

PRE-

Coach

In

Training

TUTOR'S GUIDE

PRE-CIT TUTOR'S GUIDE

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Table of Contents

	Page
Welcome	4
Introduction.....	5
Tutorial #1 Introduction to the Pre-CIT program and Gymnastics History.....	9
Tutorial #2 Know your Club.....	13
Tutorial #3 Basic Gymnastics Safety and Risk Management.....	14
Tutorial #4 Becoming a Great Coach	15
Tutorial #5 Basic Gymnastics	17
Tutorial #6 Assisting Skills	18
Tutorial #7 Games! Games! Games!.....	19
Tutorial #8 Introduction to Badge Programs	20
Tutorial #9 Basic Ethical Principles in Coaching.....	21
Tutorial #10 Moving On	22



GYMNASTICS CANADA GYMNASTIQUE
PRE-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 Pre-CITs. It is a multi-disciplinary program that is geared toward 13 to 15 year old coaches working in one of the various gymnastics sports.

This Tutor's Guide will help you provide the best possible experience for you and your Pre-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 Pre-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) while continuing to provide a standardized national Pre-CIT program. We welcome your feedback and suggestions for ongoing improvements to these resources.

Jean Paul Caron
President and CEO
Gymnastics Canada Gymnastique

What is the PRE-CIT Program?

The Pre-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 Gymnastics foundations component of the GCG National Coaching Certification Program when they reach the age of 15. The Pre-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. Pre-CIT candidates may only assist a certified coach with programs for preschoolers or for children aged 6-10. Pre-CITs must **never** be given sole responsibility for a group of children.

In the first year of the Pre-CIT program, candidates will complete 5 hours of tutorials, covering 10 topic areas, and assist in the gym for 10 hours. In the second year, candidates will complete an additional 10 hours of tasks related to coaching, officiating and administration. Over the course of the two years, it is also expected that the Pre-CIT will remain an active gymnastic participant, completing a minimum of 15 hours of "gymming" time.

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

Who can be a PRE-CIT?

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

Who can be a PRE-CIT Tutor Coach?

Tutor coaches must be NCCP Certified Coaches 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 Pre-CIT, both in tutorials and during coaching time.

What is a PRE-CIT trained to do?

At the end of the program, the Pre-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 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 PRE-CIT program:

Coaching

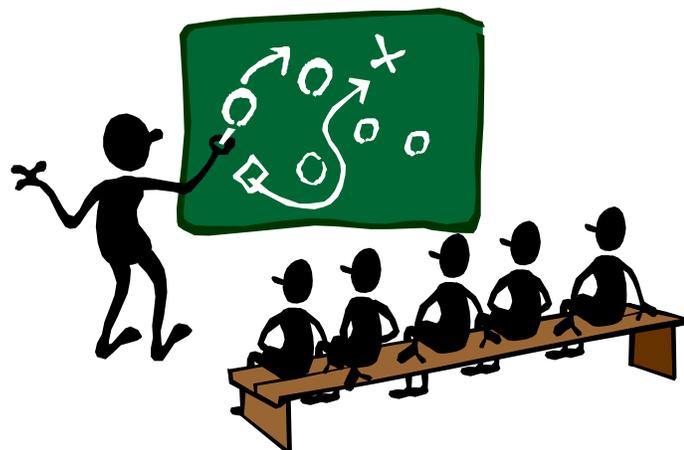
Officiating

Gymming

Administration

PRE-CIT Tutorials incorporate 10 themes:

1. Introduction to the Pre-CIT program / Gymnastics History
2. Club Information
3. Safety and Risk Management
4. Becoming a Great Coach (leadership and teaching skills)
5. Technical Sport Knowledge
6. Assisting basic skills or movements
7. Games
8. Administration of Badge programs
9. Ethics in Gymnastics
10. Moving On



BEING A TUTOR COACH...

You will be leading your Pre-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 and policies as well as the sport-specific CANGYM or other badge program (i.e. for trampoline, artistic, rhythmic or aerobic gymnastics).

