

British Gymnastics Association



Level 1 Assistant Coach General Gymnastics

Tutor Presentation Guide

Resources for Course

- 1 Power point projector
- 2 Laptop
- 3 Presentation on cd (as back up to one on laptop)
- 4 Tutor presentation guidelines

- 5 Set of OHT's (as back up in case projector fails)
- 6 Overhead Projector
- 7 Flip chart and 6 pens – alternatively black/white board

- 8 Pritt Tack
- 9 Spare pens
- 10 Course paperwork – (CC5,Register CC2.,Tutor Aide Memoire)

- 11 Copies of presentation as handout for the coaches
- 12 Candidate resource packs and Logbooks – sample lesson plans
- 13 Homework for coaches

- 14 Sheet of sticky labels (to use as name badges)
- 15 First Aid Kit
- 16 Copies of any books coaches would find helpful

<h2 style="text-align: center;">Learning Outcomes</h2>	<h2 style="text-align: center;">Method of Delivery</h2>	<h2 style="text-align: center;">Tutor Information</h2>
<p>Introduction to Course Slide 1</p> <p>The coaches should:</p> <p>Feel at ease in the setting.</p> <p>They should feel comfortable and safe in their surroundings.</p> <p>They should be confident knowing that they can comment and contribute to the course.</p> <p>They should feel confident to speak with other course members whom they do not know.</p>	<p>Verbal from course tutor:</p> <p>Introduce yourself with a little bit of your own background.</p> <p>Welcome the coaches to the course; explain the layout of the building and emergency evacuation procedure; explain where the nearest public telephone is and also where the First Aid kit is kept.</p> <p>Ice Breaker:</p> <p>Pair the coaches off ideally with someone they do not know; give them two minutes each to introduce themselves to their partner.</p> <p>Now team up two pairs together – and they have to introduce their partner to the group of four.</p>	<p>Smile</p> <p>Try to ensure that you keep your eye contact moving around the room to let everyone feel that you have been speaking to them.</p> <p>Check your emergency evacuation procedure with centre management. Check the fire doors are not locked – it can happen.</p> <p>Check that your mobile phone has a signal in the building; check the location of the nearest public phone.</p> <p>Ask to see the centre’s First Aid kit and decide if it is adequate; check if ice is available. If there is an accident on the course the tutor is the responsible person.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p data-bbox="277 347 636 432">Learning Programme Slide 2</p> <p data-bbox="277 491 786 651">The coach should fully understand the importance of each part of the learning programme ie before, during and after the course.</p> <p data-bbox="277 786 775 946">The coach should understand the importance of the guided learning process and how to select an appropriate mentor.</p> <p data-bbox="277 994 808 1114">The coach should appreciate the value of the log book as part of their learning portfolio.</p> <p data-bbox="277 1249 819 1409">The coach should understand how the exam will be organised, how they will be informed and also of the appeals process</p>	<p data-bbox="846 347 1144 384">Verbal from tutor</p> <p data-bbox="846 491 1391 651">Encourage candidates who may have a learning difficulty or impairment to Inform you so that appropriate arrangements can be made.</p> <p data-bbox="846 786 1335 906">Ask the coaches to open their log book at the mentor section and discuss the various points.</p> <p data-bbox="846 994 1386 1114">Go through the log book emphasising the value of preparation in the form of lesson planning.</p> <p data-bbox="846 1249 1391 1409">Describe clearly the exam process ie observation of practical and verbal questions and remind candidates that they do have the right of appeal.</p>	<p data-bbox="1413 491 1951 730">Remember some candidates may have difficulty with reading/writing skills. If anyone raises this difficulty try to put them at their ease and explain that special arrangements will be made.</p> <p data-bbox="1413 786 1951 906">The post course guided learning and log book are an important part of the Coaches learning and development</p> <p data-bbox="1413 1249 1928 1409">Remember that the tutor will cover the examination preparation and format at the conclusion of the course</p>

