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# TeamGym4Health

## Trainer to trainer approach (manual)



# TEAMGYM4HEALTH

Project number: 101134020

## TRAINER TO TRAINER approach (manual)

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# 1. Introduction

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Training resource is a „Trainer to Trainer“ (T2T) manual, to raise skills and competences of grassroots gymnastics coaches in TeamGym4Health project. The general objective of the TeamGym4Health project seeks to guarantee the vision of the project, which is “Children and youth are active in health through practice of Team Gym”. Project TG4H countries experts developed the TeamGym4Health Educational Methodology (TG4HEM) including curriculum, pedagogical tools and training resources. The best practice for coaches and physical education teachers in TG4H project is „Step-by-Step“ Practice.

Development of the Educational Methodology – TG4HEM was led by the Faculty of Sport and Physical Education, University of Niš (Republic of Serbia). The purpose of Educational Methodology was to create a theoretical basis for training coaches and physical education teachers in the new gymnastics discipline TeamGym (TG). After the theoretical foundations were formed, there was a need for the practical training of trainers and teachers of physical education, to meet up what kind of discipline TeamGym is, because in many project participating countries that discipline does not exist. After meeting the TG4H vision and mission, there was a need for a practical application of this discipline, where coaches of gymnastics disciplines and physical education teachers could learn the basics of basic elements on a practical example. That's why the First Project Camp was formed, which was held in Bolu (Türkiye) where they met with the basics of technical preparation of TG elements, athletes assistance in gymnastics practice and choreographic preparation of the introductory part of the training and basis of Trampet, Vault and Floor discipline training.

„Trainer to Trainer“ manual focus on safety and health promotion of all participants – children and young gymnasts in this specific gymnastics discipline that is popular only in Scandinavian countries. Target audience for promoting TG discipline and his Methodology are: grassroots coaches, club trainers, sport educators, physical education teachers. TeamGym is a competitive gymnastics discipline that emphasizes teamwork and collaboration. TeamGym is characterized by its emphasis on group performance, where teams work together to create impressive routines set to music. It is recognized as a non-Olympic discipline and is particularly popular in European Gymnastics Association.

Engaging in TeamGym can provide several health benefits, including:

- *Physical Strength:* TeamGym athletes often develop high explosive strength and maximal strength, particularly in the lower body. This helps in executing various gymnastics skills effectively.
- *Motor Skills Development:* participation in TeamGym enhances gross motor skills, proprioception, and motor planning.
- *Social Interaction:* being part of a team fosters positive environments for social interaction, aiding in confidence and teamwork skills.
- *Injury Awareness:* Understanding injury prevention and management is crucial for all athletes.

TeamGym not only promotes physical fitness and strength but also encourages teamwork, social skills, and personal development among its participants.

## 2. Pedagogical Foundations - Adult learning principles

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Trainer-to-Trainer approach should outline how adult learning differs from traditional teaching methods and provide practical advice for trainers to implement this approach effectively.

### 2.1 Experiential and Peer-Based Learning

**Experiential learning** is a method for learning skills through direct experience. Peer-Based learning on the other side is a method for learning skills with and from others, who are at a similar level—not necessarily from a formal teacher or expert. Experiential learning in TeamGym can be highly effective because the discipline is fundamentally collaborative. Rather than relying solely on a coach for instruction, gymnasts learn directly by doing, observing, and assisting their teammates, who are often at similar skill levels. Experiential learning in TeamGym are looking for:

1. *active engagement*, where all gymnasts are actively involved in the learning process, which enhances their understanding and skills beyond passive instruction;

2. *focused reflection*, where experiencing a new gymnastics skill, reflecting on it, and discussing it with peers is key to developing team success;

3. *guided facilitation*, where coach or experienced gymnast may act as a facilitator, setting up experiences and posing problems, but the learners (gymnasts) are responsible for finding their own solutions.

Experiential learning activities in TeamGym can be:

*Peer support* – where gymnasts are at similar levels and they can spot and support one another as they learn and perfect skills on the tumble track or trampette. This hands-on experience provides immediate feedback and builds trust.

