



**FREESTYLE
SKI
ACROBATIQUE**

CAN FREESTYLE SUPERCOACH PROGRAM

COMPETITION INTRODUCTION

Air Module 1

LEARNING FACILITATOR GUIDE

For Basic Acrobatic Skills Training on Trampoline





National Coaching Certification Program



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

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Introduction

Welcome and thank you for taking the initiative to facilitate AIR MODULE 1 for the Canadian Freestyle Ski Association. The purpose of this document is to provide the Learning Facilitator with a detailed overview of the role of the Learning Facilitator in the 2 day Air 1 Course. Please work closely with the CFSA coach program coordinator to ensure you have all the updated material and resources you need.

NCCP Core Competencies

As candidates progress through this workshop, they will work on developing *five core competencies*. These *competencies* will help them to become more effective coaches and to have a more meaningful impact on children's freeskiiing experiences. The NCCP competencies are evaluated throughout the course.

The 5 NCCP core competencies are:

1. Problem solving
2. Valuing
3. Critical thinking
4. Leadership
5. Interaction

Objectives of Air Module 1

Upon completion of this module, the certified coach will have the ability to safely manage a group of athletes on trampoline, to teach non-inverted Air 1 skills as well as front tuck using a combination of safety mats and progressions, and to improve performance with appropriate feedback. They will follow safety practices and manage risk appropriately.

The Learning Facilitator will:

1. Help the candidate in improving their safety practices while jumping, and their safety policies while coaching on trampoline.
2. Facilitate the candidates to increase their knowledge and understanding of the following aspects of trampoline coaching:
 - a. Safe training environment & risk management
 - b. Appropriate use of safety and spotter mats and teaching safe landings on trampoline
 - c. Communication and leadership
 - d. Use of skill progressions for all Air 1 skills
 - e. Technical understanding of Air 1 skills
 - f. Basic concepts in mechanics of acrobatics
 - g. Error detection and correction

3. Engage the coaches throughout the course by involving them in coaching and discussions on and off the trampoline.
4. Complete the CFSA Air Module 1 Coach Evaluation Form.

Expectations of coach candidates

- COACH**actively throughout the Air 1 course. This may involve role-play so that all candidates have an opportunity to COACH each skill.
- Complete the course with **TRAINED** status. (Trained status allows the coach to teach Air 2 skills under the supervision of a Certified Air 1 coach or an NCCP level 2 trampoline coach) This encourages continued learning for coaches while minimizing risk for the athletes.
- CONTINUE LEARNING** with hands-on practical coaching (recommend 100 hours) to continue to build trampoline coaching skills, safety practices, and group management skills on trampoline.
- REQUEST** an evaluation with an LF or Evaluator when ready. This may be done sooner for coaches who have previous experience coaching on trampoline.

Learning facilitator responsibilities

- ❑ FACILITATE the Air Module 1 Course as outlined in this Learning Facilitator guide
- ❑ EVALUATE the coaching skills of each candidate during the course with the “Air Module 1 Coach Evaluation” tool
- ❑ SUBMIT the coach candidate evaluation forms to coaches@freestyleski.com and to the interested PSO and CAC as well as sending them individually to each coach candidate.
- ❑ STAY ACTIVE:
 - Register annually for the CFSA Coach membership – June 1st
 - Conduct 1 workshop every 2 years
 - Have an external evaluation done by the MLF on your 4th facilitation

3 Weeks Pre-Course

- ❑ CHECK to make sure you have the current material for your course (manual, evaluation tool, LF guide, CFSA wiki link, Course Register Form)
- ❑ CONFIRM contract dates and check in with PSO or CFSA
- ❑ CALL THE HOST VENUE
 - Ensure trampolines are booked and there is minimum one trampoline for up to 4 candidates, minimum 2 trampolines for up to 8 candidates (more trampolines are ideal)
 - Ensure that adequate throw in mats will be available in the gym (minimum 1 large safety mat, 1 small spotter mat)
 - Confirm gym and classroom time and ask about conflicts or other groups using the gym
 - Arrange for whiteboard and/or flipchart and paper if possible
 - Ask if they have wireless internet available and if so obtain the password
- ❑ MANUALS: Make sure all candidates will have the Club & Coach resource binders and that those binders will have the most recent version of the Air 1 Manual (Otherwise the PSO or CFSA may have ordered/copied them, or you may need to make copies prior to the course)

1 Week Pre-Course

- ❑ REVIEW your course material and LF Guide
- ❑ Obtain list of all candidates from PSO OFFICE (including email addresses)
- ❑ COURSE REGISTER FORM (CRF): Get as much information as possible filled in prior to the course, then have participants fill out missing information during the introduction the first day
- ❑ EMAIL candidates with the following:
 - Start time, location, directions, course schedule, meal info (buy or bring?)
 - Course expectations and how they will be evaluated (send copy of Evaluation form)
 - To bring “Club & Coach Resource Binder” including Air 2 Manual (latest version) & a pen
 - Appropriate clothing, no jewellery/piercings, long hair tied back, long pants and sleeves may be needed for some skills
 - Link to the CanFreestyle Wiki <http://www.canfreestyle.com/wiki/>
 - Remind them to register as a Coach at the CFSA website <http://freestyleski.com/wp/member-services/cfsa-member-registration/>
- ❑ Contact host club to reconfirm schedule, equipment, whiteboard etc
- ❑ Prepare course materials
 - Pens, pencils, highlighters, name tags
 - Whiteboard and/or flipchart and paper if not provided

- Copies of manuals if needed

During the Course

- ❑ CONDUCT yourself according to the CODE OF CONDUCT policy for Staff, Contractors and Facilitators
- ❑ FOLLOW the LF guide
- ❑ GATHER and enter any missing candidate information on the Course Register Form (CRF)
- ❑ REVIEW the CFSA Air Module 1 Coach Evaluation tool with the candidates
- ❑ ENSURE all candidates attend both days of the Air 1 Course
- ❑ COMMUNICATE with the candidates about any schedule changes

Post-Course Administration

- ❑ COURSE REGISTER FORM:
 - Ensure that all candidate information is complete
 - Send to CFSA and the PSO
 - After March 2013: Enter the CRF information into the CFSA and CAC database
 - LF should always keep copies of the CRF electronically.
- ❑ EVALUATION FORMS:
 - Complete evaluation forms within 5 days of the course to determine “incomplete”, “trained” or “certified” status for each candidate
 - Send the forms to CFSA – coaches@freestyleski.com
- ❑ EMAIL each candidate with the following:
 - Locked copy of their “CFSA Air Module 1 Coach Evaluation Form”
 - Direction and feedback to help them complete the evaluation process (next steps)
 - “Course and LF feedback form” that they can fill out and send back to coaches@freestyleski.com
- ❑ SUBMIT EXPENSES and INVOICE for fee payment within 2 weeks of the workshop

