BM PERFORMANCE SYSTEM
ARTISTIC GYMNASTICS COACHING & PRACTICAL TRAINING

VOLUME 1 — FOUNDATION COACHING LAB

A working textbook for teaching coaches how to plan, demonstrate, cue, progress, assess, and adapt training.

BAHER MAGDY | Coach Education Series

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MAG & WAG • Foundation skills • Practical lesson templates

IMPORTANT: This volume is not a substitute for in-person coach qualification, supervised spotting training, facility rules, or current national federation requirements. Advanced elements are deliberately excluded.

How to use this book

Work through each chapter in order. Teach only skills for which you are qualified and have appropriate mats, equipment, supervision, and an athlete-ready progression. Record what the athlete can do independently rather than advancing on age or attendance alone.

Coach action	Evidence to collect
Plan	Session goal, readiness check, apparatus, group sizes
Teach	Demonstration, 1–2 cues, first supported repetition
Observe	Body shapes, direction, rhythm, landing, confidence
Correct	One priority error and a regression drill
Assess	Independent repeatable performance and safe exit

Notation: reps = repetitions; sets = rounds; RPE = perceived effort; stop = cease activity and reassess. Times are example planning values, not universal prescriptions.

Contents

- 1. Coach decision cycle and safe environment
- 2. Session design and class management
- 3. Foundation shapes and physical preparation
- 4. Forward roll teaching laboratory
- 5. Handstand teaching laboratory
- 6. Cartwheel teaching laboratory
- 7. Pommel horse support laboratory
- 8. Beam basics and landing laboratory
- 9. Assessment, feedback and adaptations
- 10. Four complete sample lessons
- 11. Coach worksheets and practical examination

1 | The coaching decision cycle

Coaching is a repeatable loop: CHECK → SELECT → EXPLAIN → DEMONSTRATE → PRACTISE → OBSERVE → ADJUST → RETEST. A coach must change the task when the athlete cannot meet the entry conditions.

Pre-session readiness check

- Environment: clear runways, anchored apparatus, appropriate matting, no collisions or cross-traffic.
- Athlete: asks about pain, recent injury, fatigue, distress, and confidence; refer concerns according to safeguarding and medical protocols.
- Task: athlete demonstrates prerequisites at a lower difficulty before a new skill.
- Support: coach-to-athlete ratio and spotting qualifications match the skill and group.
- Emergency: staff know the emergency action plan and incident reporting procedure.

Stop rules

Stop or regress immediately for pain, uncontrolled head/neck loading, repeated unsafe landings, fatigue-related loss of form, equipment movement, or athlete refusal. Never force flexibility, hold an athlete in a painful position, or attempt an unfamiliar spot from a written description.

Teaching language

Instead of	Use a specific cue
“Do it better”	“Reach tall, then place your hands shoulder-width apart.”
“Straighten everything”	“Push the floor away and lock your elbows.”
“Don’t fall”	“Look at the landing zone and finish still.”

2 | Design a 90-minute foundation session

Block	Minutes	Coach goal
Arrival/readiness	5	Safety check and grouping
General warm-up	12	Pulse raise, locomotion, joints
Shapes / activation	13	Hollow, arch, support, landing
Skill station A	18	New skill with progression
Skill station B	18	Consolidation / contrasting skill
Physical preparation	12	Controlled strength and mobility
Review / cool-down	7	Feedback, breathing, recovery
Transitions / buffer	5	Water, equipment, rotation

Planning rule: use one primary learning goal per station and at most two actionable cues per attempt. Shorten the station if quality drops.

Example station rotation

Station	Equipment	Task	Success indicator
A	Floor + wedge	Forward roll progression	No pressure on head/neck
B	Wall + mats	Handstand line drills	Open shoulders, straight arms
C	Low beam/line	Balance and stick landing	Stable finish for 2 seconds

Coach positioning

Place the coach where all active athletes and the highest-risk apparatus are visible. Mark waiting zones. Keep athletes off apparatus when the coach is spotting elsewhere.