*Video analysis with peers* – is a training situation where team can collectively watch and analyze video footage of their routines. During these sessions, gymnasts can offer feedback and critique each other's technique, synchronization, and form, providing new perspectives.

*Team choreography* - is needed for floor routine, where gymnasts are directly involved in the creative process of developing choreography, formations, and dance sequences. This requires them to solve problem together and make decisions that best suit the team's strengths.

*Small-group skill development* – when it's time to training or master on specific skills, it better to split the team into small groups to work. For example, gymnasts focusing on a new tumbling pass can work together to break down the move, share tips, and provide progressive drills.

*Mentoring newer members* - more experienced gymnasts can be paired with newer members to help them with fundamental skills. This solidifies the mentor's knowledge and boosts the confidence of the mentee.

**Peer-Based Learning** encourage coaches to share their own teaching and training experiences, both positive and challenging. The learning cycle have structure training activities and one experiential learning cycle by David Kolb's give us:

- Concrete experience where gymnasts are engage in a hands-on activity, such as leading a simulated training session or practicing a TeamGym exercise;
- Reflective observation gives gymnasts reflection on the experience, individually or in groups, discussing what they noticed and felt;
- Abstract conceptualization is when group analyzes the experience to form new ideas and theories about best practices. This is where trainer introduce new concepts and connect them to the exercise;
- Active experimentation brings participants plan how they will apply their new knowledge in their own training sessions.

Benefits of peer learning for TeamGym athletes are numerus:

1. Improved retention - when gymnasts teach a skill or concept to a peer, it solidifies their own understanding. The act of verbalizing and demonstrating the skill reinforces the information in their own minds;
2. Enhanced teamwork and communication - regular interaction and reliance on teammates foster communication skills and a deep understanding of each other's abilities. This strengthens the team dynamic and improves overall performance;

3. Increased self-confidence - successfully teaching or assisting a teammate can build a gymnast's confidence. For the learner, receiving support from a peer can feel less intimidating than receiving it from a coach;

4. Development of leadership skills - the training process of peer mentoring and coaching naturally creates opportunities for leadership. Athletes learn patience, empathy, and how to effectively guide others;

5. Higher engagement and motivation - when gymnasts are involved in the learning process and their knowledge is valued, they feel more invested. Learning from friends can also make practice more fun and engaging.

## **2.2 Inclusive and Participatory Teaching Strategies**

Inclusive and participatory teaching strategies for TeamGym discipline focus on actively involving all gymnasts, encouraging shared responsibility, and creating a supportive environment that accommodates diverse learning needs. These strategies promote engagement, collaboration, and skill development in a way that benefits every participant. Here are some specific strategies tailored for TeamGym:

1. *Differentiated Instruction:* Adapt activities to suit varying skill levels and learning styles, ensuring all gymnasts to participate meaningfully.

2. *Peer Learning and Mentoring:* Encourage experienced gymnasts to mentor others, fostering a collaborative learning atmosphere and shared responsibility.

3. *Cooperative Drills:* Use group exercises where gymnasts work together to master routines, emphasizing teamwork and communication.

4. *Student Choice and Ownership:* Allow gymnasts to select exercises or routines to foster a sense of ownership and motivation.

5. *Socratic Questioning and Reflection:* Promote reflection and discussion on performance, safety, and teamwork to deepen understanding and shared responsibility.

6. *Inclusive Equipment and Modified Tasks:* Provide accessible equipment and modify tasks to include students with diverse physical abilities.

7. *Positive Reinforcement and Feedback:* Use constructive feedback to build confidence and encourage continuous participation.

8. *Safe and Supportive Environment:* Establish a classroom climate that values respect, encouragement, and the willingness to try new challenges.

Implementing these strategies in TeamGym helps create an inclusive environment where all gymnasts are actively involved, responsible for their learning, and supported in developing their skills safely and effectively.

Trainer as facilitator: The role of the TG4HEM trainer is not to lecture but to guide, question, and support learning. This manual should emphasize the importance of actively listening and managing discussions.