Wherever possible, run the program with at least two, but preferably four or five Pre-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 5 hours of tutorials; on average, a tutorial will be about 30 minutes long.

Tutorials can take place in a classroom, a coaches room, in the gym (preferably when there are no programs running) or anywhere that Pre-CITs will have space to complete activity sheets, a quiet place for reading, and opportunity for discussion with other Pre-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 Pre-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 understand their roles and responsibilities when they are in the gym. The Pre-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 Pre-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 Pre-CIT program. You will have a huge influence on the development of your young Pre-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 Pre-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 Pre-CIT and to contribute ideas and suggestions, but encourage the Pre-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 Pre-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 Pre-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 Pre-CIT. Allow the Pre-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 Pre-CIT to use the workbook pages to record their reflections, questions and ideas.

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

So, let's get going with those Pre-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>

TUTORIAL #1

INTRODUCTION TO THE PRE-CIT PROGRAM AND GYMNASTICS HISTORY: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
5 minutes	<p>1. Introduction</p> <ul style="list-style-type: none"> • Welcome the Pre-CITs to the first tutorial. • Tell them that this is the first step in their journey to becoming great coaches and that you are looking forward to working together for the next year or two. • Distribute the Coach Workbook. 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).
15 minutes	<p>2. Becoming a PRE-CIT</p> <ul style="list-style-type: none"> • Have Pre-CITs complete the first question on page 7 of the workbook. Allow 5 minutes for this. • When they are done, ensure that everyone knows all the names of the Pre-CIT team. • Ask them to complete the last 3 questions on page 7 at home. • Review pages 8-9 of the workbook with them, and be sure they understand their roles and responsibilities, the expectations and the commitment required in the Pre-CIT program. They should also understand the role that you will play as their Tutor Coach. • Turn to page 10 of the workbook and go over the Pre-CIT program agreement with them. Everyone must sign this. Allow the Pre-CITs to take the agreement home for their parents to see (some clubs may require an additional signature from the parents). It must be returned and signed by all parties before beginning any in-gym coaching time.
5 minutes	<p>3. History of gymnastics</p> <ul style="list-style-type: none"> • Ask the coaches read pages 11-13 of the workbook at home. This is just a very basic history of gymnastics. Encourage the Pre-CITs to look up gymnastics history on the internet – there is a lot of information available. Some websites to start with include www.gymmedia.com and www.fig-gymnastics.com (search: 'history').
5 minutes	<p>4. GYMMING requirement for PRE-CITs</p> <ul style="list-style-type: none"> • Review the questions on page 14 of the workbook and have the Pre-CITs fill in their answers at home. • Review the Gymming Agreement on page 15 of the workbook and have each Pre-CIT fill in the top part of the form (Goals for Gymming) at home. The bottom part of the form will be signed after they have attained their goals. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ complete the last 3 questions on page 7; ✓ show your parents the Pre-CIT Program Agreement, bring it back completed and signed; ✓ read pages 11-13; ✓ answer the questions on page 14; ✓ fill in the Pre-CIT "Gymming" Agreement.

PRE-CIT CONTACT INFORMATION SHEET

Name of Club: _____

Name of Tutor Coach: _____

Dates of program: _____

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

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

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

The Club

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

The Tutor Coach

- The Tutor Coach is responsible for providing leadership, support and guidance to the Pre-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 5 hours of tutorial sessions
 - supervising 10 hours of coaching with the Pre-CIT
 - assisting Pre-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 Pre-CIT program.

The Coach in Training (PRE-CIT)

- The Pre-CIT must commit to full attendance and participation at all tutorials, and to completing all required tasks and assignments.
- The Pre-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 and basic skill instruction or spotting
- The Pre-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 Pre-CIT must adhere to all club policies regarding coach behaviour and deportment.



