



Air Module 2

LEARNING FACILITATOR GUIDE

For Advanced Acrobatic Skills Training on Trampoline





National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

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Introduction

Welcome and thank you for taking the initiative to facilitate AIR MODULE 2 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 3 day Air 2 Course. Please work closely with the CFSA coach program coordinator to ensure you have all the updated material and resources you need.

Objectives of AirModule 2

Upon completion of this module, the certified coach will have the ability to safely manage a group of athletes on trampoline; to build up to and teach Air 2 skills using appropriate progressions, mats and spotting; and to improve skill performance with effective 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 2 skills
 - e. Technical understanding of Air 2 skills and mechanics
 - f. Hand spotting for back tuck and Lincoln loop
 - 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 2 Coach Evaluation Form.

Expectations of coach candidates

- COACHactively throughout the Air 2 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 2 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 2 Course as outlined in this Learning Facilitator guide
- ❑ EVALUATE the coaching skills of each candidate during the course with the “Air Module 2 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 2 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 2 Coach Evaluation tool with the candidates
- ❑ ENSURE all candidates attend all three days of the Air 2 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 2 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

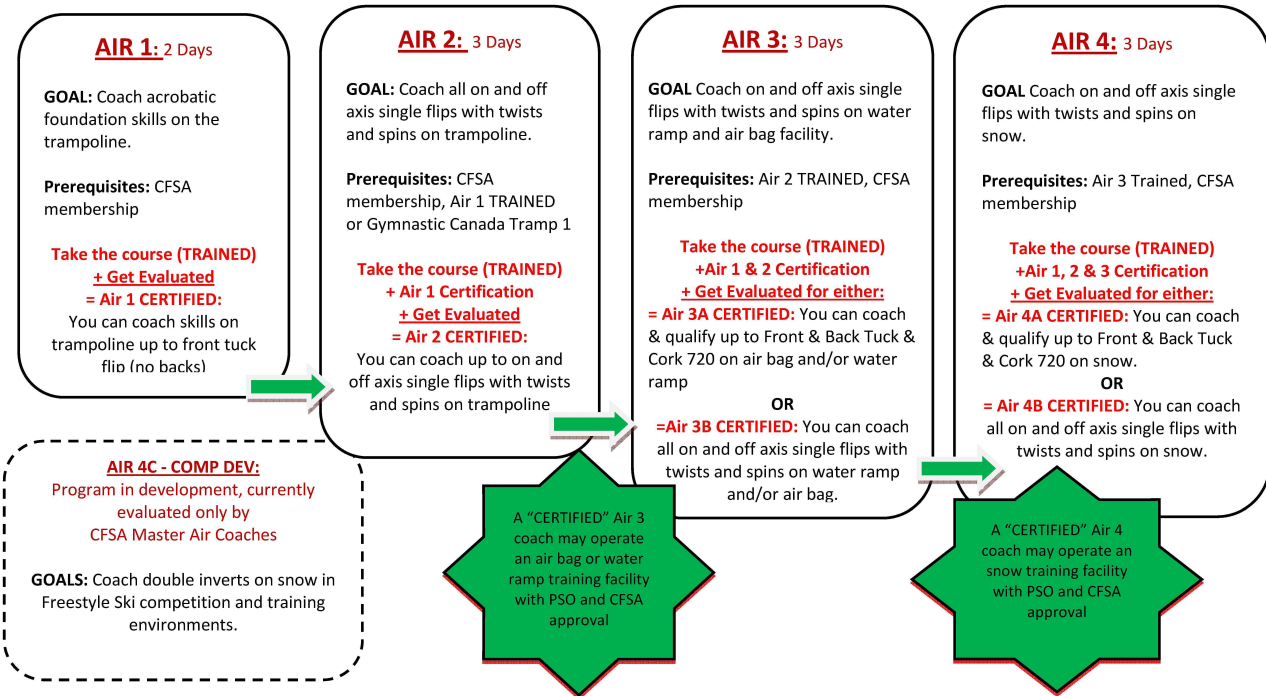
Review and present the “CFSA Air Coach Pathway” during your course. You will be asked many questions in regards to this pathway and trained vs. certified status during your course.