Learning Outcomes	Method of Deliver	Tutor Information
<p>Coaching Qualification Slide 3</p> <p>By the end of this section the coach should:</p> <p>Understand which qualification and discipline he/she is taking</p> <p>Be aware of different entry routes</p> <p>Be aware of add-on modules</p> <p>Be aware of progression route from this award</p>	<p>Show slide 3 and comment on pre-requisites, the qualification itself, add-on modules and progression to Coach, Club Coach etc</p> <p>Explain that the content of each qualification is progressive and reflects the age and stage of development of the participants.</p>	<p>Know the different disciplines and add-on modules before you start</p>
<p>LTAD and Qualifications Show slide 4</p> <p>By the end of this session the coach should:</p> <p>Be aware of the relationship between the Participant Pathway (LTAD) and the Coaching Qualifications</p>	<p>Explain the basic principles of the LTAD pathway and how the levels of qualification meet the needs of the participants at each stage.</p> <p>Emphasise the structure relating to General Gymnastics</p>	<p>Ensure that you are familiar with the LTAD pathway diagram and the links to the qualifications.</p>

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<p data-bbox="277 384 667 464">Common Core Module Slide 5</p> <p data-bbox="277 528 801 600">By the end of this section the coach should:</p> <p data-bbox="277 655 784 767">Be aware of the different topics which make up the Common Core module</p>	<p data-bbox="846 528 1355 639">Show slide 4 and briefly elaborate on each ie no more than 20/30 seconds on each.</p> <p data-bbox="846 695 1337 807">Explain that the Common Core is generic and can be transferred between disciplines</p>	<p data-bbox="1413 528 1944 639">Do not elaborate at any length as each topic is covered in detail in the following slides.</p>

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<p data-bbox="277 347 568 480">Ethical Coaching Responsibilities Slide 6</p> <p data-bbox="277 533 801 608">By the end of this section the coach should:</p> <p data-bbox="277 660 801 778">Be aware of their responsibilities to the gymnast and the fact that some are legal requirements.</p>	<p data-bbox="846 533 1375 735">Split the coaches into groups of 4/5; give them a sheet of flip chart paper and ask them to list what they think the ethical coaching responsibilities are for a coach.</p> <p data-bbox="846 788 1375 991">Give them approximately five minutes to do this (giving them two minutes warning of time up) and then ask them to present their thoughts to the rest of the class.</p> <p data-bbox="846 1043 1375 1161">Record the suggested points visibly on a white board or flip chart and compare with slide 6</p> <p data-bbox="846 1214 1375 1289">Briefly elaborate on each of the bullet points</p>	<p data-bbox="1415 533 1951 735">Be able to state or describe BG mission statement and stance on equity in coaching and where to find this ie website/handbook/resource book.</p> <p data-bbox="1415 788 1951 906">Give examples of what is confidential information eg medical conditions</p> <p data-bbox="1415 959 1951 1114">Discuss legislation and the requirement for coaches to comply eg Children’s Act and Disability Discrimination Act</p> <p data-bbox="1415 1166 1951 1321">Emphasise the importance of self evaluation/reflection; ask the coaches why they think it is important</p>

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<p>Safety in Coaching Slide 7</p> <p>Safety in Coaching</p> <p>By the end of this section the coach should:</p> <p>Be able to identify hazards in the gym</p> <p>Be able to use safety procedures to minimise hazards in the gym</p> <p>Understand the basic concept of risk assessment</p>	<p>Discuss briefly the topic heading explaining the coaches' duty to minimise the risk to participants.</p> <p>Explain the basic concept of Risk Assessment ie identify a hazard, assess how dangerous the hazard can be, adopt procedures to minimise the effect of the hazard.</p> <p>Briefly elaborate on each bullet point involving the candidates in question and answering to check understanding.</p> <p>Ask the candidates to express what they think are the key elements for a safe environment</p>	<p>Discuss the principles of supporting with the coaches; identify when support is required ie at the point of greatest risk. Describe the transition from "support" to "shadow".</p> <p>Emphasise the need to support early eg when the gymnast is rising is much easier than when gravity is bringing them back to earth.</p> <p>Manual Handling - clearly explain how to lift and move equipment.</p> <p>Refer to (ideally show) the BG publication Health, Safety and Welfare. Emphasise to coaches the importance of all coaches having access to and reading this document.</p>