3 | Foundational shapes and preparation

Exercise	Starter dose	Key cue	Regression
Hollow hold	3 × 10–20 sec	Ribs down, breathe	Bent knees
Arch hold	3 × 10–15 sec	Lengthen, do not jam lumbar spine	Arms by sides
Front support	3 × 15–25 sec	Push floor, shoulders active	Hands on raised block
Scapular elevation in support	2 × 6–10	Elbows remain straight	Supported plank
Squat-to-stick	3 × 5	Quiet feet, hips/knees flex	Lower jump height
Wrist preparation	2 × 30 sec	Gradual controlled load	Reduce lean

The doses above are illustrative for healthy beginner groups; adjust to maturity, technique, session load, and individual needs. Quality takes priority over volume.

Shape check: three observable signs

- Hollow: pelvis gently tucked, ribs controlled, continuous breathing.
- Straight-body support: hands press firmly, elbows extended, shoulder girdle active.
- Landing: feet stable, knees track with toes, torso controlled, no collapse.

4 | Forward roll — floor

Learning objective: A smooth shoulder-to-back roll with a controlled stand, without loading the crown of the head.

Entry requirements

- Comfortable squat and controlled rocking on back.
- Can tuck chin without forcing the neck; mat area is clear.

Teaching sequence

1. Demonstrate tuck and rounded-back shape using a side view.

2. Rock backward and forward on a soft mat, returning to squat.

3. Practise roll from a small incline only when setup and supervision are suitable.

4. Hands contact mat, chin stays gently tucked, hips travel over shoulders.

5. Finish in squat; stand without using head or neck for support.

Practice stations

Drill	Example dose	What the coach watches
Tuck rock	2 × 5	Rounded spine, chin relaxed
Squat-to-roll on suitable wedge	3 × 3	Hands and shoulders share load
Independent roll	3 × 2–4	Smooth finish, no head pressure

Error → likely cause → coaching response

Observed error	Likely cause	Regression / cue
Head touches heavily	Insufficient tuck / weak push	Return to rocking and wedge
Finishes sideways	Asymmetric hand pressure	Hands on parallel floor marks
Cannot stand	Loses compact tuck	Pause in squat finish and repeat

Ready to progress when

- Rolls along the back, not onto the head or neck.
- Completes three controlled repetitions with a stable finish.

Safety and individualisation: Avoid pressure on the cervical spine. Any neck pain ends the drill and requires appropriate assessment.

5 | Handstand — floor

Learning objective: Create an aligned inverted body line and return safely to the floor.

Entry requirements

- Strong front support with extended elbows.
- Comfortable shoulder flexion and controlled lunge.
- Knows safe exit with qualified supervision.

Teaching sequence

1. Teach tall lunge and long body reach.

2. Practise straight-arm shoulder elevation and wall-facing line with appropriate supervision.

3. Step to a controlled donkey-kick / low inversion only if prerequisites are met.

4. Introduce assisted kick-up to a vertical line with trained spotting.

5. Practise controlled exit before increasing balance duration.

Practice stations

Drill	Example dose	What the coach watches
Wall line / elevated plank	3 × 15–20 sec	Ribs, hips, shoulders aligned
Lunge-to-hand placement	3 × 4 each side	Hands placed deliberately
Assisted handstand hold	4 × 5–10 sec	Straight arms, active shoulders

Error → likely cause → coaching response

Observed error	Likely cause	Regression / cue
Banana back	Open ribs / poor pelvic control	Hollow drill then wall line
Bent elbows	Insufficient shoulder push	Elevated plank and active support
Over-kicks	No force control	Reduce kick height, practise exit

Ready to progress when

- Controls a straight-arm inverted line with suitable assistance.
- Demonstrates a predictable safe exit.
- Independent attempts only when the coach confirms readiness.

Safety and individualisation: Do not prescribe unsupported inversions to unready athletes; spotting requires hands-on qualification.

6 | Cartwheel — floor

Learning objective: Travel sideways through hand support, using a controlled hand-hand-foot-foot pattern.

Entry requirements

- Can lunge, side-step, and bear weight on straight arms.
- Has a clear preferred lead side and understands the travel line.

Teaching sequence

1. Mark a straight travel line and starting lunge.
2. Step sideways over a low line with hands approaching floor.
3. Place hands one after another, with shoulders pushing tall.
4. Use a low obstacle/raised hand surface as a regression if needed.
5. Extend legs apart through inverted travel and finish in opposite lunge.