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 2.

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 2 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 2 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 2 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 2 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 2 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 2”
 - 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 2 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 2 certified LFNAME
- ❑ STEP 3: Email the CRF(s) to coaches@freestyleski.com

Evaluating Air Module 2 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 2 COACH EVALUATION FORM for each candidate. The MS Excel file is in your Air 2 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 2 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 2 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 build up to and teach Air 2 skills using appropriate progressions, mats and spotting; and to improve skill performance with effective 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 2 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 Air 2 skills on trampoline under the direct supervision of a Certified Air 2 or Trampoline Level 2 coach, Coach may move on to the Air 3 Module (and beyond)</p> <p>Certified: Coach has an advanced understanding of trampoline safety, progressions and coaching for Air 2 skills, and may be responsible for a group of athletes training Air 2 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 70 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 & mitigates risk appropriately

- Competency is obtained if achievement column totals 14.
- 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
Coach ensures there is appropriate spotting when needed		2
Total	0	14
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 inverted and off-axis singles 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	0	7
Competency Obtained YES or NO		

CRITERIA: Detect and Correct basic skill errors

- Competency is obtained if achievement column totals 9.
- 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.
- Cycling back through progressions when the athlete is stuck, makes a mistake, or needs to make changes is a fundamental concept for safe and effective coaching on trampoline. You will need to teach and remind coaches to do this. This should be brought up repetitively in the course.

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 is willing to cycle back through progressions whenever needed in order to make skill changes and improvements		2
Coach self-monitors the effectiveness of their feedback and adjusts accordingly		1
Total	0	9
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 2 HANDSPOTTING

- ☒ Competency is obtained if achievement column totals 17 for all three criteria added together.

1st CRITERIA: Safe spotting practices

- ☒ The attitude of the coach toward spotting is very important. They must respect the responsibility they are accepting by spotting, and should care very much if they make an error because this can put the athlete at greater risk. Only give a 2 for the first two items if you trust them to take this responsibility seriously and to make good decisions when it comes to spotting.
- ☒ Jumping with an athlete takes practice, so candidates who are new to this will need time to improve. They should at least begin to notice if they are taking bounce away from the athlete.

EVIDENCE	ACHIEVEMENT	STANDARD
Coach understands and respects the responsibility they accept by handspotting and has the athlete's safety as the first priority		2
Coach knows their own strengths and limitations as a spotter and does not take on more than they can effectively spot		2
Coach is comfortable with the timing of jumping with an athlete, gives bounce appropriately during takeoff, has feet in contact with trampoline bed during the skill, and absorbs bounce on landing		1

2nd CRITERIA: Back tuck handspotting

- ☒ First attempts at Back tuck and Gainer back tuck MUST be handspotted because athletes often flip only enough to get to their head at first. Therefore this is the most important spotting skill for candidates in this course.
- ☒ Coaches need to be aware of their own strength and level of competence and should only choose to spot if they will actually be able to help. Just “looking” like they are spotting is not enough, the coach needs to be sure they will get the athlete past their head.
- ☒ The most important competency is decision-making and self-awareness. A small coach who states that they would only want to spot smaller athletes is on the right track because this would be a responsible decision. They may need to find another coach to spot when a big athlete gets to this point, or they may double spot with another coach. This is okay.
- ☒ Most coaches will need improvement on spotting the landing part of the skill and adjusting to over and under-rotated landings. Watch for this when teaching and evaluating.

