:**

- Remember that you are in the presence of many young ears and eyes and act appropriately whenever you are in the gym (even if you are not teaching a class).
- No swearing, and keep discussion of private topics and personal matters out of the gym.
- Use grammatically correct language when talking to the children.
- Speak a little more slowly than usual, and articulate your words clearly. In a gym, sounds are often distorted and muffled.

**Remember that you are a role model for the children.  
Your gymnasts will go home and tell their parents all  
about you ...  
... make sure it shows you at your best!**

---

---

**BASIC GYMNASTICS SAFETY AND RISK MANAGEMENT**

In this tutorial you will:

- Review the rules of the gym.
- Conduct a safety walk through the gym.
- Identify basic information needed for emergency response.



One of the most important responsibilities of a coach is to ensure that the gym is a safe environment for all participants. One way to do this is to have a set of basic rules for the gym. These rules apply to everyone – gymnasts, coaches, parents and visitors!

Create a “top five” list of the most important rules for a safe gym.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now compare your list to the “official” club gym rules that your Tutor Coach has handed out. Do you need to adjust your list?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Safety Walk

There is tremendous diversity in gym clubs in Canada. Some clubs operate out of large full-time facilities where the big equipment is set up on a permanent basis. Other clubs rent or borrow space from schools, churches or community centres and must set up their gym space for every training session. Each setting has its own particular safety issues. For example, if you are in a full-time gym facility, it is important that the equipment be inspected daily, and that the gym is kept clean and tidy. In a set-up/take-down situation, you must be sure that people do not compromise safety by cutting corners for the sake of a faster set up.

You and your Tutor Coach will take a safety walk through the gym. Use the next two pages to keep track of your observations and comments.

Area	Observations	Why is it important?
Floor/equipment pathways		
Large equipment and mats/carpets		
Small equipment		
Change area or locker room		

Area	Observations	Why is it important?
Walls in gym		
Ceiling and hanging items		
Entrance/exits interior and exterior		
Other safety issues (list)		

After you have completed your safety walk, review your observations with your Tutor Coach.

What will your responsibilities be for ensuring safety in the gym?

---



---



---



---



---



---



---

## Emergency Response

Sometimes, despite our best efforts, an emergency occurs. When this happens, you must be able to react quickly, calmly and appropriately. While a Pre-CIT will almost certainly not be responsible for emergency response, you are still part of the team and may be called upon to assist in an emergency.

Emergencies can take several forms including:

- Injuries or illnesses to gymnasts or other people in the club (this includes coaches!)
- Anaphylactic allergic reactions (e.g. to food, insect stings)
- Mechanical failures (e.g. power outages, gas leaks)
- Fires, storms, earthquakes, etc.

The good news is that by having some basic information at your fingertips, you can be prepared to deal with these emergencies. So let's get prepared....

1. What is the address of the gym?

---

---

2. What is the phone number of the gym?

---

---

3. Where are the phones located in the gym?

---

---

4. Who carries a cell phone, and is it always charged up?

---

---

5. How many exits are there, and where are they located?

---

---

---

---

---

6. What do you do if the fire alarm goes off?

---

---

---

---

7. What do you do if the power goes off?

---

---

---

---

8. Where is the first aid kit located? Who is in charge of restocking the first aid kit?

---

---

---

---

9. Where do you get ice?

---

---

---

---

10. Who is the gym supervisor on your night(s) in the gym?

---

---

---

---

---

11. What is the emergency response phone number for your area?

**911** or \_\_\_\_\_





## **A few last words on safety....**

If you plan for emergencies, you will be better able to deal with emergencies. Here are some additional suggestions to help you be prepared.

- **Keep a small gym bag with you at all times.**

Keep in your bag:

- Coaching Binder that contains:
  - Class list with phone numbers and medical information
  - Gym club basic information (address, phone number, directions to gym)
  - Change for a pay phone
  - Pencil or pen and blank paper
- Small flashlight (useful in power outages)
- Cell phone if you have one (be sure it is charged up)
- Extra hair elastics
- Plastic zip-lock bags for ice (or snow in winter)

- **Remember that the club phone system may not work in a power outage, so a cell phone is very helpful.**

- **Take a first aid course!**

- **Basic gym safety rules for all gyms:**

- No gum or food in the gym. Unbreakable water bottles only.
- Hair must be tied back securely.
- No jewellery.
- No gum.
- Gym slippers or bare feet only.
- Keep extra clothing, gym bags and equipment out of activity areas and pathways.
- Look around and be aware of people and equipment around you.
- Do not stand or walk on small apparatus such as hoops, beanbags, scarves.
- Clean up all garbage and water spills immediately.
- After class, stay with the children until a parent arrives.
- Children do not leave the gym until a parent is present.



### BECOMING A GREAT COACH.....

By now you will have had some time in the gym working with children. This tutorial will focus on:

- What is a coach?
- Tips for becoming a great coach
- Class management
- Coaching methods

1. Think about the classes you have worked in so far. What did you enjoy most about the classes?

---

---

---

2. What was the most difficult thing to deal with? Why was it difficult?

---

---

---

---

3. Why do you want to be a coach?

---

---

---

4. Think of a teacher or coach that you have known and admired. What do/did you like and respect most about that person?

---

---

---

---

5. What personal qualities do you possess that will make you a good coach?

---

---

---

---

6. What areas of your coaching would you like to improve?

---

---

---

## Tips for Becoming a Great Coach

Being a great coach is much more than just knowing a lot about your sport. Here are a few tips that will get you going in the right direction, regardless of your technical knowledge.....



### **Aim for Excellence!**

- Strive to be the best person and coach you can possibly be.
- Take advantage of every educational opportunity.
- Be willing to learn and grow, both as an individual and as a leader of children.



### **Lead by Example!**

- Be a great role model for young children and adults.
- Teach and practice cooperation, self-discipline, patience, respect for participants, leaders and peers.
- Display proper attitudes in language, dress and deportment.



### **Participate!**

- Participate enthusiastically in all that you do.
- Make your classes as enjoyable as possible for those that you coach.
- Show how much you love your sport – others will love it too!
- Be energetic and active at all times during class.
- Provide individual attention – each child has unique needs and abilities.



### **Communicate!**

- Smile and offer personal greetings to children, parents and staff.
- Seek out information regarding all aspects of the program, schedule, themes etc.
- Ask questions!
- Offer your ideas!
- Be honest and consistent.
- Give positive feedback, praise and support for achievement and effort.