Overview of the CFSA Air Coach Pathway

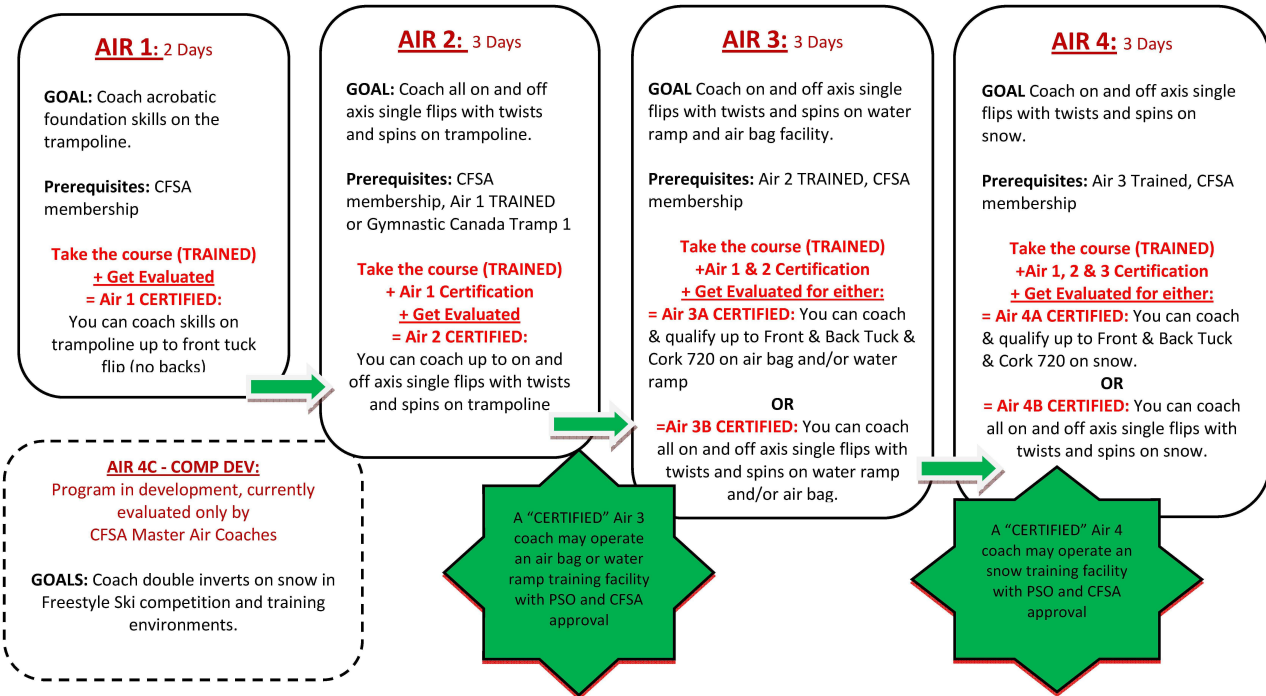
Review and present the “CFSA Air Coach Pathway” during your course. You will be asked many questions in regards to this pathway and trained vs. certified status during your course.

This program has changed dramatically from the 3 part “Theory, Technical and Practical” structure to a “Competency Based Education” module structure.

To fulfil the competency philosophy of this program the candidates are evaluated by the Learning Facilitator or and Evaluator. Once the candidates have gone through the modules and their training period, they will request an on site observation where an evaluator will observe, evaluate and debrief them for certification in Air Module 1.

Certification should be taken seriously, it takes more than a weekend to learn to coach. Many practical hours should be spent coaching under the supervision of a certified coach who can act as a mentor. A certified coach accepts responsibility for athletes’ lives, health and wellbeing, this responsibility should not be rushed or taken lightly.

CFSA is targeting to have the new Air Coach system fully implemented by May 2014. At that time the old Level 2 Air Coach and Air Qualifier Status will be obsolete. Coaches can only qualify their own athletes, this is currently in effect. The athlete skills taught in this program are used with the Freestylerz program.
For inquiries, please contact: coaches@freestyleski.com



TO BECOME TRAINED:

- Take the course to learn all content and actively participate in all parts of the course

A TRAINED COACH CAN:

- Coach under the supervision of a certified coach
- Take the next Air Module course to become "trained" only
- Continue to gain practical experience while coaching
- Ask to be evaluated for certification when they feel they have gained the necessary coaching skills and experience

TO BECOME CERTIFIED:

- Take the course, gain the necessary practical coaching knowledge and experience, ask for an evaluation and meet the standard on all criteria of the evaluation
- You must be certified in Air 1 before Air 2, Air 2 before Air 3, Air 3 before Air 4

A CERTIFIED COACH CAN:

- Be in charge of a group of athletes training skills up to the level of their certification
- Supervise a trained coach
- Take the next Air Module course and be evaluated for certification

LF Toolkit

Here are some files and forms you should be able to find in your Air 2 LF tool kit in dropbox. If you are missing any of these files or if you need an invitation to the dropbox folder, contact the CFSA coach program coordinator at coaches@freestyleski.com.

Additional materials may be added as needed, so check for the updated versions of each document and review the materials prior to your course.

1. Air Module 1 Course Manual

This should be the most current version. Make sure your candidates will have this version in their “Club & Coach Resource” binder for the course. The CFSA Wiki <http://www.canfreestyle.com/wiki/> is also a great demonstration tool to support the course manual.

2. CFSA Air Module 1 Coach Evaluation Form

This is the form you will use to evaluate the coach candidates. Save one for each candidate using the filename format “CandidateName Air 1 Eval Month DD YYYY Location”. Make sure to use the full first and last name of the candidate and the date and location of the course or evaluation. Send as a locked copy to the candidate and CFSA and the PSO.

3. Course Register Form (CRF) - Blank

You will need to get all the candidate information from the PSO or CFSA prior to the course so you can fill this out and contact all the candidates. Any missing information will need to be filled out during the course. Save the file as “YYYY-MM-DD CRF Air 1 YourName”. Make sure to use the date of the course and the full name of the LF who facilitated the course (you).

4. Course & LF Feedback form

This form should be emailed to candidates along with their completed evaluation after the course. Candidates should fill it out and send it to coaches@freestyleski.com to give their feedback on the course and the learning facilitator.

5. Learning Facilitator Input Form

This form is intended for Learning Facilitators and Evaluators to provide input after their course. Observations on the program, the set up, and practical input and suggestions for changes to material or format are appreciated.

Evaluators may provide input and suggestions on the material used for evaluations such as: The workbooks, observations format, the evaluation tools, timing of evaluations and modules, and anything else they feel needs commenting on.

Learning Facilitators may provide comments on: the format of the course, the time allocated for the course, the amount of material to be covered, the material itself, the CFSA Air Module 2 Coach Evaluation tool, the number of candidates, scheduling, facility set up and hosting, learning facilitator guides, and anything else they feel needs commenting on.