Coach knows that they may need to carry the athlete through to get them over their head on the first attempts at <i>Back tuck</i>		2
Coach is prepared to deal with all errors the athlete may make and still get them past their head to land safely		2
Coach is able to add rotation as needed to get the athlete around, and to spot both under- and over-rotated landings		2

3rd CRITERIA: Lincoln loop handspotting

- ❑ Getting the correct hand position is important for this skill. It is easy to make a mistake so the “checking direction of flip” is also important because any errors in hand position should be discovered at that point before making an actual mistake while the athlete is learning the skill.
- ❑ Coach attitude toward this is most important – taking responsibility, checking and re-checking.

Coach knows the correct hand position for spotting <i>Lincoln loop</i>		2
Coach checks direction of flip before spotting to ensure that the arms will not get twisted		2
Coach ensures that the athlete's arms are in a strong position for a more effective spot		2
Total	0	17
Competency Obtained YES or NO		

AIR 2 SKILLS

- ❑ Competency is obtained if achievement column totals 56 for all Air 2 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).
 - Teach and remind athletes where to LOOK to help them land safely and successfully.
 - CIRCLE BACK through the progressions whenever an athlete makes a mistake, gets confused or scared, or wants to make changes to a skill.
- ❑ 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 2 SKILLS	EVIDENCE	ACHIEVEMENT	STANDARD
Back Tuck preparation and progressions: Basic landings, Backward roll on floor, Back pullover and variations of Back pullover	Coach respects the need to prepare athletes and to ensure all steps are followed before teaching a <i>Back tuck</i>		2
	Coach uses floor area, mats and trampoline for progressions		2
	Coach understands and can teach all steps toward <i>Back tuck</i>		2
Basic forward on-axis skills: Front tuck/pike & Barani tuck/pike/layout	Coach is knowledgeable and comfortable teaching progressions for <i>Front tuck</i> from Air 1		2
	Coach can teach <i>Barani tuck</i> and <i>Barani pike</i> by adding small amounts of twist to the end of <i>Front tuck</i> & <i>Front pike</i>		2
	Coach understands how to determine the direction of twist on a <i>Barani tuck</i> , <i>Barani pike</i> or <i>Barani layout</i>		1
Backward on-axis skills (no twist): Back tuck/pike/layout, 1 1/4 back tuck, 3/4 back tuck, Gainer back tuck	Coach uses spotting to ensure the athlete's safety on the first attempts at <i>Back tuck</i> and <i>Gainer back tuck</i>		2
	Coach understands the mechanics and can teach athletes how to produce backward rotation while in contact with the trampoline bed and how to change the speed of rotation while in the air		2
	Coach understands how to teach <i>Back pike</i> and <i>Back straight</i> by incrementally changing position on subsequent attempts		2
	Coach uses a mat and safe progressions, and reminds athletes to look at the trampoline for <i>1 1/4 back tuck</i> and <i>3/4 back tuck</i>		2
Sideward on-axis skills: Lincoln Loop, Lincoln 180	Coach understands and uses safe progressions, appropriate mats and/or spotting to teach <i>Lincoln loop</i>		2
	Coach understands how to teach <i>Lincoln 180</i> by adding small amounts of spin to the end of the skill with a stop bounce landing		2
Basic off-axis skills: Misty 540 (forward inverted) Bio 540 (forward non-inverted) Cork 720 (backward non-inverted)	Coach has a detailed understanding of how to break down the skills and makes sure athletes master each progression (no skipped steps) when teaching <i>Misty 540</i> , <i>Bio 540</i> , and <i>Cork 720</i>		2
	Coach uses appropriate mats for all steps when teaching progressions and continues to use a mat until landings are safe and consistent on <i>Misty 540</i> , <i>Bio 540</i> , and <i>Cork 720</i>		2
	Coach understands how to improve and perfect the skills, and is willing to take time to go back to progressions when needed		2
Adding more spin: Misty 720 & 900, Bio 720 & 900, Cork 900 & 1080	Coach understands how to add spin by adding small amounts to the end of the skill without changing the beginning		2
	Coach returns to the previous step if the athlete makes a mistake		2
	Coach requires athletes to do a stop bounce on all new steps		2