Practice stations

Drill	Example dose	What the coach watches
Hand-foot pathway walk	3 × 4	Correct order and direction
Sideways donkey-kick	3 × 3	Active shoulders and leg split
Line cartwheel	4 × 2	Hands on line, stable finish

Error → likely cause → coaching response

Observed error	Likely cause	Regression / cue
Turns forward	Hips/shoulders rotate early	Return to sideways pathway
Hands too close	Short reach	Place floor hand markers
Collapsed elbows	Poor support control	Elevated side support drill

Ready to progress when

- Shows clear hand-hand-foot-foot rhythm.
- Travels on a line without head loading.
- Finishes with control on both sides at appropriate difficulty.

Safety and individualisation: Ensure ample lateral space and separate travel lanes; never spot an unfamiliar cartwheel technique.

7 | Pommel horse foundation — straight-arm support

Learning objective: Maintain safe, active support before introducing leg swings or circles.

Entry requirements

- Can hold floor front support and parallel-bar support with good form.
- Equipment height and matting suit the athlete.

Teaching sequence

1. Explain grip placement and equipment boundaries.
2. Practise support on stable low handles or parallettes.
3. Transfer to supervised stationary pommel support.
4. Hold shoulders active with elbows extended and legs controlled.
5. Only then introduce tiny weight shifts without loss of support.

Practice stations

Drill	Example dose	What the coach watches
Parallette support	3 × 10–20 sec	Elbows extended
Scapular press in support	2 × 6–8	Shoulders active
Supervised pommel support	4 × 5–10 sec	Quiet body, safe dismount

Error → likely cause → coaching response

Observed error	Likely cause	Regression / cue
Shoulders sink	Insufficient active support	Shorter parallette holds
Bent elbows	Fatigue / load too high	Reduce hold time
Hips drift	Poor trunk tension	Hollow and supported shifts

Ready to progress when

- Stable support with no shoulder collapse.
- Safe mount/dismount and consistent grip.
- Weight shifts begin only after stationary mastery.

Safety and individualisation: This chapter does not teach circles, flairs, or Russian elements; these require further qualified instruction.

8 | Beam foundation — line balance and stick landing

Learning objective: Build postural control on the floor before elevated beam work.

Entry requirements

- Can walk a floor line without stepping off.
- Can land from a low step with knees aligned.

Teaching sequence

1. Teach eyes forward and tall posture on floor line.
2. Walk forward, backward, and sideways with controlled steps.
3. Practise half turns on floor line.
4. Progress to a low, appropriately matted beam with supervision.
5. Add a low step-off stick landing, hold for two seconds.

Practice stations

Drill	Example dose	What the coach watches
Floor-line walks	3 × 8 steps	Eyes up, controlled feet
Low-beam walks	3 × 4–6 steps	No rushing
Low step-off stick	3 × 4	Quiet, balanced landing

Error → likely cause → coaching response

Observed error	Likely cause	Regression / cue
Looks down continuously	Low confidence	Use distant visual target
Arms windmill	Task too difficult	Return to floor line
Knees collapse on landing	Poor landing mechanics	Squat-to-stick on floor

Ready to progress when

- Walks a low beam with consistent control.
- Sticks a low landing for two seconds without stepping.

Safety and individualisation: Keep beam low until stability is repeatable; avoid high dismounts or aerial skills in foundation groups.

9 | Assessment and coaching feedback

Use observable evidence, not an impression. A skill may be marked “emerging” even if an athlete occasionally completes it.

Score	Description	Decision
0	Not attempted / unsafe prerequisite	Regress or refer
1	Can perform parts with substantial support	Continue preparatory drills
2	Completes with limited cueing / assistance	Consolidate
3	Repeatable independent controlled performance	Consider next progression

Feedback script

“I saw [specific observation]. Your priority on the next attempt is [one cue]. We will use [drill], then try again.”

Example record

Skill	Date	Evidence	Score	Next drill
Handstand	____	Straight arms; arch at ribs	2	Wall-facing hollow line
Forward roll	____	3 smooth rolls, stable finish	3	Repeat on flat mat

Progression decision must consider athlete comfort, consistency across sessions, fatigue, and facility-specific skill policies.