Filling out the course register form (CRF)

- ❑ The CRF is an excel file and has multiple sheets, look for the tabs at the bottom of your excel workbook
- ❑ Instructions are in the 1st sheet
- ❑ STEP 1: For Air 1 you will fill out the “CRF (New NCCP – Nouveau PNCE)” which is the 2nd sheet
 - Enter the submission date (date you are sending it)
 - Enter the event date (date of your course)
 - Host organization should already say Canadian Freestyle Ski Association
 - Delivery Environment: Select “Other” from the drop down menu and type “Trampoline gym” in the box to the right
 - Choose the language of the course from the drop down menu
 - Sport is Freestyle Skiing
 - Discipline: Can be left blank
 - Workshop location: Type the city, then select the province from the menu
 - Context: Select “Competition – Introduction / Compétition – Introduction”
 - Participant type: Select “Coach / Entraîneur(e)”
 - Activity Type: “Training / Formation”
 - Name of workshop or activity: “Air Module 1”
 - Do NOT change the signature, NCCP number or name of the sport representative
 - Enter your own NCCP number, and name beside Event Leader 1 (line 41) and select “Learning Facilitator / Personne-ressource” for your Role
 - If there was another LF you can add their NCCP number and name also
- ❑ STEP 2: Enter the participant information on the “Coaches - Entraîneur(e)s” sheet (#3)
 - Enter coach candidate information, if you are missing information collect it from them during your course
 - Make sure to scroll to the right to view all columns including email address
- ❑ STEP 4: Save the CRF as YYYYMMDD CRF Air 1 trained LFNAME
- ❑ STEP 5: Save another CRF for any coaches who were evaluated and CERTIFIED
 - Change the Activity Type (line 25, sheet 2) to “Evaluation / Évaluation”
 - Delete candidate names on sheet 3, leaving only those who are to be CERTIFIED
 - Save the CRF as YYYYMMDD CRF Air 1 certified LFNAME
- ❑ STEP 3: Email the CRF(s) to coaches@freestyleski.com

Evaluating Air Module 1 coach candidates

- ❑ Evaluation of the coach-candidates should be done on an ongoing basis throughout the course, and during candidate presentations of skills and warm up activities (assigned by the LF).
- ❑ Familiarize yourself with the evaluation criteria and evidence prior to the course, allowing you to facilitate coaches' learning with the goal of meeting each standard.
- ❑ You are responsible for completing the CFSA AIR MODULE 1 COACH EVALUATION FORM for each candidate. The MS Excel file is in your Air 1 dropbox folder and you should create one for each candidate. Send out as a locked copy when complete (Read only or PDF).

Using the CFSA AIR MODULE 1 COACH EVALUATION FORM

- ❑ Fill in the course and LF information at the top of the form.
- ❑ Save one form for each candidate using the following naming format "CandidateName Air 1 Eval Month DD YYYY Location". Make sure to use the date of the course, and the candidate's full first and last name. Fill in the Candidate information at the top of each of these forms.
- ❑ Use the EVALUATION SCALE to fill in the achievement box for each point of evidence. "0 – not attempted" may be used if the coach is injured, is unable to participate, if they miss part of the course, or if they simply do not participate for any reason. "1 – needs improvement" will be common for coaches who are new to coaching on trampoline and are learning about Air 2 skills for the first time. "2 – meet standard" should be awarded if they meet the stated evidence and you would trust them to be able to continue to do so without guidance. "3 – advanced" is for coaching ability that goes beyond the stated evidence. You may use increments of 0.5 if you feel a coach falls in between these numbers.
- ❑ Make sure to fill in the "AIR COACH STATUS" which will say INCOMPLETE, TRAINED, or CERTIFIED. This must be done last, after all values have been entered for each evidence/criteria.

OUTCOMES:	Coach demonstrates the ability to safely manage a group of athletes on trampoline, to teach Air 1 skills using a combination of safety mats and progressions, and to improve skill performance with appropriate feedback. Safety practices are followed and risk is appropriately managed.
AIR COACH STATUS: (Please indicate status: Incomplete, Trained, or Certified)	
<p>Incomplete: Coach must repeat part or all of the Air 1 module as indicated in the comments below (This may be the case if a coach is injured and unable to participate in parts of the course)</p> <p>Trained: Coach can teach non-inverted skills and front tuck on trampoline under the direct supervision of a Certified Air 1 or Trampoline Level 2 coach, Coach may move on to the Air 2 and 3 Modules (and beyond)</p> <p>Certified: Coach has an advanced understanding of trampoline safety, progressions and coaching for non-inverted skills and front tuck, and may be responsible for a group of athletes training Air 1 skills on trampoline</p>	
<p align="center">EVALUATION SCALE: 0-not attempted, 1-needs improvement, 2-meets standard, 3-advanced</p> <p align="center">Must achieve a total score of 60 to become "Trained"</p> <p align="center">Must meet standard on every criteria to become "Certified" (<i>may req. additional practical time in gym</i>)</p>	

CRITERIA:Ensures the training environment is safe

- Competency is obtained if achievement column totals 12.
- Watch throughout course for evidence of using mats on the trampoline, using throw mats effectively, and choosing the appropriate size mat (it is common for candidates to choose too small a mat, to remove the mat too soon, or to not bother with a mat when it should be used).
- Encourage candidates to take initiative and responsibility for the safety of the environment during the course, you can “test” them by moving mats or altering the environment to see if they fix it (as long as you don’t put coaches or athletes at risk).
- Evaluating how they manage a group or place themselves to monitor athletes is often challenging during a course setting, try to orchestrate an opportunity to do this when possible.

EVIDENCE	ACHIEVEMENT	STANDARD
Provides a safe environment for all the participants		2
Checks and monitors equipment and mat placement		2
Coach manages the group safely and places themselves in an appropriate location to monitor all athletes		2
Coach uses stationary mat on trampoline to reduce risk		2
Coach uses throw-in mats safely and effectively		2
Coach chooses the appropriate size of mat for each situation		2
Total		12
Competency Obtained YES or NO		

CRITERIA:Demonstrates technical understanding and skill progression

- Competency is obtained if achievement column totals 7.
- Watch throughout course for evidence that the candidate uses progressions for each skill
- Listen to the feedback they give and note whether it matches the athlete’s skill level and that the candidate asks for improvements that the athlete can make safely

EVIDENCE	ACHIEVEMENT	STANDARD
Coach recognizes the training environment needed for the practice of the Air 1 skills on trampoline		2
Coach knows and provides safe progressions for skills		2
Coach asks for technical improvements that are appropriate and safe relative to the skill level and capabilities of the athlete		2
Coach demonstrates good understanding of mechanical principles and how they are applied to each skill		1
Total		7
Competency Obtained YES or NO		

CRITERIA: Detect and Correct basic skill errors

- Competency is obtained if achievement column totals 7.
- In order to evaluate this criterion you need to make sure the coaches are actively coaching and/or role-playing the part of the coach during the course.
- Some candidates tend to sit back and let others take the lead, you should make sure they are aware that you are not able to evaluate them unless they COACH and give feedback on skills.
- It is a good idea to change groups during the course to make sure each candidate has an opportunity to coach, especially if some candidates are more dominant than others.