Off-axis sideward skills: Rodeo 540, Flat spin 360 & 540	Coach understands and uses safe progressions, appropriate mats, and safe landings when teaching <i>Rodeo 540</i>		2
	Coach understands multiple approaches to teaching <i>Flat spin 360</i> based on <i>Straight 360</i> , <i>Back tuck</i> and <i>Lincoln loop</i> .		2
	Coach requires safe landings and continues to use a mat until landings are safe and consistent for <i>Rodeo 540</i> and <i>Flat spins</i>		2
Forward on-axis skills: 3/4 front layout Porpoise, Ballout tuck, Superman front flip	Coach teaches athlete to flip safely past their head, and to look at the cross during the landing phase of <i>3/4 Front</i> and <i>Porpoise</i>		2
	Coach always uses a mat and requires the athlete to land with knees apart when learning <i>Ballout tuck</i> and <i>Superman front flip</i>		2
	Coach ensures athletes don't land on their arms if they over-rotate <i>Superman front flip</i> (bail to front drop or 180 to back)		2
Off-axis twisting singles: Flare 540, Underflip, D-spin	Coach understands how to teach <i>Flare 540</i> by adding 90 degrees of spin to the start and end of <i>Lincoln Loop</i>		2
	Coach uses appropriate mats, and requires safe landings before moving to the next step when teaching <i>Underflip</i> and <i>D-spin</i>		2
On-axis twisting singles: Arabian 3/4, Back half, Back full	Coach ensures that the athlete flips enough on <i>3/4 Back layout</i> before adding twist for <i>Arabian 3/4</i>		2
	Coach requires safe landings before removing the mat or moving to the next step when teaching <i>Back half</i> and <i>Back full</i>		2
	Coach understands the mechanics of tilt twist		1
	Total	0	56
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 2 course has been divided into 6 sections offered over 3 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 2 Course Schedule:(recommended)

Areas in grey are classroom time.

	DAY 1 (Section 1)	DAY 2 (Section 3)	DAY 3 (Section 5)
MORNING 3.5 hours	Introduction, Safety Warm up assignments	Mechanics of Acrobatics	Candidate-led 10 min Warm Up
	Candidate-led 10 min Warm Up - Preparation for flipping:Spotting preparation,Is the athlete ready? - Review of Air 1 skills& 10 Steps to Front tuck	Candidate-led 10 min Warm Up - Spotting Practice - 1¼ back tuck, ¾ back tuck, Gainer back tuck - Lincoln Loop, Lincoln 180	Spotting practice -¾ front layout, Porpoise, Ballout tuck, Superman front flip - Arabian ¾, Underflip 540, D-spin 720, Back half, Back full Assign Skills for presentations
LUNCH – 1 hour			
	DAY 1 (Section 2)	DAY 2 (Section 4)	DAY 3 (Section 6)
AFTERNOON 3.5 hours	Candidate-led 10 min Warm Up	Candidate-led 10 min Warm Up	Candidate-led 10 min Warm Up
	- Spotting Methods - 8 Steps to back tuck - Spotting back tuck - Front Pike & Layout, Back Pike & Layout - Barani Tuck Pike &Layout	Misty 540 Cork 720 Bio 540 Adding more spin Rodeo 540 Flare 540 Flatspin 540	- Skill presentations - Tilt twisting (trampoline corkscrew, back full) - Freestyle trampoline games & routines 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 2 manual.
- Course is 3 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 2 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 2 coach.
- Ensure that candidates are learning to COACH the Air 2 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 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).
- ❑ 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 2 - 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 2 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 2 - SECTION 1

Welcome & Introduction – 40 minutes	Manual Page	Required Time	Resources/ Equipment
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<p>LF can choose to add an icebreaker game or activity of their choice before or after the introductions</p> <p>Introduction of coaches (and LF):</p> <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	<p>CLASSROOM</p> <p>Write on whiteboard: what coaches will be asked to tell the group about themselves</p>
<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	<p>CLASSROOM</p>