NOTE: The Pre-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
- Be given responsibility for communication with parents of gymnasts
- Be given responsibility for disciplining children

PRE-CIT PROGRAM AGREEMENT

Name of Club: _____

Name of Club Supervisor: _____

Name of Tutor Coach: _____

Name of Pre-CIT: _____

Start date of Pre-CIT program: _____

End date of Pre-CIT program: _____

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

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

Held on: _____ from: _____ to: _____
(day) (time) (time)

Beginning: _____ until: _____
(date) (date)

- 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.
- Abide by the policies and regulations of the Club.

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

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

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

Signed: _____ Club Supervisor or Designate

_____ Tutor Coach

_____ Pre-Coach in Training

Date: _____

KNOW YOUR CLUB: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<p>1. Club organization</p> <ul style="list-style-type: none"> • This tutorial introduces the Pre-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. • Pre-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. • Have the coaches complete questions 1, 2 and 3 on page 16-17 of the workbook at home.
15 minutes	<p>2. Responsibilities of Pre-CITs and Coaches in your Club</p> <ul style="list-style-type: none"> • Ensure that all the Pre-CITs know what their coaching assignments will be (i.e. which program, class time and day). • Have coaches write their answer to question 4 and 5 on page 17 of the workbook. Allow 5 minutes for this. • Then, without any discussion, distribute the club policies for coaches. • Make sure that everyone understands the club policies and encourage questions for clarification (e.g. <i>"but can I wear a tank top if my belly button doesn't show?"</i>). • Read together and reinforce page 19 of the workbook.
5 minutes	<p>3. Know Your Club's Programs</p> <ul style="list-style-type: none"> • Have the coaches complete questions 6, 7, 8 and 9 on page 17-18 of the workbook at home. • Have a brief discussion to 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 Pre-CITs come up with, and supplement it with whatever additional club details or history are required. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ complete questions 1, 2 and 3 on page 16-17 of the workbook; ✓ complete questions 6, 7, 8 and 9 on page 17-18 of the workbook; ✓ complete the first question on page 20 of the workbook.

BASIC GYMNASTICS SAFETY AND RISK MANAGEMENT: 35 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<p>1. Safety in the Gym</p> <ul style="list-style-type: none"> • 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. • Distribute the club's gym rules and have the coaches compare their lists on page 20 in the workbook to the "official" list.
10 minutes	<p>2. Safety Walk</p> <ul style="list-style-type: none"> • Go with the Pre-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 Pre-CITs discover the hazards and write their observations in the chart on pages 21-22 in the workbook. • After the safety walk, debrief with the Pre-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.
5 minutes	<p>3. PRE-CIT Responsibilities</p> <ul style="list-style-type: none"> • Ensure that the Pre-CITs know what their responsibilities are for safety, and that they write them at the bottom of page 22 at home.
10 minutes	<p>4. 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. • Complete the questions on page 23 and 24 together. Allow 10 minutes for this • Conclude the session by having the coaches read the information on page 25, 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 Pre-CITs are doing their coaching time. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ answer the question on the bottom of page 22 of the workbook.

BECOMING A GREAT COACH.....: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
5 minutes	<p>1. What is a Coach?</p> <ul style="list-style-type: none"> • Begin by having the Pre-CITs reflect on their coaching experience up to this point. Ask them to complete the questions on page 26 of the workbook at home. • Read page 27 together. • Have them complete the drawing on page 28 at home.
10 minutes	<p>2. Class Management</p> <ul style="list-style-type: none"> • Ask the Pre-CITs to read the information on page 29 of the workbook. 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.
5 minutes	<p>3. Coaching Methods</p> <ul style="list-style-type: none"> • Using page 30 of the workbook, 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. Be available for questions and clarifications. • The Pre-CITs create their own examples and complete “How I Could Use It” on page 30 at home. If possible, the Pre-CITs should have the opportunity to try their ideas during their coaching time.
10 minutes	<p>4. Communicating your message</p> <ul style="list-style-type: none"> • Pre-CITs should complete the questions on page 31 at home. Review it now and 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, 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 • Take 5 minutes to have the coaches fill in the bubbles on page 32 of the workbook. If there is time, have them share their answers. • distribute the page “98 Ways to Say Very Good” as a resource (see next page for master copy). • Read page 34 of the workbook together. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ answer the questions on page 26 of the workbook; ✓ complete the drawing on page of 28 the workbook; ✓ complete page 30 of the workbook; ✓ answer the questions on page 31 of the workbook; ✓ answer the questions on page 33 of the workbook.

