Orientation to Gymnastics

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Gymnastics NSW
1/1/2013
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## Acknowledgements:

“Gymnastics: What's in it”  
A practical Guide for the beginner gymnastics Coach  
Produced by Jenny Young, NDD Australian gymnastics Federation &  
Australian Sports Commission

GNSW Level 0 Coaching Course Workbook
HUFF & PUFF WARM UP GAMES

- Before commencing any gymnastic program a Warm up must be completed.
- A Warm up session should involve 5-10 minutes of general activity followed by stretching:
  - Warm up Game 5 minutes
  - Stretching Activities 10 minutes
- Warming up prepares the mind, heart, muscles and joints for the activity and increases body and muscle temperature.
- The game should be inclusive to all participants with no sit outs.
- Games should be fun and fast moving activities.
- When warm up games are part a program is extremely important to relay the rules of the game to the participants and stress the safety component to all involved.
- There are 3 forms of game formats:
  A. Random activity within boundaries
  B. Circle Games
  C. End to End Games

A. Game format: Random activity within boundaries

**Call the Action**
- Within a given playing area instructions are given on how to move eg on toes, big steps, reaching tall, moving forward, backward, sideways.

**Safety:**
- ✓ Boundaries marked and visual to all
- ✓ Freeze command acknowledged by all
- ✓ Stress special awareness

B. Game format: Circle Games

**TPs and Indians**
- In pairs form a circle with one sitting crossed legged and arms crossed (Indian) and the other child standing behind with legs apart and arms touching straight above the head (TP)
- When called, TP runs around the Indian, around the big circle to the right, run around the Indian again and finish in Tp stance.
- When called, Indian crawls through the TP legs, around the big circle to the Right, back through the TP legs and sit in Indian.
- Last group back does something special eg 5 star jumps.
- **Additions:** when hands are clapped change direction
Safety:
✓ All participants run the same way
✓ Tall participants are the tee pees
✓ No overtaking around the circle

C. Game format: End to End Games

Spiders Web
♦ One person is in – “the spider” all participants start at one end, the spider in the middle.
♦ Participants run from end to end and try not to be tipped by the spider.
♦ When tipped they become a fly stuck in the web, the can tip other runners but cannot move.
♦ The last one tipped is the winner
Safety:
✓ All participants run at the same time
✓ Wait for coach to say go before running back to the other end.
✓ Make sure the participants cross a boundary instead of running into a wall.

Games

Snap, Crackle and Pop
♦ Sit in a group of 3 one behind the other to form a circle (as per Tp’s and Indians)
♦ First person is Snap, Second is Crackle, and third is Pop.
♦ When Called, Snap, Crackle or Pop, stand and run around the big circle to the right (this can be changed to suit environment eg run, skip, hop) and back to the group.
♦ Once there, they can crawl through legs, or ZigZag in/out group to grab a beanbag in the middle then sit back in the same space.
♦ The group/s without a beanbag can do 5 star jumps.
♦ Safety tips: Make sure bean bags are scattered away from each other
  Discourage diving into the centre.

Bean Bag Snatchy
♦ Everyone has a beanbag.
♦ Jump randomly around and try to grab someone’s beanbag.
♦ When you have grabbed a beanbag, give it back to the person.
♦ When your bean bag has been grabbed, you must do a task to re-join the game eg throw and catch bean bag 5 times, pass it around your body 3 times etc.
♦ Additions : Hats can be substituted for bean bags
Games Continued

Form a Group and touch body parts
♦ The Class runs randomly.
♦ On cue (eg music stops) a number and body part is called eg
♦ 6 hands, 4 knees, 2 backs  3 bottoms, 5 shoulders
♦ Children have to quickly form a group of the designated size with the body part touching another player.