Adult learners need to know *why* they are learning something and how it applies directly to their training process. Connect every activity and concept back to tangible benefits for their own coaching practice and the health of their athletes. Trainer should recognize that TeamGym participants – gymnasts will have varied experience levels, learning styles, and abilities. Use a variety of teaching methods, such as visual aids, hands-on activities, and group discussions, to engage all learners. To create a safe learning environment, trainer has to foster an atmosphere of trust, respect, and mutual support. Trainers have to collaborate with gymnasts to create positive environment for discussion and feedback. TeamGym training is specific training practice as group work that encourage open communication that gymnasts feels comfortable to aski questions, and Offer specific, constructive feedback. Trainer should give gymnasts choicee and opportunities for self-direction. TeamGym trainers are allow to choose a TeamGym4Health exercise to focus on and report back to the group. This empowers them and increases motivation.

Pedagogical principles for sport s practice are focus on creating meaningful and effective learning experiences. That experiance should emphasy democratic and reflective approaches like practices, individualization, safety, and inclusion. TeamGym practice ensure systematic, gradual, and active gymnasts engagement. These principles guide trainers to facilitate holistic development, helping

gymnasts to connect their experiences to their lives, fostering a positive attitude toward physical activity, and promoting continuous growth through reflection and self-awareness. Key of Pedagogical principles by Fletcher & Ní Chróinín, 2022. includes several principles: Democratic and Reflective principles; Meaningful principles; Systematic and Individualized Learning; Holistic and Inclusive Development; Active and Cooperative Learning, and they look like in TeamGym practice:

- *Democratic Principles* – makes trainers to foster inclusive environments and encourage gymnasts to actively make authentic connections between their lived experiences inside and outside the team training. This allows gymnasts to make individual experience;
- *Reflection Principles* - emphasizes the continuity of experience (past, present, and future) to help children understand what makes an experience meaningful and to build towards future meaningful experiences;
- *Meaningful Participation* - highlights the importance of facilitating physical education experiences by teaching, planning, experiencing, analyzing, and reflecting on them;
- *Personal Meaning* - new experiences that personally helps trainers to adopt democratic approaches and allow for student individualization;
- *Systematicity and Gradualness* – learn that lessons should follow a structured progression of skills and knowledge, building from simple to complex to ensure a logical and effective learning journey;
- *Accessibility and Individuality* - educational interventions must be adapted to the individual characteristics and needs of all learners, with special attention to vulnerable populations;
- *Holistic Principle* - involves integrating the whole gymnasts to promote their emotional, physical, and cognitive development;
- *Inclusion* - every child must benefit from their participation in sports and games, regardless of their performance, gender, or other distinguishing factors;
- *Physical and Emotional Security* – means that creating a safe environment where gymnasts feel physically and emotionally secure;
- *Active Learning* - principles of awareness and activity are crucial for engagement, ensuring learners are actively involved in the learning process;
- *Cooperative Learning* - active and cooperative learning involves students working together toward common goals, often through team-based activities that foster communication and collaboration.

### 3. Structure of the Training Approach

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The Trainer-to-Trainer process in TeamGym discipline involves a structured approach to ensure effective knowledge transfer and skill development among coaches and trainers. Here's an outline of its phases tailored for TeamGym: Preparation; Implementation, Reflection and Adaptation.

1. Preparation phase in training approach – **lays the foundational groundwork for trainer development by identifying qualified personnel, defining clear learning objectives, acquiring appropriate resources, and planning logistics to ensure a successful Trainer-to-Trainer program in TeamGym.** Trainers are equipped with fundamental knowledge of TeamGym disciplines (floor, vault, tumbling, trampette). Clarify training goals aligned with safety, inclusion, and skill development. Identifying qualified TG trainers with appropriate experience and pedagogical skills. TG trainers need to establish a framework for training sessions, including materials, resources, and assessment criteria. **Expected Outcomes of the Preparation Phase are:** Well-informed and skilled trainers ready to deliver effective TeamGym coaching. Trainers need to have clear understanding of training goals and standards. All materials and resources supporting comprehensive training needs to be available for all groups.