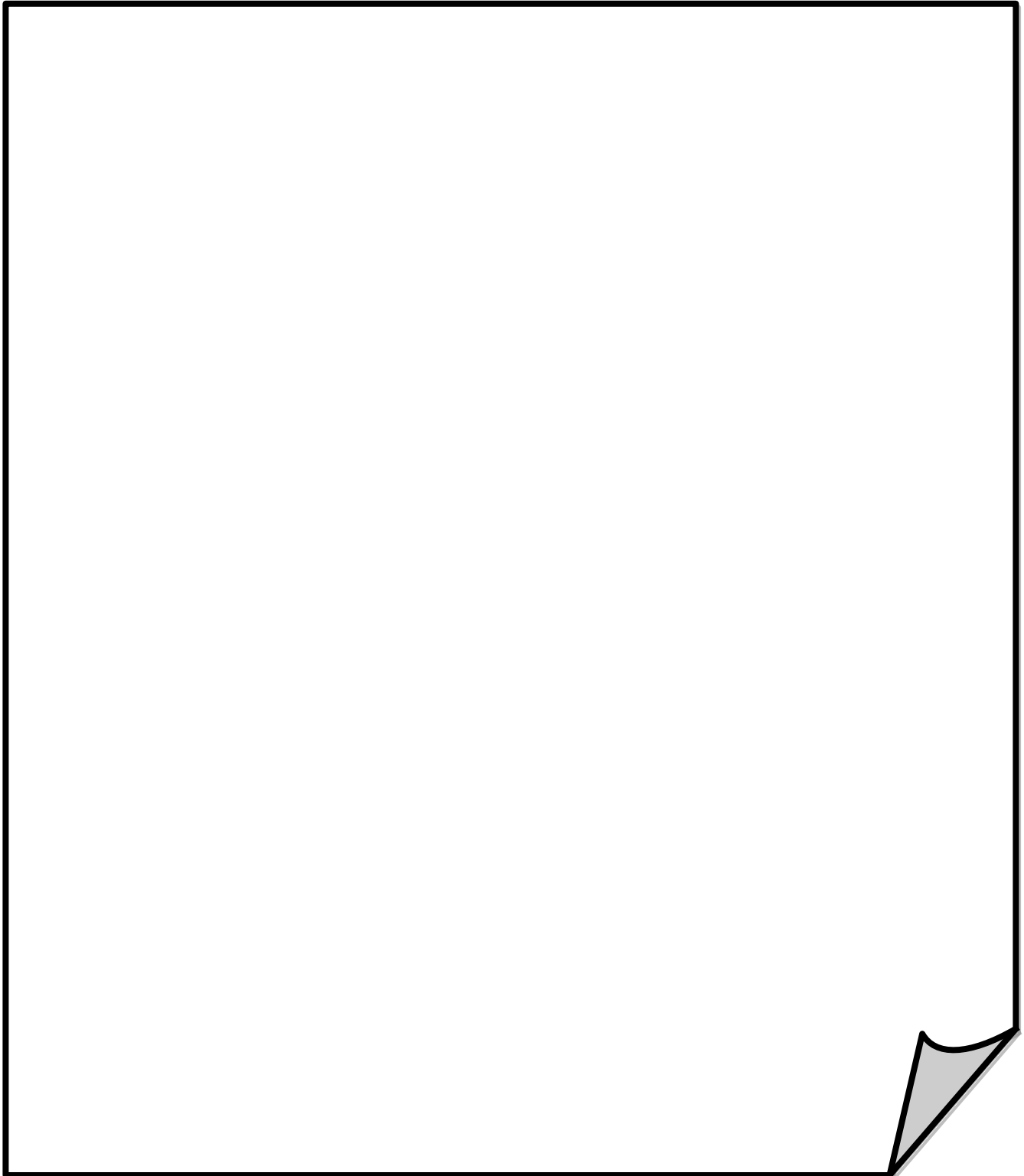


## The Ideal Coach

Working alone or in a group, draw and label a picture showing the qualities of the ideal coach. Here are some ideas to get you started:

.....has a big heart ..... has strong arms ..... has a big, happy smile.....

Now put all your ideas together and draw this coach! When you are done, hang the picture up in the gym.



## **Working with Children**

Even though coaching is fun, it is still challenging to organize a group of young children. As you spend more time in the gym and observe other coaches, you will develop a coaching style that works for you.

As a Pre-CIT, you will be leading warm-ups and games, helping with skill teaching and spotting, and supporting the coach with group management. All require that you organize your group.

There are many different methods for organizing groups. How and when they are used depends on the age and ability of the group you are working with. Here are some examples:

<b>Whole Class Instruction</b>	This can be used during warm-up or when teaching simple skills. Gymnasts can be placed in lines, rows or other patterns while the coach provides instruction to the entire class at once.
<b>Half and Half</b>	The class is divided into two groups, each with a different task. One group could review a skill, while the other group is introduced to a new skill. Coach moves back and forth between groups. Groups later switch tasks.
<b>Stations</b>	Students rotate through 2 or 3 stations in the class. Each station has a different set-up or type of apparatus so it allows more children to be active at once. Designate one station as the new skill station, where children are taught directly by the coach.
<b>Partner and Group Work</b>	This method develops positive social interaction between gymnasts as they work together to build sequences or routines, or to develop skills. Gymnasts learn from each other; the coach supports and intervenes when necessary.
<b>Student Led</b>	You will discover that your gymnasts have many talents. A student could be selected to demonstrate and/or explain a new skill to the others. Over time, share this role amongst all the students to allow them all the opportunity to be “the teacher”.
<b>Individual Student Progress</b>	Gymnasts use individual progress checklists to record the skills they have completed. This method works well for older gymnasts who are self motivated and goal oriented. It is also useful in warm-ups and for skill review.
<b>Circuits</b>	A variety of related activities are arranged in a circular pattern that the gymnasts travel through. Circuits can be used for warm-up, for skill development, for strength development or just for fun. Gymnasts start at various points; must have a sufficient number of stations and equipment to avoid line-ups.

After you have organized your group, there are also different coaching methods you can use. As you gain more coaching experience, you will develop your own individual style that may be a blending of several different coaching methods.

Here are some of the most common coaching methods. When you are in the gym, observe other coaches to see how they use these methods in their coaching.

For each method, identify how you could use it with your own group of gymnasts.