Alphabets
♦ Children move around defined area.
♦ When letter of the alphabet is called, three children have to form a Group and make the letter called out.
♦ Easy letters: A C D E F H I K L M T Y V Y Z
♦ Harder: B G J M O P Q R S W X

Dead Ants
♦ Choose an ant exterminator.
♦ The ant exterminator exterminates the ants by tipping them on the shoulder. Once tipped and ant becomes a dying ant lies on its back with arms and legs waving in the air.
♦ The exterminator’s objective is to eliminate all the ants (colony) to finish the game.
♦ The ants have to continue the colony by taking their dying ants (the ones who have been tipped) off the Ant hospitals.
♦ There are 4 ant hospitals scattered around the room and determined by hoops.
♦ It takes 4 ants to carry 1 ant to hospital (hold leg, leg, arm, arm).
♦ Once in the hospital the dying ant is cured and continues the game.
♦ Safety tips: When holding on to an ant you cannot be exterminated.
♦ Place ants into hospitals
♦ If in a confined space have the children do crab walk instead of running.

Island hopping
♦ Have 8-10 less hoops than children.
♦ Children must move out of their hoop (Island) when someone else comes to occupy it.
♦ Children move randomly around.
♦ Only 1 child can occupy a hoop (Island) at one time

Sharks and Islands
♦ Same as Island hooping
♦ Include a Shark to swim the waters to tip someone looking for an Island.
♦ Once tipped you then become the shark and the other player re-joins the game.
   Additions: Sharks stay “in” and gang up on other players.
**Fox and Geese**
- In a Group of 4, 3 line up heads behind heads (Geese) the other faces the 3 (Fox)
- The fox has to try to tip the last geese on the end of line on the shoulder.
- The first geese can only move the line sideways and semi circles. The line is attached by holding onto each other's hips.
- Once the goose has been tipped, rotate the line and change the fox.

**Musical Puzzle Balance**
- See attached sheet for balances
- Scatter the puzzles around the room. When the music stops the children do the nearest balance.
- Or ask the children to run, jump, and skip to the music. When the music stops, the coach holds up a card that all the children do.
2. **FUN STRETCHING IDEAS**

- Fun and Fast moving games should be followed by stretching activities.
- Use imagery to motivate participants.
- **NEVER, EVER BOUNCE A MOVEMENT.**
- Start at the head and work down the body starting with the joints then the main muscle groups

