

# **NCCP**

# **Competition 1**

# **MAG/WAG**

**(Introduction)**

# **COACH**

# **EVALUATION**

# **Templates**



# STEP 1: Competition 1 Portfolio

## THE DOCUMENTS ON THE FOLLOWING PAGES ARE THE DOCUMENTS YOU HAVE TO COMPLETE IN ORDER TO BUILD YOUR PORTFOLIO

The portfolio is a compilation of tasks required of the coach to prove their understanding of the coaching expectations in this level.

By building a portfolio, coaches develop competencies and increase the likelihood that they will be successful in the evaluation/certification process.

Use the Guidelines for Success document guide you through the minimum standards for success.

### Checklist of Portfolio Contents

- ☐ 1. Coach Profile Form
- ☐ 2. Emergency Action Plan
- ☐ 3. Yearly Training Plan
- ☐ 4. Detailed Lesson Plan
- ☐ 5. Understand/Teach Model  
*Select a level appropriate skill*
- ☐ 6. Nutrition Quiz
- ☐ 7. Coach Spotting Skills
- ☐ 8. Coach Self-Assessment & Action Plan
- ☐ 9. Making Ethical Decisions Online Evaluation proof of completion

# Coach Profile Form

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_ NCCP # \_\_\_\_\_

Club: \_\_\_\_\_

Completed Competition Introduction Course:

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Gymnastics Foundations Status:

☐ Trained    ☐ Certified

<b>Level you are Coaching</b>		<b>Number of years coaching</b>	
<b>Other coaching experience, or involvement in sport</b> (athlete, judge, admin, etc.)		<b>Personal goal in coaching</b> (what you want to achieve)	
<b>Number of Athletes</b>		<b>Athlete age range, and differences in athletes age/stage of growth</b>	
<b>Average years of experience of athletes</b>		<b>My athlete's goal(s)</b>	

**Coach's Supervisor's Endorsement**

*I have verified and confirm that this applicant has completed the Competition 1 (Introduction) Coaching Portfolio and is ready for evaluation.*

*I also confirm that this applicant developed all the components of this evaluation.*

Supervisor's signature: \_\_\_\_\_ Email: \_\_\_\_\_

Select your Discipline:

- |  |  |
|--|--|
| <input type="checkbox"/> Women's Artistic Gymnastics | <input type="checkbox"/> Trampoline Gymnastics |
| <input type="checkbox"/> Men's Artistic Gymnastics   | <input type="checkbox"/> Rhythmic Gymnastics   |
| <input type="checkbox"/> Acrobatic Gymnastics        |  |

Coach's signature: \_\_\_\_\_ Date: \_\_\_\_\_

☐ My Coaching Portfolio (containing all required documents) is complete.

# Emergency Action Plan

Provide location of medical profile for each athlete and for all members of the coaching staff.

<b>Emergency phone numbers:</b>	
<b>Cell phone number of coach(es):</b>	
<b>Location of First-aid Kit:</b>	
<b>Address of home facility:</b>	
<b>Phone number of home facility:</b>	
<b>Location of telephones (cell and landline):</b>	
<b>Charge person (1<sup>st</sup> option):</b>	
<b>Charge person (2<sup>nd</sup> option)</b>	
<b>Call person (1<sup>st</sup> option):</b>	
<b>Call person (2<sup>nd</sup> option)</b>	

*Address of nearest hospital:*

*Nearest cross street to Facility:*

*Directions to Hospital from Facility:*

## ***Roles and Responsibilities:***

### **Charge Person**

1.

2.

### **Call Person**

1.

2.