**Method: Exploration and Discovery**

The coach creates the environment and the children explore it and make discoveries. The coach must set guidelines for safety in the environment. For example, “when you are on the climbing structure, you must always be right-side-up”.

**How I Could Use It:**

---

---

---

---

**Method: Guided Exploration and Discovery**

Similar to above, but the coach also provides some key words to help gymnasts expand their own movement potential. For example, “listen to the music and try to make your body follow the music. Move lightly, like you are floating”.

**How I Could Use It:**

---

---

---

---

**Method: Problem Solving**

The coach presents a problem that needs to be solved. For example, “can you spell your name by making your body into different shapes?”

**How I Could Use It:**

---

---

---

**Method: Direct Teaching with Progressions**

The coach teaches the skill using correct progressions, then children practice the skill with the coach providing feedback. This method focuses on technical accuracy and safety as the teacher controls the activity.

**How I Could Use It:**

---

---

---

---

You are explaining a tag game to a group of 10 gymnasts. Using the space below, show 2 different ways you could arrange the children so that they can all see you and hear your instructions. Use "C" for the coach, and an "X" for each gymnast.

--	--

The instructions that you provide to your gymnasts will determine how successful they will be at playing the game. What must you remember to do when you are giving instructions to children?

---

---

---

---

---

---

---

---

---

---

Ten seconds after you start your game, the children are running all over the gym, screaming and yelling. What do you do?

---

---

---

---

---

---

---

---

---

---

How many different ways can you find to say "Very Good" to the gymnasts?





What would you do if.....

A child in your group is always pushing other children?

---

---

---

---

---

---

A child always wants to be first?

---

---

---

---

---

---

A child does not want to participate?

---

---

---

---

---

---

One of the children falls down and is hurt?

---

---

---

---

---

---

A child pees on the mats in the middle of the class? *(and yes, it happens!)*

---

---

---

---

---

---

---

---

You have probably realized by now that being a great coach is a lot more than just knowing a lot about gymnastics skills. Here are some final quick tips to help you keep a positive approach to class management:

### **Know the limits of your gymnasts**

Physical and emotional limitations may cause children to act up to avoid an activity. If a child is too nervous to attempt a skill, encourage them to try something similar, but less difficult. Highly imaginative children can get scared in some game situations (*think about "what time is it Mr Wolf? Dinner time!!!"*). Learn to modify games and activities to allow children of various abilities and temperaments to be equally challenged.

### **Use praise**

Children love to get your attention, and they will misbehave if they don't get it for good behaviour! Learn the children's names and use them often as you praise their efforts and accomplishments. Praise efforts in behaviour as well as for skill acquisition (*"Ryan, you are really listening well today!"*) as other children will imitate the action to earn praise as well.

### **Be positive**

All feedback given to participants should be given positively. Instead of saying, *"NO, your legs are bent"* try saying *"next time try to keep your legs really straight all the way through the skill"*. If a participant tries to go backwards through a circuit, ask them to go the other direction instead of saying they are going the wrong way.

### **Recognize participants as individuals**

Avoid comparing participants. Encourage participants to do their personal best instead of asking them to do better than another. Similarly, avoid games where there is one winner, where children pick teams, or where children are eliminated. Praise individual achievement, and recognize when a child has shown an improvement, even if it is well below the group average.

### **Be flexible and adaptable**

Sometimes, things just don't work! Stay positive, and keep your mind open to alternate ways of running an activity. Be prepared to modify or move to another activity right away. Accept that children may be harder to control on the days surrounding major holidays (Christmas and Halloween in particular), and be prepared with a repertoire of high-energy games that you can pull out when you need them.

### **Keep a sense of humour, enjoy the children, and use your smile!**

Children will tell you stories and jokes, and one story will lead to another. If you listen and respond to their stories, they will listen and respond to you. Cultivate that 6 year old sense of humour, and learn to groan at their jokes, all the while smiling as you lead them off to the next activity....Your smile is your best coaching tool.



**BASIC GYMNASTICS**

This tutorial will focus on:

- Concepts of the warm-up and warm-down.
- Introduction to the concept of Fun, Fitness, Fundamentals.
- Introduction to the Fundamental Movement Patterns of gymnastics.
- Knowing the proper terms for gymnastics movement.

**Warm-up and Warm-down**

As a Pre-CIT, you will be assisting with warm-up and warm-down activities.

Why is a warm-up important?

---

---

---

---

---

What types of activities do you include in a warm-up?

---

---

---

---

---

---

---

---

Why do you do a warm-down?

---

---

---

---

---

What types of activities do you include in a warm-down?

---

---

---

---

---

# FUN



Ensure:

- Continuous Activity
- Success
- Challenge / Discovery

Use:

- A variety of teaching styles

# FITNESS

Include:

- Flexibility
- Strength & Power
- Endurance
- Spatial Orientation
- Balance

# FUNDAMENTALS



Teach, Explore, Repeat:

- Landings
- Static Positions
- Locomotions
- Swings
- Rotations
- Springs

## **Recreational Gymnastics Terms**

Make sure you know and can either demonstrate or describe each of these common terms in gymnastics. Your own sport will have additional terms that you should know.

- Motorcycle landing
- Tuck and roll/ Rock and roll
- Pizza hands
- Birdie fingers
- Cartwheel kickovers/bench cartwheels
- Tight body
- Skin the cat
- Donkey kick
- Cat springs
- Spider walk up wall
- Timber fall
- Names of all the equipment - Olympic apparatus, plus other pieces such as the incline/wedge/cheese, donut, marshmallow mat, French fries, trapezoid.

### **Positions:**

- Tucked
- Piked
- Straddled
- Straight
- Push-up (mad cat)
- Presentation
- Bridge
- Side split
- Splits left or right
- Hollow body position – banana boat, canoe, rocky boat
- Arched body position – mermaid, super kid

It is important to use and teach correct, consistent terminology to your gymnasts. Even the pre-schoolers will remember the terms, provided you reinforce them in every class.

**ASSISTING PERFORMANCE OF SKILLS**

This week's tutorial will focus on:

- Purposes of assisting
- Responsibilities of assisting

Think back to when you were learning a new gymnastics skill. Most likely you would have received assistance from your coach.