**Identify Qualified Trainers:** Select experienced TeamGym coaches with a strong understanding of the skills, safety protocols, and pedagogical methods. Evaluate existing trainer competencies and knowledge gaps. Identify target audience (age, skill level, abilities). Determine resource requirements need to be prepared for teamwork (facilities, equipment, instructional materials). Criteria for qualification: experience in TeamGym, coaching certification, familiarity with teaching methodologies. Inclusion of diverse trainers to support inclusive practices.

**Set Learning Objectives:** Define clear goals such as improving coaching techniques, safety standards, and understanding inclusive practices in TeamGym. Align objectives with national/international standards (e.g., FIG guidelines). Learning objectives need to promote or demonstrate safe spotting techniques; design inclusive training routines and to use effective feedback methods.

**Resource Gathering:** Develop and compile training materials, videos, and practical exercises relevant to TeamGym. Trainers need to prepare theoretical content (safety protocols, progression charts); assemble practical exercises and drills; create visual aids (videos, diagrams, slides) and develop

evaluation checklists for trainer competency. Trainers need to schedule training workshops or courses; reserve facilities and equipment and arrange for expert facilitators or mentors.

## 2. Implementation phase in training approach – includes **delivery methods such as:**

- **Workshops:** Hands-on sessions focusing on routines, safety, and progressions in TeamGym.
- **Peer Coaching:** Trainers in TG observe and provide feedback to each other during practice sessions. That's how they can learn the TG training practice.
- **Shadowing:** New trainers observe experienced coaches in real training environments to learn best practices. Young coaches, with or without experience, need to be with older coaches to make it easier to master the TG training practice.
- **Video Analysis:** Reviewing recordings of routines to enhance technical and safety aspects. Video analysis from previous competitions or trainings sessions can identify technique mistakes and correct them through training practice.

## 3. Reflection phase in training approach – **includes:**

- **Self-Assessment:** Trainers evaluate their own coaching skills and understanding.
- **Feedback Cycles:** Collect constructive feedback from peers, participants, and mentors to identify areas for improvement.
- **Peer Reviews:** Collaborative review sessions to share insights and improve coaching quality.

4. Adaptation phase in training approach – **needs to give several goals:**

**Adjust Methods for Age Groups:** Needs to tailor gymnastics exercises and communication strategies for children, adolescents, or adults.

**Modify for Abilities:** Implement adaptive techniques for athletes and gymnasts with different physical or skill levels.

**Contextual Changes:** Adapt sessions for different settings, such as school gyms or specialized training centers.

**Continuous Improvement:** Update training content based on feedback, latest safety standards, and innovations in TeamGym.

This structured approach ensures trainers develop the necessary skills, adapt to diverse learners, and maintain high safety and instructional standards in TeamGym.

## **4. Methodology & Didactics**

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This section outlines the specific teaching methods and tools used in the TG4HEM approach. The techniques emphasize interactive, hands-on experiences to create a dynamic learning environment where trainers learn by doing and from each other. For the TeamGym4Health project, local training courses for coaches served as the critical link between the program's international development and its grassroots implementation. The "Train the Trainer" (T2T) model was used, where a core group of project members, trained internationally, became local multipliers, delivering hands-on training directly to coaches in their home countries. This strategy ensured the consistent and effective dissemination of the TeamGym4Health inclusive methodology (TG4HEM). In local training courses for the TeamGym4Health project, effective facilitation is key to empowering coaches to implement the inclusive methodology (TG4HEM) in their clubs. Facilitation tools like discussion prompts and observation checklists ensure that workshops are practical, engaging, and directly applicable to the coaches' work.

### **4.1 Tools for facilitating discussion and group work**

These tools help the local mediators lead productive sessions where coaches can collaborate, share ideas, and address challenges. Open-ended questions encourage coaches to reflect on their practices and consider how TG4HEM can be integrated. "What are some common barriers to participation for young athletes in your club, and how might TG4HEM help address them?" or "Describe a specific TG4HEM exercise. How does it promote both health and inclusivity?".