10 | Four complete sample lessons

Lesson A — Rolling fundamentals

Outcome: Safe rounded-back movement and forward roll

Block	Time	Activity / dosage
Warm-up	12 min	Animal walks, squat mobility, neck-neutral movement
Shapes	12 min	Tuck rocks 3×5; squat holds 3×10 sec
Main skill	25 min	Wedge progression; forward roll 3×3
Complementary	20 min	Line balance and landing 3×4
Conditioning	12 min	Hollow 3×15 sec; plank 3×20 sec
Review	9 min	3-rep observation, self-reflection

Differentiation: Beginners stay at the earliest stable regression. More capable athletes improve consistency, symmetry, or hold quality before increasing difficulty.

Exit ticket: Coach records one observable success, one limiting error, and one drill for the next session.

Lesson B — Handstand preparation

Outcome: Straight-arm support and body line

Block	Time	Activity / dosage
Warm-up	12 min	Wrist preparation, shoulder mobility
Shapes	15 min	Hollow 3×15 sec; elevated plank 3×20 sec
Main skill	25 min	Wall line 3×15 sec; lunge entry 3×4
Complementary	18 min	Cartwheel pathway 3×4
Conditioning	10 min	Scapular presses 2×8; lunges 2×8
Review	10 min	Safe exit and line check

Differentiation: Beginners stay at the earliest stable regression. More capable athletes improve consistency, symmetry, or hold quality before increasing difficulty.

Exit ticket: Coach records one observable success, one limiting error, and one drill for the next session.

Lesson C — Sideways travel

Outcome: Cartwheel coordination and directional control

Block	Time	Activity / dosage
Warm-up	12 min	Side steps, skips, wrist load
Shapes	12 min	Lunge holds and shoulder

		push
Main skill	28 min	Hand-foot pathway; cartwheel 4×2
Complementary	18 min	Beam floor-line balance
Conditioning	12 min	Side plank 2×15 sec each side
Review	8 min	Film-free coach observation

Differentiation: Beginners stay at the earliest stable regression. More capable athletes improve consistency, symmetry, or hold quality before increasing difficulty.

Exit ticket: Coach records one observable success, one limiting error, and one drill for the next session.

Lesson D — Support and landing

Outcome: Pommel preparation and beam confidence

Block	Time	Activity / dosage
Warm-up	12 min	Shoulder prep, locomotion
Shapes	13 min	Hollow, straight support
Main skill	22 min	Parallette support 3×15 sec; pommel support
Complementary	22 min	Floor line → low beam → low step-off
Conditioning	12 min	Scapular support and squat-to-stick
Review	9 min	Station checklists and next steps

Differentiation: Beginners stay at the earliest stable regression. More capable athletes improve consistency, symmetry, or hold quality before increasing difficulty.

Exit ticket: Coach records one observable success, one limiting error, and one drill for the next session.

11 | Printable coach worksheets

Session plan

Field	Write here
Date / venue	_____
Group / age / experience	_____
Primary objective	_____
Equipment and safety check	_____
Station A / B / C	_____
Readiness / injuries	_____
Stop / regress criteria	_____
Evidence of learning	_____

Individual athlete progression log

Athlete	Skill	Prerequisite	Attempt quality	Score 0–3	Next action
_____	_____	_____	_____	___	_____
_____	_____	_____	_____	___	_____
_____	_____	_____	_____	___	_____

Coach practical examination

- Explain the task in 30 seconds using no more than two cues.
- Demonstrate or show an appropriate demonstration safely.
- Select a regression when the athlete cannot meet the entry conditions.
- Identify one observable error without guessing its cause.
- Record a defensible progression decision and safety check.

Scope, references and next volumes

This is Volume 1: an original practical foundation textbook. It is not a reproduction of FIG or USA Gymnastics manuals, and it does not assert federation endorsement. Coaches should consult their current national federation materials, competition rules, safeguarding guidance, and certified coach education for skill-specific standards and spotting.