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<p data-bbox="277 347 600 432">Safety in Coaching Slide 8</p> <p data-bbox="277 485 801 560">By the end of this section the coach should:</p> <p data-bbox="277 608 808 687">Understand the need for progressive skill progressions</p> <p data-bbox="277 775 815 898">Know and appreciate the importance of not exceeding their level of competence/qualification</p> <p data-bbox="277 946 739 1066">Understand the need to educate gymnasts for safe and effective development</p> <p data-bbox="277 1114 757 1233">Recognise the importance of recording accidents, injuries and incidents</p> <p data-bbox="277 1281 815 1401">Understand the requirement to assist in the event of an emergency or accident</p>	<p data-bbox="846 571 1391 735">Ask the coaches to comment on the merits of using progressive skill development. List the responses on a flip chart/white board.</p> <p data-bbox="846 783 1308 903">Explain to coaches they are not insured to coach above their qualification.</p> <p data-bbox="846 951 1368 1070">Explain the need for both physical and mental preparation and also the importance of pre-requisite skills.</p> <p data-bbox="846 1118 1346 1198">Explain there is both a legal and a BG requirement.</p> <p data-bbox="846 1286 1375 1406">Assistant coaches should know how to assist with accidents and evacuation procedures</p>	<p data-bbox="1415 568 1960 935">Discuss with coaches the concept of whole part whole skill progression ie attempt the whole skill, coach identifies a part which could be improved, institute a part practice, then subsequently attempt the whole skill again. Explain how this will be demonstrated in the practical sessions</p> <p data-bbox="1415 1110 1944 1230">For example look after other children whilst first aider deals with accident.</p>

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<p>Group Organisation Slide 9</p> <p>By the end of this section the coach should:</p> <p>Understand what gymnast information a coach requires to know</p> <p>Understand the relevance of the various aspects of a lesson plan</p> <p>Understand the importance of arranging apparatus safely at all times.</p> <p>Appreciate the need to observe the gymnasts at all times</p>	<p>Ask the coaches what information should be held and list responses on flip chart/white board.</p> <p>Talk the coaches through a lesson plan and explain that the task of writing lesson plans is contained in the log book.</p> <p>Question and answer with coaches. eg. what matting is required around and under apparatus and discuss space around the apparatus.</p> <p>Explain that the gymnasts need to be observed at all times to ensure maximum safety.</p>	<p>Stress the importance of confidentiality and Parental Permission forms. If possible show a sample from your club.</p> <p>Explain that the mentor coach will assist in designing lesson plans within the log book</p> <p>Emphasise the need to check apparatus and matting regularly as mats move.</p> <p>Give good and poor practice examples</p>

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<p data-bbox="277 416 613 501">Group Organisation Slide 10</p> <p data-bbox="277 560 801 635">By the end of this section the coach should:</p> <p data-bbox="277 687 797 807">Appreciate the importance of using time efficiently and occupying gymnasts effectively.</p> <p data-bbox="277 855 815 975">Appreciate the relevance of maintaining suitable behaviour and challenging inappropriate behaviour.</p> <p data-bbox="277 1023 792 1142">Appreciate the relevance of ending the session with a summary appraisal/evaluation</p> <p data-bbox="277 1190 734 1310">Appreciate the importance of supervising the dispersal of the gymnasts.</p>	<p data-bbox="846 687 1393 842">Describe the importance of a variety of drills/training aids to keep the gymnast busy whilst awaiting “their” turn</p> <p data-bbox="846 895 1339 970">Discuss the need for “discipline” with the coaches.</p> <p data-bbox="846 1062 1379 1182">Explain the importance of feedback to the gymnasts and informing them of next session and session content.</p> <p data-bbox="846 1230 1384 1433">Explain the duty of care and also the moral responsibility towards the gymnasts. Ask the coaches at what point do they think their responsibilities commence and end.</p>	<p data-bbox="1415 600 1939 799">For example in teaching through vault, a return activity could be fast run, bounce on springboard, stretch jump to land. A drill could be front support jump to crouch.</p> <p data-bbox="1415 847 1904 1007">Explain that keeping the children active, involved and enjoying themselves will help to maintain good behaviour/discipline.</p> <p data-bbox="1415 1230 1953 1433">Be aware that the duty of care commences once the child is handed over to the coach and ceases when the child is returned to the parent or guardian.</p>