98 WAYS TO SAY “VERY GOOD”*



If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with approval, he learns to like himself.

*If a child lives with acceptance and friendship, he learns to find love in the world.***

- | | | | |
|--|--|---|--|
| 1. You've got it made. | 26. You've just about mastered that! | 54. When I'm with you I feel like singing! | 75. That's the best ever. |
| 2. You're on the right track now! | 27. OUTSTANDING! | 55. GOOD WORK! | 76. FINE! |
| 3. You are very good at that. | 28. You did that very well. | 56. I'm proud of the way you worked today. | 77. Wonderful! |
| 4. That's very much better! | 29. FANTASTIC! | 57. You're really working hard today. | 78. That's better than ever. |
| 5. I'm happy to see you working like that. | 30. You're really improving. | 58. THAT'S IT! | 79. I appreciate your hard work. |
| 6. You're doing a good job. | 31. SUPERB! | 59. Congratulations! | 80. Now that's what I call a fine job! |
| 7. That's the best you've ever done. | 32. Keep it up! | 60. That's quite an improvement. | 81. You must have been practising! |
| 8. I knew you could do it. | 33. You've got that down pat. | 61. You are doing that much better today. | 82. You're doing beautifully. |
| 9. Now you've figured it out. | 34. TREMENDOUS! | 62. I sure an happy you're my daughter/son/student, etc. | 83. Right on! |
| 10. Now you have it. | 35. Good thinking! | 63. You're learning fast. | 84. Good remembering! |
| 11. GREAT! | 36. Keep on trying! | 64. Good for you! | 85. You did a lot of work today. |
| 12. Keep working – you're getting better. | 37. I've never seen anyone do it better. | 65. Couldn't have done it better myself. | 86. You certainly did well today. |
| 13. You make it look easy. | 38. I like that. | 66. You really make being a parent/teacher/caregiver fun. | 87. You're doing fine. |
| 14. That's the right way to do it. | 39. I'm very proud of you. | 67. One more time and you'll have it. | 88. You are really learning a lot. |
| 15. You're getting better every day. | 40. I think you've got it now. | 68. You did it that time! | 89. You outdid yourself today! |
| 16. You're really growing up! | 41. You figured that out fast. | 69. That's the way! | 90. SPLENDID! |
| 17. Nice going. | 42. That's really nice. | 70. SUPER DOOPER! | 91. Good going! |
| 18. SENSATIONAL! | 43. You're right. | 71. You haven't missed a thing. | 92. MARVELLOUS! |
| 19. That's the way to do it. | 44. CLEVER! | 72. Keep up the good work. | 93. You're doing the best you can! |
| 20. That's better. | 45. That's great! | 73. Nothing can stop you now! | 94. Good job. |
| 21. Best yet. | 46. Way to go. | 74. EXCELLENT! | 95. That gives me a happy feeling. |
| 22. PERFECT! | 47. Now you've got the hang of it! | | 96. You remembered. |
| 23. You're really going to town! | 48. You've done a great job. | | 97. Well, look at you go! |
| 24. TERRIFIC! | 49. Congratulations, you got it right. | | 98. DYNAMITE! |
| 25. Much better! | 50. You're beautiful. | | |
| | 51. That's RIGHT! | | |
| | 52. That's GOOD! | | |
| | 53. You've just about got it. | | |



“98 Ways to Say “Very Good” was adapted from a publication of Wintergreen, a supplier of materials for pre-school and elementary schools, and originally titled, 98 Ways For a Teacher to Say “Very Good.” The material is reprinted with the kind permission of Mr. Hugh Moreland, President, Wintergreen Communications Limited. Taken from Children Learn What They Live, author unknown.