Suggested authoritative reference sources

- Fédération Internationale de Gymnastique (FIG): official discipline resources and current Code of Points — gymnastics.sport
- USA Gymnastics: education and safety resources, athlete development, and discipline programs — usagym.org
- Local club and federation: approved apparatus, emergency, safeguarding, and progression policies.

Planned subsequent volumes (not included)

- Volume 2: MAG apparatus teaching laboratories and multi-level progressions.
- Volume 3: WAG apparatus teaching laboratories and multi-level progressions.
- Volume 4: physical preparation, annual planning, monitoring and competition coaching.

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PART II | PRACTICAL COACHING LABORATORIES

This expanded instructional section is designed for coach practice, not as a list of tricks. Dosages are illustrative starting points for healthy foundation athletes and must be adapted to age, competence, fatigue, medical advice and club rules. All spotting must be taught in person by an appropriately qualified educator.

LAB 01 | Forward roll

Apparatus: Floor

Learning objective & technical model

Rounded body, chin gently tucked, smooth shoulder/back contact; no crown-of-head loading

Entry conditions

Squat balance; controlled tuck rocking; soft-mat forward pathway

Teaching sequence

- Stage 1: Squat reach
- Stage 2: tuck rock
- Stage 3: wedge roll
- Stage 4: floor roll
- Stage 5: controlled stand

Practical station dosage (example)

Tuck rocks 3 x 5; wedge rolls 3 x 3; floor rolls 3 x 2

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Head bears weight	Hands fail to support or athlete drops head	Return to inclined mat; coach models chin position and hand placement

Evidence for progression

3 safe consecutive rolls, smooth rise without neck pressure

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 02 | Backward roll

Apparatus: Floor

Learning objective & technical model

Rounded trunk, hands positioned beside ears, push through arms to reduce head loading

Entry conditions

Tuck rocking backward; hand placement by ears; inclined rolling

Teaching sequence

- Stage 1: Back rock
- Stage 2: hand contact drill
- Stage 3: inclined backward roll with qualified supervision
- Stage 4: floor progression

Practical station dosage (example)

Back rocks 3 x 5; hand placement 3 x 6; inclined practice 3 x 2

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Pressure on neck	Late hand placement or insufficient arm push	Regress to rock and hand placement; stop if head/neck loading persists

Evidence for progression

Controlled movement without neck pressure and safe finish

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 03 | Handstand line

Apparatus: Floor

Learning objective & technical model

Hands shoulder width, elbows straight, active elevated shoulders, ribcage and pelvis aligned

Entry conditions

Hollow hold; elevated plank; wall-facing line

Teaching sequence

- Stage 1: Plank
- Stage 2: pike support
- Stage 3: wall-facing line
- Stage 4: controlled kick-up
- Stage 5: short independent balance

Practical station dosage (example)

Hollow 3 x 15 s; wall line 3 x 15 s; entry 4 x 3

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Banana back	Rib flare or limited shoulder opening	Shorter wall line, ribs down cue, shoulder elevation drill

Evidence for progression

Aligned line and deliberate exit, repeated without collapse

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 04 | Cartwheel

Apparatus: Floor

Learning objective & technical model

Sideways travel, sequential hand-hand-foot-foot contacts, extended supporting arms

Entry conditions

Lunge; lateral reach; sideways donkey kicks

Teaching sequence

- Stage 1: Lateral pathway
- Stage 2: low obstacle
- Stage 3: line cartwheel
- Stage 4: opposite-side practice

Practical station dosage (example)

Lunge 3 x 4; pathway 3 x 4; cartwheel 4 x 2

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Turns forward early	Hands or hips rotate off travel line	Mark hand/foot spots and regress to slow pathway

Evidence for progression

Clear contact order and controlled finish

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 05 | Round-off preparation

Apparatus: Floor

Learning objective & technical model

Quarter turn through inverted phase, legs join, rebound preparation only after stable cartwheel

Entry conditions

Cartwheel on line; snap-to-stick; rebound from two feet

Teaching sequence

- Stage 1: Cartwheel with controlled quarter turn
- Stage 2: feet-together landing drill
- Stage 3: low-amplitude rebound

Practical station dosage (example)

Cartwheel 3 x 3; snap-to-stick 3 x 4; rebound 3 x 5

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Feet separate at landing	Delayed leg closure	Use hand markers and slow cartwheel-to-feet-together drill