EVIDENCE	ACHIEVEMENT	STANDARD
Coach is able to recognize the main error		2
Coach is able to assess the cause of the main error		2
Coach provides appropriate feedback to correct the error		2
Coach self-monitors the effectiveness of their feedback and adjusts accordingly		1
Total	0	7
Competency Obtained YES or NO		

CRITERIA: Communication and Leadership

- Competency is obtained if achievement column totals 9.
- It can be helpful to watch for evidence of communication and leadership during the warm up assignment, and throughout the course.
- Watch throughout the course for safety habits and encourage coaches to be safe in their own participation to set an example (good stop bounces and 2-foot landings, using proper mats).

EVIDENCE	ACHIEVEMENT	STANDARD
Coach promotes and follows safety rules, is proactive in ensuring equipment is safe and that athletes follow safe training practices		2
Feedback is effectively communicated		2
Coach creates a fun and positive learning environment		2
Coach addresses a variety of learning styles (ie.visual, kinesthetic, auditory)		1
Coach makes eye contact while communicating with others		1
Coach respects the schedule		1
Total	0	9
Competency Obtained YES or NO		

AIR 1 SKILLS

- ☒ Competency is obtained if achievement column totals 49 for all Air 1 skills added together
- ☒ There are certain underlying fundamentals to trampoline coaching that appear repetitively in this evaluation. If the candidate does not do these things consistently the numbers should reflect a TRAINED rather than CERTIFIED status. These coaching fundamentals include:
 - Using all PROGRESSIONS for each skill (“buy in” to the concept of minimizing risk using step-by-step safe learning practices).
 - Asking for SMALL changes (ie. adding twist incrementally at the end of the skill while keeping the beginning the same).
 - Using MATS (appropriate size, placed on trampoline or thrown in as needed).
 - Continue using mats and do not remove or reduce the size of the mat until the athlete has PROVEN their consistency over many attempts.
 - Require a STOP BOUNCE on all new skills (remind athletes when they forget) and require CONTROLLED two-foot landings on all skills.
 - Repetitively remind athletes to KEEP KNEES APART when learning flips (especially front tuck, porpoise, ballout, superman front flip, 1 ¼ back).
 - Repetitively remind athletes to KEEP THEIR ARMS IN if they are falling to avoid landing on their hands on the trampoline (avoid injuries to elbows, arms, wrists).
- ☒ Review the skills to be evaluated and the detailed evidence of competency for each one (next 2 pages) so you are prepared to facilitate the learning of these criteria and to evaluate the candidates throughout the course.

AIR 1 SKILLS		ACHIEVEMENT	STANDARD
Upright skills: Stop bounce, straight jumping technique, upright jumps with positions and grabs, straight spins	Coach ensures athletes can "Stop bounce" safely and effectively		2
	Coach understands the mechanics of good jumping technique		1
	Coach teaches safe landings on two feet for all upright skills		2
Switch Uprights: Switch bouncing, Switch 180, 180 to switch, Switch 360	Coach gives clear instructions on where to look and the direction the feet will be pointing for switch bouncing		2
	Coach understands and teaches proper posture for switch bouncing		2
	Coach understands the importance of practicing in both directions for switch bouncing and spins		1
Basic landings: Seat drop, front drop, back drop	Coach teaches stationary positions before adding bounce		2
	Coach prioritizes safe, flat landing before adding height, and before making any changes to the takeoff		2
	Coach gives appropriate feedback to change or improve the skill		2
Adding twist: 180 to Seat/Front/Back, 180 to feet from Seat/Front/Back, and adding more twist (360, 540)	Coach uses the "bit-by-bit" method of adding twist (90° at a time)		2
	Coach requires athletes to do a stop bounce when landing all new twisting skills		2
	If the athlete makes a mistake or gets confused, the coach goes back to the last solidly learned step and reviews each progression		2
Combination skills:	Coach uses appropriate safety or throw-in mats when		2

Seat to front, Front to back, Back to front, and Roller skills: Seat, back	teaching combination skills		
	Coach uses as many progressions as possible to ensure success		2
	Coach understands the mechanics of producing spring and rotation from the seat front or back		1
Off-axis basics: Turntable, Misty drop, Misty rollover	Coach ensures these skills are done low (with almost no bounce)		2
	Misty drop and Misty rollover do not go upside down		2
Adding twist to combination skills: Seat 180 to back, Back 180 to back, Front 180 to front	Coach ensures the athlete is ready to add twist by checking that they can do the pre-requisite skill (without twist)		2
	Coach uses appropriate safety or throw-in mats when adding twist to combination skills		2
	Coach instructs athletes to add twist at the END of the skill (only after sufficient forward or backward rotation has been initiated)		2
Front Tuck Preparation and Progressions: Basic landings, forward roll on floor, mini-flip from low hand-knee drop, baby flip to back	Coach respects the need to prepare athletes and to ensure all steps are followed before teaching a front tuck		2
	Coach uses floor area, mats and trampoline for progressions		2
	Coach understands and can teach all steps toward front tuck		2
Front Tuck	Safety: Coach prevents injuries by reminding athletes to keep knees apart on front tuck landings ("space for your face") and to keep arms in if they are falling (go to front drop or 180 to back)		2
	Coach instructs athlete to start with arms up for takeoff, and to look at the end of the trampoline on landing for consistency		2
	Coach continues to use a stationary or throw in mat until the athlete has a very consistent and safe landing		2
Total			49
Competency Obtained YES or NO			

- After values have been entered for each criteria & evidence, make sure to fill in the "AIR COACH STATUS" at the top of the evaluation. This must show INCOMPLETE, TRAINED, or CERTIFIED.

Course schedule

The Air 1 course has been divided into 4 sections offered over 2 days. It is recommended to complete two sections per day of the course. Each day will run approximately 8 hours.

Most of the course must be scheduled on trampoline. Introduction and Safety may be done in a classroom setting during the first 90 minutes of the course. Mechanics of Acrobatics may also be done in a classroom, ideally at the start of day 2, or it can be moved to another time when trampolines are not available.

Overall Air Module 1 Course Schedule:(recommended)

Areas in grey are classroom time.

