

**Trampoline Helper**

British  
Gymnastics

**Coach  
Education**

# Trampoline Helper

## Syllabus



This syllabus provides reference material for learners working towards the Trampoline Helper accreditation.

Trampoline Helper, Cycle 8

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# Syllabus

The trampoline and gymnastics skills considered appropriate and acceptable to use with your Trampoline Helper Accreditation are listed below. This is known as your syllabus.

It is important you familiarise yourself with your syllabus as you may only assist in the delivery of skills you are accredited for. There may be other positions, progressions or skills that do not appear here and, in this instance, you are encouraged to use the information and guidance in the Syllabus Regulations section of this resource before proceeding.

## Syllabus

Apparatus	Skills		
<b>Rebound equipment</b>	<b>Trampoline</b>	<b>Jumping</b>	Straight jump
			Tuck jump
			Star jump
			Straddle jump
			Pike jump
			Half twist jump
			Full twist jump
			Any jumps from the floor syllabus e.g. Split jumps
		<b>Seat landing</b>	Seat landing, to feet
			Seat landing, half twist to seat landing (swivel hips), to feet
			Seat landing, full twist to feet
		<b>Back landing</b>	Back landing, to feet
			Back landing, half twist to feet
			Half twist to back landing, to feet
		<b>Front landing</b>	Front landing, to feet
			Front landing, half twist to feet
			Half twist to front landing, to feet

Apparatus	Skills		
Rebound equipment (cont.)	Springboard	Jumps	Two footed jumps off to land
	Trampoline & DMT	Entry	Entrance from higher or level platform
			Entrance from floor
		Jumps	Any two footed jumps from the floor syllabus
	Fast track or air track	Any skills, or activities working towards skills, from the floor syllabus.	
Floor	Locomotion	Walking	
		Running	
		Hopping	
		Skipping	
	Shapes	Straight	
		Star	
		Tuck	
		Squat	
		Pike	
		Straddle	
		Lunge (forwards and sideways)	
		Landing	
		Dish	
		Arch	
		Shoulder stand	
	Splits (sagittal and frontal)		
	Supports	Front support	
		Back support	
		Side support	
		Pike lever	
Straddle lever			

Apparatus	Skills	
Floor (cont.)	Static balance	Four-, three- and two-point balances
		Stork balance
		Front balance
		Y-balance
		Arabesque
		Side scale
		T-Balance
	Dynamic balance	Leg kicks
		Spins (up to 1/1 turn only)
	Jumps and Leaps	Straight jump
		Arch jump
		Star jump
		Tuck jump
		Pike jump
		Straddle jump
		Split jump
		Jumps (up to 1/1 turn only; with any of the shapes above)
		Rebounding
		Chassé
		Cat leap
Scissor leap		
Stag leap		
Split leap		
Bridge	Bridge	

Apparatus	Skills	
Floor (cont.)	Rolling	Log roll
		Egg roll
		Teddy bear roll
		Side straddle roll
		Dish to arch roll
		Forwards roll
		Backwards roll
	Headstand	Headstand
	Handstand	Handstand
		Handstand forwards roll
Cartwheel	Cartwheel (side to side and front to back)	
Balance apparatus e.g. benches and beams	Mounting	Jump to front support (swing leg over to sit) with or without apparatus
		Stepping on from floor or other apparatus
		Climbing on with or without other apparatus
	Static and dynamic balance	Four-, three- and two-point balances from the floor syllabus (excluding frog balance)
		One-foot balances from the syllabus
		½ turn on two-feet
		Leg kicks
	Locomotion	Walking
		Dip steps
		Bunny jumps
		Caterpillar walks
	Jumps and leaps*	Straight jump
		Tuck jump
		Split jump
		Cat leap
		Scissor leap
		Split leap

\* Please note for jumps and leaps on balance apparatus the syllabus is restricted. This is not the case for dismounting where any jump (once appropriately risk assessed) from the floor syllabus is permitted.

