

GYMNASTICS CANADA GYMNASTIQUE

CoACH

In

TRAINING

TUTOR'S

GUIDE

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TABLE OF CONTENTS

	Page
Welcome	4
Introduction	5
Tutorial #1 Introduction to the CIT program and Gymnastics History	7
Tutorial #2 Know your Club	14
Tutorial #3 Basic Gymnastics Safety and Risk Management	15
Tutorial #4 Becoming a Great Coach....	17
Tutorial #5 Basic Gymnastics	19
Tutorial #6 Basic Spotting	21
Tutorial #7 Games! Games! Games!	22
Tutorial #8 Introduction to CANGYM	24
Tutorial #9 Basic Ethical Principles in Coaching	25
Tutorial #10 Moving On....	26

GYMNASTICS CANADA GYMNASTIQUE
COACH IN TRAINING TUTOR'S GUIDE

Congratulations!

You have taken on an important role: that of a Tutor coach for new, young, coaches in training, or CITs. It is a multi-disciplinary program that is

This Tutor's Guide will help you provide the best possible experience for you and your CITs. It includes an outline for each week's tutorial, resources and reference materials for the program, and information on how to use the coach workbook that each CIT will receive.

The Tutor's Guide is set up in a week-by-week format. It allows you to customize your program according to the nature and needs of your club (and of the gymnastic sport you are coaching), yet still provide a standardized national CIT program. We welcome your feedback and suggestions for ongoing improvements to these resources.

Jean Paul Caron
President and CEO
Gymnastics Canada Gymnastique

INTRODUCTION

What is the CIT Program?

The CIT program is a one or two year program that introduces young teens to the various aspects of coaching gymnastic sports, and prepares them for entry into the "Foundations 1" component of the GCG National Coaching Certification Program when they reach the age of 16. The CIT program includes individual study, mentorship and hands-on coaching experience, 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. CIT candidates may only assist a certified coach with programs for preschoolers or for children aged 6-8. CITs must **never** be given sole responsibility for a group of children.

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

13 year old CITs **MUST** complete the program over **two** full training years. 14 and 15 year old 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 CITs. However all 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 CIT Tutor's Guide and in the Coach Workbook.

Who can be a CIT?

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

Who can be a CIT Tutor Coach?

Tutor coaches must be NCCP Level 1 certified coaches (or above) 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 CIT, both in tutorials and during coaching time.

What is a CIT trained to do?

At the end of the program, the 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 a 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 CIT program:

- ☆ coaching
- ☆ officiating
- ☆ gymming
- ☆ administration

CIT training modules incorporate 10 themes:

- ☆ introduction to the CIT program and gymnastics history
- ☆ information on the club
- ☆ safety and risk management
- ☆ leadership/teaching skills
- ☆ technical sport knowledge
- ☆ spotting basic skills or movements
- ☆ games
- ☆ administration of CANGYM program
- ☆ ethics in gymnastics
- ☆ conclusion

TUTORIAL #1

BEING A TUTOR COACH.....

You will be leading your CIT(s) in a series of 10 Tutorials. Each tutorial is designed to introduce a specific aspect of coaching gymnastics by providing some basic information, and having the coaches complete a series of related activities or worksheets. The coaches workbook contains almost all of the information you need; your club will need to provide specific information on gym rules, policies as well as the sport-specific CANGYM program (i.e. for trampoline, artistic, rhythmic or aerobic gymnastics).

Wherever possible, run the program with at least two, but preferably 4 or 5 CITs, so that you can generate some discussion and exchange of ideas.

The Tutor Guide describes each tutorial session for you. There is a total of 15 hours of tutorials; on average, a tutorial will be about 1.5 hours long. Tutorials can take place in a classroom, a coaches room, in the gym (preferably when there are no programs running) or anywhere that CITs will have space to complete activity sheets, a quiet place for reading, and opportunity for discussion with other CITs. Some tutorials will include activities that take place in the gym; these sessions should be scheduled when there are the fewest distractions in the gym.

The CITs should complete at least one tutorial before beginning to assist with hands-on coaching. In this way, they will be clear on the expectations for their behaviour, and will understand their roles and responsibilities when they are in the gym. The CIT program agreement must also be signed by all parties prior to any coaching time. It is best if the coaching hours are done in tandem with the tutorials to allow CITs to apply their new knowledge in a real situation, with the Tutor Coach present.

