

Rhythmic Gymnastic
Canadian Sport for Live Implementation Plan
BC
August 2014



Long Term Athlete Development plan for rhythmic gymnastics

This document outlines the actions Rhythmic Gymnastics BC undertake under Canadian Sport for Life - Long-Term Athlete Development. The LTAD is a model for development in physical activity and sport to provide a safe, enjoyable and progressive pathway for children and youth to pursue healthy physical activity along with a pathway to excellence.

Together with Gymnastics Canada and the other provincial associations, Rhythmic Gymnastics BC has customized and adopted the LTAD for rhythmic gymnastics. The model describes what kids should be doing at specific ages and stages in their development.

Following the LTAD model for the past few years helped Rhythmic Gymnastics to growing as a sport in BC. Our membership is doubled for the past 5 years. Our Strategic Plan for the next years was based on the Sports for life form. This will keep our membership stronger; athletes will perform better and keep them active for longer time in their life

You can start to participate at the Sport of Rhythmic gymnastics at very early age and continuing until adult.

All children, youth and adults need to acquire and maintain the physical skills to participate with confidence in the sport. With starting teaching young girls to a fundamental skills and then continuo to development as competitive athletes and when they become adults keeping them active in Gymaestrada Groups to Healthy leaving programs for 55+ years old.





We have 6 stages of development

STAGE 1 :ACTIVE START AGE 0-6 YEARS

Active Start Rhythmic Gymnastics program is structured around creating movement challenges for participants to explore and resolve. Participants will progress at their own rate, and the program structure will allow for individual differences. The program is holistic, child-centred, and develops cognitive, psycho-social, motor, and physical qualities. The language of instruction must be appropriate to the age and developmental level of the participant.

Through age-appropriate activities, and using adapted equipment, participants will be introduced to the Fundamental Movement Patterns: Static Positions, Locomotions, Rotations, and Object Manipulation. The quality of movement for each of these pattern will be extended and enhanced through the use of music, rhythm and the principles of dance

What qualities will be developed in Active Start gymnastics programs?

- Fundamental Movement Patterns
- Motor qualities of agility, balance and coordination
- Physical qualities such as strength and flexibility
- Creative movement and make-believe
- Exposure to music and dance activities
- Participants learn to explore space in a safe manner, learning to control their own movement in relation to equipment and others. Good class management ensures safety.
- Group social skills are developed as a basis for future sport ethics
- Participants with a disability are often integrated into able-bodied programs, particularly where a support person, parent/guardian can participate. The “fun” environment,

What does NOT belong in an Active Start gymnastics program?

- Repetitive and prolonged activity; competitive-type training
- Focus on training gymnastics “skills”
- Risky positions and exercises, inverted bridges
- Flexibility training

Classes’ length

- Under 4 years of age: 30-45 minute classes, once per week for 10-36 weeks of the year
- 4-6 years of age: 45-60 minute classes, once or twice per week for 10-36 weeks of the year
 - Participants with an intellectual disability: begin with 30- 40 minute classes and progress to 60 minutes, once or twice per week

Monitoring

- Development of Fundamental Movement Patterns
- Social skills

NCCP Active Start Coach Training program Type of coach:

Pre NCCP coach , NCCP Foundations to Gymnastics coach with Active Start Coach specialization
Special Olympics Canada Community Coach program

STAGE 2 FUNDAMENTAL MOVEMENTS 4-8 YEAR OLD

In this stage, participants continue to develop and master the fundamental movement patterns. This is a “sampling stage”. There is little pressure to achieve, as participants have an opportunity to enjoy sport, have fun, and develop fundamental motor skills. The skills that participants acquire in Fundamentals gymnastics programs will be beneficial for both competitive and recreational activities in any sport and will enhance their quality of life and health. During this stage some participants will show an interest in more advanced rhythmic gymnastics programs. These participants will be streamed into special programs that suit their ability and which may include preparation for competition or Special Olympics.

What qualities will be developed in Fundamental gymnastics programs?

- The Fundamental Movement Patterns gain quality, definition and refinement as the basis for building gym-specific skills.
- Fun activities should be used to develop physical capacities (basic strength, postural control, core strength and flexibility), as well as agility, balance and coordination
- Basic apparatus skills with rope should be introduced for all gymnast
- Sport ethics are introduced (fairness, acceptance, right to participate)
- Psycho/socio development: Desire to learn and to be active, self-confidence to try, self-expression and group social skills, self comparison and task focus

What does NOT belong in a Fundamentals gymnastics program?

