



Australian Government

Department of Education, Employment and Workplace Relations

SISSGYN201A Teach fundamental gymnastic skills

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to teach fundamental gymnastic skills. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the fundamental skills of gymnastics.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to current or aspiring gymnastic coaches who may assist more senior coaches in the planning and implementation of drills, activities and games at a local level.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan gymnastics lesson or lessons.	1.1. Establish <i>participant's needs and characteristics</i> . 1.2. Assess participant's <i>readiness</i> and current knowledge of gymnastics in order to determine <i>lesson aims and objectives</i> . 1.3. Develop a <i>plan</i> according to participant's needs and characteristics, <i>relevant legislation, organisational policies and procedures</i> and <i>accepted best practice of gymnastics</i> . 1.4. Identify <i>safety procedures</i> associated with gymnastics <i>drills, activities and games</i> according to organisational policies and procedures. 1.5. Select and access <i>gymnastics facility, equipment and resources</i> according to organisational policies and procedures, and check to ensure safety and suitability.
2. Brief participants.	2.1. Communicate instructions and <i>relevant information</i> about the gymnastics lesson in a manner appropriate to participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the lesson. 2.3. Inform participants of known and anticipated <i>risks</i> , safety procedures and appropriate behaviour. 2.4. Establish a suitable communication system appropriate to the age and level of participants.
3. Conduct gymnastics lesson or lessons.	3.1. Apply clear and accurate <i>teaching and coaching techniques</i> to impart and develop required knowledge, <i>fundamental skills of gymnastics and physical fitness</i> . 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury. 3.3. Monitor individual <i>participant's performance</i> and maintain effective communication throughout gymnastics drills, activities and games. 3.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.5. Allow time for cooling down at the end of the lesson and inform participants of opportunities to further develop their gymnastics skills.
4. Complete post lesson	4.1. Provide opportunities for participants to identify

ELEMENT	PERFORMANCE CRITERIA
responsibilities.	<p>their personal progress and satisfaction with the lesson, and give feedback as required.</p> <p>4.2. Evaluate <i>relevant aspects</i> of gymnastics lesson and determine the level of learning achieved.</p> <p>4.3. Identify potential areas of improvement for future gymnastics lessons.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants to plan gymnastics lessons that meet their needs
 - convey information about the safety aspects of the lesson
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan suitable gymnastics lessons according to participant's needs and characteristics
 - address participant difficulties in developing fundamental skills
 - recognise participant's readiness to progress to the next level of skill development
 - anticipate and respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and suitable facilities
 - monitor and evaluate progress
 - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
 - produce gymnastics lesson plans
 - complete post-lesson participant and self-evaluations
 - give and receive feedback
- numeracy skills to deliver drills, activities and games within lesson timeframes
- personal gymnastic skills to a high level of technical correctness to:
 - understand progressive skill acquisition
 - demonstrate, explain and break down fundamental skills to participants
 - identify the physical preparation required to improve individual skill

REQUIRED SKILLS AND KNOWLEDGE

performance

- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies while teaching gymnastics.

Required knowledge

- legislation, organisational policies and procedures, and *accepted best practice of gymnastics* to enable safe and ethical conduct of lesson or lessons
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment types, characteristics and set up for gymnastics to enable safe and appropriate conduct of all activities
- teaching and coaching techniques and practices applicable to a range of ages, learning abilities, physical abilities, fitness and motor performance to ensure readiness of participants
- fundamental gymnastic skills to plan specific drills, activities and games that promote skill acquisition in individuals and groups
- communication systems used in gymnastics to ensure safety of participants
- risks commonly associated with gymnastics, and methods of mitigating these risks
- emergency response and safety procedures appropriate for gymnastics, to ensure risk minimisation to self and group.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> plans and delivers information, explanations and demonstrations for gymnastics lessons to ensure activities are conducted safely, according to participant's needs and characteristics uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles provides constructive feedback and intervention to improve and develop the fundamental gymnastic skills evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	<p>Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> resources and information regarding participants and facility to plan, coach and document gymnastics lesson or lessons a suitable facility to conduct gymnastics lesson or lessons a group of participants to take part in gymnastics lesson or lessons gymnastics equipment such as mats, vaulting boxes, horses and bars current relevant legislation, organisational policies and procedures and best practice principles that impact on the conduct of gymnastics drills, activities, and games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