As a Tutor Coach, you are crucial to the success of the CIT program. You will have a huge influence on the development of your young CITs, and you must be able to provide them with the support and guidance they need to become great coaches.

A Tutor Coach does not have to be an expert in gymnastics! You are a resource person, a catalyst for discussion, a facilitator for independent thinking, an idea generator and a problem-solver. You do not have to have all the answers! In fact, one purpose of the CIT program is to develop "thinking coaches" who are resourceful, creative problem-solvers. You have many coaching experiences of your own, and through the years, you have learned from these experiences. In your role as a Tutor coach, you can share your experiences as a way of providing examples of how you have learned more about coaching. Feel free to collaborate with your CIT, to contribute ideas and suggestions, but encourage the CIT to think through and solve problems independently.

Some of the skills you will need include:

Communication skills Each week you will lead a session that introduces new information. You will need to be very familiar with the CIT program information and resources, and have a solid understanding of the structure and workings of your club. This Tutor's Guide will give you the direction you need to lead these sessions.

Questioning skills

Ask questions that are challenging in a friendly way and questions that help your CIT talk about what he or she feels is important. Use open-ended questions that start with "how" (e.g. "how could you change that game next time?") or "what" (e.g. "what was the best thing about today's class?").

Listening skills

Provide a supporting and accepting atmosphere by listening carefully and suspending judgement.

Debriefing skills

If you have good listening and questioning skills, you will have good debriefing skills. Make sure you set aside at least 10 minutes after each coaching session to debrief with the CIT. Allow the CIT to lead the debrief by asking "how" or "what" type questions and listen carefully to their answers. Allow them ample time to ask questions but as much as possible, guide them to discovering a solution rather than giving them the answer. Encourage the CIT to use the workbook pages to record their reflections, questions and ideas.

And the bonus to being a Tutor Coach is that you will also learn from the experience!

So, let's get going with those CITs.....

Ideas for this section were adapted from the website Peer Resources - Tips for New Mentors from Experienced Mentors at <http://www.mentors.ca/mentorideas.html>

INTRODUCTION TO THE CIT PROGRAM AND GYMNASTICS HISTORY:90 minutes

TIME	KEY MESSAGE/ACTIVITY
15 minutes	<p>1. Introduction</p> <ul style="list-style-type: none"> • Welcome the CITs to the first tutorial • Tell them that this is the first step in their journey to becoming great coaches. You are looking forward to working together for the next year or two. • Lead a short fun Icebreaker to get everyone talking and to introduce everyone. • Distribute the Coach Workbook (WB). Make sure that everyone has a pencil, and note that they should always use a pencil in the workbook. • Ask them to turn to page 7 and go through the basic information at the top of the page. Ensure that they all have the correct names, addresses and phone/email contact info written down. • Indicate how you are best reached – phone or email – and circulate the contact information sheet (see next page for master copy).
30 minutes	<p>2. Becoming a CIT</p> <ul style="list-style-type: none"> • Have CITs complete the four questions on page 7 of the WB. Allow 5-10 minutes for this. • When they are done, ensure that everyone knows all the names of the CIT team, and then invite them to read out their goals. Chat briefly about the similarities and differences. • Write their strengths on a flipchart or blackboard – this shows that they already have some experience and skills that will help them become great coaches. • Discuss the areas they would like to improve and identify how each will be addressed during the CIT program. • Review pages 8-9 of the WB with them, and be sure they understand their roles and responsibilities, the expectations and the commitment required in the CIT program. They should also understand the role that you will play as their Tutor Coach. • Questions? • Turn to page 10 of the WB and go over the CIT program agreement with them. Everyone must sign this. If necessary, allow the CITs to take the agreement home for their parents to see (some clubs may require an additional signature from the parents), and it must be returned and signed by all parties before beginning any in-gym coaching time.

CIT CONTACT INFORMATION SHEET

Name of Club: _____

Name of Tutor Coach: _____ Dates of CIT program _____

Name of CIT	Address	Phone numbers (home and cell)	Email

*** Use this page as your master copy – make a new copy for each group of CITs*

ROLES AND RESPONSIBILITIES OF THE CLUB, THE TUTOR COACH AND THE CIT

The Club

- ☆ The club must identify an overall supervisor for the CIT program; this supervisor must ensure that the 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 CIT program.
- ☆ The club (or supervisor) must solicit and review CIT applications and select suitable candidates
- ☆ The club (or supervisor) must debrief with the tutor coach(es) at the end of the CIT program, and formally recognize CITs that have completed the program.