Evidence for progression

Consistent two-foot finish and upright control

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 06 | Straight jump and stick

Apparatus: Floor

Learning objective & technical model

Tall takeoff, neutral trunk, aligned knee-foot landing, quiet controlled stop

Entry conditions

Squat-to-stand; ankle hops; arm coordination

Teaching sequence

- Stage 1: Low jump
- Stage 2: arm swing
- Stage 3: marked landing zone
- Stage 4: two-second stick

Practical station dosage (example)

Squat-to-stick 3 x 5; low jump 4 x 4

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Knees cave inward	Poor alignment or fatigue	Reduce jump height; rehearse squat alignment

Evidence for progression

Five quiet landings with knees tracking over feet

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 07 | Split leap preparation

Apparatus: Floor

Learning objective & technical model

Appropriate range, front/back leg coordination, upright chest, controlled takeoff/landing

Entry conditions

Dynamic hip mobility; step-hop; leap line

Teaching sequence

- Stage 1: Step-hop
- Stage 2: low split action
- Stage 3: line leap
- Stage 4: measured split leap

Practical station dosage (example)

Step-hop 3 x 6; low leaps 4 x 3 each side

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Bent knees or forced split	Insufficient active range	Use comfortable active mobility, lower amplitude

Evidence for progression

Repeatable takeoff and landing with no forced range

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 08 | Front support and active shoulders

Apparatus: Parallel bars / low supports

Learning objective & technical model

Extended elbows, shoulders active, neutral trunk and controlled dismount

Entry conditions

Plank; parallette support; scapular protraction

Teaching sequence

- Stage 1: Floor support
- Stage 2: low stable parallettes
- Stage 3: supervised bars

Practical station dosage (example)

Support 4 x 10 s; scapular press 3 x 6

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Shoulders collapse	Insufficient active support capacity	Shorten duration; return to low support

Evidence for progression

Three stable holds with controlled exit

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 09 | Swing in support preparation

Apparatus: Parallel bars

Learning objective & technical model

Small controlled hip motion while keeping straight-arm support and active shoulders

Entry conditions

Support hold; hip rock; controlled leg lift

Teaching sequence

- Stage 1: Stationary support
- Stage 2: tiny front/back shift
- Stage 3: small support swing under qualified supervision

Practical station dosage (example)

Support 3 x 12 s; shift 3 x 5; small swing 3 x 4

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Elbows bend	Too much swing amplitude	Reduce swing and rehearse stationary support

Evidence for progression

Consistent controlled amplitude and safe return

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 10 | L-sit preparation

Apparatus: Parallel bars / parallettes

Learning objective & technical model

Active shoulders, straight elbows, hip flexion and stable trunk

Entry conditions

Tuck support; alternating knee lift; seated compression

Teaching sequence

- Stage 1: Tuck hold
- Stage 2: one-leg extension
- Stage 3: two-leg tuck-to-L progression

Practical station dosage (example)

Tuck hold 4 x 8 s; leg lift 3 x 6

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Shoulder sinking	Support strength insufficient	Regress to shorter tucked holds

Evidence for progression

Stable position with no arm collapse

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 11 | Mushroom support

Apparatus: Pommel horse preparation

Learning objective & technical model

Hands stable, elbows extended, shoulders active; body control before circular motion

Entry conditions

Parallette support; weight shifts; mushroom mount/dismount

Teaching sequence

- Stage 1: Low support
- Stage 2: supervised mushroom support
- Stage 3: small lateral weight transfer

Practical station dosage (example)

Support 4 x 8 s; shifts 3 x 5

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Unstable wrists or slipping	Grip/position mismatch or overload	Adjust apparatus and regress to floor support

Evidence for progression

Stable safe support and dismount

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 12 | Single-leg swing pathway

Apparatus: Pommel horse preparation

Learning objective & technical model

Controlled single-leg pathway with hips supported; avoid pretending this is a full circle

Entry conditions

Support hold; floor leg swings; supervised leg transfer

Teaching sequence

- Stage 1: Stationary support
- Stage 2: slow leg path
- Stage 3: controlled single-leg travel

Practical station dosage (example)