<table>
<thead>
<tr>
<th>Neck</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listen to your shoulder</td>
</tr>
<tr>
<td></td>
<td>Slow Clown – head side to side with mouth open</td>
</tr>
<tr>
<td></td>
<td>Look over your shoulders – What’s crawling down your back?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shoulders</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shrug your shoulders – together, one at a time, one up &amp; one Down, while you’re walking.</td>
</tr>
<tr>
<td></td>
<td>Roil forwards &amp; backwards</td>
</tr>
<tr>
<td></td>
<td>Lazy cat – on knees, bottom in air, hands out in front, try to get armpits to floor.</td>
</tr>
<tr>
<td></td>
<td>Penguin clapping – clap elbows together, hands on shoulders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Windmill – slow circles with arms big and small.</td>
</tr>
<tr>
<td></td>
<td>Shapes – draw various shapes, out in front, to the side etc.</td>
</tr>
<tr>
<td></td>
<td>Pat your back – one hand on upper back, other hand presses elbow trying to pat further down back.</td>
</tr>
<tr>
<td></td>
<td>Hold hands - try and grasp hands being</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrists</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Conduct an orchestra</td>
</tr>
<tr>
<td></td>
<td>Basketball player – dribble a ball and a shot at basket</td>
</tr>
<tr>
<td></td>
<td>Paint a picture</td>
</tr>
<tr>
<td></td>
<td>Casts Paws – on hands and knees, fingers face knees, sit back on heels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hips</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Hula hoop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Torso</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aeroplane – lying on the floor, raise upper body off, keep feet on floor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peg leg – holding one foot up behind. Try it hopping.</td>
</tr>
<tr>
<td></td>
<td>Footsteps – sitting on bottom, hold toes and walk feet out in steps.</td>
</tr>
<tr>
<td></td>
<td>Straddle sit – hammer knees down, play the piano or polish the floor in front with hands or elbows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knee’s</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mixing Bowl – hands on knees, move in circles.</td>
</tr>
<tr>
<td></td>
<td>Crazy knees – above with circles moving opposite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ankles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write your name with your foot</td>
</tr>
<tr>
<td></td>
<td>Draw a picture</td>
</tr>
<tr>
<td></td>
<td>Rotate inwards &amp; outwards</td>
</tr>
<tr>
<td>Stretching Activities to Avoid</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Neck</strong></td>
<td></td>
</tr>
<tr>
<td>- Rolling neck backwards</td>
<td></td>
</tr>
<tr>
<td>- Tilting head right back</td>
<td></td>
</tr>
<tr>
<td>- The Plough (feet over head and up on shoulders)</td>
<td></td>
</tr>
<tr>
<td><strong>Shoulders</strong></td>
<td></td>
</tr>
<tr>
<td>- Fast arm flings</td>
<td></td>
</tr>
<tr>
<td><strong>Knee’s</strong></td>
<td></td>
</tr>
<tr>
<td>- Deep knee bends past 90 Degree’s.</td>
<td></td>
</tr>
<tr>
<td>- Hurdle stretch</td>
<td></td>
</tr>
<tr>
<td>- Kneeling quadriceps stretch</td>
<td></td>
</tr>
<tr>
<td><strong>Abdominal</strong></td>
<td></td>
</tr>
<tr>
<td>- Straight leg sit up</td>
<td></td>
</tr>
<tr>
<td><strong>Back</strong></td>
<td></td>
</tr>
<tr>
<td>- Straight leg scissors</td>
<td></td>
</tr>
<tr>
<td>- Lying flat on stomach and raising arms and legs</td>
<td></td>
</tr>
<tr>
<td>- Hands and knees balance raising one leg high</td>
<td></td>
</tr>
<tr>
<td>- Straight leg touch toes</td>
<td></td>
</tr>
<tr>
<td>- Side Bends</td>
<td></td>
</tr>
</tbody>
</table>
There are 10 Basic body positions:

1. **Tuck Sit**

2. **Star/Straddle Sit**

3. **Pike / L Sit**

4. **Pencil / Layout**

5. **Angry Cat**

6. **Front Support**

7. **Rear Support**

8. **Table top**

9. **V Sit**

10. **Shoulder Stand**
Tight Body Drills

With a partner try the following tight body drills

**TUCK**
1. Pull knees apart
2. Pull Chest away from knees
3. Tip and roll the dummy side to side

**STRADDLE**
1. Partner dual – push legs in and push legs out at the same time for 5-10 seconds

**L or PIKE**
1. Pull ankles apart
2. Pull hands apart
3. Open L to lying positions

**PENCIL/LAYOUT**
1. Squash hands
2. Ankles apart
3. Hands apart
4. Lift the plank
5. Milk shake

**ANGRY CAT**

Teaching Points
- Fingers facing forward – Arms straight
- Palms flat
- Back humped
- Hands shoulder width apart

1. Cut of tea – sit on top of partners back
2. Bunny hops over Angry Cat
3. Bridge and moving bridge (front support on angry cat)
PHYSICAL PREPARATION

Physical Preparation is not something which is hurriedly force into the last 5 minutes of a gymnastics lesson, but rather the entire gymnastic program should contribute to the physical fitness of its participants.

Children can be frustrated in their attempts to perform a skill because they lack the strength, endurance or flexibility required.

Tips for introducing physical Preparation:

- Use novelty activities to disguise the demands of the physical activity.
- Use a mixture of single, partner and group activities.
- Adopt an Integrated approach where physical activity is blended throughout the entire lesson:
  - Warm up
  - Lead up activities
  - Special lesson content of gymnastics tabloids
  - Animal walks to change from station to station when using circuits
  - Conduct a conditioning circuit – Fun Fit Circuit.