Resource sheet # 5

(Canadian CHILD DAY CARE Federation / Fédération Canadienne des SERVICES DE GARDE A L'ENFANCE)

BASIC GYMNASTICS: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<p>1. Warm-up and Warm-Down</p> <ul style="list-style-type: none"> • Turn to page 35 and review the questions, ensuring that the following key points emerge: <u>Why is warm-up important?</u> <ul style="list-style-type: none"> - Prepares the body and the mind, gets large and small muscle groups active, increases circulation to muscles, stretches muscles to avoid injury, sets the tone <u>What activities do you include in the warm-up?</u> <ul style="list-style-type: none"> - General Warm-up: Running or vigorous activity for several minutes, games that involve running, general stretching activities for large muscle groups - Specific Warm-up: Specific gymnastics stretches for all muscle groups, games that involve gymnastics activities or movements, review basic gym skills, easy progressions or positions <u>Why is warm-down important?</u> <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 <u>What activities do you include in warm-down?</u> <ul style="list-style-type: none"> - Slower-paced games, stretching of major muscle groups, low level conditioning exercises
5 minutes	<p>2. Fun-Fitness-Fundamentals</p> <ul style="list-style-type: none"> • Explain to the Pre-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. • Review the key points: FUN: <i>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> FITNESS: <i>children get more fit doing gym; develop strength, power, flexibility, endurance etc; doing gym prepares you for doing other sports</i> FUNDAMENTALS: <i>children learn gym skills; earn badges; can make routines</i>
10 minutes	<p>3. Fundamental Movement Patterns of Gymnastics</p> <ul style="list-style-type: none"> • Stuck landings, dismounts, falling off beam, 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, , somersaulting = ROTATIONS • Review the summary page on page 36 in the workbook and discuss.
5 minutes	<p>4. Gymnastics Terms</p> <ul style="list-style-type: none"> • Ensure that all the Pre-CITs know and use proper terms for skills and equipment. The list on page 37 of the workbook is only a partial list; each sport will have its own set of terms as well. When you work with the Pre-CIT, be sure to set a good example by using the terms consistently. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ answer the questions on page 35 of the workbook; ✓ answer the questions for the next tutorial, on page 38 of the workbook.

ASSISTING PERFORMANCE OF SKILLS: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<ul style="list-style-type: none"> • Use the word “assisting” rather than “spotting”. • Pre-CITs should have already answered the three questions on page 38 of the workbook. • 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. • Discuss these points and allow as many questions as needed.
20 minutes	<ul style="list-style-type: none"> • Move into the gym, and have the Pre-CITs practice assisting each other through the skills that they are teaching in their classes. Don’t encourage assisting a skill that does not require it, but emphasize that they must know how to provide assistance on basic skills when children need it. <p>IMPORTANT:</p> <ul style="list-style-type: none"> • Pre-CITs should not be assisting any type of acrobatic inversion skills. • Assisting should be limited to entry level badge skills (i.e. Bronze CANGYM skills) • Until they are able to assist other Pre-CITs properly, do not allow them to assist children. <ul style="list-style-type: none"> • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ read over Tutorial 7 to familiarize themselves with the various games; ✓ complete the first explanation block on page 47 of the workbook.

GAMES! GAMES! GAMES!: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<ul style="list-style-type: none"> • 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.
20 minutes	<ul style="list-style-type: none"> • If you are working with a group of Pre-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 Pre-CITs, bring them in to observe you teaching games in your class. • Have the Pre-CITs teach each other their games, using the instructions that they have written in the first explanation block on page 47 of the workbook. How well do the other Pre-CITs grasp the rules? How quickly can they get the game going? (note: if you have only 1 or 2 Pre-CITs, have them do this practice teaching activity during their class time, with the children). • Spend a few minutes debriefing with the Pre-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? • Finish up the tutorial by reminding the Pre-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. • Remind them of the date and time of the next tutorial, and of any other important dates.