1. Why did your coach assist you when you were learning the skill?

---

---

---

---

---

---

---

---

---

---

2. Did the amount of assistance you received change as you became more proficient with the skill? How did it change?

---

---

---

---

---

---

---

---

---

---

3. How and when did you decide that you no longer needed assistance on that skill?

---

---

---

---

---

---

---

---

---

---

## Guidelines

As a Pre-CIT, you may be asked to assist with the performance of basic skills. There are several different **reasons for assisting** a child:

- To help develop an orientation for a skill, or for a certain position.
- To ensure that the child performs the skill correctly and safely.
- To provide a sense of security for the child.
- To ensure a safe landing.

Any time you assist a child, regardless of the reason, you have several **responsibilities**:

- You must be strong enough to support the gymnast throughout the entire skill. If the gymnast is taller or heavier than you are, get help.
- You must be confident in your ability to assist the skill. Practice assisting with other coaches and practice assisting with both arms.
- You must give your full attention to the gymnast. Being distracted is a hazard.
- You must anticipate the gymnast's next movement and be ready to save them in any situation (including a complete wipe-out).
- You must assume that if you are assisting, then the gymnast needs you there and ready. Don't try to trick the gymnast into doing a skill unassisted while you pretend to assist with two fingers.
- You are responsible for the full safety of the gymnast. Always save the gymnast first, and yourself second.

## And remember:

- Assisting should never replace ability. If a child is truly not capable of doing the skill, don't assist them through it. Find an alternative skill or an easier progression instead.
- Not all children are comfortable being touched. Always ask the child if you can help them, and explain how you will be helping them (e.g. "Would you like me to hold your hand while you walk on the beam?" or "I will hold your waist while you try this turn").
- Avoid touching private areas of the body, including the chest.
- If, by mistake, you do touch the gymnast in a private area, acknowledge it and apologize right away. This should only happen in cases of emergency – for example if the gymnast is falling out of control and you grab whatever you can to make the save.
- Practice assisting with other coaches.

### GAMES! GAMES! GAMES!

In this tutorial you will focus on:

- Using games in your class
- Running games with a group
- Modifying games according to the needs of your group



There are zillions of games that you can incorporate into your lessons. When combined with stretching, games serve as good warm-up and can be used to end the class on a happy note.

Always plan more games than you expect to use and be prepared to stop and change a game that is not working. Keep your games exciting, active and challenging! Also, stop the game while the children are still involved and they will want to play it again and again.

Often, you will find that you may have to alter the rules, change the focus, add or subtract parts of the game to suit your group. Know their abilities!

There are several types of games used commonly in gymnastics:

1. Tag Games
2. Group Games
  - a) Combative
  - b) Co-operative / Quiet
3. Parachute Activities
4. Animal Walks

Every coach needs a good repertoire of games. The next few pages describe enough games to keep your gymnasts playing for a long time!





## TAG GAMES

1. **Everybody's It!** – this one actually works! Everyone is "it" trying to tag everyone else, no one is out. VARIATIONS: Call out certain tag spots, i.e. behind the knee, elbows, belly buttons, etc.
2. **Blob Tag** – one, two or more children are chosen as a "Blob". Other children that are tagged hold on to the hand of the Blob until all kids are part of a Blob.
3. **Partner Tag** (has many variations) – the group is divided into partners, as various skills are called out, each partner tries to catch their partner while hopping, running, crab walking, etc. Have 4 or 5 pairs that are "it", as one person in the pair tags someone that person becomes part of the pair and the "tagger" is now free.
4. **Poison Tag** – one or two people are "it", where you are tagged is where you must hold on with your hand until you've used both hands (i.e. holding onto your shoulder and a knee). When both hands are on poison spots, the child performs a skill before re-joining the game.
5. **Crumple Tag** – each person gets two "crumples" of scrunched up paper. The object is to collect as many crumples in the time frame by hitting others with your crumples. When hit, you must drop all your crumples for the other person, and begin collecting again (off the floor, etc.)
6. **Hugger Tag** – same as regular tag, but can avoid being tagged by hugging one, two, or more players (instructor can specify). Can only hug for five seconds, and the "tagger" cannot wait.
7. **Frozen Tag** – an excellent way of incorporating your "skill of the day". When tagged, the person must perform a skill and is frozen until another player rescues him/her. There are a thousand varieties to this game – rather than simply running under the legs of a person frozen in a straddle position, get the kids to run around each leg; in a front or rear support the kids can climb over and under to free their classmates.
8. **Tail Tag** – all players have a tail hanging from the back of their shorts. Use ripped rags, socks, etc. Each player has to grab as many tails as possible in a pre-determined time limit, each time adding new tails to their own. Vary the "animal" and you can change the movement:
  - Catch a bunny's tail – hopping
  - Catch a tiger's tail – running
  - Catch a lion's tail – on all fours
  - Catch a dragon's tail – with a partner, the person in the rear wears the tail

Note that tag games don't need to have an "ending" or a "winner". Let the game run for a couple of minutes, then stop the game while the kids are having the most fun. They will beg you to play it again another day.

## GROUP GAMES

### Combative Games

These are good activities for older children age 6 and up, especially boys!!!

1. **Toe Touching** – Find a partner that is about the same size as you. Facing each other, try to touch behind the knees of your partner as many times as you can. Vary the body parts.
2. **Push-up Pull-down** – Face your partner in a front support position. Try to knock your partner's hands out so that he or she falls out of the front support. Try rear supports or one-arm side supports for the stronger kids.
3. **Bulldozer** – Face your partner with arms extended in front of you, hands pressed against your partner's hands. Try to push yourself across the line onto their side.
4. **Tug-of-War** – Stand in a straddle position facing your partner, but place your right foot beside your partner's right foot. Clasp hands and try to pull your partner to your side. Or, stand on either side of a line and try to catch your partner and pull him across your line.
5. **Rooster Fight** – Partners stand on one leg, holding the ankle behind the body with the opposite hand, other hand behind the back holding the elbow. Try to knock your partner off balance by bumping shoulders.
6. **Kwik-Sit** – Facing partner, sit on floor with feet flat in front, legs bent, holding hands. Without moving your feet, stand up and sit down as many times as you can in \_\_\_\_ seconds. Or, sit back to back with your partner with arms linked, knees bent and feet flat in front of you. Try to stand up/sit down without moving your feet.
7. **Wring the Dishcloth** – Hold hands with your partner, both partners turn around in the same direction all the way to the starting position. Do as many as possible in \_\_\_\_ seconds.
8. **Crab Fight** – In crab position, hands and feet on floor, belly button up, try to make your partner's seat touch the floor. Or, place an object (like a beanbag) on your tummy, try to make your partner drop theirs.
9. **Roly Poly** – In a tight tuck position, face your partner and try to roll them over using only your toes.
10. **Starfish** – One partner lies on back in shape of an X. The other partner tries to turn him over onto his stomach, while the other resists by keeping arms and legs stiff.