	DAY 1 (Section 1)	DAY 2 (Section 3)
MORNING 3.5 hours	Introduction Safety Physical Prep & Warm up assignments	Mechanics of Acrobatics
	Candidate-led 10 min Warm Up	Candidate-led 10 min Warm Up
	Floor skills Trampoline: - Stop bounce - Straight air with positions and grabs - Straight 180 and 360 - Switch bouncing, Switch 180 and switch 360 Spotting Methods	Skills: - Misty drop, misty rollover - Combination skills (seat to front, front to seat, front to back, back to front) - Adding twist (baby cradle, cradle, cruise) Assign Presentations: "Trampoline Games"
LUNCH – 1 hour		
	DAY 1 (Section 2)	DAY 2 (Section 4)
AFTERNOON 3.5 hours	Candidate-led 10 min Warm Up	Candidate-led 10 min Warm Up
	Rolls on floor (forward, backward, shoulder) Handstands, cartwheels Skills: - Positive coaching on straight jumps - Seat, Front & back drops - Adding Twist - Turntables, rollers	Presentations: Trampoline Games Routines Front tuck - Is the athlete ready to flip? - 10 Steps to Front tuck Spotting Practice
	Twisting Direction	Wrap-up (next steps, safety reminders, course evaluation)

The content can be arranged as needed to fit the trampoline and classroom time available as long as skills are introduced in order. Time of day and meal breaks may be adjusted. This is a physically

demanding course so you do need to allow time between sections for your candidates to rest and refuel.

General notes to help guide the facilitator

- Ensure the course is scheduled in a trampoline training facility that meets the safety standards outlined in the Air 1 manual.
- Course is 2 days in length, with a maximum of 8 candidates per LF. You may be asked to accept more than 8 candidates and you should only do so if you have more than 2 trampolines available and you feel confident in your ability to monitor, guide and evaluate all candidates.
- Maximum 4 candidates per trampoline. Therefore, If only one trampoline is available the maximum number of candidates is 4. However 2-3 candidates per trampoline is preferred.
- Candidates are to be kept actively involved in discussions and demonstrations during the course. Challenge the coaches to take initiative in coaching each other, and use role-play to ensure every candidate spends time in the role of the COACH for each Air 1 skill.
- Ask candidates to bring their manuals and a pen with them throughout the course. They should use their manual as a guide for progressions and safety during the course. Encourage them to take notes or highlight key points in their manuals so they can refer to them at a later date.
- Candidates are encouraged to try the progressions and skills up to their own level of competence (must have prerequisites and progressions before moving on to the next step) but it is not necessary to demonstrate all skills to become trained or certified as an Air 1 coach.
- Ensure that candidates are learning to COACH the Air 1 skills including all progressions, safety practices and coaching tips for error detection and correction. Simply being able to demonstrate the skills is not coaching, they must actively coach to become trained or certified.
- The evaluation of the coach-candidates should be done on an on-going basis throughout the course. Additional evidence of their levels of competence can be gained when the candidates lead warm up activities and present skills to the group (assigned by the LF).

Fundamental concepts for safe coaching on trampoline

There are some underlying principles of trampoline coaching that the learning facilitator must continually come back to, reinforce and repeat throughout the course. If coaches are guided by these fundamentals of safe coaching they will be well prepared to make good coaching decisions and to run a safe trampoline training program.

PROGRESSIONS:

- ❑ Using all PROGRESSIONS for each skill (“buy in” to the concept of minimizing risk using step-by-step safe learning practices) and asking for SMALL changes (ie. adding twist incrementally at the end of the skill while keeping the beginning the same).
- ❑ CIRCLE BACK through the progressions whenever an athlete makes a mistake, gets confused or scared, or wants to make changes to a skill.

USING SAFETY MATS

- ❑ Using MATS (appropriate size, placed on trampoline or thrown in as needed).
- ❑ Continue using mats and do not remove or reduce the size of the mat until the athlete has PROVEN their consistency over many attempts.

SAFE LANDINGS

- ❑ Require a STOP BOUNCE on all new skills (remind athletes when they forget) and require CONTROLLED two-foot landings on all skills.
- ❑ Repetitively remind athletes to KEEP KNEES APART when learning front tuck.
- ❑ Repetitively remind athletes to KEEP THEIR ARMS IN if they are falling to avoid landing on their hands on the trampoline (avoid injuries to elbows, arms wrists).
- ❑ Teach and remind athletes where to LOOK to help them land safely and successfully.

Learning facilitator notes and timelines

This timeline is to help guide you in your scheduling. Feel free to plan as needed but you will need to cover all of the following content so the candidates can meet the CFSA and NCCP objectives and outcomes. Manual pages may be different than stated.

Set Up – 15 minutes before start time	Manual Page	Required Time	LOCATION/ Equipment
On whiteboard or flipchart write down: <ul style="list-style-type: none"> - Air Module 1 - Course date - Location - LF name and contact information 		15 min before course starts	CLASSROOM Flipchart or whiteboard
As coaches arrive for the course have them: <ul style="list-style-type: none"> - Get out their Air 1 manual - Make sure their own name is on it - Write the course and LF info inside in case they need this information in the future (proof of course completion, follow up for certification) - Check the Course Registration Form to make sure their own information is correct and complete - Make sure they have a pen or pencil to take notes in their manual during the course 	Inside front cover		CLASSROOM Manuals & Pens – instruct candidates to keep these with them throughout the course
<ul style="list-style-type: none"> - Fill out a name badge and put it on 			Name badge stickers

AIR MODULE 1 - SECTION 1 (3.5 hours)

Welcome & Introduction – 40 minutes	Manual Page	Required Time	Resources/ Equipment
LF can choose to add an icebreaker game or activity of their choice before or after the introductions Introduction of coaches (and LF): <ul style="list-style-type: none"> - Their name - How they are involved in skiing/trampoline - One benefit of using trampoline as a training tool (each candidate must give a different benefit) - “Interesting fact” about themselves that has nothing to do with skiing or trampoline 		15 min	CLASSROOM Write on whiteboard: what coaches will be asked to tell the group about themselves

<p>Logistics and business:</p> <ul style="list-style-type: none"> - Location of washrooms - Planned breaks and lunch time - CRF completed (ideally fill it out directly on your laptop – saves time) - Bring manual & pen with you during all parts of the course 		5 min	<p>CLASSROOM</p> <p>CRF (laptop or printed copy)</p> <p>Extra pens</p>
<p>About the course:</p> <ul style="list-style-type: none"> - Summarize introduction from manual <p>Tell candidates:</p> <ul style="list-style-type: none"> - <i>Remember to “THINK and ACT like a COACH” The course is fun because you will jump and learn skills, but make sure to practice COACHING the skills!</i> - <i>The challenge of coaching is teaching participants who find it difficult to learn, not only those who get it first try!</i> 	p. 5	5 min	CLASSROOM
<p>Air Coach Pathway:</p> <ul style="list-style-type: none"> - Take coaches through the flowchart showing the Air Coach pathway - Answer questions <p>NOTE:</p> <ul style="list-style-type: none"> - <i>A trained coach can coach only under the supervision of a certified coach, To be in charge of a group the coach must become certified</i> - <i>Once the coach is trained they are allowed to take the next Air Module to become trained in that also</i> - <i>In order to be certified in any Air Module they must already be certified in the previous modules (must be certified Air 1 before they can be certified Air 2, before they can be certified in Air 3 etc)</i> - <i>Certification should be taken seriously, it takes more than a weekend to learn to coach, many practical hours should be spent coaching under the supervision of a certified coach who can mentor</i> - <i>A certified coach holds the athletes’ lives, health and wellbeing in their hands, this responsibility should not be rushed or taken lightly.</i> 	Air Coach Pathway - in Club & Coach resource” Binder	15 min	CLASSROOM