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<p>Communication Skills Slide 11</p> <p>By the end of this section the coach should:</p> <p>Appreciate the need for clear, precise and appropriate language</p> <p>Appreciate the advantages of using visual aids and demonstrations</p> <p>Appreciate the importance of the use of praise and constructive technical feedback</p> <p>Appreciate the importance of checking the participants understanding</p>	<p>Divide the coaches into groups of 4/5; ask them to list all the different ways of communicating. Ask one group to present and other groups to add points if any.</p> <p>Explain the KISS principle. Discuss language and comprehension differences for 5 and 12 year olds.</p> <p>Ask a coach to verbally describe a cartwheel, then look at a demonstration. Ask “which is better teaching aid – verbal or demonstration”</p> <p>Emphasise the need for positive feedback and also self analysis by the gymnast.</p> <p>Explain that coaches should not assume that a gymnast understands. Check that they do by questioning.</p>	<p>Keep It Short & Simple (KISS)</p> <p>A picture tells a thousand words</p> <p>Describe the praise sandwich approach to feedback</p> <p>A child will sometimes say ‘ yes’ to please a coach irrespective of the question.</p>

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<p data-bbox="280 347 651 432">Communication Skills Slide 12</p> <p data-bbox="280 491 797 564">By the end of this section the coach should:</p> <p data-bbox="280 619 786 735">Understand how to use whole skill and part skill to develop understanding</p> <p data-bbox="280 868 792 984">Understand that different gymnasts respond differently to different coaching styles.</p>	<p data-bbox="848 619 1339 735">Explain that when a skill breaks down you can use part practice to improve performance.</p> <p data-bbox="848 826 1379 1070">Ask the coaches to identify different coaching styles; list them on a flip chart. Then ask the coaches to think of their own gym setting and which gymnasts will respond best to different coaching styles.</p> <p data-bbox="848 1123 1323 1240">Ask the coaches to reflect upon which style of coaching they use mostly.</p>	<p data-bbox="1415 826 1794 858">“One size does not fit all”</p> <p data-bbox="1415 1038 1957 1198">Emphasise that gymnasts are individuals and it is important for the coaches to appreciate this when selecting a coaching style</p>

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<p data-bbox="277 347 770 432">Proficiency Reward Schemes Slide 13</p> <p data-bbox="277 491 801 564">By the end of this section the coach should:</p> <p data-bbox="277 619 725 735">Be aware of the various award schemes produced by British Gymnastics</p> <p data-bbox="277 995 734 1066">Know how to access the award schemes</p>	<p data-bbox="846 491 1070 528">Verbal by tutor</p> <p data-bbox="846 619 1379 820">Show slide 13 and discuss with the coaches the range of awards relating the general gymnastics syllabus to this ie floor, vault, hand apparatus and pairs work. Explain the benefits and incentives for gymnasts.</p> <p data-bbox="846 995 1379 1155">Explain that when you phone BG on 0845.1297129 you have an options menu which lets you go straight to the awards department</p>	<p data-bbox="1415 619 1917 778">The various proficiency reward schemes are a vital income stream for British Gymnastics and it is important to promote them.</p> <p data-bbox="1415 826 1957 948">Be aware that the schemes are useful motivation tools and can aid development.</p>

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<p>Post Course Experience & Exam Preparation Slide 14</p> <p>By the end of this section the coach should:</p> <p>Appreciate the purpose and required duration of post course experience</p> <p>Be able to identify a potential mentor coach and understand the role the mentor coach will fulfil</p> <p>Understand the requirement to complete the Logbook and Worksheets</p> <p>Understand the format of the examination</p> <p>Understand how they should prepare for the exam</p>	<p>Explain the duration of guided learning and that this is where experience of actual coaching is obtained.</p> <p>Refer coaches to their log book which explains the requirements for a mentor coach.</p> <p>Explain to coaches that all sections of the log book have to be completed and signed by the mentor coach prior to the exam.</p> <p>Refer candidates to their resource pack</p> <p>Explain that all skills on the syllabus are examinable and the coach should gain as much experience as possible.</p>	<p>This should become the final session of the course.</p> <p>10 hours</p> <p>It is the responsibility of the coach to gain maximum benefit from the mentored guided learning</p> <p>The log book should be received by the examiner before the commencement of the exam.</p> <p>Practical exam and oral questions . Prepare lesson plans for 4 exam tasks with copy for the examiner. Lesson plans may be used in the examination.3 tasks will be examined.</p>

