Intermediate Coaching Course

Pre-course Workbook

Notes

Coach name:

Club:

__________________________

__________________________

__________________________
Acknowledgements
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## Version control

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Introduction to the Intermediate Coaching Accreditation
Well done for completing the Beginner Coaching Course and thank you for taking the first step towards becoming an Intermediate Coach!

How to gain your Intermediate Coach Accreditation
To start your Intermediate Coach accreditation, you need the following two pre-requisites:

- A Gymnastics Australia Beginner Coach Accreditation.
- A certified Supervisor.

The Intermediate Coaching Course consists of four parts:

- Intermediate Coach on the job training and Pre-course Workbook
- Intermediate Coaching Course - Online Generic
- Intermediate Coaching Course - Online Gymsport
- Intermediate Coach face to face training (one day course).

You need to successfully complete all four parts to receive your Intermediate Coach Accreditation.

The Pre-course Workbook
There are two parts to the Pre-course Workbook:

- Pre-course Workbook Notes (this book)
- Pre-course Workbook Activities

The Notes are designed as a guide to help you complete the Pre-course Workbook Activities.

How to complete the Pre-course Workbook
The Activities workbook should be completed under the guidance and supervision of a certified Supervisor. It will act as a resource and planning tool that allows the Beginner Coach to continually learn about coaching principles and gymnastics skills. It will build upon the knowledge gained in the Beginner Coach online and face to face training. It is activity-based and will allow you to draw upon and review coaching situations to increase your coaching skills and abilities.

Answer all questions in the Activities workbook and ask your Supervisor to complete the checklists in each section. The content in the online course will assist you as you work through the book.

Course/workbook outcomes
This workbook addresses knowledge and skills from the following topic areas:

- Coach beginner or novice participants to develop fundamental motor skills
- Organise and complete daily work activities
- Communicate effectively with others in a sport environment
- Develop and update sport, fitness and recreation industry knowledge
- Follow work health and safety policies
• Implement sports injury prevention
• Work effectively in a business environment
• Provide equipment for activities
• Work effectively in a sport and recreation environment

How you will be assessed?
The Activities workbook contains questions and activities to capture your learning and experiences while coaching under the supervision of a Supervisor(s).

Your Supervisor will act as a mentor to you, providing guidance, feedback and support to aid your development. The Supervisor must be physically present for your 20 hours of gymnastics coaching.

Your Supervisor must complete and sign four checklists as a record of your performance while coaching under supervision. Supervisor checklists 1-4 are the last pages of the Activities workbook.

All activities and supervisor checklists must be completed prior to submission as they form a record of your competency. The workbook is the first part of your assessment for your Intermediate Coach Accreditation.

Completing your workbook
Your workbook will be emailed to you. It is also available on the GA website. Ideally, you will type your answers into the workbook and save the document on your computer. However, the four supervisor checklists must be signed and dated by you and your Supervisor.

Submitting your workbook
It is not necessary to submit the entire workbook. There are five key pages which must be scanned and submitted once they are completed by the supervisor:

• The front page of the Activities book
• Four signed Supervisor Checklists

The scanned pages must be submitted via the coaches own profile in the Learning Management System at learning.gymnastics.org.au Please note that scanning includes taking a photo of the documents.

Before submitting you need to:

□ Complete all sections of the workbook.
□ Scan / take photo of the front page of the Activities workbook.
□ Ensure you and your Supervisor have completed and signed the four checklists.
□ Scan / take photo of the 4 checklists.
□ Log into your account (learning.gymnastics.org.au) and upload the document via the external training activity function.
□ Upload the front cover and 4 checklists as an external training activity in the LMS
Submitting your Pre-course Workbook

If you require support with uploading the Pre-course Workbook to the LMS, please contact the education coordinator in your state/territory:

**Gymnastics ACT**
Postal Address: c/o Gymnastics Australia
Sports House
Level 2, 375 Albert Road
ALBERT PARK VIC 3206
Phone: (03) 8698 9781
Email: admin@actga.net
Web site: www.act.gymnastics.org.au

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Website: www.tas.gymnastics.org.au

**Gymnastics Victoria**
Address: 144 High Street
PRAHRAN VIC 3181
Phone: (03) 9214 6020 (T)
Email: info@gymnasticsvictoria.org.au
Website: www.gymnasticsvictoria.org.au
**Instructions for the Supervisor**

An important part of the training for an Intermediate Gymnastics Coach is a minimum of 20 hours on the job training. During this time, the Beginner Coach will complete the activities in this workbook, along with collecting evidence of their competency in key areas of gymnastics coaching. This workbook provides structure for their learning.