- Excessive repetitions of exercise for conditioning, High emphasis on comparison of physical and motor abilities; testing programs that encourage compare.

Classes' length

- More advanced programs: two or three classes per week for 1.5 to 3 hours per class.
- Participants in this stage should not train more than 6-8 hours per week. Younger participants in this stage should train 6 or fewer hours per week.
- Number of weeks per year: up to 36-40
- All children should continue to participate in at least 3-4 other activities on a regular basis.

Monitoring

- Social skills
- Emotional and behavioural stabilities
- Monitor growth by taking standing height measurements on the birthday and recording for future reference. As well, shoulder, back and hip flexibility can be monitored. (see measurement protocol in Appendix)

Events and Activities

- In-class demonstrations and sharing
- Performances for other gymnasts and parents:
- Local public demonstrations and performances
- Recognition - awards, rewards and achievement
- Fun participatory events: Ribbon days, skill demos



NCCP Fundamental Training program Type of coach:

NCCP Foundations to Gymnastics coach certified. Active Start Coach specialization Special Olympics Canada Community Coach program

STAGE 3: TRAINING TO TRAIN 9-12 YEAR OLD

This stage is one of the most important periods of motor development and is a window of accelerated adaptation to skill training. All key gymnastics skills should be well established during this stage. Those who continue to do rhythmic gymnastics at this age have usually developed a strong love and enjoyment of the sport. The number of other extra-curricular activities will likely decrease so the participant can specialize in rhythmic gymnastics. Participation may be at an advanced recreational, demonstration or competitive level, but basic skills are well-established and there is a long-term commitment to the sport. Fun is still important, and it takes on a different meaning as training becomes more structured and skill-oriented. In this stage, gymnasts will be guided into the most appropriate program and discipline.

What qualities will be developed in Train to Train gymnastics programs?

- This is an important time for development of complex rhythmic gymnastics skills. The athletes should train with all apparatus
 - Physical preparation - strength, endurance and flexibility - must accompany skill training (prepare the body to advance the skill).
 - Spatial orientation development must be emphasized as perceptual judgement skills are developing in this stage
 - Continue to develop speed through specific activities that focus on agility
 - Include ballet and creative expression development in training
 - Ensure that training is enjoyable for all. Encourage social interaction and activities with the athletes, as well as participation in activities outside of gymnastics
 - Cognitive development: concentration, communication, problem-solving, decision-making
 - Psycho/socio development: desire to be active, dedication, commitment to train
 - The athlete must learn strategies for stress management, coping with commitment and life balance, and strategies for competition/performance (e.g. planning, goal setting, concentration, imagery and relaxation skills)
 - Gym rules relating to safety and accepted social behaviour need to be reinforced. The participant learns to accept consequences of behaviour
 - Sport ethics should be cons

What does NOT belong in the train to train gymnastics program?

- Elements on knees should be taught and used with caution
- Repetitive lower back hyperextension skills
- Overtraining and under-recovery; gymnasts must be monitored, and training programs adjusted to address individual needs
- Overstress and lack of balance in life due to excessive training demands

Classes time

- Recreational and performance athletes: two to three training sessions per week, up to 3 hours per session
- Competitive RG gymnasts: four or five training sessions per week, 3 to 3.5 hours per session; maximum 16 hours per week for a national level gymnast (including ballet preparation)
- AGG gymnasts: 9 to 12 hours per week
- Number of weeks per year: up to 45-48 year.

NCCP Train to Train program Type of coach: NCCP Level 1 and NCCP level 2 certified



STAGE 4 TRAINING TO COMPETE 12-14 YEAR OLD

Athletes who progress to this stage are passionate about their sport and committed to a competitive career. They are high-level provincial stream, national stream, or high performance athletes who enjoy meeting a challenge. These are years of investment, in which the participant becomes solely committed to rhythmic gymnastics, is focused on achieving an elite standard, and builds a close relationship with the coach. The athlete have consolidated all basic skills, are developing and refining advanced skills and are performing routines of increasing complexity and difficulty. Gymnasts must now learn how to compete well under a variety of conditions. They will reach an optimal performance state that will enable them to meet their individual performance goals.