The Tutor Coach

- ☆ The tutor coach is responsible for providing leadership, support and guidance to the CIT coach 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 15 hours of tutorial sessions
 - supervising 10 hours of coaching with the CIT
 - assisting 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 CIT program

The Coach in Training (CIT)

- ☆ The CIT must commit to full attendance and participation at all tutorials, and to completing all required tasks and assignments
- ☆ The 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
- ☆ The 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 CIT must adhere to all club policies regarding coach behaviour and deportment

NOTE: The 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
- ☆ Discuss a child's progress with parents
- ☆ Be given responsibility for disciplining children

CIT PROGRAM AGREEMENT

Name of Club: _____

Name of Club Supervisor: _____

Name of Tutor Coach: _____

Name of CIT: _____

Start date of CIT program: _____

Estimated end date of CIT program: _____

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

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

Held on : _____ from: _____ to: _____

Beginning on : _____ until: _____

- 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

And will abide by the policies and regulations of the _____ Club.

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

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

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

Signed: _____

Club Supervisor or Designate

Tutor Coach

Coach in Training

Date: _____

TIME	KEY MESSAGE/ACTIVITY
25 minutes	<p>3. History of gymnastics</p> <ul style="list-style-type: none"> • Have the coaches read pages 11-13 of the WB. This is just a very basic history of gymnastics, and you can choose to include more information, pictures, video as you wish. Encourage the CITs to look up gymnastics history on the internet - there is lots of information. Some websites to start with include www.gymmedia.com and www.fig-gymnastics.com (do a search for history). • Allow some time for questions and discussion.
20 minutes	<p>4. GYMMING requirement for CITs</p> <ul style="list-style-type: none"> • Review the questions on page 14 of the WB and have the CITs fill in their answers. Allow them to work in pairs or small groups so that they can discuss their answers. • Review the Gymming Agreement on page 15 of the WB and have each CIT fill in the top part of the form (identify goals for gymming). The bottom part of the form will be signed after they have attained their goals. • Spend the last few minutes talking about their vision of the future of gymnastics • Remind them of the date and time of the next tutorial, and of any other important dates.

TUTORIAL #2

KNOW YOUR CLUB: 70 minutes

TIME	KEY MESSAGE/ACTIVITY
20 minutes	<p>1. Club organization</p> <ul style="list-style-type: none"> • This tutorial introduces the CITs to the structure and organization of your club, and to the expectations that the club has of its coaches. • In addition to the coach workbook, provide copies of: <ul style="list-style-type: none"> - Structure diagram of the 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). • Review the basic structure and organization of your club. CITs should know the names of the president, head coaches, technical director or manager and their supervisor. Keep it fairly simple, and highlight the main responsibilities of each person. • Questions? • Have the coaches complete questions #1, 2 and 3 on page 16-17 of the workbook. Review their answers briefly to make sure that they have a basic grasp of this information.
20 minutes	<p>2. Responsibilities of CITs and Coaches in your Club</p> <ul style="list-style-type: none"> • Ensure that all the CITs know what their coaching assignments will be (i.e. which program, class time and day). • Have coaches write their answers to questions #4 and 5 on page 17 of the WB. • Without any discussion, distribute the club policy for coach responsibilities and have the coaches read it. Ask them to compare their list to the club list and see how closely matched they are. • Make sure that everyone understands the club policies and encourage questions for clarification (e.g. "but can I wear a tank top if my belly button doesn't show?"). Read together and reinforce page 19 of the WB.
30 minutes	<p>3. Know Your Club's Programs</p> <ul style="list-style-type: none"> • Have the coaches complete questions 8 and 9 on page 18 of the WB. • Have CITs read and compare their answers and ensure that everyone has a good understanding of the programs and age-group placement opportunities that your club offers. • Every club has something unique about it. See what the CITs come up with, and supplement it with whatever additional club details or history are required.