Leg path 3 x 5 each side; support 3 x 10 s

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Leg clips equipment	Poor hip clearance or uncontrolled transfer	Reduce range and restore support stability

Evidence for progression

Clear leg path with control; coach-approved progression

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 13 | Hanging shapes

Apparatus: High bar / low bar

Learning objective & technical model

Secure grip, active shoulder engagement, hollow/arch recognition without uncontrolled swinging

Entry conditions

Floor hollow; assisted hang; scapular engagement

Teaching sequence

- Stage 1: Floor shapes
- Stage 2: supported hanging
- Stage 3: brief controlled shape changes

Practical station dosage (example)

Hollow 3 x 15 s; assisted hang 4 x 8 s

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Grip fatigue	Task duration too long	Shorten sets and rest; no forced hanging

Evidence for progression

Secure grip and safe return to floor

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 14 | Pull-over preparation

Apparatus: Low bar

Learning objective & technical model

Strong active pull and hip-to-bar control; full pullover taught only with qualified supervision

Entry conditions

Bent-arm hang; tuck lift; controlled front support

Teaching sequence

- Stage 1: Support and tuck
- Stage 2: low-bar pull preparation
- Stage 3: qualified supervised skill teaching

Practical station dosage (example)

Bent-arm hold 3 x 5 s; tuck lift 3 x 5

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Throws head back	Tries to compensate for insufficient pulling capacity	Return to bent-arm hold and trunk compression

Evidence for progression

Readiness demonstrated before full skill attempt

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 15 | Ring support preparation

Apparatus: Still rings

Learning objective & technical model

Rings close to body, elbows extended, active shoulders, controlled body line

Entry conditions

Floor support; low stable ring support with qualified coach

Teaching sequence

- Stage 1: Low support
- Stage 2: short static ring hold
- Stage 3: controlled exit

Practical station dosage (example)

Floor support 3 x 15 s; supervised rings 4 x 5 s

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Rings drift wide	Instability beyond current capacity	Lower load; return to stable supports

Evidence for progression

Brief stable ring support without shaking or pain

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 16 | Ring tuck hang

Apparatus: Still rings

Learning objective & technical model

Secure grip, shoulders controlled, knees drawn up without swing

Entry conditions

Supported hang; tuck compression; static hold

Teaching sequence

- Stage 1: Supported hang
- Stage 2: knees to chest
- Stage 3: brief static tuck

Practical station dosage (example)

Supported hang 3 x 8 s; knee raises 3 x 5

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Uncontrolled swinging	Fast knee lift	Slow tempo and assisted hang

Evidence for progression

Controlled lift and lowering

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 17 | Run-up rhythm

Apparatus: Vault approach

Learning objective & technical model

Gradual controlled acceleration and consistent stride pattern; no board or table contact initially

Entry conditions

Sprint mechanics; marker runs; rhythm stepping

Teaching sequence

- Stage 1: Walking markers
- Stage 2: jogging markers
- Stage 3: controlled approach
- Stage 4: coach-approved board prep

Practical station dosage (example)

Marker runs 5 x 12 m; acceleration 4 x 15 m

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Inconsistent final strides	Starts too fast or watches board	Shorten approach and use external markers

Evidence for progression

Consistent approach without stutter steps

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 18 | Board takeoff preparation

Apparatus: Vault approach

Learning objective & technical model

Two-foot controlled contact and active arm swing; no unsupported table vault

Entry conditions

Two-foot hurdle; mini rebound; low landing

Teaching sequence

- Stage 1: Hurdle
- Stage 2: marked board contact
- Stage 3: controlled rebound to mat under supervision

Practical station dosage (example)

Hurdles 3 x 4; low rebound 3 x 5

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
One foot on board	Poor hurdle coordination	Rehearse two-foot landing on floor marker

Evidence for progression

Stable controlled two-foot takeoff and landing

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 19 | Beam walk and turn

Apparatus: Balance beam

Learning objective & technical model

Tall posture, controlled foot placement, fixed gaze and stable arms

Entry conditions

Floor line; low beam; quarter turns

Teaching sequence

- Stage 1: Floor line
- Stage 2: low beam walk
- Stage 3: slow quarter turn
- Stage 4: half turn if stable

