

# Competency Statements for Coach Accreditation

## GYMSKOOLS – LEVEL 1

### COURSE OVERVIEW

#### Introduction to GYMSkools

Module Code: L1.1.U10.GS

#### Assessment Criteria:

- L1.1.U10.1 Explain the General Gymnastics philosophy and how this relates to the GYMSkools Program
- L1.1.U10.2 Identify positive experiences for students participating in the GYMSkools Program
- L1.1.U10.3 Explain the organizational structure that supports the GYMSkools Program

### CHILD DEVELOPMENT

Module Code: L1.16.U2.GS

#### Assessment Criteria:

- L1.16.U2.1 Identify dominant motor skills
- L1.16.U2.2 Identify development areas in gymnastic skills across a range of student ages
- L1.16.U2.3 Identify gymnastic skills and appropriate teaching methods to encourage the developmental areas
- L1.16.U2.4 Demonstrate teaching methods that promote key developmental areas

### GYMSKOOLS MOVEMENT FOUNDATIONS

Module Code: L1.5.U11.GS

#### Assessment Criteria:

- L1.5.U11.1 Identify 12 key gymnastic shapes
- L1.5.U11.2 Identify gymnastic shapes that is also prevalent in other sports that children participate in
- L1.5.U11.3 Identify and demonstrate the key shape that is commonly used in the GYMSkools and other sporting programs that students participate in
- L1.5.U11.4 Demonstrate fundamental skills for safe landings

### UNDERSTANDING PERSONALITY TRAITS

Module Code: L1.16.U1.GS

#### Assessment Criteria:

- L1.16.U1.GS Describe the four personality types
- L1.16.U1.GS Describe how a personality type can manifest in a GYMSkools Game/Activity

### CLASS MANAGEMENT

Module Code: L1.7.U4.GS

#### Assessment Criteria:

- L1.7.U4.1.GS Describe the Class Management Strategies for being on task
- L1.7.U4.2.GS Describe the Class Management Strategies for cooperating and caring for others
- L1.7.U4.3.GS Describe the Class Management Strategies for listening

- L1.7.U4.4.GS Identify Motivators and Quality Control Aids for skills to enhance learning

### SPORTS ACROBATICS

Module Code: L1.3.U19.GS

#### Assessment Criteria:

- L1.3.U15.1 Develop possible solutions for the elimination of risk in Sports Acrobatics
- L1.3.U15.2 Describe how to effectively teach Sports Acrobatics elements from low to high
- L1.3.U15.3 List key coaching points for the safe teaching of basic Sports Acrobatics landings

### EQUIPMENT IN SCHOOLS

Module Code: L1.3.U18.GS

#### Assessment Criteria:

- L1.3.U18.1 Describe who is responsible for equipment safety

### HAND APPARATUS FOR GYMSKOOL PROGRAMS

Module Code: L1.6.U4.GS

#### Assessment Criteria:

- L1.6.U4.1 Identify a GYMSkools activity that can be made more challenging by using hand apparatus

### MINI TRAMPOLINE/REBOUNDER FOR GYMSKOOLS PROGRAM

Module Code: L1.3.U20.GS

#### Assessment Criteria:

- L1.3.U20.1 Identify skills and sequences of mini tramp/rebounder activities in the GYMSkools Program
- L1.3.U20.2 Identify safety points associated with mini tramp/rebounder skills/activities

### WHAT IT MEANS TO BE A GYMSKOOLS INSTRUCTOR

Module Code: L1.17.U3.GS

#### Learning Outcomes:

On successful completion of this module the candidate will:

- Be familiar with their duties having read and discussed the roles (job descriptions) for the GYMSkools instructor
- Know how to use the GYMSkools lesson Plan Manuals
- Apply checklists for establishing the GYMSkools Program in schools
- Organise processes for ASC data collection
- Organise processes for promotions and sponsor services

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## CURRICULUM AND SCHOOL AGENCIES

Module Code: L1.17.U1.GS

### **Learning Outcome:**

On successful completion of this module the candidate will:

- Know what 'agencies' govern Primary School PE curriculum
- Know what 'agencies' offer PD support for PE curriculum
- Know what resources are available to Primary Schools for gymnastic programs
- How to facilitate a PD program for a school if requested in conjunction with a GYMSkools Program