TUTORIAL #3

BASIC GYMNASTICS SAFETY AND RISK MANAGEMENT: 90 - 100 minutes

TIME	KEY MESSAGE/ACTIVITY
20 minutes	<p>This tutorial will focus on:</p> <ul style="list-style-type: none"> - Review of gym rules - Equipment set-up and take-down - Conducting a safety walk through the gym - Development of a safety checklist - Basic emergency response <p>1. Safety in the Gym</p> <ul style="list-style-type: none"> • Without referring to specific rules, introduce the tutorial by briefly reinforcing the importance of safety in the gym. Every gym club has its own set of safety rules that apply to everyone – gymnasts, coaches, parents and visitors. Basic safety rules are the same for all clubs, but there will also be specific safety issues that relate to the sport, the facilities and environment, and the participants. • Have coaches turn to page 20 in the WB and create their own “top ten” list of gym rules. • When they are done, facilitate a discussion on what they think are the most important rules and why. Coaches can also complete the second question on page 20. • Distribute the club’s gym rules and have the coaches compare their lists to the “official” list. Facilitate a discussion on why certain rules are in place, for example, why not loose, baggy clothes? Why hair tied back? Why only one child at a time on the tramp?
15 minutes	<p>2. Safety with the Equipment/Apparatus</p> <ul style="list-style-type: none"> • Have the CITs identify the equipment/apparatus (small and large) that they will be using in their classes. Working alone or in pairs, they identify the key points for set-up, safety and supervision on (or with) each item they have listed. Use the chart on page 21 of the WB. • When they have the chart filled out, facilitate a discussion that reviews the main points for each item. Coaches should write any additional information in their workbooks.
25 minutes	<p>3. Safety Walk</p> <ul style="list-style-type: none"> • Go with the CITs on a safety walk through the gym. You can choose to look through the gym in its actual state, or you could set up some safety hazards before the tutorial begins. This exercise is best done when there is little or no other activity taking place in the gym. • Let the CITs discover the hazards – they may discover some things you overlooked! – and write their observations in the chart on pages 22-23 in the WB. • After the safety walk, debrief with the CITs and ask them to identify how each item they identified would present a safety issue during a class, and how it should be addressed.

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<p>4. CIT Responsibilities</p> <ul style="list-style-type: none"> • Ensure that the CITs know what their responsibilities are for safety, and that they write them at the bottom of page 23 in the WB. • Based on these responsibilities, CITs create their own safety checklist that they can copy and use before every class.
20-30 minutes	<p>5. Emergency Response</p> <ul style="list-style-type: none"> • Every club will have its own emergency action plan. Be sure you have a copy of your club's plan in your own coaching binder. • CITs are part of the coaching team and, as such, may be called upon to assist in an emergency. Their responsibilities could include running for ice, calling an ambulance, comforting upset children or helping to evacuate people from the building to a safe area. Identify who the "take charge" person is in case of emergency. • Ask the CITs to answer the questions on page 25 in the WB. Facilitate a discussion on why this information is important (it is the most basic information that is required for immediate response in an emergency). • Next, work through the questions on page 26, with CITs working alone, or in pairs. Be sure to debrief each question and provide time for questions and discussion. • Conclude the session by having the coaches read the information on page 27, and answer any questions they may have. • If your club does emergency drills, it would be a good idea to run a drill while the CITs are doing their coaching time.

TUTORIAL #4

BECOMING A GREAT COACH..... 90 minutes

TIME	KEY MESSAGE/ACTIVITY
20 minutes	<p>By now the CITs will have had some time in the gym working with children. This tutorial will focus on:</p> <ul style="list-style-type: none"> - What is a coach? - Tips for becoming a great coach - Class management - Coaching methods <p>1. What is a Coach?</p> <ul style="list-style-type: none"> • Begin by having the CITs reflect on their coaching experience up to this point. Ask them to complete the questions on page 28 of the WB. • As they complete their answers, ask them to read page 29. • Facilitate a discussion that summarizes their answers to the questions. This discussion will give you a good idea of the motivations and comfort level of the CITs, and will allow you to adjust your expectations as required. • Slide the discussion into a brainstorming session on what makes an ideal coach. Use page 30 in the workbook, or have the group work together on a larger piece of paper to draw and label the ideal coach. When they are done, have them explain the drawing to you, then post it on the wall in the gym.
15 minutes	<p>2. Class Management</p> <ul style="list-style-type: none"> • Ask the CITs to read the information on page 31 of the WB. Allow a few minutes for questions, or ask them some questions to ensure that they understand the differences between these methods of organizing a group. • Working alone or in pairs, CITs complete the chart on page 32, keeping in mind the particular group of children that they are working with. • This is an opportunity for the CITs to do some creative thinking about organizing their group. Allow them to lead the summary discussion, and see how many new ideas they come up with.
15 minutes	<p>3. Coaching Methods</p> <ul style="list-style-type: none"> • Using page 33 of the WB, briefly review the four coaching methods that are listed. To help illustrate each method, give examples of each that you, or other coaches use in the gym. • The CITs create their own examples and complete the chart on page 33. Be available for questions and clarifications, then have CITs present and discuss their examples. If possible, the CITs should have the opportunity to try their ideas during their coaching time.