## Co-operative / Quiet Games

These games are good ending activities, or can be used as a break for when the children need a rest. They have minimal rules, no score and no competition.

1. **Lap Sit** – the group stands in a tight circle and turns to put their hands on the shoulders of the person in front of them. On command, everyone sits down on the lap of the person behind them. It takes some practice, but it's worth it!
2. **Sticky Popcorn** - Begin by talking about kernels of corn and how they gradually heat up before they pop. Turn on the stove and watch the kids pop! Ask them to stop so you can pour on the stick syrup and as they bump into each other, they become stuck until you have one big popcorn ball!
3. **Human Tangles** – Standing in a circle, each person reaches across and holds onto two different hands. Once everyone has a hand, they must “un-tangle” themselves without letting go.
4. **Push ‘em into Balance** – Standing again in a tight circle, each member gets a turn at standing in the middle, arms crossing their chest, feet not moving and falling into the outstretched hands of the group. The group must prevent the middle person from falling out of the circle – not by shoving.
5. **Floating Along** – Form two lines, lying on their backs head to head, arms stretched up to the ceiling. One person lies on their back (in a very tight body position) on the hands of the group and together they shuffle him along to the end.
6. **Blow Ball** – (needs a ping pong ball or other form of light ball). Form three groups to lie on their stomachs with their chins on a line in a rectangular position. Place a ball in the middle and with hands behind their backs, players attempt to blow the ball across their opponents' line.
7. **Rattlesnake** – The group forms a circle around two players who are blindfolded in the middle, each carrying a pop can with pennies (or small objects or shaker). One person is designated “it” and shakes the can, the other player shakes in response. “it” has three tries to find the location of the other and tag them – yes, blind!
8. **Killer Handshake** – The group sits on floor with eyes closed while the instructor secretly chooses one or two “killers” by tapping them on the back. Everyone stands up and shakes hands with a greeting – e.g. “Hi, thanks for coming to gymnastics”. The killers give a little scratch on the palm as they shake. If you've been hit, you must count to ten (so not to give away the identity of the killer) then gracefully fall dead. Game is over when one of the remaining live players correctly guesses who the killer is.

## PARACHUTE GAMES

The parachute is an excellent source of warm-up and ending activities, and is also an excellent form of cooperative play. Used properly, the parachute will provide a quick cardio-vascular warm-up, and it is lots of fun for all ages.

A few tips to ensure the success of your leadership during parachute games can save you from raising your voice to maintain control and allow you to have fun too!

1. Before you pull the parachute ("P") out of the bag, tell the kids you have a special warm-up planned for the day
2. After the parachute has been unrolled, ask the kids to put it on the floor and show them the correct hand placement (fingers on the top, thumb underneath, make a tight fist).
3. Ask the kids to tell you how many parachutes they see. "One". And how many kids do you see? "Lots"! Well, because we only have one parachute, we all have to play the same game. It won't work if we all play a different game, so please help us to all have fun by listening carefully to your teacher. Remember the parachute works best when there are no wrinkles in it – keep pulling it tight.

The following games are arranged in order of difficulty:

1. **Air conditioning** – Standing, grasp the "P" firmly and wave arms up and down vigorously
2. **Popcorn** – While making air conditioning, throw balls onto the moving "P" and watch them fly!
3. **Walking on Waves** – While half of the children do Air Conditioning squatting down, the other children walk over the top. Make up a story about the waves growing stronger, into a hurricane, etc.
4. **Ring Around the Rosie** – or any other game that requires children to walk in a circle (e.g. Motor Boat). Holding tightly, you can increase the speed if the kids learn to lean back and pull as they run.
5. **Silk House** – Children crawl under "P" and tuck "P" under their seats. Where are we? In the tummy of a whale? In an igloo on a sunny day? A caterpillar in a cocoon? Rock the house by gently leaning in one direction; the "P" will move back and forth rocking side to side.
6. **Revolving Sit-ups** – sitting down with legs under the "P", toes pointed to the middle, lie back and use the taunt "P" to pull yourself up again.
7. **Tricks under the Big Tent** – children sit on floor with the "P" pulled up to their waist and legs straight in front of them underneath. On signal, everyone lifts the "P" up overhead and performs a skill, e.g. show me a tuck sit or a v-sit.

8. **Bubbles** – Begin with the “P” pulled tight on the floor. On the count of 3, (or try an original; on the word SPAGHETTI) everyone stand up and lift your arms high above your head and quickly pull “P” back to the floor
9. **Funny Faces** – After the kids have mastered Bubbles, they can now lift the “P” over their heads, and when you pull it down to the floor, lie on your tummy and put just your head inside – with the “P” wrapped around your head like a scarf – and make silly faces at each other!
10. **Inside a mushroom** – Make a Bubble, take three steps into the middle of the “P”, pull your arms over your head and behind you and sit down on the “P” while still holding on with your hands. This one does take a few practises.
11. **Umbrella** – All stand around the “P” holding tightly. Ask kids to look at what colours are on their clothes – LOTS of one colour. On a 3 count, kids stand up arms stretched over head, the coach calls out a colour, if you are wearing LOTS of that colour, let go of the “P” and run under to the other side before the Umbrella comes down!
12. **Drifting Cloud** – Get the kids to demo how loud they can yell, “Let Go”! Explain that you are all going to make a cloud float up in the air like magic, but that they must help you by yelling, “Let Go” and by releasing the “P” when their arms are stretched way above their heads. On the count of \_\_\_\_\_, we will all stand up and lift our arms above our heads, yell, “Let Go” and release the “P” into the air – it’s floating! (This takes a little bit of practice. If there are young kids, make sure they have an older child beside them to remind them when to let go).
13. **Tail Swing / Surf-ride** – A great game for the stronger kids, but as it is an individual “ride”, it is not recommended for large groups – there is too much waiting time between turns. Get the surfer to remove their shoes before standing at one end of the “P” with the rest of the group at the other end holding on to the edge. The surfer stands in lunge position, arms out like an airplane and the group pulls the surfer across the floor. Start on the signal of the surfer and begin slowly.
14. **Cat and Mouse** – Works well with a larger group. Children sit holding the “P” tightly. Select one child to be the cat, he goes on hands and knees on top of the “P”. Select three or four children to be the mice, they go on hands and knees under the “P”. While everyone else keeps the “P” moving in waves, the cat has to crawl around and tag the mice that are scurrying around, hidden under the “P”. Change the cat and mice frequently and enforce the “hands and knees only” rule.