EVIDENCE GUIDE	
	<p>are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and accepted best practice of gymnastics to enable safe conduct of all drills, activities and games during the lesson or lessons • observation of safe gymnastics coaching, monitoring and adjusting according to participant's needs, characteristics and responses • portfolio of lesson plans and self-evaluations • third-party reports from a supervisor detailing performance. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Participant</i> may include:	<ul style="list-style-type: none"> • children • adolescents • adults.
<i>Needs and characteristics</i> may include:	<ul style="list-style-type: none"> • age • cultural and situational factors • previous experience • fitness level and physical capabilities • injuries and illnesses.

RANGE STATEMENT	
<i>Readiness</i> may include:	<ul style="list-style-type: none"> • appropriate level of fitness • motor performance factors.
<i>Lesson's aims and objectives</i> may include:	<ul style="list-style-type: none"> • fitness targets • building on existing skills.
<i>Plan</i> may include:	<ul style="list-style-type: none"> • lesson's aims and objectives • date, time and duration • location or facility • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • permission from gymnastic clubs and or schools to use facility • privacy • working with children • duty of care.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • conflict resolution • communication protocols • use and maintenance of equipment • training and scheduling commitments • assessment procedures • time and budget constraints • code of ethics.
<i>Accepted best practice of gymnastics</i> may include:	<ul style="list-style-type: none"> • safety considerations of program content • guiding principles for nationally recognised programs • the Gymnastics Coaches Code of Conduct policy • Gymnastics Australia • sport program management and technical regulations.
<i>Safety procedures</i> may include:	<ul style="list-style-type: none"> • group management in emergency situations • symptoms, treatment and prevention of common gymnastics injuries • warming up, stretching and cooling down.
<i>Drills, activities and games</i> may include:	<ul style="list-style-type: none"> • a sequential progression of skills • breaking down skills

RANGE STATEMENT	
	<ul style="list-style-type: none"> • warm ups and cool downs • circuits • partner work • activity cards.
<i>Gymnastics facility</i> may include:	<ul style="list-style-type: none"> • gymnasium • Kindergym • sports centre.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • individual scatter mats • benches or low boxes • ropes • ribbons • balls • beanbags • wedges • vaulting boxes • box horses • mini-tramps and beatboards • parallel, single low or high bars.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • teaching and coaching tools • first aid equipment and facilities.
<i>Relevant information</i> may include:	<ul style="list-style-type: none"> • skill or skills focus • equipment and resource requirements • safety procedures and risk management • communication systems • responsible and safe behaviour.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • injuries • exhaustion • dehydration • collision • inappropriate behaviour.
<i>Teaching and coaching techniques</i> may include:	<ul style="list-style-type: none"> • demonstration • explanation • focusing on a single skill • breaking down skills into components • monitoring and observing progress • assessment and evaluation.
<i>Fundamental skills of gymnastics</i> may include:	<ul style="list-style-type: none"> • statics • front and rear supports • hangs

RANGE STATEMENT	
	<ul style="list-style-type: none"> • balances • landings • spring • rotations • locomotion • swing • hand apparatus.
<i>Physical fitness</i> may include:	<ul style="list-style-type: none"> • strength • flexibility • endurance • speed • power.
<i>Participant's performance</i> may include:	<ul style="list-style-type: none"> • use of appropriate communication systems • performance and accuracy of fundamental gymnastics skills • attitude and behaviour.
<i>Relevant aspects</i> may include:	<ul style="list-style-type: none"> • effectiveness of the teaching and coaching lesson • suitability of teaching and coaching methods • feedback provided to and or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Unit sector	Sport
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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