FLEXIBILITY EXAMPLES

Knots (Step in and out)

- Facing a partner holding hands both children are to try and step through their arms to standing.
- Finish back to back.
- Repeat

Pass the ball

- In a single file line pass the ball over and under to the end of the line.
- After passing the ball turn around so the ball can be passed back down the line.
STRENGTH EXAMPLES – Upper body

Tunnel Ball Push Ups
- Lying shoulder to shoulder, hand under shoulders, the children push up to allow the ball to be rolled down the tunnel.
- Once the ball rolls past the children return to the lying position.

Front support Tag
- With feet would each other partners, in a front support, take turns at trying to walk on their hands and tagging the other player.
- Change roles frequently.
- Can be played face to face.

STRENGTH EXAMPLES - Stomach

Tunnel Ball – V sit
- Sitting side to side in a single file line
- Children lift their legs to allow the ball to roll down the line.
- After the ball passes the children lower their legs.

Partner Feet Clapping
- Sitting face to face
- Place feet together off the ground
- Partners clap left to left and right to right
- Set number of times

STRENGTH EXAMPLES – legs

Chain jumping
- In a single file line
- Children place their hands on the hips of the child in format.
- Working together the children jump to a nominated area.
- Try jumping feet in, feet or and chain hopping.

Jump the Rope
- In a Circle
- One child in the centre.
- Swing the rope around.
- Children in the circle jump the rope to avoid being hit
- When hit child changes places with the child in the centre
There are six Dominate Movement Patterns or DMP’s:

1. Landings
2. Spring
3. Statics
4. Rotation
5. Locomotion
6. Swing

### 1. Landings
- Should be introduced early and practised often
- Landings can be performed on:
  - Feet
    - Land like your sitting on a motor bike
    - Knees not past 90 degrees
  - Hands
    - Turn head to side
    - Fall forward from knees
- Ensure a safe landing
  - Soften the landing by distributing the landing forces over a large time
  - Choose the most appropriate base of support for land and make it as large as possible, this slows the momentum of the landing

### 2. Spring
- Includes activities which produce rapid displacement of the body from:
  - 2 legs
  - 1 leg
  - 2 hands and 2 feet
- Spring can be divided into 2 Categories
  - Unassisted
  - Assisted
Unassisted Spring Activities

A  Springing from 2 feet
   ➢ Jumping in hoops
   ➢ Jumping from a small height
   ➢ Bunny hops

B  Springing from 1 Leg
   ➢ Hopping

C  Springing from 2 hands and 2 feet
   ➢ Bench hops
   ➢ Cat Springs

Assisted Spring

Mini Tramp Safety Tips
   ➢ Most accidents occur because of the approach to the mini.
   ➢ Some think the fast you run the harder you hit the springing device and the height you go
   ➢ Stress this is not the case, Use the saying LIGHT FOR FLIGHT.
   ➢ 3 ways to approach the Tramp:
      o Place a Bench before the mini – this will slow down the approach.
      o Reduce the length of the run by placing the mini close to a wall or use a hoop as a starting point.
      o Place a box in front of the mini and angle the mini downwards towards the mat.

Mini Tramp ideas:
1. Start with the following order of jumps – straight, star, tuck, straddle, pike, ½ turn, full turn.
2. Add a clap before landing – front and back, build the number
3. Make a letter with your body
4. Throw and catch a ball/bean bag in flight
5. Toss a ball/bean bag to a target when in flight
6. ½ turn to catch a ball (keeps head up)
7. Play “Stick it” on landing
8. Set 2 mini tramps side by side and add partner work i.e. hold hands, sychro jumps.
9. While gymnast in flight, friend hold up a number of fingers – athlete has to guess how many.
10. Mark a target for landing i.e. a hoop
11. Add points to the target landing.
12. Use the high jump mat so that athletes have to jump up onto it from the tramp.
3. Statics

- The Basic Static Positions play a very important part in gymnastics. Once learnt they can be extended and varied to help develop skills, physical attributes and correct postures.
- There are 3 forms of statics:
  1. Supports
  2. Balances
  3. Hangs.