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<p data-bbox="277 347 703 432">Qualities Being Assessed Slide 15 and 1</p> <p data-bbox="277 491 797 564">By the end of this section the coach should:</p> <p data-bbox="277 619 797 692">Be aware of the range of criteria on which they are being assessed</p> <p data-bbox="277 1034 797 1107">Be aware that in their log book is a copy of the assessment forms</p> <p data-bbox="277 1161 815 1401">Summary It is important to add a summary to the course and provide the opportunity for the candidates to comment on the quality and value of the course.</p>	<p data-bbox="846 619 1361 772">Ask the coaches to tell you what they think they will be assessed on during the exam. List the responses on a flip chart/white board.</p> <p data-bbox="846 826 1352 938">Compare the responses with slides 15 and 16 and comment on any variance.</p> <p data-bbox="846 1034 1357 1107">Refer the coaches to their log book and the assessment forms therein.</p> <p data-bbox="846 1161 1384 1442">Praise the candidates and demonstrators for their input and effort. Wish them well in their careers. Request them to complete and return the candidate questionnaire and explain its importance.</p>	<p data-bbox="1415 619 1912 730">Ask the coaches not to look at the presentation handout when the activity is being done.</p> <p data-bbox="1415 826 1935 900">Either list the responses yourself or ask one of the coaches to do this.</p> <p data-bbox="1415 1161 1904 1283">Remember to show respect to the candidates and provide encouragement.</p>

Sports Specific Theory

Learning Outcomes	Method of Delivery	Tutor Information
<p>Biomechanics Slides 19, 20, 21,22</p> <p>By the end of the session the coaches should:</p> <p>Understand that Biomechanics is the application of scientific measurement to the movement of the human body.</p> <p>Understand that knowledge of basic biomechanical principles enables the coach to technically <i>analyse the performance of a skill</i> .</p> <p>Understand the reasons for shapes, forces and techniques.</p> <p>Understand and be able to describe Gravity and its effect.</p> <p>Understand and be able to describe Centre of Mass</p>	<p>Largely verbal, however throughout this section the emphasis should be on practical application and demonstration: ie whenever possible involve the candidate coaches.</p> <p>Slides 19 to 21 are simple Question and Answer for the candidate coaches with slide 22 illustrating different position of centre of mass according to body shape.</p>	<p>The very word Biomechanics can put people off this subject area. You may wish to discuss this and use other terms such as body management/body movement.</p> <p>When you discuss gravity the term “force” is used. Make sure you explain that forces can be vertical, horizontal, angular and rotational.</p> <p>With reference to gravity compare somersaults on earth to somersaults on the moon – a quadruple somi is no big shakes on the moon.</p> <p>With reference to centre of mass explain that this is an imaginary point; a concept which helps us to explain movement of the body.</p>

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<p>Biomechanics Slides 23,24</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe the concept of balance: specifically the relationship of the centre of mass to the base of support.</p>	<p>Largely verbal, however throughout this section the emphasis should be on practical application and demonstration: ie whenever possible involve the candidate coaches.</p> <p>Ask the coaches all to stand (unless they are wheelchair users). Explain that this is probably the most common balance we will ever perform.</p> <p>Describe the base of support; you may wish to use a demonstrator and draw a chalk mark around the area they are standing on. Ask everyone to now stand on one foot. Some may waver. Draw the chalk around the new base of support. Explain the relationship of balance and base of support from simple to difficult.</p>	<p>Get everyone involved if possible. Pair the coaches off; one to stand and one to draw the chalk mark.</p> <p>If the coaches can balance without wavering get them to close their eyes. Some will now probably waver. Explain that this is because they use visual cues as feedback to help them balance; hence when the visual cues are removed it is harder to balance.</p> <p>With reference to the height of C of M compared to base of support (ie stability). Relate to a skill in the syllabus eg squat mount on beam. Frequently a child squats on stands up and falls off. The child should squat on, stay crouched to maintain balance and only then stand up.</p>

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<p>Biomechanics Slides 25 to 29</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe the concept of rotation: both in contact with apparatus and also in the air.</p> <p>Understand and be able to describe the term counter rotation eg in a squat vault; this as opposed to rotation eg in a handspring vault</p>	<p>Largely verbal, however throughout this section the emphasis should be on practical application and demonstration: ie whenever possible involve the candidate coaches and or gymnasts.</p> <p>Get the coaches or gymnasts to jump vertically upwards, to lean back and jump up; to lean forward and jump up. Describe to the coaches that we are now applying a vertical force to a body position and the resultant effect.</p> <p>Ask the coaches to identify skills where the gymnast will lean forwards/back or be vertical. Discuss.</p>	<p>Handspring vault is a good way to explain the concept of rotation.</p> <p>The gymnast rotates about the point of contact (pivots) with the springboard; is in an off balance position leaning slightly forward at take off; rotates about the centre of mass in first flight; rotates about the point of contact (pivots) with the table/horse/box; rotates about the centre of mass in second flight; rotates about the point of contact (pivots) with the landing mat.</p>