<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> 	<p>Air Coach Pathway - in Club & Coach resource" Binder</p>	<p>15 min</p>	<p>CLASSROOM</p>
<p>Safety – 70 minutes</p>			
<p>Review Safety from Air Module 1:Safety Rules, Safety Related to the equipment, Proper teaching for safety</p> <ul style="list-style-type: none"> - Designate someone to write points down on the whiteboard/chart - Coaches should know this from Air 1, so you can ask them to remember with closed manual - Check manual afterward to see what was missing 	<p>p. 6-8</p>	<p>30 min</p>	<p>CLASSROOM Whiteboard & markers</p>
<p>Emergency Action plan</p> <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 	<p>p. 6</p>	<p>5 min</p>	
<p>Foam Pit Safety</p> <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> 	<p>Should get added to manual</p>	<p>5 min</p>	

<p>Safe Landings for Advanced Acrobatics</p> <ul style="list-style-type: none"> - Use the floor area and mats to review rolls from Air 1 – forward, backward and shoulder rolls - Demonstrate and have coaches try “break falls” on a SOFT MAT – roll backward and stop the rotation by hitting the mat with the arms overhead before the head hits the mat (prevents concussions) 	p. 9	20 minutes	GYM FLOOR Matted Floor area, large safety mats, wedge mats
<p>Move to trampoline, discuss and demonstrate safe bailout choices, and how “break falls” are used when landing near the end of the trampoline near the end-deck (to direct force downward onto the end-deck mat instead of rebounding over it.</p>	p. 9	5 min	TRAMPOLINES
<p>Read through and explain rationale for the “Important Safety Tips”</p> <p>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.</p> <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> 	p. 9	5 min	TRAMPOLINE OR CLASSROOM
<p>Warm Up – 25 minutes</p>			
<p>LF - Review elements of an effective warm up from Air 1</p> <ul style="list-style-type: none"> - Ask for a volunteer to lead the first 10 minute warm up on floor (each candidate will lead one warm up, this may be done in pairs for larger groups) this will help you in evaluating them - Plan warm up leaders for each section of the course. It helps to give candidates a specific age group/level they are targeting for their warm up 	Manual Page	Required Time	Resources/ Equipment
		5 min	TRAMPOLINE OR CLASSROOM

Candidate-led 10 minute warm up on floor - LF - make note of candidate competence in leadership and communication		10 min	GYM FLOOR
LF led Warm up on Trampoline – Use this time to learn candidate comfort level on trampoline. ** 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> Suggested Warm Up – give them a simple routine of Air 1 skills such as Tuck jump, Seat drop, to feet, straight 180 Ask everyone to try it. Then ask them to add two grabs into the routine, then 3, then 4 if the are able		10 min	TRAMPOLINES
Preparation for Flipping – 75 minutes	Manual Page	Required Time	Resources/ Equipment
<i>Summarize or read out loud from the manual:</i> Coach Skill: Spotting preparation and timing the bed Coach Decision: Is this athlete ready to flip	p. 10	5 min	
Review non-inverted skills from Air 1 - This review is important! Often candidates are weak on coaching these basic foundations skills, even those who are comfortable with more advanced skills on trampoline - This can be an opportunity to evaluate candidates on anything they may be missing from Air 1	p. 11	20 min	TRAMPOLINES
Review 10 steps to a front tuck - Divide candidates into groups (based on number of trampolines available and have them role play coaching all 10 steps for front tuck <i>SAFETY: most important is to keep knees apart! (Space for your face) and don't put your arms down if over-rotating (remind coaches to teach athletes to turn to their back or go to front drop)</i>	pp. 11-12	50 min	TTRAMPOLINES GYM FLOOR wedge mat Thick throw mats