**Supports:** See page 9

**Balances:**

1. Puzzle Balance  Individual  Gym Mix program pg.
2. Counter Balances  With Partner  Gym Mix program pg.
<table>
<thead>
<tr>
<th>Progression</th>
<th>Key Coaching Points &amp; activity suggestions</th>
<th>Body Shape</th>
</tr>
</thead>
</table>
| Tight body drills for layout position | - Body must be tight  
- no arch  
- no lifting past knee level                                                       |                             |
| Angry Cat                           | - Push through shoulders  
- chin on chest  
- arms straight                                                                          |                             |
| Front support                       | - Angry cat shoulders  
- tight body  
- like a slippery dip                                                                 |                             |
| Front support weight bearing activities | -Marching on hand  
- Windscreen wipers  
- Front support tag                                                                        |                             |
| Front support feet elevated or moving | - use a box/chair/stage step  
- in static connections  
- Seal walks / bear walks                                                                  |                             |
| Bunny hops —on the spot or moving   | - angry cat / kick bottom  
- hands on a box  
- moving through hoops                                                                 |                             |
| Bunny Hops ¼ Turn                   | - as above  
- lift hand and turn  
- practice both sides                                                                 |                             |
| Dog with broken leg                 | - hands move then foot moves  
- see saw motion  
- tight body, keep low                                                                   |                             |
| Walk up the wall stomach first      | - start in angry cat position  
- walk feet up wedge  
- finish in high front support                                                                |                             |
| L handstand                         | - as per above  
- tight body  
- lift one leg to the sky                                                                   |                             |
| Full Handstand                      | - as above  
- L handstand first  
- lift second leg  
- shoulders should be over hands                                                              |                             |
4. Rotation

This DMP is represented by any turn or spin around an internal axis:

1. Longitudinal Axis – Turns left or right
2. Transvers Asics – rolls forward or backward
3. Medial Axis – cartwheel activities

**1 Long Axis Activities:**

a. Log rolls
b. Egg rolls
c. Pivot Turns
d. Jump Turns

**2 Lateral Axis Activities:** Forward Rolls

<table>
<thead>
<tr>
<th>Progression</th>
<th>Key coaching points</th>
<th>Body position</th>
</tr>
</thead>
</table>
| Tight Body drill in tuck | - Knees tight together
                        | - see pg 10                                              |                               |
| Rock n roll          | - Chin on chest
                        | - knees tight together
                        | - rounded back                                           |                               |
| Rock n roll to stand with partner | As above
                        | - hands in front for assisted stand                      |                               |
| Rock n roll to stand by self | - As above
                        | - push to stand through knees                            |                               |
| Roll down incline    | - feet apart
                        | - chin on chest
                        | - hands flat on wedge
                        | - push off toes
                        | - end in tuck sit                                        |                               |
| Roll down incline feet tighter | - As above
                        | - start with feet together
                        | - end with standing up                                   |                               |
| Forward roll on ground | - Stretch
                        | - Squat
                        | - hands on ground
                        | - bottom up
                        | - chin on chest
                        | - push off toes
                        | - roll through candle stick
                        | - end in tuck sit
                        | - stand                                                  |                               |
### 4. Rotation Continued

#### 2 Lateral Axis Activities: Backward Roll progressions

<table>
<thead>
<tr>
<th>Progression</th>
<th>Key coaching points</th>
<th>Body position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tight Body drill in tuck</td>
<td>- Knees tight together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- see pg. 10</td>
<td></td>
</tr>
<tr>
<td>Rock n roll</td>
<td>- Chin on chest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- knees tight together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- rounded back</td>
<td></td>
</tr>
<tr>
<td>Rock n roll to stand with partner</td>
<td>As above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- hands in front for assisted stand</td>
<td></td>
</tr>
<tr>
<td>Rock n roll to stand by self</td>
<td>- As above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- push to stand through knees</td>
<td></td>
</tr>
<tr>
<td>Roll Backward down incline</td>
<td>- sit on incline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- chin on chest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- hands flat on wedge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- toes over nose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- push hands to land on feet</td>
<td></td>
</tr>
<tr>
<td>Roll down incline feet together</td>
<td>- As above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- start with feet together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- end with standing up</td>
<td></td>
</tr>
<tr>
<td>Backward roll on ground</td>
<td>- Stretch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Squat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- chin on chest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- bottom on ground first</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- toes over nose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- roll through candle stick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- end in tuck</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- stand</td>
<td></td>
</tr>
</tbody>
</table>
### 4. Rotation Continued