Yearly Training Plan Template

Year:		Periods																																																							
		July			August			September			October			November			December			January			February			March			April			May			June																						
Month	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	1	2	3	4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	1	2	3	4	5	6	7	8	9	10				
	# of Practices																																																								
	Hours per Practice																																																								
	Physical Testing																																																								
	Skill Testing																																																								
	Mock Competitions																																																								
	Important Events																																																								
	Competitions & Important Events																																																								
	Milestones																																																								
Physical Prep	Endurance																																																								
	Strength																																																								
	Power																																																								
	Flexibility																																																								
Mental Prep	Focus																																																								
	Relaxation																																																								
	Visualization																																																								
	Other																																																								
Objectives																																																									

\*Excel version of this template is available on the GymCan LMS: <https://gymcan.didacte.com>

# Competition 1 Lesson Plan Template

Coach: _____	Date: _____
Group: _____	Start Time: _____ End Time: _____
Level: _____	Period of Season Plan: _____

Lesson Objective /Focus		Time:
Introduction		Time:
General Warm-Up		Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:

Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Main Part Apparatus _____	Specific Warm-Up	Time:
	Activities	Time:
Cool Down		Time:
Conclusion		Time:
Evaluation		

# Understand/Teach Model Template

## Skill Planning – Understand/Teach Worksheet

### Understand

**Skill:** \_\_\_\_\_  
Identify (Diagram of Skill):

<p>Fundamental Movement Patterns: in order</p> <p>(Locomotion, Spring, Rotation, Stationary Positions, Landings, Swing)</p>
<p>Body Positions or Actions: in order</p> <p>(Shoulder Girdle: (Protraction, Retraction, Elevation, Depression); Shoulder Joint: (Flexion, Extension, Abduction, Adduction); Trunk: (in/out); Hip: (Flexion, Extension, Abduction, Adduction)</p>

### Teach

Prerequisites:

Physical Preparation (Endurance, Strength, Power, Flexibility):

Motor Preparation (Progressions, Drills and Spotting):

Error Detection:      Common causes:      Corrections:

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## Nutrition Quiz

1. The time between eating and training (less than 2 hours) will NOT be long enough for complete digestion of a large meal.  
☐ True  
☐ False
2. Pepperoni and double cheese pizza is high in PROTEIN and low in FAT.  
☐ True  
☐ False
3. Rehydration CAN continue during activity.  
☐ True  
☐ False
4. As there are only 1 hour between a school sporting activity and a training session, athletes should eat only ONCE during this period.  
☐ True  
☐ False
5. Athletes should always wait 30-60 minutes after the end of the training session to rehydrate and eat foods rich in carbohydrates but low in fat.  
☐ True  
☐ False
6. It is a good idea to include a drink with the meal to ensure being hydrated.  
☐ True  
☐ False
7. Athletes SHOULD drink coffee because of its hydrating effect.  
☐ True  
☐ False
8. Athletes SHOULD consume small quantities of foods high in carbohydrate until their next meal.  
☐ True  
☐ False
9. DO NOT encourage athletes to continue drinking water for the next few hours they CAN trust their thirst to determine how much water to drink.  
☐ True  
☐ False
10. Athletes should drink plenty of fluid every day, particularly before a practice session or competition.  
☐ True  
☐ False

Assessment Form - Coach Spotting Skills	
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**Coach's Name:**\_\_\_\_\_ **Spotting Assessor:**\_\_\_\_\_

### Coach's Tasks

- Arrange a time for an assessment of your spotting. Contact your club supervisor/Head Coach or a co-coach that is at least NCCP Comp 1 Certified, to complete this form while they assess you.
- Include this completed assessment form in your portfolio.

**\*\*NOTE:** *If you do not have access to a suitable assessor, you may submit your portfolio and discuss the need to complete “Spotting Skills” with your Coach Evaluator during your lesson observation.*

**Head Coach / Supervisor / Co-Coach**

- Assess the coach's ability using this form (if the coach requires more time to refine their spotting skills, please give them specific feedback)