AIR MODULE 2 - SECTION 2

Facilitating candidates learning to COACH Air 2 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 the 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 – 20 min	Manual Page	Required Time	Resources/ Equipment
Candidate-led 10 minute warm up on floor - LF - make note of candidate competence in leadership and communication		10 min	GYM FLOOR
LF-led warm up on trampoline 10 min - Suggestion: Warm up by reviewing misty drop – misty rollover, and 90 back drop – misty rollover combinations, could also include back rollers (builders for off axis skills)		10 min	TRAMPOLINES
Spotting Methods – 30 minutes	Manual Page	Required Time	Resources/ Equipment
Present information on spotting methods from the manual	pp 13-14	5 min	Manual
Spotting preparation and practice - Throw mat – large with two coaches throwing it - Throw mat – large with one coach throwing it - Throw mat – small with one coach throwing it <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> - 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 14 p 14	25 min	TRAMPOLINES

Air 2 skills– 2 hours 10 minutes	Manual Page	Required Time	Resources/ Equipment
8 steps to back tuck <ul style="list-style-type: none"> - Introduce and demonstrate each of the steps - Candidates role play teaching each other steps 1-5 toward learning back tuck, keeping their manual close by for reference - Stop before the step 6 (spotting) that will be introduced next 	pp 15-17	40 min	TRAMPOLINES
<p><i>First attempts at back tuck must be spotted because athletes regularly flip only enough to get to their head if they had not been spotted!</i></p> <p>Spotting for back tuck</p> <ul style="list-style-type: none"> - Introduce spotting for back tuck (on the bed) - Allow practice time (LF double spot at first) - Introduce step-in spotting for back tuck - Allow practice time (LF double spot at first) - Candidates who have difficulty with the timing of jumping with an athlete could learn to spot from the frame pad (works best on double mini-trampoline but can be done on trampoline too) 		30 min	
<p>Review the 8 steps, answer any questions</p> <p><i>It is important to use all the steps because each one has a purpose in helping athletes to learn back tuck successfully and safely</i></p>	pp. 15-17	5 min	
<p>Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:</p>			
Front pike Front layout <ul style="list-style-type: none"> - May not get this one, it is not used a lot but it is a good challenge. Also a good drill for takeoff technique and learning to “kick” to get forward rotation. Important to work on this before learning doubles going forward 	p. 19	15 min	TRAMPOLINES
Back pike Back layout	p. 21	15 min	

Barani tuck	p .22		TRAMPOLINES
Barani pike - Point out that: <i>the bit-by-bit method of adding twist to the end of a skill is used for many skills throughout the Air 2 course. The advantage is that changes are small, so it is safer for the athlete and they know where they are in the air because they are building on a skill they can already do.</i>		20 min	
Barani layout	p. 23		

AIR MODULE 2 - SECTION 3

Mechanics of acrobatics – 60 minutes	Manual Page	Required Time	Resources/ Equipment
Present mechanics of acrobatics information from the Air 2 manual	pp. 54-60	60 min	CLASSROOM Whiteboard/ paper, Markers
Warm up – 20 min	Manual Page	Required Time	Resources/ Equipment
Candidate-led 10 minute warm up on floor - LF - make note of candidate competence in leadership and communication		10 min	GYM FLOOR
LF-led warm up on trampoline 10 min - Suggestion: Warm up with pullovers and pullover combinations from the 8 steps to a back tuck		10 min	TRAMPOLINES
Spotting Practice – 30 minutes	Manual Page	Required Time	Resources/ Equipment
Practice spotting for Back tuck		30 min	TRAMPOLINES throw mat
Air 2 skills – 1 hour 40 minutes	Manual Page	Required Time	Resources/ Equipment
Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:			