A structured technique where every coach gets a chance to speak on a specific topic without interruption. This is particularly useful for encouraging quieter participants to share their thoughts and for ensuring everyone's voice is heard on sensitive topics like inclusion. Presenting scenarios based on real-world club challenges allows coaches to practice their skills in a safe environment. Coaches write their ideas on sticky notes, which are then grouped on a whiteboard or flip-chart. This method democratizes the brainstorming process, gives quieter coaches a voice, and helps visualize collective ideas quickly.

## 4.2 Tools for observation and implementation

Observation checklists and other assessment tools help facilitators evaluate how well coaches are applying their new skills both during and after the training. This tool helps trainers assess coaches' performance during practical demonstrations. It can be used by peers or the facilitator to provide targeted feedback. Questions like; „Did the coach demonstrate effective adaptation of exercises using the TG4HEM framework?“ or „Did the coach successfully manage group work and ensure all participants were included?“ Before coaches leave the course, they can fill out a checklist to create a concrete action plan for their club. This reinforces accountability and provides a roadmap for sustainable change. For example: "What specific TG4HEM activities will you introduce first?" "How will you communicate the new inclusive approach to parents?" A long-term tool where local trainers can visit coaches at their clubs to observe them in action. This assesses behavioral change and provides an opportunity for in-the-moment coaching and support.

## 4.3 Local Training Courses

Local Training Courses for coaches was organized by each partner sport organisation. Internationally trained project team members became mediators—delivering local training to coaches in their countries (Slovenia, Croatia, Serbia, Portugal, Türkiye). Each course included practical demonstrations, group work, and implementation planning. Coaches were empowered to continue the training chain in their own clubs. The local training courses were structured to be engaging, practical, and directly relevant to the coaches' day-to-day work. Key components included:

1. *Practical demonstrations* - the local project members, now expert trainers, demonstrated how to adapt standard TeamGym exercises to be more inclusive and health-enhancing. This hands-on approach allowed coaches to physically experience and understand the TG4HEM principles.
2. *Group work* - trainee coaches worked in groups to discuss their club's specific challenges and collectively brainstorm inclusive solutions. This collaborative learning leveraged the varied experiences of the coaches and fostered a sense of shared community.

3. Implementation planning - a dedicated session focused on creating tangible plans for how coaches would introduce TG4HEM back at their own clubs. This step addressed potential barriers to implementation and promoted sustainable adoption.

A core goal of the local training was to empower coaches, transforming them from passive learners into active agents of change. This was achieved by: *providing comprehensive resources* - coaches were equipped with manuals, lesson plans, and supportive materials to use as a reference when they returned to their clubs; *building a supportive network* - the training courses initiated a local network of coaches. This peer-to-peer connection allowed for ongoing support and the continued sharing of ideas, strengthening the training chain; *mentoring future trainers* - in line with the T2T model, the courses also served to identify and nurture coaches with the potential to become future trainers, further expanding the project's reach within each country.

The local training courses triggered a powerful multiplier effect, with the benefits extending far beyond the initial group of attendees. By training coaches directly in Slovenia, Croatia, Serbia, Portugal, and Türkiye, the project was able to disseminate the TG4HEM method across diverse cultural and sporting landscapes. The process allowed for the standardized TG4HEM framework to be adapted to the specific needs and context of local clubs, ensuring its relevance and sustainability. Empowering coaches to lead the charge in their own clubs created a self-sustaining system for promoting inclusive, health-enhancing TeamGym training. This ensured the project's impact continued long after the initial funding period.

#### **4.4 Interactive methods**

**Group work:** Use small groups (3–5 people) to discuss, problem-solve, and develop solutions. This promotes shared responsibility and leverages diverse experiences within the cohort.