#### 3. Medial Axis: Cartwheel progressions

<table>
<thead>
<tr>
<th>Progression</th>
<th>Key coaching points</th>
<th>Body position</th>
</tr>
</thead>
</table>
| Which hand goes first            | - windscreen wipers with hands  
- hand, hand, foot, foot  
- Full leg extension  
- Body segments follow the same line | ![Cartwheel Diagram](image) |
| Side bunny hop                   | - through hoops  
- over box  
- hips high | ![Side Bunny Hop Diagram](image) |
| Side movement over bench         | - hand, hand, foot, foot  
- raise hips high | ![Side Movement Diagram](image) |
| Mini cartwheel                   | - hand, hand, foot, foot  
- around a hoop or circle | ![Mini Cartwheel Diagram](image) |
| Standing Cartwheel               | - lunge on leg and push  
- place hands on ground  
- Hips high an in line with shoulders  
- Finish facing the way you came | ![Standing Cartwheel Diagram](image) |

**To Challenge the Students:**
- On a line
- Over an object
- Between objects eg crash mats
- Pick up a hoop
- Vary the start and or finishing positions

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![Gymnastics New South Wales Logo](image)
5. Swing

Swings play a central role in gymnastics and they can be broken into 2 sub categories:
1. Swings in Hang
2. Swings in Support

Key Coaching Points:
- The participants should have a good grounding in hangs and support activities so that they are physically able to swing safely.
- The participants should display grip strength before introducing swing.
- The participants should be taught to re grasp or reestablish his/her grip at the top of the back swing.

1. LONG HANG SWING
Long swing is the most basic and important swings in gymnastics.
- Arms and legs straight
- Head neutral, focus forward
- Tuck your tail under – no back arch
- Re adjust grip towards peak of back swing

2. SWING IN SUPPORT
This is also one of the most important swings in gymnastics and is an excellent activity to enhance strength
- Shoulders should be slight forward of the bar
- Maintain ridged body and extend body
- Elbows bend slightly during the swing forward.

Lead up activities:
- Physical preparation Actives e.g. windscreen wipers & animal walks
- Physical preparation Games e.g. front support tag
6. Locomotion’s

Locomotors activities occur frequently in gymnastics with some being quite unique to gymnastics i.e. climbing along apparatus, while others such as running, skipping etc. are not specific only to gymnastics.

Locomotion’s can be broken down into 3 sub categories
1. On Feet
2. In Support
3. In Hang

**Key Coaching Points**
- Locomotion’s on the floor and static balance activities are a prerequisite
- Due to the introduction of Height landings are an important pre requisite.

1. **LOCOMOTION ON FEET**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td>Vary direction, levels and rhythms</td>
</tr>
<tr>
<td>Skip</td>
<td>Vary direction, pathways and rhythms</td>
</tr>
<tr>
<td>Hop</td>
<td>Vary direction, leg positions, left and right</td>
</tr>
<tr>
<td>Dance steps</td>
<td>Grapevine</td>
</tr>
</tbody>
</table>

**Challenge activities:**
- Perform on a line, beam, Bench
- Combine locomotion and balance

2. **LOCOMOTION IN SUPPORT**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop upper body strength</td>
<td>Inch worm, crab walk, seal walk</td>
</tr>
<tr>
<td>Add Bar / Bench Apparatus</td>
<td>Animal walks Forward, backward and</td>
</tr>
<tr>
<td>sideways</td>
<td>sideways</td>
</tr>
</tbody>
</table>

3. **LOCOMOTION IN HANG**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop upper body strength</td>
<td>on ropes, monkey bars</td>
</tr>
</tbody>
</table>
7. MANUAL HANDLING

The use of appropriate and properly fitted equipment is essential to reducing the risk of injuries. All equipment that is used should be:

- Suited to the size and ability of the child
- Regularly checked and maintained
- Sufficient in number
- Padded as appropriate
- Stable or moveable if necessary
- Properly erected and constructed.