Coaches must be aware that each gymnast will develop at a different time and different rate. Individuality and flexibility of training programs are extremely important in this phase. Monitoring is important for all gymnasts, regardless of their level of participation. It may be necessary to temporarily restrict the number and type of competitions to allow the gymnast to adapt to his or her changing body and to reduce the stress on the body, thereby reducing the possibility of injury and early retirement. More focus is needed on the emotional and social impact of this growth spurt on the athlete. Coaching methodology should be adjusted to properly address the impact of these changes. Ensure that the needs of the gymnast are matched to the appropriate program, coach and club environment. Competition becomes more important, with the focus on achieving consistency and quality of performance, and on learning to cope with the physical and mental challenges of competition. Results only become important toward the end of the stage.

What qualities will be developed in training to compete stage?

- Gymnasts must develop advanced skills early in the stage, before the onset of the growth spurt
 - Educate gymnasts about nutritional requirements for adolescent athletes
 - Provide opportunities to foster positive body image, high self-esteem and confidence
 - Refine routine skills performed at high quality and intensity. Consolidate and increase the variety of elements
 - Increase difficulty and artistry; develop individual creative expression
 - Flexibility and symmetrical development must be emphasized, given the rapid growth of bones, tendons, ligaments and muscles
 - Spatial orientation development must be emphasized as perceptual judgement skills mature in this stage
 - Incorporate aerobic endurance, speed and strength training; develop core strength
 - Consolidate and refine stress management and competition preparation strategies; learn how to manage distractions and different environmental demands
 - The gymnast gains independence in decision-making. While coach input is essential, the gymnast becomes responsible for many decisions that affect training and competition
 - Develop ability to deliver consistently good performances at important competitions

- Gym rules relating to safety and accepted social behaviour need to be reinforced. The participant learns to accept consequences of behaviour

- Sports ethics should include ethical issues related to competition
- Encourage life balance through outside interests
- Emotional development (e.g. mood) is different between males and females

What does NOT belong in the training to compete program?

- Inflexible approach to training that does not consider individual levels of maturation
- Repetitive lower back hyperextension skills
- High resistance training and high muscular loads that can result in apophyseal avulsion injuries

Performance Qualities

- Gymnasts in this stage are competing at provincial, national and international levels
- Expectation is that performance will be of consistently high quality. Gymnasts must strive for perfection in skill performance
- Gymnasts should learn to understand their own strengths and weaknesses. Routines should be planned to highlight strengths and minimize weaknesses
- Careful planning is required in selecting competitions for specific purposes
- The focus of international competition is on learning how to compete under FIG rules, exposure to other cultures and on learning to cope with the physical and mental pressures of travel, training, competition and officiating in another country.

Classes' length

- Provincial level athletes: 3 or 4 times per week for 3-4 hours per session; maximum of 16 hours per week
- National and HP level RG athletes: 5 times per week for 3.5 to 4 hours per session, including ballet preparation; maximum 20 hours per week. Younger athletes should be training less hours than the maximum.
- AGG gymnasts: 12-16 hours per week

Monitoring

Monitor iron levels on the athletes annually

- Pay special attention to PHV; monitor standing and sitting height, arm span and weight every three months
- Physical abilities testing; active flexibility testing is particularly important during PHV
- Monitor skills, technique and difficulty
- Monitor emotional development.

Events and Activities

- Canadian Championships, Eastern and Western Canadian Championships, Provincial Championships, Canada Games and Provincial Games
- Selection events
- Special performances and demonstrations (club, provincial, national)
- Selected international competitions at the Junior level Programs: Provincial competitive programs National competition structure and system AG Canadian Program Special Olympics Canada

NCCP Train to Compete program Type of coach: NCCP Level 2 and NCCP level 3 certified

STAGE 5 TRAINING TO WIN 15+

Athletes in this stage are at the highest level of international competition. They are representing Canada at World Championships, Olympic Games and other major games, are on the World Cup circuit and are invited to the most prestigious international events. Gymnasts often compete as both individuals and as team members, which requires a shift in attitude and in some aspects of competitive preparation. RG gymnasts will normally remain in this stage for one Olympic cycle before retiring or continuing their education. Athletes may spend several weeks or months of the year traveling to competitions and will often be training outside of their home gym.