<p>1 ¼ back tuck</p> <ul style="list-style-type: none"> - <i>1 ¼ back is taught first because landing on the back is easier and the athlete can see their landing for longer so they have time to adjust. Landing on the front has less margin for error and is closer to the head so the athlete needs to be more precise</i> <p><i>SAFETY: Knees apart on landing. Always look at the cross and only make small changes on each attempt. Also watch out for backward travel which can cause the athlete to land with their head in the springs (get the mat under them, and get them to stay in the middle on back tuck before trying 1 ¼ back)</i></p> <p>¾ back tuck</p> <ul style="list-style-type: none"> - <i>Ensure athletes have a consistent takeoff on their back tuck before learning this skill, use a mat and make sure they are looking at the trampoline so they can adjust for the landing</i> <p>Gainer back tuck (including spotting)</p> <ul style="list-style-type: none"> - <i>First attempts at gainer back tuck must be spotted because athletes commonly under-rotate because they find it difficult to flip backward while leaning forward</i> 	<p>p. 24</p> <p>p. 25</p> <p>p. 26</p>	<p>60 min</p>	<p>TRAMPOLINES</p>
<p>Lincoln Loop(including spotting)</p> <ul style="list-style-type: none"> - <i>Some athletes may find it easier to learn sideward flipping than forward flipping, for these athletes the progressions may seem more difficult than the whole skill. In this case you can teach them using cartwheel progressions and the hand-spotting method instead</i> - <i>Remembering hand position: Shake hands (right hand for right Lincoln, left hand for left Lincoln) then the top hands clasp with thumbs down and palm facing the opposite person.</i> <p>Lincoln 180</p> <ul style="list-style-type: none"> - <i>Note the same bit-by-bit method of adding twist as we used for learning barani tuck and pike</i> - <i>Direction of twist is for this is dependent on the direction of the Lincoln – turning in is more natural</i> 	<p>p. 27</p> <p>p. 28</p>	<p>40 min</p>	<p>TRAMPOLINES</p>

AIR MODULE 2 - SECTION 4

Warm up 20 min	Manual Page	Required Time	Resources/ Equipment
Candidate-led 10 minute warm up on floor - LF - make note of candidate competence in leadership and communication			GYM FLOOR
LF-led warm up on trampoline 10 min - Warm up suggestion: Do misty drop and misty rollovers, adding grabs to each. Then try to add more spin to the misty rollover			TRAMPOLINES
Air 2 skills – 3 hours 10 minutes	Manual Page	Required Time	Resources/ Equipment
Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:			
Misty 540 - it is important at this point to remind coaches to go back through the progressions each time the athlete makes a mistake or gets confused, or if they want to change something about the skill (this applies to all skills)	p. 29		TRAMPOLINES
Cork 720	p. 31	90 min	
Bio 540 - this skill is challenging because it is hard to stay on the intended axis with hips below shoulders and still land on balance at the end. Always use a mat! Using “gorilla position” while learning or adding a grab often helps	p. 34		
Adding more spin: Misty 720&Cork 900 - These two skills can be taught using the bit-by-bit method of adding twist to the end of Misty 540 and Cork 720	p. 30 p. 33	10 min	TRAMPOLINES

<p>Rodeo 540</p> <ul style="list-style-type: none"> - there has been much discussion surrounding this skill and some argument about whether it is forward or backward rotating, however it is mainly a sideward rotating skill. Coaches may have a preference for a slightly forward or a slightly backward lean during the sideward rodeo takeoff but it is still the same skill. <p>Flare 540</p> <p>Flatspin 360</p> <ul style="list-style-type: none"> - this is a challenging skill to do on trampoline, but take some time for coaches to explore each progression method, after working through it they often understand much better than they would by simply discussing it 	<p>p. 35</p> <p>p. 37</p> <p>p. 38</p>	<p>90 min</p>	<p>TRAMPOLINES</p>
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AIR MODULE 2 - SECTION 5