TIME	KEY MESSAGE/ACTIVITY
40 minutes	<p>4. Communicating your message</p> <ul style="list-style-type: none"> • Direct the CITs to the top of page 34 and have them complete the drawing at the top of the page. Identify some of the most effective arrangements and why they are effective. Note also some that are less effective (e.g. standing in the middle of a circle). • CITs should complete the other two questions on page 34. The summary discussion should bring out the following key points: <ul style="list-style-type: none"> - Instructions should be short and precise - Rules should be clear (e.g. use indoor voices, must stay on hands and knees) - The younger the children, the fewer the rules and the shorter the instructions - Focus instructions on what they should do, not what they shouldn't do (e.g. "use indoor voices", not "no yelling!") - Set physical boundaries for games - Ask children if they understand and get them to reiterate the information back to you or ask them specific questions - Do a slow-motion trial run of the game with older children • Ask the CITs to list as many ways as they can of saying "Very Good!". Use the top of page 35 in the WB. When they are done, you can distribute the page "98 Ways to Say Very Good" as a resource. • The scenarios on page 35 are some common examples of situations that a young coach will face. Some of your CITs may have already had to deal with similar situations. Facilitate a discussion on how to handle these challenges, ask the CITs for their suggestions and success stories. You may have other scenarios that you wish to use – feel free to substitute. • Finish up the tutorial by having the CITs read page 36 in the WB.

TUTORIAL #5

TECHNICAL SPORT KNOWLEDGE: 90 Minutes

TIME	KEY MESSAGE/ACTIVITY
20 minutes	<p>This tutorial will focus on:</p> <ul style="list-style-type: none"> - Introduction to the concepts of Fun Fitness Fundamentals - Introduction to the Fundamental Movement Patterns of Gymnastics - Concepts of the warm-up and warm-down - Knowing the proper terms for gymnastics movement <p>1. Fun-Fitness-Fundamentals</p> <ul style="list-style-type: none"> • Ask the CITs to answer the first question on page 37 in the WB. • Based on their responses, facilitate a discussion that brings out the key points of: <p>FUN <i>e.g. children want to have fun in the gym, gym is a fun place to be, gym skills are fun to do, the apparatus is cool</i></p> <p>FITNESS <i>e.g. children get more fit doing gym; children develop strength, power, flexibility, endurance etc; doing gym prepares you for doing other sports</i></p> <p>FUNDAMENTALS <i>e.g. children learn gym skills; they earn badges; they can make routines</i></p> <ul style="list-style-type: none"> • Explain to the CITs that Fun-Fitness-Fundamentals is the philosophy of gymnastics in Canada, and it is the philosophy upon which all our Canadian coaching education programs have been developed. If you like, you can talk about how the concept of FFF evolves as the gymnasts grows older and progresses into more advanced gymnastics.
20 minutes	<p>2. Fundamental Movement Patterns of Gymnastics</p> <ul style="list-style-type: none"> • Ask the coaches to list all the types of activity that are going on in the gym during a busy training session. Use the space on the bottom of page 37 to write a list. • Take all the lists, and group the activities into the fundamental movement patterns. Here is an example – you could use a different flipchart for each movement pattern. • Stuck landings, dismounts, falling off beam, making quiet jumps = LANDINGS • Balances, handstands, poses, hanging from bars, front supports = STATICS • Running, walking, skipping, chasse, gallops, animal walks = LOCOMOTIONS • Long swings, giant swings, kips, cast = SWINGS • Jumping, hopping, vaulting, take-offs, tumbling, punch = SPRINGS • Forward rolls, cartwheels, turns, spins, twisting, somersaulting = ROTATIONS • Every activity that the CITs list can be grouped into one of these movement patterns. More advanced skills are combinations of movement patterns (e.g. a handspring vault is a locomotion+spring+rotation+landing). • Review the summary page on page 38 in the WB (see over) and discuss the relationship between FFF and the movement patterns.