<b>Vault (WAG &amp; MAG)</b> <input type="checkbox"/> Front handspring <b>Bars (WAG &amp; MAG)</b> <input type="checkbox"/> Giant in straps <input type="checkbox"/> Kip <input type="checkbox"/> Forward circle (hip, sole) <input type="checkbox"/> Sole circle (back) <input type="checkbox"/> Free hip to horizontal <b>Floor (WAG &amp; MAG)</b> <input type="checkbox"/> Back tuck <input type="checkbox"/> Front tuck <input type="checkbox"/> Press handstand <input type="checkbox"/> Back handspring <input type="checkbox"/> Roundoff + backhandspring <input type="checkbox"/> Flyspring <b>Beam (WAG)</b> <input type="checkbox"/> Front walkover <input type="checkbox"/> Back walkover <b>Rings (MAG)</b> <input type="checkbox"/> Strength complex <b>Parallel Bars (MAG)</b> <input type="checkbox"/> Swing to handstand <input type="checkbox"/> Pike inverted swing to kip	<b>Is the coach's position:</b> <ul style="list-style-type: none"> <li>- Stable?</li> <li>- Appropriate distance in relation to athlete?</li> <li>- Appropriate distance in relation to apparatus?</li> <li>- Suitable in movement with the athlete as they travel</li> </ul>	<b>Comments</b>
	<b>Are the coach's actions:</b> <ul style="list-style-type: none"> <li>- Detailed in verbal explanation to athlete on what they are doing?</li> <li>- Supportive in the movements off/with the athlete in the most important phases?</li> </ul>	<b>Comments</b>
	<b>Is the set-up and equipment:</b> <ul style="list-style-type: none"> <li>- Safe?</li> <li>- Stable?</li> <li>- Minimizing risk?</li> </ul>	<b>Comments</b>

<b>Results</b> <input type="checkbox"/> <i>Spotting Skills Assessment Complete</i> <i>or</i> <input type="checkbox"/> <i>Re-assess Spotting Skills in Lesson Observation</i>	<b>Feedback</b>
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Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Competition 1 Coach Self-Assessment

Coaches who perform self-reflections are able to advance their coaching because of their skill to reflect on and think critically about their current coaching practices.

Read through each of the following Competition 1 skills.

**Select the rating that best represents how you feel about your coaching today.**

Date: \_\_\_\_\_

<i>I Use A Program to Guide My Coaching By...</i>	Always	Often	Some-times	Never
Identifying training objectives for specific periods in the season (development, maintenance, etc.)				
Identifying the length of each period (preparation, competition, transition)				
Calculating the total amount of training time available in a season				
Determining program goals appropriate to the athletes age, stage of development, and level of competition				
Using strategies that improve multiple abilities of my athletes (physical, motor, technical, psychological)				
Looking for areas in my program where I can be flexible and adapt to individual needs				
<i>I Plan Effective Practices By...</i>	Always	Often	Some-times	Never
Applying practice plans that are well organized				
Scheduling practice lengths and apparatus segments appropriate for the age and ability level of the athletes				
Effectively using the equipment available				
Selecting activities appropriate for the training period (i.e. competition)				
Adapting activities to the skill/fitness level of the athlete				
Applying challenges while still allowing success				
Understanding how the activities are appropriate to the athlete's stage of the growth and development				
<i>I Analyze My Athlete's Performance By...</i>	Always	Often	Some-times	Never
Predicting and preparing physical preparation for the athletes to learn and refine skills				
Understanding the technical progression of introductory skills for all of my sport specific apparatus				
Prescribing an appropriate activity or drill to assist the athlete to improve their performance				
Selecting appropriate corrections, and explaining how and why that correction changes performance				
Giving athletes corrections that focus their attention to internal cues				

<i>I Provide Support To Athletes In Training By...</i>	Always	Often	Some-times	Never
Teaching appropriate practice and competition rules				
Ensuring a safe practice environment				
Ensuring equipment is available and ready to use				
Using a variety of options to adapt the practice to promote skill learning				
Understanding my athlete's learning styles (auditory, visual, kinesthetic) and intervene in ways for their optimal learning				
Providing clear and concise instructions and allow athletes to ask questions				
Providing positive and constructive feedback to reinforce athlete's efforts				
Developing trust with athletes and role modeling respectful language and behaviours				

### **Self-Assessment Questions / Coach Development Action Plan**

1. In which area(s) do you feel the strongest and why?

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2. In which area(s) do you feel you still need to improve?

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3. What is the most positive experience you have had coaching the Comp 1 content, and what has been one challenge you experienced while coaching the Comp 1 content?

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4. What are your short and long term coaching goals?

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What will help you achieve them?

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