**Case studies:** Present realistic scenarios drawn from real-world coaching situations related to TeamGym and health promotion. Participants work in groups to analyze the case and propose solutions, learning from the successes and failures of others. A case study could describe a situation where a coach notices signs of burnout or injury risk in their athletes. Trainers would discuss how to approach this sensitive topic and implement preventive measures.

Practical tasks: Directly apply theory in a hands-on setting. This could involve having trainers lead parts of a practice session, demonstrate exercises with proper technique, or conduct a mini health and safety check of the training space.

Role play: Allow trainers to practice interpersonal skills in a safe environment by Giving constructive feedback to an athlete; Addressing a difficult conversation with a concerned parent and Explaining a health and safety protocol to new team members.

#### **4.5 TeamGym lesson structures**

A modular format for training classes have sample lesson structures and time allocation. This format works very well for youngsters and adult training, allowing for flexibility and a focus on one topic at a time. A typical 60–90 minute lesson could follow this structure:

- 10 min: Introduction and connection (Warm – up with discussion about the day's topic to trainers' existing experience).
- 20 min: Theoretical input and discussion. Present a core concept (e.g., proper warm-up techniques, hydration strategies) using a mix of short lecture and visual aids.
- 40 min: Trainers engage in a practical task, case study, or role - playing exercise to apply the new information. This is the "learning by doing" phase.
- 10 min: The trainer leads a reflection session where groups share their experiences, challenges, and insights from the activity try workout program for strength, speed, agility and flexibility.
- 5 - 10 min: Action planning. Ask trainers to identify one specific action they will take in their own coaching sessions based on the day's lesson (cool-down program).

TeamGym classes are guided and structured training proces where children have interactive learningand group work practice with their trainers. Their training have discussion on technique of performing gymnastic elements in TeamGym, open-ended questions designed to stimulate dialogue, and to give answers to the problem. On the other hand, trainer in his training classes should use observation checklists to use during peer coaching. These checklists can help trainers to focus on key objectives, such as technique, safety, and communication. Trainers often uses and sheets and templates for planning lessons, creating warm-up routines, or mapping safety protocols. This helps trainers put their

new knowledge into immediate action. Visual aids can be very interesting for training process because trainers are using flipcharts, whiteboards, or digital tools to capture and synthesize trampet or floor routine or choreography, ensuring all contributions to be visible and valued.

During the TeamGym4Health local training courses, the emphasis on "learning by doing" and collaborative knowledge exchange was crucial for empowering coaches. This approach moved beyond traditional lecturing, immersing coaches in practical, hands-on activities that mirrored real-world scenarios. This pedagogical strategy fostered deeper understanding, skill mastery, and confidence, ensuring the TG4HEM inclusive methodology was not just understood, but truly implemented. "Learning by doing" in practice in the Local Training courses employed several methods to prioritize hands-on experience:

**Practical demonstrations led by peers:** Internationally trained project members, or "mediators," who are also practicing coaches, demonstrated the TG4HEM principles. Coaches could observe their peers, ask questions, and immediately try the techniques themselves.

**Active participation in exercises:** The trainers engaged coaches in practical exercises, such as adapting familiar TeamGym routines to be more inclusive. This allowed them to experience the techniques directly, troubleshoot challenges, and gain immediate feedback in a supportive environment.

**Role-playing scenarios:** Coaches practiced handling real-world scenarios, like adapting to a gymnast's specific needs or communicating with concerned parents. This active practice helped build their confidence and prepared them for the complexities of implementing the new methodology.

Benefits of the approach hands-on practice and collaboration, the TeamGym4Health project ensured that its inclusive methodology was embedded effectively and sustainably in local clubs. Coaches gained a deeper sense of mastery and were empowered to become advocates and trainers within their own communities. The collaborative process reinforced their belief in their own capabilities and the TG4HEM methodology. The "learning by doing" approach ensured that the new skills and practices were not just temporary fixes, but were integrated into the coaches' daily routines. Since they practiced adapting the methods, they were better equipped to apply them to any new challenge that arose. The collaborative model created a network of skilled coaches who could train others, ensuring the project's

impact continued to spread beyond the initial training sessions. This provided a cost-effective and scalable way to build capacity at the grassroots level.