Apparatus	Skills	
<b>Balance apparatus</b> (cont.)	<b>Participant hip height or lower balance apparatus</b>	½ spin
		Forwards roll
		Handstand
		Cartwheel
	<b>Dismounting</b>	Any jump from the floor syllabus
<b>Hand apparatus</b>	<b>Balls</b>	Throw and catch with/without partner
		Balancing including: with the apparatus, on floor or body parts
		Jump, leap and skip with, and through, with/without partners
		Rolling including: along floor, along floor and travel to a partner, along body parts
		Pass around body or to a partner
		Spinning including: spin on floor, with or through the apparatus
		Rotations at the wrist, elbow and shoulder including: circles, figures of 8's
		Bounce and catch with/without partner
		Catch or trap with other body parts
	<b>Bean bags</b>	Throw and catch with/without partner
		Balancing including: with the apparatus, on floor or body part
		Jump, leap and skip with, and through, with/without partners
	<b>Hoops</b>	Throw and catch with/without partner
		Balancing including: with the apparatus, on floor or body part
		Jump, leap and skip with, and through, with/without partners
		Rolling including: along floor, along floor and travel to a partner, along body parts
		Pass around body or to a partner
		Spinning including: spin on floor, with or through the apparatus
		Rotations at the wrist, elbow and shoulder including: circles, figures of 8's
		Boomerang

Apparatus	Skills	
<b>Hand apparatus</b> (cont.)	<b>Ribbons**</b>	Jump, leap and skip with, and through, with/without partners
		Rolling including: along floor, along floor and travel to a partner, along body parts
		Pass around body or to a partner
		Spinning including: spin on floor, with or through the apparatus
		Rotations at the wrist, elbow and shoulder including: circles, figures of 8's, sails or swings, spirals and coils, snakes and swordsman
		Moving the ribbon up, down, side to side, back and forth, diagonally
	<b>Ropes†</b>	Jump, leap and skip with, and through, with/without partners
		Pass around body or to a partner
		Spinning including: spin on floor, with or through the apparatus
		Rotations at the wrist, elbow and shoulder including: circles, figures of 8's
		Folding
		Tying knots
	<b>Other small hand apparatus</b>	Quoits
		Feathers
		Scarves

\*\* No throwing ribbons

† No throwing, lassoing or wrapping.



Apparatus	Skills
<b>Group work</b>	Balances and jumping in contact with partners e.g. leap frog & pyramid‡
	Supported jumps and leaps
	Counterbalances
	Forwards roll or cartwheel over dish
	Forwards or backwards roll, supported jump
	Supported headstand or handstand with at least one hand in contact with the floor
	Supported cartwheel
	Stand on thighs (base kneeling, squatting, face to face and away from each other)
	Long arm balance with base lying down (supports, front and back angel, log, baby balance supporting shoulders)
	Stand in hands, short arm, lying and kneeling
	Sitting on shoulders with base kneeling or standing
	Stand on shoulders with base kneeling
	Jump to cradle with ½ turn

‡ See syllabus regulations regarding pyramid work.

# Syllabus regulations

You should take time to familiarise yourself with your syllabus content so you are aware of your boundaries. When helping participants you must ensure:

- The activity does not appear in the Syllabus Regulations.
- You are familiar with the specific apparatus safety considerations.
- You risk assess the environment, apparatus and equipment to ensure they are safe.
- The participant is appropriately prepared physically and psychologically.
- You follow guidance on safe supports.

If you are unsure whether an activity is appropriate you should always check by asking your Lead Coach.

## Syllabus regulations

### Trampoline

When working on trampoline, a Trampoline Helper should stand in a position to see all the activities within their circuit. This may mean they stand on the floor or on the end deck of the trampoline.

Trampoline Helpers may assist participants by rocking the bed, kipping the bed and stopping the bed where necessary.

Turnover skills are not included within the Trampoline Helper syllabus and so these skills, along with any methodicals used in the teaching of these skills, are prohibited. Additionally, full twists in or out of front or back landings are not allowed.

When performing skills in combination or sequence Helpers must not miss out the 'to feet' part of each skill e.g. front landing, to feet into back landing, to feet, unless the participant has been deemed competent by the Lead Coach to link these skills (see Accreditation regulations).

Trampoline Helpers are not permitted to set up or dismantle a trampoline unless they are directly assisting appropriately trained staff.

Rebound equipment is an effective way of developing skills as long as they are properly risk-assessed. Trampoline Helpers should only practise and develop skills on their syllabus. It should be noted there are differences between Trampoline Helper and Gymnastics Helper regarding rebound skills.