TIME	KEY MESSAGE/ACTIVITY
20 minutes	<p>3. Warm-up and Warm-Down</p> <ul style="list-style-type: none"> • One role the CITs will have is to assist with the warm-up and warm-down activities. Turn to page 39 in the WB and ask the CITs to complete the four questions on this page. They can do this task alone or in pairs. • Ask the CITs for their answers and discuss. Ensure that the following key points emerge from the discussion: <p><u>Why is warm-up important?</u></p> <ul style="list-style-type: none"> - Prepares the body for physical activity - prepares the mind to participate - gets large and small muscle groups active - increases circulation to muscles - stretches muscles to avoid injury - sets the tone or theme for the class <p><u>What activities do you include in the warm-up?</u></p> <p>General Warm-up:</p> <ul style="list-style-type: none"> - Running or vigorous activity for several minutes - Games that involve running - General stretching activities for large muscle groups <p>Specific Warm-up:</p> <ul style="list-style-type: none"> - Specific gymnastics stretches for all muscle groups - Games that involve gymnastics activities or movements - Review basic gym skills, easy progressions or positions <p><u>Why is warm-down important?</u></p> <ul style="list-style-type: none"> - Cool down the body after strenuous activity - Prepare the gymnast mentally to go home - Stretch out body, relax the mind - Finish the class on a positive note <p><u>What activities do you include in warm-down?</u></p> <ul style="list-style-type: none"> - Slower-paced games - Stretching of major muscle groups - Low level conditioning exercises
20 minutes	<p>4. Gymnastics Terms</p> <p>Ensure that all the CITs know and use proper terms for skills and equipment. The list on page 40 of the WB is only a partial list; each sport will have its own set of terms as well. Refer to the NCCP Foundations 1 and CANGYM resource manuals for descriptions of terms.</p> <p>When you work with the CIT, be sure to set a good example by using the terms consistently.</p> <p>You could reinforce the terms through a game of "Gym Jeopardy" (i.e. you describe the skill and they give you the proper term) – award points for each correct answer.</p>

TUTORIAL #6

BASIC SPOTTING: 90+ minutes

TIME	KEY MESSAGE/ACTIVITY
30 - 45 minutes	<ul style="list-style-type: none"> • This tutorial will focus on: <ul style="list-style-type: none"> - Purposes of spotting - Responsibilities of the spotter • Exact timing of each portion of the tutorial will depend on the number of CITs. • CITs should work alone to answer the three questions on page 41 of the WB. • Facilitate a discussion based on their answers, which may vary greatly depending on the level of previous gymnastics experience. They are giving you the gymnast's perspective on spotting, which is what they must keep in mind when they are working with small children. • Ensure that the discussion brings out the points outlined on page 42 of the WB.
45 - 60 minutes	<ul style="list-style-type: none"> • Discuss these points and allow as many questions as needed. • Move into the gym, and have the CITs practice spotting each other through the skills that they are teaching in their classes. Don't encourage over-spotting (i.e. spotting a skill that does not require spotting), but they must know how to provide assistance on basic skills when children need it. • Refer back to page 42 of the WB and reinforce these points. <p>IMPORTANT:</p> <ul style="list-style-type: none"> • CITs should not be spotting any type of acrobatic inversion skills. • Spotting should be limited to entry level CANGYM badge skills (i.e. Bronze skills) • Until they are able to spot other CITs properly, do not allow them to spot children.

TUTORIAL #7

GAMES! GAMES! GAMES!