1. Where is your Equipment Maintenance Check List kept?

2. Who updates the check list?

3. What do you do if you notice a faulty piece of equipment?

Remember: it’s everyone’s job to be safe
Tips for moving equipment

**Scatter Mats**
- 2 people to assist move
- One on each long side of mat
- Squat down and Count to 3, on 3, lift mat onto shoulder
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.

**Crash Mats**
- 6 people to assist move
- One on each handle of the mat
- Squat down and Count to 3, on 3, lift mat
- Make sure all people are facing the same way
- Communicate with each other regarding steps, doorways etc.

**Mini tramps**
- 2 people to assist move
- One on each long side of tramp where there is NO leg.
- Count to 3, on 3, lift tramp.
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.

**Air Boards**
- 4 people to assist move
- One on corner
- Count to 3, on 3, lift tramp.
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.

**Portable bars**
- 2 people to assist move
- One on each long side of bar in between leg.
- Count to 3, on 3, lift bar.
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.
- Alternatively take bar apart and move using no less than 2 people for each part.

**Low beam**
- 2 people to assist move
- One on each side of beam
- Squat down and Count to 3, on 3, lift beam
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.
Tips for moving equipment Cont.

**Wedge**
- 2 people to assist move
- One on each short side
- Squat down and Count to 3, on 3, lift beam
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.

**Boxes**
- 2 people to assist move
- One on each handle
- Squat down and Count to 3, on 3, lift beam
- Make sure both people are facing the same way
- Communicate with each other regarding steps, doorways etc.
- If you do this on your own it is easier to roll/slide the box.

**Other:**
Activities that are not recommended for beginner Gymnasts by Gymnastics Australia

Activity not recommended

Gymnastic Bridges

Activities involving excessive arching of the back

Excessive weight bearing on wrists

Hock swings without grasp

Excessive activities involving deep knee bending and with bearing in forms i.e. duck walks

Neck rotations

Headstands

REMEMBER

THE MAIN METHODS FOR PREVENTING INJURIES ARE

Wear appropriate footwear and clothing

Make sure all gymnasts know the rules

Ensure equipment is safe

Cool down at the end of the lesson

Warm up at the start of the lesson

Only teach the skills you know
# A Guide to Safe Teaching

- One of the most important roles of the Coach is to provide an environment in which it is safe for the participants to learn.
- SAFETY IS NO ACCIDENT!
- The Golden Rule of all sports injuries is ‘PREVENTION IS BETTER THAN CURE’
- The following points will assist you in preventing injuries in your lessons.

## General Safety Points

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always check participants record cards for medical conditions he/she may have.</td>
</tr>
<tr>
<td>Know who your first aid officer is</td>
</tr>
<tr>
<td>Know your clubs procedures for accidents and emergencies.</td>
</tr>
<tr>
<td>Loose clothing, hair or jewelry should not be allowed.</td>
</tr>
<tr>
<td>Eating, especially chewing gum should not be allowed during a lesson</td>
</tr>
<tr>
<td>On hot days suitable liquid refreshments should be permitted.</td>
</tr>
<tr>
<td>Do not use walls as terminating points for games and relays.</td>
</tr>
<tr>
<td>Do not allow participants to run on a slippery follow in socks</td>
</tr>
<tr>
<td>All lessons should have an adequate warm up and cool down session</td>
</tr>
</tbody>
</table>