A certified Supervisor is defined as follows:

A certified Supervisor is an Intermediate Coach or above who has completed the Online Supervisor Course. This is the online course which became available in September 2013.

As a Supervisor of a Beginner Coach, there is some key information which you need to be aware of in order to perform your role. This information will help you in ensuring the safety of the training sessions, aiding the learning of the Beginner Coach and recording your observations of their coaching as a record of evidence.

A Beginner Coach must be supervised at all times.

- A maximum ratio of 1 supervisor to 3 Beginner Coaches should be maintained.
- The Supervisor must be on the gym floor in the proximity of the Beginner Coaches.
- Coaching at a competition is a valuable learning experience. Beginner Coaches can coach at a competition under supervision. The maximum ratio for coaching at competition is set as 1 Supervisor to 1 Beginner Coach.

The supervisor and/or club need to exercise a duty of care to the participants and discretion is required when supervising a Beginner Coach. The supervisor owes all participants being coached and the Beginner Coach a duty of care. When exercising this discretion the Supervisor should ask the question ‘Can I adequately supervise the Beginner Coach if I…?’

In addition to supervising the Beginner Coach to meet your duty of care some of your other tasks as a Supervisor are explained below:

1. The Beginner Coach has a number of written activities within this book which must be completed. At times they will need support to complete them.
   a) Some activities require the Beginner Coach to find out about the gym they work in. You may be able to answer all of their questions or you may need to refer the coach to another staff member.
   b) The Beginner Coach needs the opportunity to learn through coaching, and also the opportunity to observe other coaches to learn from them.

2. At the end of this workbook are 4 supervisor checklist. Once the chapter is complete you will need to complete the supervisor checklist, noting:
   a) your observations of their performance
   b) whether the activities that they completed are correct within your workplace (gymnasium).

The items within the supervisor checklist should be completed by the Beginner Coach to an acceptable standard within your workplace and as described on the checklist. The checklists must be completed before the Beginner Coach can submit the workbook and progress to the
next stage of their training. The Beginner Coach may require more time than the minimum 20 hours of supervised coaching in order to demonstrate all items to an acceptable standard.
Section 1 – Working at your gym
There are over 500 gymnasiaums across Australia. Many of these gyms are owned and operated by passionate participants who are running the gym as a business. Like most businesses, they have employees who conduct the business for them. In this case, it is likely your gym employs you to coach. A good way to start out as a new employee is to take part in an induction.

Working effectively in you club environment
Gymnastics clubs are generally run as profitable businesses. The job a coach performs is a key element in the success of the programs the club delivers. This topic aims to provide an understanding of the club’s business environment and structure and how this relates directly to you as a coach.

Organisational goals and objectives
In order to complete this section you may need to conduct some research about the club you are coaching in. You may need to interview key people to find the information you are looking for. Consider talking to:

- the club owner
- the president
- the club manager
- a committee member
- the club administrator.

Personal goals and objectives
Discuss your personal goals and objectives with your Supervisor, and use the feedback from your Supervisor to develop your own goals and learning objectives. Outline the actions or the plan you will follow so you can achieve your goals. Set yourself timeframes to work towards achieving these goals.

Now use these notes to help you complete the following activities:

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Ensure you and your Supervisor have completed and signed Checklist 1.
Section 2 – Coaching safely

Legalities
As an Intermediate Coach, you will need to be aware of your legal rights, requirements and obligations. Individuals and organisations have legal responsibilities concerning safety, duty of care and other areas relevant to coaching. Clubs meet legal requirements through setting rules to say how the club will operate. These rules are found in club policies, procedures and codes of conduct. Complying with your club’s policies and other requirements can help to protect you and your club from legal action. By completing these activities, you will explore some of your responsibilities to meet legal requirements in your club.

Controlling hazards in the gym
Participation in sport, including gymnastics, involves an element of risk.

This section is about identifying hazards that could cause harm or injuries. You must manage hazards in order to create a sporting environment that is as safe as possible.

Hazards in the gym may arise from varied sources or conditions, for example:

- The gymnasium/activity surface
- Equipment
- Group sizes
- Group control
- Venue-specific hazards
- Exhaustion/ pre-existing injury

Safe learning environment
Using risk-management strategies to maintain a safe and functional gymnasium assists participants to develop their skills with greater confidence and fewer setbacks.

Safe use of equipment
Using equipment correctly and safely is an important requirement of running a gymnastics lesson. You must know how to set up, prepare, adjust, check and operate each apparatus you use to suit the activity and the participants.

It is important to set up equipment correctly and safely to run a safe gymnastics lesson. A coach must know how to set up, adjust and check each piece of apparatus that they use when they coach.