INTRODUCTION TO BADGE PROGRAMS: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
30 minutes	<ul style="list-style-type: none"> • The actual content of this tutorial will depend on the badge program that you use in your club. • Be sure to bring your copy of the badge program with you, as well as all the resources that go with the program. Allow time for the coaches to review the package. • By now, the Pre-CITs have likely had some experience helping to coach some gymnastics skills. Depending on their own background as gymnasts, they may or may not be familiar with the badge program. Present the information on page 48 of the workbook, and then have the coaches complete the four questions at the bottom of the page, ensuring that they understand the program. • Go into the gym and have the Pre-CITs perform all (or at least a healthy selection) of the entry level skills. The Pre-CITs should be able to demonstrate each skill with proper technique, identify the main teaching points, and identify the most important movement pattern and the most important execution requirements. If there are skills that the Pre-CIT is unable to perform, then they must be able to explain the teaching points, movement pattern, and execution requirements. • Finish the tutorial with an easy stretch, and remind the Pre-CITs where they can find the badge resources in the gym. If possible, distribute a copy of the relevant level(s) of gymnast evaluation forms and progress reports. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ answer the questions on page 49 of the workbook; ✓ read the Coaching Code of Ethics on page 50 of the workbook; ✓ answer the questions on page 51 of the workbook.

BASIC ETHICAL PRINCIPLES IN COACHING: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
15 minutes	<ul style="list-style-type: none"> • 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 Pre-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. • Focus on the concept of respect as the cornerstone of the Code of Ethics. • The Code of Ethics on page 50 of the workbook 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 to the Code of Ethics and answer any questions. • Turn to page 51 in the workbook and have the coaches read their answers to the three scenarios. There is not necessarily one "right" way to solve these common problems, but it is good for the Pre-CITs to begin thinking about how they could deal with them. Remind the Pre-CITs that they have older, more experienced coaches in the gym who are willing to help or provide advice.
15 minutes	<p>2. Self Esteem</p> <ul style="list-style-type: none"> • Ask the coaches to read page 52 in the workbook. Given the age of your Pre-CITs, self esteem can be a big issue and they may be quite sensitive to this topic. • Review the "looks like/sounds like" column of the chart on page 52. Can they come up with other examples in their own coaching situation? • Finish the tutorial by reminding the PRE-CITs that there is only one tutorial left. They must bring all their forms with them (e.g. Gymming Agreement, Pre-CIT Program Agreement) and their workbook. • Remind them of the date and time of the next tutorial, and of any other important dates. • Remind them of their homework: <ul style="list-style-type: none"> ✓ answer the reflection questions on page 54 of the workbook; ✓ complete the goal setting chart on page 55 of the workbook.

MOVING ON.....: 30 minutes

TIME	KEY MESSAGE/ACTIVITY
10 minutes	<p>1. Administrative Details</p> <ul style="list-style-type: none"> • Ask the Pre-CITs to turn to page 53 in the workbook. This page has a chart that summarizes all the PRE-CIT requirements, and needs to be signed off by the Tutor Coach. Pre-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 workbook handy until they have completed all their Pre-CIT requirements, as it is a record of their participation. • Keep, and file any copies of forms that your Pre-CITs give you. • Review the requirements and deadlines for the completion of the Pre-CIT program.
10 minutes	<p>2. Reflection on the PRE-CIT Experience to Date and Setting Goals</p> <ul style="list-style-type: none"> • Facilitate a discussion that focuses on their positive experiences, and on things that they have learned. • For the Goal Setting Chart on page 55, you can set up a time on another day to review and discuss their goals. If they need assistance, help them set realistic, attainable goals, deadlines and actions.
10 minutes	<p>3. Moving on...</p> <ul style="list-style-type: none"> • Ask the Pre-CITs to complete the program evaluation form on page 56 of the workbook and hand it in to you (names are optional). • Review the remaining requirements for completing the Pre-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). • Review the information on page 57-59 in the workbook and ask the Pre-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 Pre-CITs know what events are coming up. Pre-CITs should fill out the relevant parts of the form on page 60 of the workbook at home and bring it back in within the next week or so, after they have had time to think about what tasks they would like to perform. • 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!