The entire TG4HEM methodology was built on a "learners as experts" model. Trainer to trainer role is to draw out and organize the existing knowledge within the group, by creating a successful team work in training. Training process should be a system for trainers to share their own successful drills, safety tips, and health promotion ideas. After formal training, encourage trainers to form peer-to-peer relationships, with more experienced coaches providing ongoing guidance to newer ones. This reinforces the learning and supports continuous improvement. Trainer to trainer should implement regular review and feedback - this means to give and receive constructive criticism, which is crucial for skill development in a collaborative environment.

## 5. Coaching Communication and Motivation

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This section focuses on developing the interpersonal and motivational skills of trainers need to successfully engage peers during local training sessions and knowledge transfer activities. Knowledge transfer activities in project involves International and National (Local) Knowledge Transfer. In TeamGym for Health project were conducted two International training courses: in Bolu (Türkiye) in 2024.year and in Zagreb (Croatia) in 2025. year. Project team members and coaches gathered for practical workshops, exchange of knowledge, and experiential sessions. Coaches were trained not only in what to teach, but how to transfer TeamGym knowlrdge it further. Based on the principles of the TeamGym4Health inclusive methodology (TG4HEM), effective coaching communication and motivation strategies are holistic, tailored to individual needs, and focus on fostering a supportive environment. The goal is to build strong relationships, empower athletes, and promote long-term engagement in the sport, rather than focusing solely on competition.

### 5.1 Communication strategies

Inclusive communication is central to the TG4HEM approach. It involves verbal, nonverbal, and written methods, and it requires coaches to adapt to the diverse needs and preferences of their athletes. Coaches should show genuine interest in athletes as individuals, not just as competitors. Taking the time to chat one-on-one with athletes about their lives, interests, and concerns builds trust and helps coaches understand what drives them. Varied communication methods such as:

**Speech and nonverbal cues** - coaches should use clear, concise language and be mindful of their tone, volume, and body language, as this can convey more than words. A supportive gesture like a smile or thumbs-up can be highly motivating.

**Visual aids** - demonstrations, videos, and coaching cards can be particularly effective for athletes who are visual learners or have different learning needs.

**Written communication** - providing clear, typed instructions for routines or drills can serve as a helpful reference and increase accessibility.

**Practice active listening** - effective communication is a two-way street. Coaches should listen attentively to athletes' perspectives, concerns, and feedback, creating a safe space where they feel heard and respected.

**Tailor language for inclusivity** - use gender-neutral terms like "everyone" or "team" instead of "guys". Avoid making assumptions about an athlete's background or abilities. For example, use "person with a disability" rather than "disabled person", use simple, specific language. If a specialized term is necessary, provide a clear explanation.

## **5.2 Communication with parents**

Communicating effectively with parents is vital for creating a supportive environment for the athlete both inside and outside the gym. Establish open communication and hold regular parent meetings to explain the TG4HEM philosophy, discuss team goals and expectations, and clarify communication channels. Encourage productive involvement and invite parents to take on supportive, non-coaching roles within the club, such as assisting with administrative tasks or organizing social events. This makes them feel invested in the team's success. Clearly communicate what is expected of parents during training and competitions, such as a code of conduct. This helps prevent sideline criticism and reinforces the coach's authority in coaching decisions. Remind parents that the focus should be on their child's attitude and effort rather than winning or losing. This helps alleviate pressure and promotes the child's enjoyment of the sport.

## **5.3 Motivation techniques**

Coaches in the TeamGym4Health program should nurture intrinsic motivation—the internal drive for self-satisfaction—rather than relying solely on extrinsic rewards like awards. Focus on effort and progress rather than perfection or outcomes. Celebrate small wins, highlight improvements, and help athletes reframe challenges as opportunities to learn. Give athletes a degree of autonomy and choice in their training. Asking for their input on session design or allowing them to choose a warm-up activity makes them feel more invested and engaged.