## ANIMAL WALKS

Here are some animal walks that can be used in your recreational program to instill a fun activity, while also developing many of the qualities that are needed in gymnastics. Animal walks are great for:

- Warm-up relays
- Moving from one apparatus or station to another
- During a circuit or series of activities to help delay the return to line
- As an exercise to help increase one or more of the athletic abilities listed below:

**STRENGTH – S      POWER – P      ENDURANCE – E      BALANCE – B      FLEXIBILITY – F**

ANIMAL WALK	ATHLETIC ABILITY	DESCRIPTION
Rabbit	P, B	Hopping on 2 feet, holding hands up for ears
Chicken	B, E	Hold onto your heels while walking
Duck	E	Keep arms flexed while walking in a squat position
Seal	S	With palms and toes turned in, drag legs behind
Inch Worm	P, F	Start standing with hands and feet on the ground, walk hands out to prone position, then walk feet forward to meet hands
Running Cat	P	Dive onto hands then bring feet up outside hands; repeat
Frog leaps	P, S	From squat to extended hop to squat
Lame dog	B	Running on 2 hands and 1 foot
Kangaroo	P	High hops using legs only (arms can form a pouch across belly)
Bear	B, E	Walking on all fours, swing alternate limbs out to the side
Crab	S, E	Holding body in rear support on the floor, run sideways
Cricket	F, E	In a crab position, run moving feet first, then hands
Praying Mantis	P, B	Hop, landing in a praying position
Sneaky Snake	S, F, E	Flat out on floor, wriggle along with no arms or legs
Elephant	B, E	Walking on all fours, keeping arms and legs straight
Double frog leaps	P	Frog leaps over each other

Pick any game from the previous pages, be sure you understand how it works, then write out the words you would use to explain it to your group. Keep your description short and clear, and use demonstrations if necessary.

Game: \_\_\_\_\_

My explanation:

*(Use pictures for demo if needed)*

Now, working with a group of other coaches, explain your game and get the coaches playing it. Some things to remember:

- Instructions must be short and clear.
- Ask for questions or get kids to reiterate some of the rules to be sure they understand.
- Game should be under way within 1 minute, and can be completed or modified within 2-3 minutes.

How did the coaches respond to your explanation? Did they understand the rules? Were they able to get the game going right away? Did anyone seem completely lost? If coaches had problems with the game, chances are good that the gymnasts will too. Take a good look at your explanation and demo, make adjustments in the box below, and then teach it to the coaches again.

### INTRODUCTION TO BADGE PROGRAMS

This week's tutorial will focus on:

- Introduction of badge programs and resources
- The badge skills

Each badge program is set up as several progressive levels that take the gymnast from a beginner to an intermediate level of skill development. Upon successful completion of a level, the gymnast receives a badge or pin. Badge programs focus on developing the basic skills that are the building blocks for each sport.

With young children, it is quite possible that they will be able to complete the first badge within one 10 week session. As children move into more advanced badge levels, however, they will need two or more sessions to master the required skills.

As a Pre-CIT, you will be helping to teach skills in the early levels of your club's badge program. Each of these skills relates to one or more of the fundamental movement patterns of gymnastics (landings, statics, locomotions, swings, rotations, springs). It is important that your gymnasts master these skills with proper technique as all other gymnastic skills are built on these basics.

Your Tutor Coach will review the badge program with you, and discuss how the program is implemented in your club.

Which badge program are you using in your coaching?

---

---

How many levels are in the program?

---

---

What level are your gymnasts at?

---

---

---

---

How will you know that your gymnasts have met the standard to complete this badge level?

---

---

---

---



---

---

**BASIC ETHICAL PRINCIPLES IN COACHING**

This tutorial introduces basic concepts of:

- Ethical coaching
- Promoting self-esteem in your gymnasts

Your Tutor Coach will provide you with a copy of the club's code of ethics and harassment policy.

Coaching is an honourable and respected position in our society. Children look toward their coaches for guidance and often model their behaviour after their coach. It is quite likely that many of your own coaching behaviours are modelled after a coach or teacher that you respected.

Coaches are put in a position of trust and must therefore conduct themselves in a manner that reflects this honoured place in a child's life. The framework for a standard of behaviour for gymnastic coaches is the **Code of Ethics**. Regardless of your level of coaching, or how often you are in the gym, you must follow the code of ethics.

The cornerstone of the Code of Ethics is respect – for your gymnasts, their parents, for the club and other coaches, for your sport, and for yourself as professional coach.

Describe three ways that you can show respect for your gymnasts.

---

---

---

---

---

---

---

---

---

---

Describe what it means to show respect for your sport.

---

---

---

---

---

---

---

---

---

---

# The Coaching Code of Ethics

## 1. Respect for participants

- Treat all gymnasts with respect at all times
- Provide feedback in a caring and sensitive manner
- Build mutual support amongst all – parents, gymnasts and coaches
- Use language that respects the dignity of all

## 2. Responsible coaching

- Act in the best interest of the gymnast's whole development
- Present a program that is safe and respectful of gymnasts' limitations
- Keep yourself informed of advancements in your sport through workshops, clinics and by observing other coaches in action
- Strive to be fully attentive, physically and mentally when performing coaching duties. Present yourself in a professional and positive manner reflecting the title of coach

## 3. Integrity in relationships

- Be honest, sincere and honourable in relationships with others
- Take credit and give credit where due with accuracy and honesty
- Treat others as you would like to be treated

## 4. Honour sport

- Bring honour to the coaching profession through your integrity
- Show high regard for your sport and promote the value of sport
- Project yourself in a favourable manner, reflecting a positive image of sport to other coaches, officials, media, families and the general public

*This Code of Ethics has been adapted from the CAC Coaching Code of Ethics*

Part of your job as a Pre-CIT or coach is to set expectations for behaviour in the gym, to model this behaviour in your coaching, and to ensure that the gymnasts also behave appropriately.