Injury prevention
Participants and their coaches must consistently prepare for the rigorous nature and demands of the sport. The risk of injury can be minimised through careful planning, delivery and monitoring of lessons.

Injury prevention strategies
How can injuries be minimised?

- Carefully prepare participants prior to performing new skills. Consider physical conditioning and the use of skill progressions.
• Read and follow the training guidelines of your gymnastics club.
• Ensure participants wear safety gear where required (wrist guards, hand grips, footwear, ankle or elbow braces and pads).
• Stop a participant if they are in pain. Help them seek advice from professionals on treatment and recovery.
• Abide by the safety standards of the club to ensure the equipment is in good condition (this can include padded floors/ walls, secured mats, and within higher levels, safety harnesses).
• Use spotters with specific skills.
• Select appropriate warm-up activities to ensure muscles are warmed and prepared for the lesson.
• Use safe stretching techniques.
• Allow adequate participant hydration, nutrition and rest between activities and lessons.
• Supervise participants at all times.
• Teach safe landing techniques.

**Injury report form**
In the circumstance that an injury does occur, an injury report form should always be filled out. Ask your Supervisor for a copy of your club’s injury report form and attach it below.

If your club does not have an injury report form, one has been included for you to use.

**Now use these notes to help you complete the following activities:**

2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Ensure you and your Supervisor have completed and signed Checklist 2.
Section 3 – Planning, coaching and reviewing
Planning a lesson is a vital step to success. With careful planning, you can provide a progressively sound, safe and fun gymnastics experience. Planning helps to make maximum use of the time available and can make an enormous difference to the enjoyment of the lesson.

Planning does not have to be a lengthy or arduous process and, with practice, you can become very skilled at developing a comprehensive plan, setting goals, identifying activities and appropriate apparatus.

The process of planning involves:
1. Planning a gymnastics lesson
2. Delivering or coaching that lesson
3. Reviewing the lesson to identify future improvements.

This process is followed regardless of the level of the coach.

Planning
A good coach plans out their lessons. A plan can include:

- The aims and objectives of a lesson
- Appropriate activities that will be delivered
- Who will coach and participate in each part of the lesson
- The resources/ equipment required
- How safety will be ensured throughout the lesson.

Planning is an extremely important part of coaching. It allows creation of activities that challenge and develop participants, and also helps to create a productive working environment. Within gymnastics there are three types of relevant plans:

- a yearly plan
- a unit/term plan
- a lesson plan.

As a Beginner and Intermediate Coach, you need to focus on learning to write, read, deliver and review a lesson plan.

A coach needs to be able to plan, prepare and document lessons, which are fun, safe and appropriate to the participants’ level and needs. To be an effective coach:

- You need to allow participants enough learning time for all activities.
- You need to plan lessons according to the needs of the participants.
- You need to be prepared to demonstrate specific activities, know the key coaching points for each activity and how you are going to give instructions to your group effectively.
- You need to scan the environment for any hazards and make sure that these hazards are made safe before the lesson starts.
• Have the equipment you require ready for use throughout the lesson making sure that when the time comes to use it within the lesson it meets safety standards.

Before planning a training session, you should gather information about your participants. If you are working with a new group of participants, the type of information you might need includes:

• Skill level
• Age
• Gender
• Physical fitness levels and conditioning
• Any illness, injury or medical condition that might restrict someone’s ability to participate
• Goals and motivations.

**Review of lesson plans**

Prior to coaching a lesson, a lesson plan should be reviewed to make sure that it is appropriate. This often takes place just prior to lesson delivery and considers whether the plan needs alteration because of practical factors such as coach or participant absences or injuries, equipment unavailability or other factors outside of the control of the coach.

**Post lesson review**

Within this section you will be able to review the delivery of a lesson through self-reflection. Additionally, consultation with participants, mentors and peers can provide good feedback that allows you to develop your skills as a coach.

**Self-evaluation**

You will need to develop the ability to monitor and critically evaluate your own coaching to identify ways to improve your coaching ability. One way to do this is self-reflection.

Self-reflection of your coaching performance is a good way to identify how you can improve. The self-reflection process is outlined in the diagram.

![Diagram showing the self-reflection process](image-url)
**Group organisation strategies**

Organising your group of participants to best achieve the outcomes of the activity is an important consideration. The way that you organise your group will depend on a lot of factors including:

- Number of participants
- Equipment and space available
- Safety and supervision
- Maximising participation
- What outcomes you want your participants to achieve.

There are lots of different ways to organise a group. By talking to and observing other coaches in action you will be able to learn new group organisation strategies which you can then add to your repertoire.

**Spotting techniques**

Spotting is an important coaching technique used within gymnastics. Spotting is a technique where a coach makes contact with a participant performing a skill to assist them in safely completing it.