Safety – 60 minutes	Manual Page	Required Time	Resources/ Equipment
Divide into 3 groups <ul style="list-style-type: none"> - Give each group chart paper and a marker - Group 1: List safety rules - Group 2: List equipment safety - Group 3: Things the coach can do or can ask of the athletes to make the program more safe - Each group presents there list. LF corrects, expands upon, or adds any missing points from the manual after each group presentation 	pp. 6-8	50 min	CLASSROOM Whiteboard & markers
Read through and explain rationale for the “Additional Safety Tips” These are things a safety conscious coach will need to say over and over and over (like a broken record) to remind athletes and to keep them safe. <ul style="list-style-type: none"> - <i>A common but AVOIDABLE injury is hitting the nose or teeth with knees when learning to land flips. This is completely avoidable by keeping knees apart on landings while learning – leaving “SPACE FOR YOUR FACE”</i> - <i>Don’t put arms out to land on hands when falling on the trampoline. RATIONALE: When the hands push on the trampoline bed the springs stretch, the arms straighten further and the elbows lock just in time for the springs to push back resulting in serious injuries to the elbows wrists and arms. Again a common but AVOIDABLE injury.</i> - <i>Coaches will need to constantly remind athletes to do stop bounces on landings, and must demonstrate this themselves during the course, this is something they will be evaluated for throughout each skill they teach. Safety is an ongoing concern. Take initiative.</i> Safe Bailouts - <i>NOTE: there is a greater margin for SAFETY on back drop and less margin for SAFETY on Front drop (not quite clear in the current manual... should be corrected)</i>	p. 9	10 min	TRAMPOLINE OR CLASSROOM
Emergency Action plan <ul style="list-style-type: none"> - Suggest a ladder, bench, long board or stiff mat as methods to get to someone on the trampoline without moving the bed - 911, First Aid, Contact parents 	p. 9	5 min	

Foam Pit Safety <ul style="list-style-type: none"> - <i>Don't assume a pit is safe!</i> - <i>Never land on head or stomach in the pit, spinal injuries do happen, be safe</i> - <i>Most pits are not designed to any specific standard for use by high performance athletes</i> - <i>Before using: Dig through and fluff the foam, check that it is deep enough, that there is a resi-mat or net below the foam (not concrete), that edges are padded, that it is large enough, and has enough foam with no hidden obstructions</i> 	Should get added to manual	5 min	
10 MINUTE BREAK to get changed and ready to warm up and jump			
Physical Preparation – 10 minutes	Manual Page	Required Time	Resources/ Equipment
Warm up: <ul style="list-style-type: none"> - Summarize manual p 15 A good warm up should: <ul style="list-style-type: none"> - Fit the age and ability of the participants - Begin with 5 minutes of light aerobic activity - Gradually increase in intensity - Progress to more range of motion and sport specific movements - Prepare participants for the training/lesson ahead Physical Preparation: <p><i>Physical preparation is important for injury prevention and to prepare athletes for success on trampoline. Core strength and balance exercises are a priority at this level. Examples are included in the manual. Some of these may be included in the sport-specific part of the warm-up activities as well.</i></p> <p>LF-Divide candidates into 4 groups (for leading the 4 floor warm ups during the course). Probably in pairs.</p> <p><i>Tell them: Each small group will lead one of the 4 warm ups, but the whole big group will go through the planning process together for each one. Your communication and leadership skills will be evaluated during this time.</i></p> <p>Pick one group to start for the first floor warm up</p>	p. 15 pp. 15-16	 10 min	GYM FLOOR

Warm up – 20 min	Manual Page	Required Time	Resources/ Equipment
<p>Plan the warm up to be led by 2 of the candidates (make sure all candidates will have a turn)</p> <p>Prompt them to plan the following for their warm up, they can add ideas from the group:</p> <ul style="list-style-type: none"> - Target audience: 6 year old beginners - Theme: Choose a theme - 5 min light aerobic activity: gather ideas - Range of motion: gather ideas - Sport Specific Movements to prepare for the training/lesson ahead: gather ideas 	p. 15	5 min	Whiteboard or chart paper near GYM FLOOR
Candidate-led 10 minute warm up on floor LF - make note of candidate competence in leadership and communication		10 min	GYM FLOOR
Floor Skills – 10 min	Manual Page	Required Time	Resources/ Equipment
<p>Stationary Positions on floor</p> <ul style="list-style-type: none"> - trampoline positions - grabs - landing positions (seat, front, back) 		10 min	GYM FLOOR
Trampoline – 40 minutes	Manual Page	Required Time	Resources/ Equipment
<p>LF led Warm up on Trampoline – Use this time to learn candidate comfort level on trampoline.</p> <p>** Instruct Candidates: <i>stay within your comfort zone on trampoline throughout the course, do not try skills that are beyond your ability or experience without going through pre-requisites and progressions first. Treat yourselves the way you would an athlete – stay safe, use proper learning progressions. Inform the LF of any current or previous injuries/limitations</i></p>		10 min	TRAMPOLINES
<p>Stop bounce</p> <ul style="list-style-type: none"> - On floor - On tramp - Try bending legs faster, slower, sooner, later (carefully) what is most effective? 		5 min	
<p>Straight air with positions and grabs</p> <ul style="list-style-type: none"> - Use positions and grabs from manual - Make up “imaginary positions” ie genie jumps, alphabet jumps, karate jumps... etc) 		10 min	

<p>Straight 180 and Straight 360</p> <ul style="list-style-type: none"> - Point out the use of a “force couple” to create the twist rotation during contact with the bed (one foot pushing in each direction – gives faster twist and helps to stay in the middle) This will be reviewed during mechanics later 		5 min	
<p>Switch Bouncing each direction</p> <p>Switch 180</p> <p>180 to switch</p> <p>Switch 360</p>		10 min	
<p>Spotting Methods – 20 minutes</p>	<p>Manual Page</p>	<p>Required Time</p>	<p>Resources/ Equipment</p>
<p>Present information on spotting methods from the manual</p>	<p>pp 13-14</p>	<p>5 min</p>	<p>Manual</p>
<p>Spotting preparation and practice</p> <ul style="list-style-type: none"> - Throw mat – large with two coaches throwing it - Throw mat – large with one coach throwing it - Throw mat – small with one coach throwing it <p><i>Remind coaches to choose the best mat for each situation, not just which one is easier to throw in, the larger mat is needed at the beginning stages of learning each skill</i></p> <ul style="list-style-type: none"> - Spotting bedwork: Taking away bounce - Spotting bedwork: Neutral bounce - Spotting bedwork: Adding bounce - Hands-on spotting: Spot a tuck jump - Step in spotting: Spot a tuck jump 	<p>p 14</p> <p>p 14</p>	<p>15 min</p>	<p>TRAMPOLINES</p>