Here are some situations you may face in the gym. How would you deal with them?

One child in the group is very shy and won't talk at all, to the other children or to the coaches. Even though she participates in all the activities, the other children sometimes make fun of her and try to tease her to make her talk.

---

---

---

---

---

---

---

---

One child in the group is very bright, likeable, and quite good at gym, but extremely loud and busy. He always seems to be getting into something or roughing it up with another child. It is very disruptive and the other children complain that he is bothering them.

---

---

---

---

---

---

---

---

You have noticed that one girl in the class often criticizes the other girls behind their backs and excludes certain children from being in "her" group for games. When challenged on her behaviour, she bursts into tears and claims that the other child did something mean to her.

---

---

---

---

---

---

---

---

## Promoting Positive Self-Esteem

In Tutorial #4, we looked at finding many ways to say “Very Good”. It is important that your gymnasts be praised for a good performance, but there are many other actions that you can do to make your gymnasts feel good about themselves and confident in their abilities. The positive self-image that you promote and model in the gym will remain with that child in many other parts of their lives.

Here are some of the things you can do to promote self esteem.

Ways to develop self-esteem	What it might look/sound like
Greet each gymnast at the beginning of class by using their name. Use their name when talking to them.	“Sarah, your cartwheels are really improving.”
Encourage active participation from everyone.	“Please come and join the group. We need you to play this game.”
Show confidence in their ability to learn.	“I know this skill seems difficult, but if we really work at it, I know we can do it.”
Encourage effort without always focusing on results.	“Everyone really worked hard today!”
Ensure that activities suit their level of development.	“When you are at this station you can choose from these three skills.”
Be specific when providing feedback about their effort or performance.	“Keep your arms really straight when you do this skill.”
Use non-verbal actions to communicate approval and acceptance.	Smile, thumbs up, eye contact etc.
Give each gymnast a chance to be a leader or have some part in decision making. Invite questions and ask for input.	“Let’s pick which game we are going to play tonight.” <u>OR</u> “Who has a favourite stretch that we can do in warm-up?”
Communicate to your gymnasts that you value their involvement and that they have an important place in the group.	“I am really glad that you are back this week, Marie. The group missed you while you were away.”
Avoid elimination games and other activities that can add unnecessary pressure on the gymnast.	“When you get tagged, hold a balance for 5 seconds, and then get back in the game.”

When you are in the gym, observe other coaches to see what tricks they use to build self-esteem and confidence in their gymnasts!

### MOVING ON....

This is your last tutorial, although it is not necessarily the end of the Pre-CIT program.

You have likely completed, or are near completion of your required hours of assistant coaching. In this tutorial we will look at:

- Reflecting on your coaching experience so far
- Setting goals for the remainder of the Pre-CIT program

What have you completed so far in the program?

Task	Done ✓	Tutor coach signature
<b>PART 1</b>		
Attendance and participation at 10 tutorials		
10 hours of assistant coaching		
8 hours of "gymming"		
<b>PART 2</b>		
*Up to 10 hours of officiating duties		
*Up to 10 hours of administration duties		
7 hours of "gymming"		
Attainment of "gymming" goals		

*\* a total of 10 hours of officiating and/or administration duties are required*

- To be recognized as a Pre-CIT, you must complete all the items in both Part 1 and Part 2.
- The forms for officiating and administration tasks are contained at the end of this workbook.
- When you have completed all the required tasks, ensure that your Tutor Coach has signed off all forms, and completed the Pre-CIT evaluation form.
- Complete your Goal Setting Chart and the Pre-CIT Program Evaluation Form and give a copy to your Tutor Coach. Keep a copy of each in your coaching binder.
- Your Tutor Coach should inform the Club Supervisor that you are now a Pre-CIT.

**Take a few minutes and reflect back on your coaching experience.**

1. What was the best thing about being a Pre-CIT?

---

---

---

---

---

2. What did you enjoy the most in your coaching?

---

---

---

---

---

3. What was the most challenging thing about coaching?

---

---

---

---

---

---

4. What was the most important thing you learned in your coaching?

---

---

---

---

---

5. What would you like to learn more about?

---

---

---

---

---

## PRE-COACH IN TRAINING PROGRAM

### Goal Setting for PRE-CITs

For each area, identify your goals, what you will do to reach these goals, and when you will achieve them. Give one copy to your Tutor Coach, and put a copy in your coaching binder.

Goal Area	My goals are....	Actions to achieve:	Date to achieve by:
Communicating with children			
Teaching Games			
Supervising and managing a group of children			
Motivating children to participate			
Knowledge of Fundamental Movement Skills			
Knowledge of CANGYM skills			
Creating activities that are age-appropriate			

## PRE-CIT PROGRAM EVALUATION

This is your chance to provide feedback about your Pre-CIT experience. Please answer the following questions honestly. When you are finished, hand in the form to your Tutor Coach.

Did you find the program beneficial?                      Yes      No

What was most beneficial to you?

---

---

Are there any topics we did not cover?                      Yes      No

If yes, what?

---

---

Could anything have been left out?

---

---

What could we have spent more time on?

---

---

Did you find the tutorials helpful?                      Yes      No

Did you find the in-gym work helpful?                      Yes      No

Would you like MORE / LESS feedback from your Tutor Coach?

Would you like MORE / LESS feedback from the Supervisor?

Comments:

---

---

---

---

---

**Thank you for being part of the PRE-CIT program! Good luck in your coaching!**



## OFFICIATING AND ADMINISTRATION

You must complete a total of ten hours of officiating and/or administration tasks. How you choose to complete these hours is up to you, and will depend on the type of club you are coaching in, and the types of activities that it runs during the year.

This section will describe some of the possible tasks that could be used to fulfill your officiating and administration requirement. Talk to your Tutor Coach about the opportunities that are available to you in the club. At the end of this section are forms that you can complete to describe and document your completion of these tasks.

### Officiating

When you go to a competition, it is usually to watch the gymnasts! But have you ever stopped to wonder how many people have helped to make the competition run successfully?

Regardless of the sport, any competition requires an organizing committee, and many volunteers. Large competitions like Canadian or World Championships may have volunteers working for months or even years to organize the event, and hundreds of additional people volunteering during the event itself. Even a small invitational meet requires an organizing committee and volunteers.

In addition to the people running the event, there is a large number of Officials responsible for judging routines, and keeping the event running smoothly and on time.