90+ minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<ul style="list-style-type: none"> • This tutorial will focus on <ul style="list-style-type: none"> - Using games in the class - Running games with a group - Modifying games according to the needs of the group • The coach workbook contains descriptions of many great games and activities. • Ask the group why games are important in a recreational program, and how you would include games in a class. Ensure that the discussion brings out these key points: <ul style="list-style-type: none"> - Games are fun to play and challenging for all children - Games are good in warm-up because they often involve large muscle groups and running – good fitness activity - Games can also be used effectively in apparatus stations and for skill teaching. - Games often require the gymnast to think, observe, remember and problem solve - Games can help develop communication and social skills in children - Games can reinforce gymnastics skills and technique - Games can be modified to suit any age group, any ability level and to involve large numbers of children at once - Games can require little organization, little or no equipment and a small amount of time. The rules can be modified to suit any type of gym.
15 - 20 minutes	<ul style="list-style-type: none"> • If you are working with a group of CITs, select several games, and get them playing these games. Be sure to model good instructional technique (short, concise instructions, clear rules and boundaries, get the game going quickly etc.). If you have only 1 or 2 CITs, bring them in to observe you teaching games in your class.
10 minutes	<ul style="list-style-type: none"> • Refer to pages 43-49 in the workbook and look at the repertoire of games that is provided. Discuss which types of games would be most appropriate in your classes, and when in a class you could use each type of game (e.g. when could you use animal walks? When would you do parachute games?).
10 minutes	<ul style="list-style-type: none"> • Tell the CITs to each select one game from the WB, read the description carefully, then write out how they would explain it to their group (make sure that no two CITs have selected the same game.). Write this description in the box at the top of page 50 in the WB.
20 - 30 minutes	<ul style="list-style-type: none"> • Now move into the gym, and have the CITs teach each other their games, using the instructions that they have written. How well do the other CITs grasp the rules? How quickly can they get the game going? (note: if you have only 1 or 2 CITs, have them do this practice teaching activity during their class time, with the children). • After teaching the game, CITs should reflect on their practice teaching experience. On page 50 of the WB, they should respond to the last question in the box at the bottom of the page.

TIME	KEY MESSAGE/ACTIVITY
20 – 30 minutes	<ul style="list-style-type: none"> • Spend a few minutes debriefing with the CITs. Ask them for their opinion on how the game went, how the participants responded. Would they change anything next time? What was really good? What could they do better? • Now ask the CITs to adjust their game to meet the needs of a different situation – for example, a group of much younger or older children, an extremely small space for games, a class with a child who is much slower-moving than the rest of the group etc. CITs must teach this modified game to the group, keeping in mind what they learned from their first practice teaching session. • Finish up the tutorial by reminding the CITs that they will be teaching two games to the children in their next class, and that they should come prepared to do gym skills in the next tutorial.

TUTORIAL #8

INTRODUCTION TO CANGYM: 75 minutes

TIME	KEY MESSAGE/ACTIVITY
15 minutes	<ul style="list-style-type: none"> • This tutorial will focus on: <ul style="list-style-type: none"> - Introduction of the CANGYM program and resources - The CANGYM skills in your sport • The actual content of this tutorial will depend on the CANGYM program that you use in your club – artistic, rhythmic, trampoline or aerobic. • Be sure to bring your copy of CANGYM with you, as well as all the resources that go with the program. Allow time for the coaches to review the CANGYM package. • By now, the CITs have likely had some experience helping to teach and spot CANGYM skills. Depending on their own background as gymnasts, they may or may not be familiar with the program. Present the information on page 51 of the WB, then have the coaches complete the four questions at the bottom of the page.
60 minutes	<ul style="list-style-type: none"> • Review/summarize their responses briefly to ensure that they understand the program. • Go into the gym and have the CITs perform all (or at least a healthy selection) of the entry level CANGYM skills. The CITs should be able to demonstrate each skill with proper technique, identify the main teaching points, identify the most important movement pattern and the most important execution requirements. CITs should also spot each other as required. If there are skills that the CIT is unable to perform, then they must be able to explain the teaching and spotting points, movement pattern, and execution requirements. • Finish the tutorial with an easy stretch, and remind the CITs where they can find the CANGYM resources in the gym. If possible, distribute a copy of the relevant level(s) of gymnast evaluation forms and progress reports.