AIR MODULE 1 - SECTION 2 (3.5 hours)

Facilitating candidates learning to COACH Air 1 Skills on trampoline

Follow the following “Five parts of an effective learning activity”

- ❑ Introduction: Outline and demonstrate the skill to be coached.
- ❑ Theory: Introduce the progressions, safety tips and coaches’ notes.
- ❑ Experience: Candidates will each have a turn to role play the part of the athlete to try the skill up to their own level of ability.
- ❑ Application: Candidates will each take a turn in the role of COACH to apply the progressions, safety and coaching theory, to give feedback and see if their coaching is effective.
- ❑ Closing: Bring candidates together to debrief what they learned during the experience and application of trying and coaching the skill. Candidates can ask questions and the LF can add any additional points at this time. The LF can also let candidates know how this skill fits into the progression of skills and as a base for future skills.

Warm up & FLOOR – 30 min	Manual Page	Required Time	Resources/ Equipment
<p>Plan the warm up to be led by 2 of the candidates (make sure all candidates will have a turn)</p> <p>Prompt them to plan the following for their warm up, they can add ideas from the group:</p> <ul style="list-style-type: none"> - Target audience: 13-15 year old park & pipe skiers - Theme: Choose a theme/approach - 5 min light aerobic activity: gather ideas - Range of motion: gather ideas - Sport Specific Movements to prepare for the training/lesson ahead: gather ideas 	p. 15	5 min	Whiteboard or chart paper near GYM FLOOR
<p>Candidate-led 10 minute warm up on floor</p> <p>LF - make note of candidate competence in leadership and communication</p>		10 min	GYM FLOOR

<p>Rolls on floor</p> <ul style="list-style-type: none"> - “Egg rolls” to practice round back, rolling position & orientation - Forward roll, use incline, space for your face at the end (to prepare for flipping in the future) - Backward rolls, use incline, build up to it - Shoulder rolls forward - Shoulder rolls backward <p>Note: Rolls are important preparation for flipping in the future, should be taught early so they are comfortable and well oriented by the time they are ready to flip. Also they as they advance they may need to roll out of a landing to avoid putting their hands down.</p> <p>Cartwheels</p> <ul style="list-style-type: none"> - baby cartwheel - low cartwheel around a hula hoop or circle drawn on the floor, gradually increase the size of the circle - This is early preparation for Lincoln loop <p>Handstands</p> <ul style="list-style-type: none"> - Build arm and wrist strength first (wheelbarrow, games in “push-up” position) - Donkey kick on floor, safe exit from handstand, - Walk feet up wall to get into handstand - Handstand against wall - Spotting handstands in partners 		15 min	
Air 1 Skills – 2 hours 50 min	Manual Page	Required Time	Resources/ Equipment
Use the exercise below as a warm up on trampoline			
<p>Straight jumping technique / Positive coaching exercise</p> <ul style="list-style-type: none"> - Read description of straight jumping in manual - Use this as an exercise in “positive statements” while coaching - Try to get as many aspects of good jumping technique as possible - Make sure to acknowledge what they are doing well, and say what you would like to see (not what they did wrong) 		10 min	

Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:

<p>Basic Landings:</p> <ul style="list-style-type: none"> - Always start with no bounce, teach stationary position first, then go from standing on a mat on the trampoline, then gradually add bounce. - Only take mat away once the landing is consistent and comfortable <p>Seat drop</p> <ul style="list-style-type: none"> - First ones should always be on mat (in case of kaboom) check for flat landing - Fingers always pointing forward on landing (prevent arm injury) <p>Seat drop 180 to feet</p> <p>180 to seat drop</p> <p>Seat drop 180 to seat drop (Swivel Hips)</p> <p>Front drop</p> <ul style="list-style-type: none"> - Ask for a flat, consistent landing before adding height <p>Seat drop to front drop</p> <ul style="list-style-type: none"> - Use progressions (hand-knee drop) 	<p>p. 31</p> <p>p. 32</p> <p>p. 33</p> <p>p. 34</p>	<p>1 hour</p>	
<p>10MINUTE BREAK</p>		<p>15 min</p>	
<p>Back drop</p> <ul style="list-style-type: none"> - Ask for a flat, consistent landing before adding height - Point out that when athlete is in back drop position on the trampoline they can see the sides of the tramp in their peripheral vision – this really helps with orientation and confidence when teaching back drop 	<p>p. 35</p> <p>p. 36</p> <p>p. 37</p>	<p>15 min</p>	

<p>Adding twist:</p> <ul style="list-style-type: none"> - Remind coaches to always circle back to the last successful step any time the athlete has trouble - And always land with a stop bounce when learning any new twisting skill <p>Back drop 180 to feet</p> <ul style="list-style-type: none"> - Forward rotation first, then twist AT THE END <p>180 to back drop</p> <ul style="list-style-type: none"> - Forward rotation first then twist when close to horizontal - Try bit-by-bit method and clapping hands method <p>180 to front drop</p> <ul style="list-style-type: none"> - Bit by bit method, focus is always on a good landing as top priority <p>Front drop 180 to feet</p> <ul style="list-style-type: none"> - Bit by bit method 	<p>p. 38</p> <p>p. 39</p> <p>p. 40</p> <p>p. 41</p>	<p>40 min</p>	
<p>180 Turntable</p> <ul style="list-style-type: none"> - Go low for learning <p>If you have time you can add:</p> <ul style="list-style-type: none"> - Back Turntables, Seat turn tables - Add twist to turntables 	<p>p. 42</p>	<p>10 min</p> <p>10 min</p>	
<p>Seat Roller</p> <ul style="list-style-type: none"> - Begin with no bounce and “walk” through push up position <p>In preparation for Back roller:</p> <ul style="list-style-type: none"> - Seat Roller to Flatback (use throw mat!!) - Needles <p>Back Roller to seat drop</p> <ul style="list-style-type: none"> - Teach it as a separate skill because it is one more success that athletes can achieve on the way to learning back roller, and makes it easier to learn back roller when they get to it <p>Back Roller</p>	<p>p. 43</p> <p>p. 44</p>	<p>20 min</p>	

Twisting Direction – 10 min	Manual Page	Required Time	Resources/ Equipment
<ul style="list-style-type: none"> - Recognizing the athlete’s direction of twist - Determining dominant twisting direction <p>Make sure you are clear about the difference between these two things. Note cartwheels are NOT a good indicator for twisting dominance!</p>	p. 52	10 min	CLASSROOM or FLOOR

AIR MODULE 1 – SECTION 3 (3.25 hours)