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<p data-bbox="277 347 577 432">Health and Safety Slides 32 to 37</p> <p data-bbox="277 485 819 560">By the end of the session the coaches should:</p> <p data-bbox="277 608 806 730">Understand and be able to describe the importance of safety in the gym with specific reference to apparatus.</p>	<p data-bbox="846 488 1373 651">Largely verbal, if possible complete the following exercise and then go into the gym and use some practical examples.</p> <p data-bbox="846 699 1373 906">Divide the coaches into groups of 4/5; ask them to list all the different safety points they can identify when handling, inspecting, erecting dismantling and storing apparatus.</p> <p data-bbox="1099 916 1137 943">or</p> <p data-bbox="846 954 1328 1070">Ask each group to take one topic each and list all the safety points they can identify.</p> <p data-bbox="846 1118 1339 1198">Ask group(s) to present and other groups to add points if any.</p>	<p data-bbox="1413 488 1957 651">Emphasise that the coach is legally responsible for safety in the gym and that they must check all apparatus before using it.</p> <p data-bbox="1413 699 1928 858">Emphasise to coaches that whilst it is OK for gymnasts to move apparatus this must be carefully instructed and monitored.</p>

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<p data-bbox="277 347 622 432">Physical Preparation Slides 39 to 61</p> <p data-bbox="277 485 819 560">By the end of the session the coaches should:</p> <p data-bbox="277 608 819 855">Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p data-bbox="387 1031 712 1066">Physical Preparation</p>	<p data-bbox="846 347 1335 467">Whenever possible in this section The coaches should be actively physically involved.</p> <p data-bbox="846 515 1375 754">Tutor using a flip chart ask the coaches to call out reasons why physical preparation is important. List them on the flip chart. Compare to slide 39. Stick the flip chart paper to a suitable wall.</p> <p data-bbox="846 807 1357 1010">Complete a similar exercise asking the coaches to list the different elements of physical preparation. Compare to slide 40. Again display the piece of flip chart paper.</p> <p data-bbox="846 1062 1375 1137">Discuss with coaches the 4 elements of the warm up. Refer to slide 41.</p>	<p data-bbox="1413 491 1928 691">It is very important to stress to the coaches the importance of physical preparation: if the gymnast is not conditioned they will not successfully complete the skills.</p> <p data-bbox="1413 743 1928 898">Once you have used a flip chart do not discard the piece of paper; always display it somewhere; show the coaches their work is valued.</p> <p data-bbox="1413 951 1951 1361">Draw the link between increase in temperature and safe flexibility work. Similarly link the increase in respiration to the increase in blood circulation – remember increased respiration is not only to take oxygenated blood to the muscles but also to remove the carbon dioxide (only 12% of oxygen inspired is used).</p>