### Floor and use of Hand apparatus

Trampoline Helpers should only practise skills which appear on their syllabus when working under direct supervision and should not further develop skills if they do not appear on the syllabus.

Skills and movements can be combined in sequences and routines utilising hand apparatus and group work. When combining movements with hand apparatus the skill should still be performed as per the syllabus e.g. no free rolls or one-armed cartwheel.

Trampoline Helpers are only permitted to assist with the floor-based activities listed in their syllabus and these should not be adapted to create floor-based vault activities.

**Balance apparatus** e.g. benches and beam

Trampoline Helpers should consider the different physical and psychological demands of participants working on bench and beam. Participants must be competent performing the skill on floor before moving to bench or beam. Adaptations should be used to prepare the participants e.g. using additional matting under a high beam so that the participant is familiar with the height.

You must be aware there are regulations regarding the height of the beam you work on depending on the skill your participant is performing. Trampoline Helpers are not permitted to supervise acrobatic skills or  $\frac{1}{2}$  spin on a high beam. They may only work these skills on a beam that is the participant's hip height therefore additional matting should be used where necessary. Please see your balance apparatus syllabus section for clarification.

**Group work**

For all group work, it is suggested that multiple bases are used during the learning and development of the skills. Partner work should only be attempted once both the base and top are competent, prepared and the activity has been properly risk assessed.

Group work can include any skill or combination of skills from the syllabus with the following exceptions:

- No hand-to-hand handstand allowed
- Long arm balances lying down only.
- No standing in long arm, on hands or on bridge position.
- Standing on shoulders up to kneeling only.
- Pyramid balances to only have one base layer (up to kneeling) and up to one balance layer (kneeling or standing).
- No balancing on a partner's head or standing/balancing on neck.
- No forwards or backwards rotations more than 90° into/onto or out of/off a base/platform or position.
- No pitching other participants.

**Other apparatus**

Other apparatus that has not been explicitly stated in this resource but is a legitimate risk-assessed piece of gymnastics activity apparatus or equipment can be utilised.

# Accreditation regulations

When helping in a session you can be under **direct supervision** of a Lead Coach or can **directly assist** another qualified coach or instructor.

## Direct supervision

When working under direct supervision, you can take your own group of up to 8 participants under the **direct supervision** of the Lead Coach. The Lead Coach will not have their own group so they can supervise you and the activities they have planned for your participants. When working with your participants you will follow the activities set out by the Lead Coach.

When helping under direct supervision you can only deliver skills and activities that are within your syllabus. You are not able to work outside of this, and any activities the Lead Coach plans for the session must stay within these boundaries.

## Direct assistance

When **directly assisting** you will be working with another qualified coach and assisting them in the deliver of their session. You can only directly assist a Level 1 or above coach.

### When directly assisting a Level 1 coach:

The group will follow the session plan designed by either the Lead Coach or assistant coach. You can only assist in skills and activities that are included in your syllabus and should not work outside of this

### When directly assisting a Level 2 or above coach:

When you are directly assisting a Level 2 or above coach, or a Gymnastics Activity Instructor, you may observe skills and activities that are outside of your syllabus, for example when watching a routine. In this instance, the participant must be deemed competent (see below). You can provide encouragement to the participants and give feedback on, for example, effort, timing, landings and presentation. You must not give technical feedback for any skills outside your syllabus or provide adaptations for skills outside your syllabus. This must only be provided by the Lead Coach who has received the necessary training and has experience of coaching these skills.

## What is competent?

- There is no requirement for manual support.
- The participant has competed the skill at a competition or event.
- The participant is confident performing the skill and understands what to do if something goes 'wrong' during it.
- The Lead Coach would be happy to ask the participant to complete the activity without a Trampoline Helper there observing.
- The participant is both physically and psychologically prepared for the requirements of the skill.

In all situations it is your responsibility to understand what you are allowed to do with your accreditation. You should therefore spend time familiarising yourself with your syllabus and the restrictions you should work within.

Any Trampoline Helper practising skills, movements or methodicals outside of these boundaries and not included in the syllabus regulations will be deemed to be operating outside of their accredited syllabus. Consequently, the skill would not be deemed to be a recognised activity within a recognised environment and any insurance cover (through British Gymnastics or any other provider) would be rendered void.

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