Mechanics of Acrobatics – 60 minutes	Manual Page	Required Time	Resources/ Equipment
<p>Present mechanics of acrobatics information from the Air 1 manual</p> <ul style="list-style-type: none"> - Handouts/worksheet to help with this section are being developed and will be in the Air 1 Dropbox Toolkit when ready 	pp. 10-13	60 min	CLASSROOM Whiteboard/ paper, Markers
5 MINUTE BREAK to get changed and ready to jump		10 min	
Warm up – 15 min	Manual Page	Required Time	Resources/ Equipment
<p>Plan the warm up to be led by 2 of the candidates (make sure all candidates will have a turn)</p> <p>Prompt them to plan the following for their warm up, they can add ideas from the group:</p> <ul style="list-style-type: none"> - Target audience: 7-10 year old girls - Theme: Choose a theme/approach - 5 min light aerobic activity: gather ideas - Range of motion: gather ideas - Sport Specific Movements to prepare for the training/lesson ahead: gather ideas 	p. 15	5 min	Whiteboard or chart paper near GYM FLOOR
<p>Candidate-led 10 minute warm up on floor</p> <ul style="list-style-type: none"> - LF - make note of candidate competence in leadership and communication 		10 min	GYM FLOOR
Air 1 skills – 1 hour 50 minutes	Manual Page	Required Time	Resources/ Equipment
<p>Trampoline warm up/Review</p> <ul style="list-style-type: none"> - Candidates take turns “re-teaching” front drop and back drop - Ask them to have their manual out as a resource 		20 min	TRAMPOLINES

Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:

<p>Misty Back Drop</p> <ul style="list-style-type: none"> - Go low for learning <p>Misty Rollover</p> <ul style="list-style-type: none"> - Does not go upside down <p>If you have time you can also add:</p> <ul style="list-style-type: none"> - 90 back drop (with variations to prepare for takeoffs for rodeo, flat spin etc) 	<p>p. 45</p> <p>p.46</p>	<p>20 min</p>	
<p>Front drop, to Back drop</p> <ul style="list-style-type: none"> - Use throw mat! - Keep arms in – coaches need to remind athletes - Explain front drop “kick” to get backward rotation <p>Back drop, to Front drop</p> <ul style="list-style-type: none"> - Use thick throw mat! This is an advanced skill. (No safe steps in between feet and front landing) - DO NOT use hand and knee drop as a progression, there is too much force coming forward onto the arms, to risky - Explain “kick” off back to get forward rotation <p>Seat drop, 180 to Back drop (Baby Cradle)</p> <ul style="list-style-type: none"> - Use progressions (ensure athlete can do Seat to front really consistently) - Forward rotation has to happen first, then twist is at the end - Always circle back through progressions to fix errors <p>Back drop, 180 to Back drop (Cradle)</p> <ul style="list-style-type: none"> - Use progressions and mat (ensure athlete can do Back drop to front drop really consistently) - Forward rotation first, twist at the end - Always circle back through progressions to fix errors <p>Front drop, 180 to Front drop (Cruise)</p> <ul style="list-style-type: none"> - This is an advanced skill - Use progressions and big throw mat - Backward rotation has to happen first, then twist 	<p>p. 47</p> <p>p. 48</p> <p>p. 49</p> <p>p. 50</p> <p>p. 51</p>	<p>60 min</p>	

Assignment of Presentations – 10 min	Manual Page	Required Time	Resources/ Equipment
Overview of Trampoline Games from manual: Introduce <ul style="list-style-type: none"> - Safety considerations - Coaches notes 	pp. 61-63	5 min	
Assign groups for presentations of games in the afternoon <ul style="list-style-type: none"> - Divide into groups of 2 (or 3 if necessary) - Assign or let them choose a Trampoline Game to present from the manual - They have 10 minutes per group for the presentation which will in the afternoon 		5 min	

AIR MODULE 1 - SECTION 4 (3.25 hours)

Warm up – 20 min	Manual Page	Required Time	Resources/ Equipment
Plan the warm up to be led by 2 of the candidates (make sure all candidates will have a turn) Prompt them to plan the following for their warm up, they can add ideas from the group: <ul style="list-style-type: none"> - Target audience: 9-11 year old boys - Theme: Choose a theme/approach - 5 min light aerobic activity: gather ideas - Range of motion: gather ideas - Sport Specific Movements to prepare for the training/lesson ahead: gather ideas 	p. 15	5 min	Whiteboard or chart paper near GYM FLOOR
Candidate-led 10 minute warm up on floor <ul style="list-style-type: none"> - LF - make note of candidate competence in leadership and communication 		10 min	GYM FLOOR
LF-led warm up on trampoline 5 min <ul style="list-style-type: none"> - Warm up suggestion: Use one of the easiest routines in the manual as a warm up routine 	p. 55	5 min	TRAMPOLINES
Games Presentations– 45 minutes	Manual Page	Required Time	Resources/ Equipment
Remind coaches they are being evaluated, especially on the safety considerations for trampoline games Each group presents a game, play the game, debrief	pp. 61-63	45 min (approx. 10 min/ group)	TRAMPOLINES, manual

Routines – 15 minutes	Manual Page	Required Time	Resources/ Equipment
Divide coaches into groups <ul style="list-style-type: none"> - Read through the sample routines in the manual - Make up a routine appropriate for the level of each candidate (acting as athlete) then teach it to them - Coaches can make up the routines, or use ones from the manual but make sure they are the right level for the “athlete” 	pp. 53-57	15 min	TRAMPOLINES paper, pen, manual
10 MINUTE BREAK		15 min	
Introduction to flipping – 1 hour 25 min	Manual Page	Required Time	Resources/ Equipment
Is this athlete ready to flip? The coach must make this decision!	p. 58	5 min	
10 steps to a front tuck <ul style="list-style-type: none"> - Go through all steps (including Base skills/review) - LF demonstrate ALL the steps - Then coaches in groups go through each step while LF gives feedback and monitors very closely - Make sure the coaches who are acting as athletes actually have all the pre-requisites and do not skip steps, if they don't get the whole skill that is okay! 	pp. 58-60	70 min	FLOOR AREA Wedge mat TRAMPOLINES
Spotting Practice – 15 minutes	Manual Page	Required Time	Resources/ Equipment
Practice spotting methods: <ul style="list-style-type: none"> - Absorbing bounce - Jumping with someone (neutral bounce) - Spotting tuck jump (on the bed and step in) 		15 min	TRAMPOLINES throw mat
Wrap-up – 10 minutes	Manual Page	Required Time	Resources/ Equipment
<ul style="list-style-type: none"> - Remember safety practices and use progressions - Use manual as a resource, and the Canfree Wiki (make sure they have link) - Continue learning and practicing with mentor coaches - Respect the responsibility of being a coach: Your coaching decisions affect the health and well-being of your athletes “only use your powers for good” - Next steps, How to become certified 		10 min	GYM OR CLASSROOM

Additional LF Notes

The text box below is for your own notes to help you lead the course in an efficient way:

Just type your text here or print and write.