



1. SIT WITH LEGS CROSSED AND ARMS FOLDED

This skill shows that the gymnast can sit still in this position safely and correctly. They are balanced, controlled, and able to hold good posture, stable shape.

REDUCE THE CHALLENGE

Hands on knees instead of folded arms – This gives more stability and helps younger gymnasts balance.

INCREASE THE CHALLENGE

Get the gymnast to move into and out of the position without using hands.



2. POINTED & FLEXED TOES

The gymnast sits on the floor with their legs straight out in front of them and demonstrates pointing and flexing their toes. To achieve a tick, the coach should see that the legs remain straight and still while the movement comes from the ankles. The gymnast should clearly show the difference between pointing the toes away from the body and flexing them back towards the body, with control and understanding of the positions.

REDUCE THE CHALLENGE

The coach could guide the movement by gently holding the gymnast's feet and helping them point and flex to show the correct action.

INCREASE THE CHALLENGE

the coach can increase the challenge by asking them to point one foot while flexing the other, then switch. This helps develop coordination, control, and a clearer understanding of the movement in each foot.



3. SHAPES - SHOW SMALL, TALL & WIDE

The gymnast shows three clear shapes: small (tucked and compact), tall (body stretched long), and wide (arms and/or legs stretched out). To achieve a tick, the coach should see each shape clearly shown and briefly held.

REDUCE THE CHALLENGE

If a gymnast finds this difficult, the coach can demonstrate the shapes, guide them into position, or practise one shape at a time.

INCREASE THE CHALLENGE

The coach can turn it into a game by calling out the shapes quickly or playing music where gymnasts change shapes when the music stops.





4. WEAVE IN AND OUT OF OBSTACLES

The gymnast weaves in and out of a line of obstacles with control and awareness of where they are moving. To achieve a tick, the coach should see the gymnast clearly move around each obstacle.

REDUCE THE CHALLENGE

The obstacles can be spaced further apart or fewer obstacles can be used.

INCREASE THE CHALLENGE

The gymnast can move through the course faster or try different movements such as skipping, side stepping, or balancing something while weaving.



5. IDENTIFY PARTS OF THE BODY

The gymnast shows they can recognise and point to different parts of their body when asked (for example hands, feet, knees, head or shoulders). To achieve a tick, the coach should see the gymnast correctly identify the body parts when prompted.

REDUCE THE CHALLENGE

The coach can demonstrate first, ask them to copy, or focus on one or two body parts at a time.

INCREASE THE CHALLENGE

To make it more challenging, the coach can ask the gymnast to identify body parts while moving, such as walking, balancing, or by asking them to touch two body parts in sequence.



6. JUMPING ON THE SPOT

The gymnast performs a jump on the spot using two feet together. The coach should look for a small knee bend before take-off, a clear push through the feet to leave the floor, and a controlled landing on two feet in the same place. The gymnast should remain balanced and upright without stepping on landing.

REDUCE THE CHALLENGE

The gymnast can start by doing small bounces with both feet while holding a coach's hands.

INCREASE THE CHALLENGE

The gymnast can try jumping higher, performing several jumps in a row without losing balance, or jumping while reaching their arms up like a "rocket jump." You could also turn it into a game by asking gymnasts to jump when a signal is given.





7. WALK ALONG STEPPING STONES

The gymnast walks along a line of stepping stones placed on the floor, carefully stepping from one to the next. The coach should look for controlled steps, good balance, and the gymnast placing one foot fully on each stone without rushing.

REDUCE THE CHALLENGE

The stepping stones can be placed closer together so the gymnast does not need to take large steps. The gymnast could also hold a coach's hand or walk along a line of mats or floor markers first to practise balance before progressing to the stepping stones.

INCREASE THE CHALLENGE

The stepping stones can be placed further apart so the gymnast has to take bigger steps or stretch to reach the next one. The gymnast could also try balancing a small beanbag while walking, or pretend the floor is "lava" so they must only step on the stones without touching the floor.



8. ROLL A BALL SITTING IN STRADDLE WITH A PARTNER

The gymnast sits in a straddle facing a partner and rolls a ball along the floor between their legs to their partner, who rolls it back. The coach should look for the gymnast sitting tall with legs apart, keeping the ball rolling along the floor and aiming it towards their partner with control.

REDUCE THE CHALLENGE

The partners can sit closer together and use a larger, softer ball that is easier to control. The coach can also guide the direction of the ball to help the gymnast understand where to roll it.

INCREASE THE CHALLENGE

Partners can sit further apart or try using one hand to roll the ball. To make it more fun, they can turn it into a game by seeing how many successful rolls they can complete in a row without the ball stopping or going off course.





9. JUMP OVER LOW OBSTACLE

The gymnast should jump over a low obstacle with control and confidence. The coach should look for a strong two-foot take-off, arms helping with the jump, the gymnast clearing the obstacle safely, and a soft landing with bent knees and good balance.

REDUCE THE CHALLENGE

The obstacle can be placed very low, such as a rope or line on the floor. Gymnasts can begin by stepping or hopping over it while focusing on bending their knees and landing softly. Practising small jumps in place first can also help them gain confidence before jumping over the obstacle.

INCREASE THE CHALLENGE

The obstacle can be raised slightly or several obstacles can be placed in a row to create a small challenge. Gymnasts can also try different types of jumps, such as star jumps or tuck jumps, or complete the skill as part of a fun obstacle course or relay game.



10. MIRROR WARM UP

The gymnast should carefully copy a coach or partner performing a simple warm-up movement. The coach should look for the gymnast watching closely, copying the same movements, and keeping control and balance while moving at the same time as the leader.

REDUCE THE CHALLENGE

The coach can use slow and simple movements such as arm circles, marching, or stretching. The gymnast can stand close to the coach so they can clearly see the actions and copy them one movement at a time.

INCREASE THE CHALLENGE

To make the skill harder and more fun, the coach can add faster movements, combine several actions in a row, or let gymnasts take turns being the leader. This can also be turned into a fun game where partners try to copy each other's movements as closely as possible.