TUTORIAL #9

BASIC ETHICAL PRINCIPLES IN COACHING: 90 minutes

TIME	KEY MESSAGE/ACTIVITY
45 minutes	<ul style="list-style-type: none"> • This tutorial introduces basic concepts of: <ul style="list-style-type: none"> - Ethical coaching - Promoting self-esteem in the gymnasts • If you are not comfortable leading this tutorial, you could invite the Club president or head coach to help you lead it. <p>1. Code of Ethics and Harassment Policy</p> <ul style="list-style-type: none"> • Distribute copies of the club's Code of Ethics and Harassment Policy. • Review the main points of the two documents, having the CITs read along with you. Allow questions throughout to clarify any terms or concepts that they do not understand. Keep the explanation as simple and concise as possible. • Identify who the Harassment Officers are in your organization and describe their role. • Focus on the concept of respect as the cornerstone of the Code of Ethics, and ask the CITs to write their answers to the two questions on page 52 of the WB. • When they have finished, have them read page 53 (The Coaching Code of Ethics). This Code of Ethics has been modified from the Coaching Association of Canada's Coaching Code of Ethics. It may be very similar to the Code that has been adopted by your club. Discuss their responses in light of the Code of Ethics and answer any questions. • Turn to page 54 in the WB and have the coaches read the three scenarios. There is not necessarily one "right" way to solve these common problems, but it is good for the CITs to begin thinking about how they could deal with them. You could treat this as a large group discussion, or have coaches work independently to come up with suggestions. Remind the CITs that they have older, more experienced coaches in the gym who are willing to help or provide advice.
45 minutes	<p>2. Self Esteem</p> <ul style="list-style-type: none"> • Ask the coaches to read page 55 in the WB. Given the age of your CITs, self esteem can be a big issue and they may be quite sensitive to this topic. • Ask the CITs to talk about some of their own positive experiences that boosted their self-esteem. Ask if anyone has any negative examples they want to share. What made the experiences positive or negative? How did they deal with negative experiences? What kind of impact did it have on their own coaching style? • Review the "looks like/sounds like" column of the chart on page 55. Can they come up with other examples in their own coaching situation? • Finish the tutorial by reminding the CITs that there is only one tutorial left. They must bring all their forms with them (e.g. Gymming Agreement, CIT Program Agreement) and their WB.

TUTORIAL #10

CONCLUSION: 60 - 90 minutes

TIME	KEY MESSAGE/ACTIVITY
20 – 30 minutes	<ul style="list-style-type: none"> • This is the last tutorial, although it is not necessarily the end of the CIT program. • The focus is on: <ul style="list-style-type: none"> - Completing all administrative details - Reflecting on the CIT experience up to this point - Setting goals for the remainder of the CIT program <p>1. Administrative Details</p> <ul style="list-style-type: none"> • Ask the CITs to turn to page 56 in the WB. This page has a chart that summarizes all the CIT requirements, and which needs to be signed off by the Tutor Coach. CITs must also show their gymming agreement forms, which can be reviewed (for progress) or possibly signed off. • Sign off on any completed tasks. Remind the coaches that they need to keep the WB handy until they have completed all their CIT requirements, as it is a record of their participation. • Keep, and file any copies of forms that your CITs give you. • Review the requirements and deadlines for the completion of the CIT program.
20 – 30 minutes	<p>2. Reflection on the CIT Experience to Date and Setting Goals</p> <p>Ask the CITs to complete the reflection exercise on page 57 of the WB. When they are finished, facilitate a discussion that focuses on their positive experiences, and on things that they have learned.</p> <p>Ask the CITs to complete the Goal Setting Chart on page 58. You can either circulate around and provide individual support for this activity, or you can set up a time on another day to review and discuss their goals. In either case, help them set realistic, attainable goals, deadlines and actions.</p>
20 – 30 minutes	<p>3. Moving on...</p> <p>Ask the CITs to complete the program evaluation form on page 59 of the WB and hand it in to you (names are optional).</p> <p>Review the remaining requirements for completing the CIT program, including officiating and administration. Note that they may complete their 10 hours in either or both of these areas (e.g. all 10 hours in officiating, some hours in each, or all 10 hours in administration).</p> <p>Review the information on page 60 – 62 in the WB and ask the CITs what they think they could do in these areas. You might also have suggestions, and at the very least, have a club calendar available so the CITs know what events are coming up. CITs should fill out the relevant parts of the form on page 63 of the WB, or, complete it at home and bring it back in the next week or so, after they have had time to think about what tasks they would like to perform.</p> <p>Congratulate them on their hard work and success to this point, and tell them that they are becoming great coaches! You will see them soon in the gym!</p>