Spotting Practice – 45 minutes	Manual Page	Required Time	Resources/ Equipment
<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 		<p>10 min</p>	<p>GYM FLOOR</p>
<p>LF-led warm up on trampoline</p> <ul style="list-style-type: none"> - Suggestion: Warm up using variations of stretch front drops, 180 to front drop, and back drop to front drop (tuck pike and layout or add grabs) 		<p>10 min</p>	<p>TRAMPOLINES</p>
<p>Practice spotting for Back tuck, Gainer back tuck and Lincoln loop</p>		<p>25 min</p>	<p>TRAMPOLINES throw mat</p>

Air 2 Skills – 2 hours	Manual Page	Required Time	Resources/ Equipment
Use “Introduction, Theory, Experience, Application, Closing” to facilitate candidates learning to effectively coach the following skills:			
<p>¾ front layout</p> <ul style="list-style-type: none"> - it is important to check that coaches are watching the athlete’s eyes to get them to look at the trampoline <p>Porpoise Tuck</p> <ul style="list-style-type: none"> - Be very careful and supervise coaches and athletes diligently while working on porpoise. It is easy for athletes to land on their head if they don’t have hands actually touching their feet for the hands-on-feet roll during the progressions <p>Ballout tuck</p> <ul style="list-style-type: none"> - Make sure coaches are checking for knees apart on landings (space for your face) <p>Superman front flip</p> <ul style="list-style-type: none"> - Use a mat!! Knees apart on landings - it is very easy to over-rotate this skill so warn athletes and make sure they know not to land on their hands or arms 	<p>p. 41</p> <p>p. 43</p> <p>p. 44</p> <p>p. 45</p>	<p>60 min</p>	<p>TRAMPOLINES</p>
<p>Arabian ¾</p> <ul style="list-style-type: none"> - teach both early and late twist, but for both make sure they are getting well past their head before adding any twist to the skill <p>Underflip 540</p> <ul style="list-style-type: none"> - knees apart on landing <p>D-spin 720</p> <p>Back half</p> <p>Back full</p>	<p>p. 46</p> <p>p. 48</p> <p>p. 49</p> <p>p. 51</p> <p>p. 52</p>	<p>60 min</p>	<p>TRAMPOLINES</p>

Assign presentations – 15 minutes	Manual Page	Required Time	Resources/ Equipment
Assign skills that will be presented during the afternoon presentations and give time to work on presentation: <ul style="list-style-type: none"> - Choose a skill that will challenge the candidate but will not be too intimidating for them - If possible, choose a skill that may help you evaluate something you have not yet been able to evaluate for each candidate - Pick any skills from the manual that have been taught during the course - Make sure you are available during the break in case candidates want to ask questions in preparation for their presentations 		15 min	GYM OR CLASSROOM

AIR MODULE 2 - SECTION 6

Skill Presentations – 2 hours	Manual Page	Required Time	Resources/ Equipment
Candidate-led 10 minute warm up on floor		10 min	GYM FLOOR
Skill Presentations <ul style="list-style-type: none"> - 10 minute presentations - 5 minutes for questions and feedback 		15 minutes per presentation	TRAMPOLINES
Tilt twisting – 30 minutes	Manual Page	Required Time	Resources/ Equipment
Mechanics of tilt-twisting technique	p. 60	5 min	
Trampoline corkscrew <ul style="list-style-type: none"> - Review step-by-step progressions for learning it first - Introduce “pure tilt-twist method” 	p. 61	15 min	TRAMPOLINES
Back full <ul style="list-style-type: none"> - Remind coaches to use progressions when first teaching back full, this is an advanced version of back full - Introduce Pure tilt-twist method for back full (demo by LF, or with a coach or demonstrator with advanced skill level to be able to do this) 	p. 62	10 min	TRAMPOLINES

Games – 20 minutes	Manual Page	Required Time	Resources/ Equipment
Freestyle Trampoline Games - Divide coaches into 3 groups, have each group read and introduce one of the games in the manual	pp. 63-64	5 min to prepare 5 min per game	TRAMPOLINES, manual
Routines – 20 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” 	p. 65	20 min	TRAMPOLINES paper, pen, manual
Wrap-up – 20 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 		20 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.