Spotting should be used to:

- Reduce the risk of injury
- Provide confidence via minor assistance
- Allow participant to ‘feel’ entire skills at correct speed
- Isolate a segment of a skill.

**Never** use spotting as a replacement when:

- The teaching of skills has been rushed
- There has been inadequate physical preparation
- The apparatus is unsuitable
- The sequence of progressions has not been taught.

Now use these notes to help you complete the following activities:

3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

Ensure you and your Supervisor have completed and signed Checklist 3.
Section 4 – Communication
In this section you will be asked to record your experiences in communicating. This includes analysing situations and learning from them to develop your skills to communicate with a wide range of people.

Communication styles
Communication styles and abilities will be an important factor in your ability to connect with your participants. There are four main forms of communication that you will use while coaching. These are:

1. Verbal (oral and written communication)
2. Non-verbal (appearance, body language, demonstrations, sounds, expressions, facial expressions)
3. Formal (speech, letter on letterhead)
   Informal (conversation while setting up equipment, messages on sticky notes or whiteboards)
4. Verbal and non-verbal communication can be formal or informal.

It is appropriate to use each of these types of communication for different purposes in different circumstances (e.g. formal verbal communication in the form of discussing how to structure lessons at a planning meeting).

Dealing with difficult participants
You need to be able to deal with and manage participants and others that behave in an inappropriate manner. To achieve positive outcomes, consider the following tips for different situations:

- Set clear expectations and class rules and involve the participants in the process of making the rules so they understand. Do this at the start of the year / term / lesson.
- Remind participants of the rules and expectations and ask them to follow them.
- Be confident in your coaching ability; you are the one in control.
- Do not be put off by ‘smart talk’ or ‘cheeky’ remarks from younger participants.
- Use the effective communication techniques that you have learnt as a way of approaching the situation.
- Do not use authoritarian methods unless required to for total control (e.g. in an emergency).
- Try not to become anxious about management and control of the situation; draw upon your communication and instruction skills.
- Be patient.
- Ask your supervisor for assistance if the situation escalates and you become uncomfortable.

Feedback strategies and encouraging participants
During training, feedback and encouragement need to be provided to participants. Through feedback and encouragement we can provide participants with a clear idea of how they are performing and progressing, along with direction as to how to continue improving.
Verbal and non-verbal feedback has a significant effect on the learning and performance of participants.

It is important to consider the participants and be responsive to the types of encouragement and feedback that they are comfortable with and respond well to.

Feedback is most commonly given verbally. However, in some circumstances you may have to fill in a form or write a short report regarding the participant’s progress.

**Feedback sandwich strategy**

When giving feedback, a Beginner Coach can apply the feedback sandwich:

- Approach positive (what are they doing well)
- Corrective (something they can do differently next time to improve)
- Positive (positive and encouraging).

When giving feedback be aware of the following factors:

- Monitor the self-esteem of the participant after you give feedback.
- Choose an appropriate time and environment to give feedback to eliminate any negative emotions.
- Confirm that the participant understands your feedback by looking for signs of active listening. Ask the participant to repeat your feedback if you are not sure. Present your feedback in a different way if necessary to help them understand.
- Keep your feedback short so the participant can understand and remember the instructions.
- Still capture the essence of the 4Fs philosophy.

*Note:* The 4Fs of coaching gymnastics are: Fun Fitness Fundamental Friendship

**Industry knowledge**

As a gymnastics coach you form part of the wider sport, fitness and recreation industry. Learning about the industry that you work in can help you coach more effectively and also assist you in understanding possible career pathways that may be of interest.

**Additional and external resources**

There are a wide range of information sources that a coach can access to develop their knowledge of coaching. Coaching information is available through books, magazines, journal articles, websites, professional memberships and associations. An excellent publically available source of information is the ASC website at the link below:


Now use these notes to help you complete the following activities:

4.1, 4.2, 4.3, 4.4, 4.5

Ensure you and your Supervisor have completed and signed Checklist 4.
Section 5 - Skill and drill collection

Skills and drills
This area can be used to list new activities, drills and/or skills, the safety aspects of an activity, purpose of the activity, KCP (Key Coaching Points), and communication instructions.

During your time as a supervised coach you will learn how to coach the fundamental skills within your chosen Gymsport. Use the tables to record drills and progressions that you have learnt while coaching.

Now use these notes to help you complete the following activities:

5.1, 5.2

ONCE ALL ACTIVITIES AND CHECKLISTS ARE COMPLETE YOU CAN NOW SUBMIT THE REQUIRED PAGES OF YOUR WORKBOOK.