What qualities will be developed in this stage?

- Refine routine skills performed at high quality and intensity; develop/refine unique skills.
 - Consolidate and increase the variety of elements and artistry.
 - Achieve highest international standards of difficulty, composition and performance
 - Gymnast retains total command of the routine, regardless of competitive environment and situation.
 - Maintain physical attributes: strength, power, flexibility and endurance
 - Focus on recovery and regeneration strategies
 - Fully developed mental preparation skills: imagery, concentration, emotional control, positive self-talk and relaxation
 - Well developed self-regulation, decision-making, and coping skills. Gymnasts should have a strong sense of adaptive perfectionism and self-confidence
 - International team competitive events bring different pressures, and require development and management of team work skills
 - Capable of managing interviews and media events
 - Capable of managing distractions and interruptions in training, while maintaining peak performance over the long term
 - Takes a stronger role in decision-making, working in partnership with the coach
 - Self-discipline governs safety and accepted social behaviour. The participant accepts consequences of behaviour
 - Sport ethics should include ethical issues relating to competition and social maturity
 - Maintains life balance through outside interests and friends, education
 - Preparation for retirement and transition from sport that can include exploration of career and educational options
- Age: 15+ Long Term Athlete Development

Performance Qualities

- Performance standards are FIG Senior requirements
 - Consistent performances of the highest international quality
 - Goal is to reach finals and podium
- GCG Programs: National Team Program GCG National Coaching Certification Program GCG Judges Training Program Type of Coach: NCCP Competition

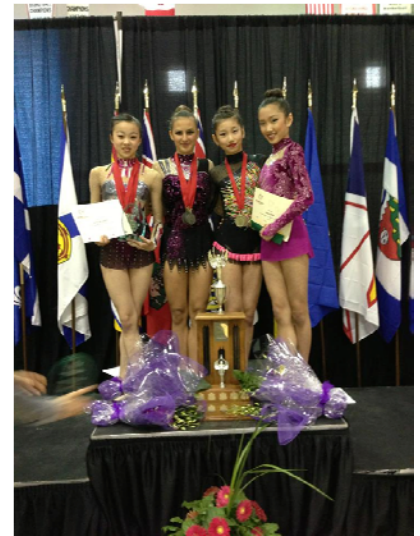
High Performance Amount of Time in Gymnastics

- RG gymnasts: 6 times per week for 5.5 to 6 hours per session, including dance preparation and conditioning
 - The top Canadian rhythmic gymnasts train 24 hours per week
- Monitoring

- As intensity and volume of training increase, general health must be monitored regularly
- Ongoing screening for hip and knee alignment, imbalances in strength and flexibility
- Physical abilities testing
- Skills, technique and difficulty assessment
- Recovery and regeneration status should be assessed daily
- Injury prevention and injury management

Events and Activities

- Canadian Championships
- Selection events
- Training and preparation camps
- Special performances and demonstrations (club, provincial, national)
- Selected international FIG senior competitions
- World Championships
- Olympic Games
- World Cup events
- Major Games and Championships
- Special Olympic Games



NCCP Train to Compete program Type of coach: NCCP Level 3 and NCCP level 4 certified

STAGE 6 THE GYMNASTICS FOR LIFE

This stage welcomes gymnasts of all ages, all backgrounds and all performance levels. In this stage are opportunities to learn new skills, to be part of a performing group, to try new gym disciplines and even to travel internationally and represent Canada. For those who wish to try a new aspect of gymnastics, there are opportunities for coaching, judging, volunteering and working in the sport. This stage is for anyone who has ever participated in gymnastics. It welcomes new participants – even at advanced ages - and athletes with a disability. It welcomes athletes from other sports who know the benefits that gymnastics will bring to their overall sport performance. It allows everyone and anyone to continue to have FUN with gymnastics, gain FITNESS with gymnastics and learn the FUNDAMENTALS of gymnastics at a level that suits their age, interests and ability. And last but not least, it encourages former gymnasts to apply their gym skills into other sports and activities so they remain active for life.

What qualities will be developed in the Gymnastics for Life stage?