Practical station dosage (example)

Floor walk 3 x 8 steps; low beam 3 x 6 steps

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Looks down / steps off	Confidence or balance demand exceeds readiness	Lower height; use line and visual target

Evidence for progression

Three controlled crossings and turn

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

LAB 20 | Beam jump and landing

Apparatus: Balance beam

Learning objective & technical model

Small vertical rise, arms coordinated, soft aligned landing on low beam

Entry conditions

Floor jump; line jump; low-beam step and stick

Teaching sequence

- Stage 1: Floor jump
- Stage 2: line jump
- Stage 3: low-beam mini jump
- Stage 4: two-second hold

Practical station dosage (example)

Floor jumps 3 x 5; low-beam jumps 3 x 3

Observe → diagnose → correct

Visible error	Likely coaching hypothesis	Immediate intervention
Falls sideways	Excessive jump height	Lower amplitude and use wider floor line

Evidence for progression

Three controlled low-beam landings

Coach reflection

What did the athlete do independently? Which cue changed performance? Did you choose a safer regression when needed? Record the answer and repeat across sessions.

Safety boundary: coach qualification, suitable equipment and athlete readiness take priority over any printed drill prescription.

PART III | SIX-WEEK COACH DEVELOPMENT PRACTICUM

Week	Coach assignment	Evidence
1	Audit equipment and teach safe warm-up	Risk check + 90-minute plan
2	Teach roll and landing fundamentals	3 observed trials per athlete
3	Teach handstand and cartwheel regressions	Skill pathway diagram + coaching cues
4	Run support stations across apparatus	Station safety log + adaptation
5	Run two mixed-ability lessons	Differentiation and feedback record
6	Conduct observed coaching assessment	Written plan, lesson, reflection and athlete record

Week 1: applied task

Map the room, identify apparatus hazards, create an emergency and safeguarding briefing, then teach the opening 20 minutes of a class.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____
Evidence collected	_____
Next-session adjustment	_____

Week 2: applied task

Teach forward rolling with a readiness screen. Record three attempts and adapt one drill for an athlete who cannot complete the roll safely.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____
Evidence collected	_____
Next-session adjustment	_____

Week 3: applied task

Compare two handstand and two cartwheel teaching pathways. Demonstrate how a single cue changes the next repetition.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____

Evidence collected	_____
Next-session adjustment	_____

Week 4: applied task

Organize a 3-station rotation (support, floor, balance) with a safe athlete flow and individual regressions.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____
Evidence collected	_____
Next-session adjustment	_____

Week 5: applied task

Teach two complete mixed-ability sessions; document when you stop, simplify or progress the task.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____
Evidence collected	_____
Next-session adjustment	_____

Week 6: applied task

Deliver a coached assessment session, collect independent performance evidence, and defend your progression decisions.

Observe	Coach response
Athlete starting ability	_____
Safety and readiness	_____
Selected regression	_____
Evidence collected	_____
Next-session adjustment	_____

Practical assessment rubric for coach educators

Domain	Not yet competent	Competent demonstration
Safety	Misses equipment/readiness hazard	Checks environment, athlete and stop rules
Planning	No measurable skill objective	One observable objective and time budget
Instruction	Too many vague cues	Demonstrates and uses 1–2 clear cues
Progressions	Advances before readiness	Selects appropriate prerequisite and regression
Observation	Reports only success/failure	Identifies specific body position or contact
Correction	Repeats same failed attempt	Changes task and retests
Documentation	No objective record	Records attempts, support level and next drill

Pass decision: A coach educator should observe actual safe practice, not only review written answers. This original rubric is an educational tool, not a FIG/USAG credential.

References, attribution and limitations

Reference families for further study: FIG official apparatus and discipline materials at gymnastics.sport; USA Gymnastics coach education and athlete safety resources at usagym.org; recognized motor learning, strength and conditioning, and youth development literature. The example drill dosages in this book are original coaching examples and not claimed as federation-prescribed standards.

This training textbook intentionally excludes high-risk releases, aerial saltos, advanced vaults, complex ring strength skills and hands-on spotting instructions. Coaches must pursue appropriate hands-on qualification for those skills.

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