

Competency Statements for Coach Accreditation

SPORTS ACROBATICS – LEVEL 1

4.3.1 SPORTS ACROBATICS

Unit Purpose:

To introduce candidates to the structure of Sports Acrobatics and how it links with Gymnastics.

Learning Outcomes:

The candidate will be able to explain the structure of competitive Sports Acrobatics and identify connections with Gymnastics

Assessment Criteria:

That coaches can successfully describe the structure of Sports Acrobatics and identify connections with Gymnastics

4.3.2 DOMINANT MOVEMENT PATTERNS (DMPs) FOR SPORTS ACROBATICS

Unit Purpose:

To apply the DMPs to Sports Acrobatics activities

Learning Outcomes:

The candidate will be able to identify the DMPs of fundamental Sports Acrobatics skills

Assessment Criteria:

Identify the correct DMPs for each activity

4.3.3 SAFETY

Unit Purpose:

To increase the coaches awareness of general safety issues relevant to Sports Acrobatics

Learning Outcomes:

The candidate will be able to identify general safety issues relevant to their situation, and take appropriate cautions.

Assessment Criteria:

Able to identify safety issues and list appropriate precautions

4.3.4 TECHNICAL SKILLS – BALANCE

Unit Purpose:

To teach the fundamental skills of balance for pairs and groups and how to coach them

Learning Outcomes:

The candidate will be able to:

- teach fundamental balance skills for pairs and groups
- setup equipment and drills to practice skills
- assess the readiness of the athlete to perform the skills
- modify/adapt fundamental skills to suit the needs of the athlete

Assessment Criteria:

- teach balance skills in a safe manner

- use appropriate spotting techniques to teach balance skills
- use appropriate skills progressions to teach and practice balance skills
- select and setup appropriate equipment in a safe manner
- make safe and appropriate adaptations to skills
- use appropriate adaptations to skills
- use appropriate procedures to assess the readiness of the athlete

TECHNICAL SKILLS – TUMBLING

Unit Purpose:

To teach fundamental skills of tumbling and how to coach them

Learning Outcomes:

The candidate will be able to:

- teach fundamental individual tumbling skills
- setup equipment and drills to practice skills
- assess the readiness of the athlete to perform the skills

Assessment Criteria:

- teach tumbling skills in a safe manner
- use appropriate spotting techniques to teach tumbling skills
- use appropriate skill progressions to teach and practice tumbling skills and passes
- select and setup appropriate equipment in a safe manner
- use appropriate procedures to assess the readiness of the athlete

TECHNICAL SKILLS – TEMPO

Unit Purpose:

To teach the fundamental tempo skills for pairs and groups and how to coach them

Learning Outcome:

The candidate will be able to:

- teach fundamental tempo skills for pairs and groups
- setup equipment and drills to practice skills
- assess the readiness of the athlete to perform the skills

Assessment Criteria:

- teach tempo skills in a safe manner
- use appropriate spotting techniques to teach tempo skills
- use appropriate skill progressions to teach and practice tempo skills
- select and setup appropriate equipment in a safe manner

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- use appropriate procedures to assess the readiness of the athlete

PLANNING FOR SPORT ACROBATICS

Unit Purpose:

To prepare the coach to plan Sport Acrobatics classes

Learning Outcomes:

The candidate will be able to develop Sport Acrobatics lesson plans that are appropriate to the stage of development of the athlete.

Assessment Criteria:

- Justify choice of activity (including progressions)
- Select suitable activities for a Level 1 coach to teach to their athletes
- Illustrate key teaching and safety points for each activity
- Present correct sequencing of activities (eg. Warm up, skill instruction, skill practice etc)
- Ensure the amount of content for the lesson is appropriate to the duration of the class.