- Application of learned skills to new focus
- Improve performance quality of specific skills related to new focus
- Maturity in combination, adaptation and creative extension of skills and open to mental challenges
- Develop other skills and relate to rhythmic gymnastics background e.g. teaching, coaching, administration, marketing, promotion
- Application of gymnastics experience to life skills

- Desire to remain active and involved, and to give back to the sport
- Non-self centred attitude
- Enjoys social participation in the sporting activity
- Commitment to a program or a group •

What does not belong in the Gymnastics for Life stage?

- Risky exercises or advanced skills that require high level physical preparation
- Be aware that inconsistency of training increases risk factors
- Be aware of physical limitations of participants Long Term Athlete Development

Amount of time in gymnastics

- Will vary with age and performance level of gymnast
- May be 1 X 1 hour per week recreational program, up to 4 X 3 hours per week for an advanced demonstration team
- Up to 48 weeks per year • Single peak or no periodization Role of

Events and Activities

- Club and Provincial Gymnaestrada/ GymFests/Shows/Demonstrations
- Canadian and World Gymnaestrada
- Masters Competitions
- Recreational meets • School and University competition



Reference material

[Long Term Athlete Development Information for Parents](#)

[Long Term Athlete Development Plan - Gymnastics](#)

[Canadian Sport for Life LTAD](#)

BC Rhythmic Gymnastics Coaching Pathway

Pre-CIT program

Starting at age 13, potential coaches may participate in a Pre-CIT program at their club. The Pre-CIT program was created by Gymnastics Canada (GCG) to allow younger potential coaches begin training before they are eligible to participate in NCCP courses.

The GCG Pre-CIT program is the ONLY recognized program for 13-15 year olds and those who complete it are eligible to attend NCCP Gymnastics Foundations training courses early: at age 15 (eligibility for certification remains at 16 years of age).

Program length

- Thirteen year old Pre-CITs should complete the program over two full training years, but can complete it one year if that is how their club delivers the program (they would still have to wait until they are 15 years old before moving on to Gymnastics Foundations courses).
- Fourteen and 15 year old Pre-CITs have the option of completing the program in one or two training years.

Program contents

Part 1-Year 1: complete five hours of tutorials (covering 10 topic areas) and assist in the gym for 10 hours.

Part 2-Year 2: complete an additional 10 hours of tasks related to coaching, officiating and administration.

Pre-CIT eligibility

A Pre-CIT may only assist a certified coach (minimum Gymnastics Foundations certified, Level 2 technical highly recommended) under one-on-one direct supervision (one certified coach can supervise one Pre-CIT at one time).

A Pre-CIT must NEVER be given sole responsibility for a group of children.

NCCP certification

A Pre-CIT coach who has completed the program and is ready to move on to NCCP Gymnastics Foundations courses may do so at age 15 (they still can't become certified until they are 16).

The Pre-CIT must complete and submit a LINK Pre-CIT Practical Record form to BCRSGF before registering for the course.

Gymnastics Foundations Info

NCCP Gymnastics Foundations (GF) is comprised of three training courses:

1. Intro
2. Theory
3. Discipline specific (active start, artistic, trampoline and rhythmic)

Pre-requisites

Gymnastics Foundations is where every new coach must start their NCCP training.

Intro course

The intro course is an active two-day course taught in the gym and is applicable to all the gymnastics disciplines. Coaches-in-training learn the three Fs: Fun, Fitness and Fundamentals of gymnastics during this course.

This must be the first course a coach-in-training attends. The coach-in-training must complete the 10 tasks in the GF intro workbook prior to attending their next training courses.

Theory course

The theory course is a one-day classroom course that is applicable to all gymnastics disciplines.

The content covered in this course is "Make Ethical Decisions" (MED) and "Planning a Lesson".

GF theory can be the second or third course a coach attends, but the completed workbook from the GF intro course must be brought with them to the course.

Make Ethical Decisions (MED) evaluation

Following completion of the theory course, coaches must complete the online MED evaluation.

Coaches who do not have the online MED evaluation on file have not met the requirements for completing the course and are unable to obtain status as a certified coach.

Discipline specific course

The discipline courses are one-day active courses taught in the gym.

Rhythmic - coaches learn about body posture, locomotion, apparatus manipulation for rope, hoop, ball, ribbon and scarves as well as basic skills specific to rhythmic gymnastics. Coaches will be prepared to coach recreational rhythmic participants ages six to 12.

The discipline specific courses can be the second or third course a coach attends.