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<p data-bbox="277 347 730 432">Physical Preparation Slides 39 to 61 (continued)</p> <p data-bbox="277 485 824 560">By the end of the session the coaches should:</p> <p data-bbox="277 608 824 855">Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p data-bbox="472 1031 629 1066" style="text-align: center;">Warm Up</p>	<p data-bbox="848 491 1391 566">Ask the coaches one at a time to give an example of a warm up activity.</p> <p data-bbox="848 694 1361 810">Show slides 41 and 42 and discuss briefly the principles and different examples.</p>	<p data-bbox="1415 491 1957 646">Once you get to 4/5 be careful not to put the coaches on the spot: say “OK that’s fine does anybody have any others?”</p> <p data-bbox="1415 699 1937 815">Ensure that the coaches understand that the warm up is just that: it does not include flexibility training.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p>Physical Preparation Slides 39 to 61 (continued)</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p style="text-align: center;">Flexibility</p>	<p>Tutor using a flip chart ask the coaches to call out reasons why flexibility is important. List them on the flip chart. Compare to slide 45. Stick the flip chart paper to a suitable wall.</p> <p>Show slide 46 and discuss each point emphasising the last one.</p> <p>Discuss two types of stretching: Active and Passive. Differentiate between them with practical examples.</p> <p>Show slides 47 and 48 illustrating that exercises can be done both Actively and Passively.</p>	<p>Just as muscular strength is important in a handstand so too is flexibility. For instance if the angle between the gymnasts raised arm and their trunk is 160° at most then the gymnast will have great difficulty performing a handstand – if at all.</p> <p>With slide 47 urge caution on the shoulder stand; the coaches must ensure that children do not hold their breath. Poor technique in this exercise may hamper breathing.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p>Physical Preparation Slides 39 to 61 (continued)</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p style="text-align: center;">Strength</p>	<p>Tutor using a flip chart ask the coaches to call out examples of how we can improve the strength of the gymnast. List them on the flip chart. Compare to slide 50. Stick the flip chart paper to a suitable wall.</p> <p>Show slide 51 and give examples of each</p> <p>Show slide 52 and summarise points on strength</p>	<p>Good Example of Variable Exercise:</p> <p>“Everyone can do a Sit- Up”</p> <p>Start with the body at an incline head high and feet low; reduce the incline until horizontal; reverse the incline to feet high and head low; increase the incline.</p> <p>In the above example we start easy and finish difficult.</p> <p>Emphasise the importance of specificity: coaches should take a skill; identify the muscles used; identify if power or endurance is required; identify an exercise to overload the muscles.</p> <p>Carefully explain the terms: load/resistance/repetitions/overload and power/speed/endurance.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p data-bbox="277 379 730 469">Physical Preparation Slides 39 to 61 (continued)</p> <p data-bbox="277 517 824 590">By the end of the session the coaches should:</p> <p data-bbox="277 644 824 890">Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p data-bbox="479 1066 622 1104" style="text-align: center;">Strength</p>	<p data-bbox="846 523 1375 683">Show slides 53 to 58 encouraging the coaches where possible to perform the exercises to allow them to feel the muscles involved.</p>	<p data-bbox="1415 523 1590 561">CAUTION</p> <p data-bbox="1415 609 1921 896">Before asking the coaches to perform any of these exercises emphasise that this is optional and that anyone carrying an injury or with a known weakness eg a weak back should not attempt the exercises.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p>Physical Preparation Slides 39 to 61 (continued)</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p> <p style="text-align: center;">Cool Down</p>	<p>Show slide 59 and the header for slide 60 and ask the coaches to respond to the question. List the responses on a flip chart and compare to slide 60.</p> <p>Guide the coaches through slide 61 giving examples.</p>	<p>Cool Down is sometimes forgotten by the coaches as they have so many other things to do.</p> <p>Whilst gymnasts attending a one hour low intensity session may not have a great physical requirement for a Cool Down they should be in the habit of doing the Cool Down as a preparation for the future.</p> <p>It is also important to remember that Cool Down mentally relaxes the gymnasts preparing them to leave the gym.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p data-bbox="277 395 674 480">Concluding the Session Slides 62 to 63</p> <p data-bbox="277 533 824 608">By the end of the session the coaches should:</p> <p data-bbox="277 660 779 775">Understand and be able to explain the importance of a formal conclusion to each session</p>	<p data-bbox="846 491 1391 566">Show slide 63 and discuss each point with the coaches.</p>	<p data-bbox="1413 491 1957 775">The coaches should recognise that the child's performance, the coach's performance and the success of the session as a whole should be appraised. The appraisal should then be the basis for the next session both individually and as a whole.</p> <p data-bbox="1413 868 1939 1110">Emphasise the “supervised dispersal”. Explain that the coach is “in loco parentis” ie has a legal responsibility to assume the responsibilities of the parent and care for the child.</p>

Learning Outcomes	Method of Delivery	Tutor Information
<p>Physical Preparation Slide 64</p> <p>By the end of the session the coaches should:</p> <p>Understand and be able to describe: the importance of physical preparation; the different elements of physical preparation; the purpose and principles of - the warm up, flexibility, strength, the cool down.</p>	<p>Show slide 64 and ask the coaches for any questions.</p>	<p>If possible answer the questions!!</p> <p>Emphasise to the coaches that it is now important for them to link this theoretical knowledge to the practical situation.</p>

Learning Outcomes	Method of Delivery	Tutor Information
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