Here are some of the main people (apart from gymnasts) that you will notice at a competition:

**Organizing Committee:** this is the group of people who do all the preparations for the competition. They oversee scheduling, registration, hospitality, scoring, judging, equipment and facilities.

**Competition Director:** Often the chairman of the organizing committee is also the competition director. He or she is on the floor of the competition and oversees the running of the meet. Any problems are directed to the Competition Director, who must work with volunteers and officials and coaches to find solutions.

**Scorers:** Usually the scorers are located near the judges table and are behind an array of computers, printers and a lot of paper. They receive all the scores from the judges and then must verify the scores, enter the information on the computer and tabulate the results.

**Judges:** Usually there is a Head Judge who is responsible for the organization and work of all the judges at the competition, or at a particular event. The other judges are responsible for providing fair evaluation of the performance of all gymnasts. They must work quickly to produce their scores. Usually judges are responsible for judging a portion of the performance, which could be execution, or verification of skills, or artistic value. Line judges have a different role, which is to identify if the gymnast steps out-of-bounds during a routine. When this happens, the line judge makes not on a judging chit, which is then taken to the Head Judge, where a deduction is applied.

## **Minor Officials:**

The **Head Judge's Secretary** sits at the judging table beside the Head Judge and ensures that all the gymnast's names are in the proper order, and that scores are recorded correctly on the tabulation sheet. This is a job that requires quick, accurate work, some math skills and good focus!

**Runners** are usually younger gymnasts who sit near the judges, with the responsibility of carrying the judging chits back to the head judge. They must move quickly, but avoid walking in front of the judges (who may be judging another routine) and avoid getting in the way of the gymnast.

The **Timer** sits at the Head Judge's table and uses a stopwatch to time those routines that have a time limit (i.e. all RG routines, Men's and Women's Floor, Women's Beam and all Aerobic routines). The timer records the duration of the routine and if it is over or under the required time limits, completes a timer form which is sent back to the Head Judge, where a deduction is applied to the final score.

If your club regularly runs events, there is usually ample opportunity to get some practice with officiating. Depending on the sport, and on the size/profile of the meet, you could be asked to be a line judge, timer or runner. A large meet like provincial championships, usually requires that minor officials have some special training but smaller invitationals, or in-club events may not require this training. At in-club meets, you might even find yourself being recruited into judging!

If you are interested in becoming a judge, talk to your Tutor Coach. Judge Training Programs are open to those aged 16 years and older.

## **ADMINISTRATION**

The word "administration" describes the duties of a person who is involved in the organizing and/or running of an activity.

Every event requires administration – you could become involved in organizing such events as:

- Demonstrations
- Club Gymnaestrada
- GymFest
- National Gymnastics Week activities
- Special events such as an end-of-the-year party
- Coach training workshops
- In-club competitions

Planning and running of these events often requires a committee of several people, each of whom is responsible for a small sub-committee. These subcommittees could look after such areas as facilities and equipment, hospitality and social events, publicity, officials, and decorating. The type of event will determine the tasks that need to be done, and therefore the subcommittees that are needed.

The most important thing about being an administrative volunteer is that you must be reliable! Every task has a deadline, and once the date of the event is confirmed, everything must happen according to a schedule.

Some of the other skills that are helpful to have include:

**Writing skills** – for putting together media releases and promotional materials

**Communication skills** – because you provide information to a lot of people

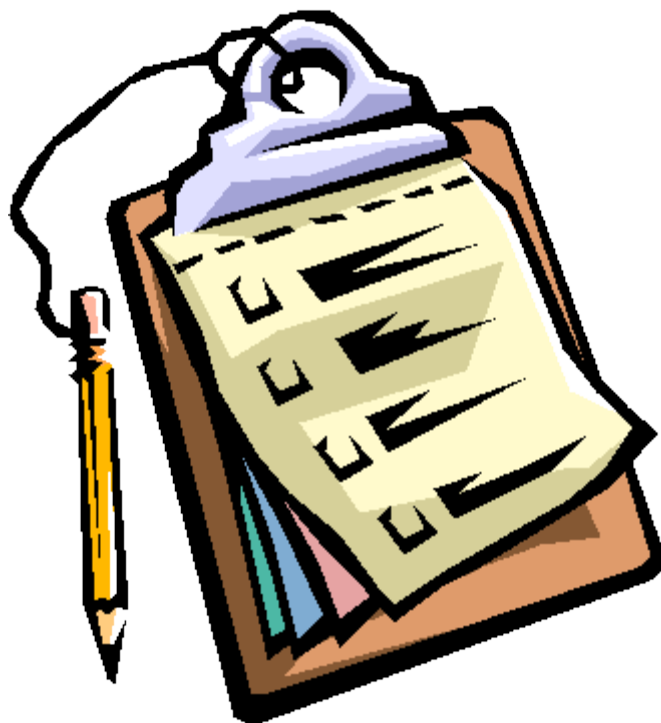
**Computer skills** – for making up programs and posters

**Technical sport knowledge** – to ensure that equipment and facilities are safe

**People skills** – because you are working with a team of people towards a common goal.

As a PRE-CIT, if you indicate that you are interested in helping out with running an event, you will likely receive an enthusiastic response, and a job to do! Go for it, and enjoy being part of making things happen.

The forms on the next page will help you organize your administrative and officiating tasks.



**OFFICIATING AND ADMINISTRATION TASKS VALIDATION FORM**

*The PRE-CIT Program requires completion of 10 hours of officiating and/or administration tasks.*

Name of Pre-CIT: \_\_\_\_\_

Name of Tutor Coach: \_\_\_\_\_

**OFFICIATING**

Describe the task(s) you will be doing.

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

Who will supervise you in the completion of the task(s)?

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

When/where will you complete the task(s)?

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

This will verify that \_\_\_\_\_ completed \_\_\_\_\_ hours in fulfillment of the officiating task described above.

Supervisor/Tutor Coach name: \_\_\_\_\_

Supervisor/Tutor Coach signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ADMINISTRATION**

Describe the task(s) you will be doing.

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

Who will supervise you in the completion of the task(s)?

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

When/where will you complete the task(s)?

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

This will verify that \_\_\_\_\_ completed \_\_\_\_\_ hours in fulfillment of the officiating task described above.

Supervisor/Tutor Coach name: \_\_\_\_\_

Supervisor/Tutor Coach signature: \_\_\_\_\_ Date: \_\_\_\_\_