Becoming certified

Following completion of the three Gymnastics Foundations courses (including the online MED evaluation), coaches must assemble their "Coaching Portfolio" and complete the Gymnastics Foundation evaluation process to become certified.

1. Coaching Portfolio

Beginning on page 6 of the Gymnastics Canada Coach Evaluation package are details on building the portfolio.

2. Gymnastics Foundations evaluation process

There is NO time requirement between the coach taking the Gymnastics Foundation courses and completing the Gymnastics Foundations evaluation.

Currently, BCRSGF (and the other provinces) are able to process the evaluations until Gymnastics Canada finalizes the process,

The club evaluator(s) must have been certified Level 1 or Gymnastics Foundations for a minimum of one (1) year, or be certified Level 2 (or higher). The name of the club evaluator(s) must be submitted to BCRSGF prior to any evaluations being completed.

Evaluations should take between 2.5 and 4 hours to complete. The Gymnastics Canada coach evaluation package and evaluator guide MUST be used. These are available in electronic format. The evaluator guide is available upon request from BCRSGF.

There are no fees payable to BCRSGF as these interim evaluations are completed within the club. Each club may decide if and how much their club evaluator(s) will be compensated and if there is to be a charge to the coach being evaluated.

Information for Club Evaluators

Evaluator responsibilities are as follows:

Prior to the Evaluation

- Review the coach's portfolio to ensure it is properly completed (detailed portfolio content requirements are available in the evaluator guide)
- Schedule the evaluation session with the coach

During the Evaluation and Follow Up

- Observe the coach actively coaching a class/lesson.
- Conduct a debriefing session with the coach and design an action plan to assist the coach in developing long and short term goals,
- Send a copy of the following pages to BCRSGF (the coach should retain the ORIGINALS):
- The first or second evaluation application form

- Appendix 1: coaching portfolio evaluation form
- Appendix 2: videotaped lesson evaluation form (use even if it was not a videotaped lesson but an "on-site" evaluation)
- Please do NOT send the entire package (or the GF workbook), just the requested pages
The above pages are required to process the coach's certification.

It is imperative that club evaluators complete the evaluation process as laid out in the evaluator guide.

If there are any question as to the quality of evaluation that B.C. coaches receive, Gymnastics Canada has the authority to refuse the certification process.

All clubs are encouraged to take advantage of this interim process to certify their coaches.

NCCP Level 2 Info

Level 2 is comprised of three components:

- Competition-Introduction Part "B" (theory)
- Technical
- Practical

Coaches must be trained under Gymnastics Foundations to begin Level 2 training.

Competition-Introduction Part "B" (theory) course

The Comp-Intro Part "B" course is a two-day multi-sport (not specific to gymnastics) classroom course. The content covered in this course is "Teaching and Learning", "Design a Basic Sport Program" and "Mental Skills".

This can be the first or second Level 2 course a coach attends.

Practical

Following completion of the theory and technical courses, coaches must complete the practical requirement to become certified Level 2.

The practical component is a log of Level 2 coaching hours completed after attending the Level 2 technical course.

Required number of hours

200 hours

The coach must submit the completed Level 2 practical record form to BCRSGF

Becoming certified

A coach is certified once they have completed the three Level 2 components: Competition-Introduction Part "B" (theory), Technical and Practical.

NCCP Level 3 info

Level 3 is comprised of three components:

- Competition-Development (theory)
- Discipline specific technical course (technical)
- Practical

Pre-requisites

Coaches must be certified Level 2 to begin Level 3 training.

Competition-Development (theory) course modules

Competition-Development consists of six modules, focused on training coaches who are working with athletes who are in the training to train or training to compete stages of long-term athlete development.

Four of the six modules must be completed to meet the requirement for Level 3.

Available modules:

- Leading Drug Free Sport (not preferred for gymnastics coaches)
- Managing Conflict
- Coaching and Leading Effectively
- Psychology of Performance
- Developing Athletic Abilities
- Prevention and Recovery.

Discipline specific technical course

The technical courses vary in length according to discipline

Practical

Following completion of the theory and technical courses, coaches must complete the practical requirement to become certified Level 3.

Becoming certified

A coach is certified once they have completed the three Level 3 components: Competition-Development (theory), Technical and Practical.

The document was prepared with the help of:

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