## Safety for the Environment

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important that the warm up area is: Level and firm and free from obstructions.</td>
</tr>
<tr>
<td>Consider ceiling height, floor surface, fixed objects and lighting when planning lessons.</td>
</tr>
<tr>
<td>Equipment should be well maintained and of good quality.</td>
</tr>
<tr>
<td>Ensure equipment does not slip on the floor when in use and close all gaps between mats.</td>
</tr>
<tr>
<td>Springs on tramps should face down.</td>
</tr>
<tr>
<td>Ensure apparatus is an appropriate distance apart to allow for unintentional falls in any direction – ideal 1m clearance.</td>
</tr>
<tr>
<td>Allow sufficient space for safe movement in any direction i.e. games require an area free of obstructions.</td>
</tr>
<tr>
<td>Make sure surface area is safe for landings and tumbling.</td>
</tr>
<tr>
<td>Spectators should be kept well away from the training area.</td>
</tr>
</tbody>
</table>

## Safety for the Participant

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the correct lead up and pre requisite actives have been mastered before moving on – MAKE HAST SLOWLY.</td>
</tr>
<tr>
<td>Ensure that physical Fitness/Preparation is adequate for the skill.</td>
</tr>
<tr>
<td>Before teaching major skill, conduct a readiness test.</td>
</tr>
<tr>
<td>Above all progress according to the ability of the participant without pressing them into attempting activities for which they are not prepared for.</td>
</tr>
<tr>
<td>Learn to apply both the written and unwritten rules in every lesson</td>
</tr>
</tbody>
</table>

## Safety for the Coach

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure adequate class control.</td>
</tr>
<tr>
<td>Always be aware of your TEACHING POSITION. Be able to see all participants at all times so problems may be anticipated and prevented.</td>
</tr>
<tr>
<td>When using circuits you should be positioned at the most difficult activity and still be able to see everyone.</td>
</tr>
<tr>
<td>Know how to teach the skill, if in doubt call on your mentor coach.</td>
</tr>
<tr>
<td>Establish clear written rules for training and general conduct. The rules should be displayed on a wall chart and handed to the participant at the very first lesson.</td>
</tr>
</tbody>
</table>
School Providers Quality Assured Program

GNSW has developed a ‘Quality Assurance School Provider Accreditation’ which puts in place guidelines that satisfy the ‘PCAL Guidelines’, the school curriculum requirements, and some additional requirements that GNSW believes particularly important when teaching gymnastics in schools.

Gymnastics NSW quality assurance ensures that Accredited In-School Providers meet and maintain at all times, the following stringent quality assurance measures:

1. **Affiliation:**
   In order for a provider or club to be accredited they must be an affiliated member of GNSW.

   To meet the GNSW affiliation requirements a provider must:
   - Coaches – Gymnastics coach accreditation, technical membership, children’s check.
   - Business ABN & Insurance – Professional Indemnity and public liability ($10M Public,$10M Product, $5M Professional Indemnity).
   - A member of staff – Member Protection Information Officer trained (2011 new affiliation requirement).

2. **Paper Audit:**

   Programs seeking endorsement must submit paper evidence that the following policies and procedures are in place:
   - Business risk register and practical risk assessments and evidenced workers compensation where applicable.
   - Equipment safety checks, policy & procedures.
   - Codes of behaviour & policies for member protection, health & safety, privacy, fees & payments, behaviour management.
   - Procedures for emergency, injury, complaint management, employment obligations.
   - School provider meeting records & information on programs available for schools and Coach School experience documented.

3. **On-Site Audit:**

   - Programs seeking endorsement will be audited and required to provide the following information at the practical assessment:
   - Unit and lesson plans demonstrating the key learning outcomes of the curriculum.
   - Practical assessment of 1 school lesson – demonstrating involvement & engagement of teachers & assessment of participants.
   - School survey, feedback forms & information on participant & school individual needs demonstrated.
   - Evidence of how each School Provider links with gymnastics clubs in the local community.

All GNSW Quality Assured School Providers meet the requirements of the PCAL Guidelines as embedded within the documents and practical assessment requested in the program.

We are happy to answer your questions regarding this exciting initiative:
Contact Jessie Tullett Email: lauchpad@gymnsw.org.au or +61 2 8116 4129