## **6. Transferring Knowledge to Peers and Local Clubs**

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This section provides practical guidance on how trainers can plan and deliver effective local training sessions. For the successful implementation of TG4HEM, this section provides an overview of the essential training equipment—minimum requirements for safety coaching. Transferring knowledge effectively to peers and local clubs requires a blend of formal and informal approaches to suit the audience and context. For colleagues, fostering a culture of psychological safety and using modern tools is critical. For local community groups, the focus is on accessibility, building trust, and incorporating cultural and experiential methods. Within a professional setting, successful knowledge transfer accelerates learning, reduces errors, and prevents the loss of critical expertise when employees leave.

### **6.1 Knowledge Internal Peer-to-Peer Sharing**

Throughout the project, partners exchanged insights, adapted methods, and improved local implementation plans. Ongoing communication and collaboration between clubs, universities, and federations enriched the methodology's application.

Knowledge Internal Peer-to-Peer have to build a culture of trust and recognition and to create an environment where team members feel comfortable asking questions, admitting mistakes, and sharing uncertainties without fear of judgment. Managers and senior members should actively participate in knowledge-sharing sessions. When leaders transparently share their own insights and struggles, it sets a powerful precedent. Acknowledge employees who share valuable insights, mentor others, or document processes. This can be done through public shoutouts, small bonuses, or linking contributions to performance reviews.

To start mentorship program experienced coaches needs to work with newer ones to facilitate one-on-one learning, especially for the "tacit" knowledge gained through experience. Trainers need to encourage team members to lead "lunch and learn" workshops on topics where they have expertise. This promotes informal learning and keeps training relevant. All clubs need to build a web platform to create a searchable repository of documents, standard operating procedures (SOPs), and lessons learned from past projects. Thats why we need to encourage a standardized approach to documentation using templates. This ensures that knowledge is captured consistently and remains accessible even after an employee leaves.

When reviewing mistakes or project failures, focus on the lessons learned rather than assigning blame. This open feedback loop promotes an honest exchange of knowledge. Assign team-based projects that require members from different departments or experience levels to work together. This naturally breaks down silos and encourages knowledge exchange.

## **6.2 Transferring knowledge to local clubs and communities**

Local clubs often rely on shared knowledge to function and grow. Effective transfer methods are often informal and centered around the community's unique social dynamics.

Before attempting to transfer knowledge, it takes time to understand the existing practices and values of the club. Respecting local and traditional knowledge is crucial for building trust. To identify community needs, we need to work with club members to identify their specific goals. Knowledge transfer should feel relevant and valuable to them, such as teaching new skills or solving a shared problem. Start with storytelling: Instead of presenting abstract concepts, use narratives and personal anecdotes to make complex information more relatable and memorable. In practical sessions for TG disciplines we need to use interactive and accessible methods. For practical skills, hands-on workshops are highly effective. Allow participants to practice new methods in a safe environment and get immediate feedback. Trainers should organize sessions in familiar, accessible locations like community centers, libraries, or even a local coffee shop. These physical spaces can foster organic, spontaneous knowledge exchange. Blend digital and in-person formats means that we need to use a community platform (like a Facebook or Viber, Messinger Group) to supplement in-person meetings. This allows for ongoing discussions, resource sharing, and Q&A.

To provide simple documentation coaches need to supplement hands-on activities with simple, clear documentation like handouts or video tutorials. Use plain language and avoid technical jargon. Encourage a "give and take" culture where members not only receive knowledge but also feel empowered to contribute their own experiences. This can increase engagement and a sense of ownership. Empower leaders to identify respected members of the community to champion the knowledge-sharing initiative. Their endorsement can lend credibility and encourage wider participation. Start a collaborative project where community members work together to create a valuable resource, tool, or document. This fosters teamwork and builds a collective knowledge base.

## **7. Best Practices & Case Studies**

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This section showcases how the Train-the-Trainer (T2T) model was effectively used in the TeamGym4Health project, highlighting successes, personal stories from coaches, and key insights gained from its implementation. While specific project testimonials and case studies were not available in the search results, general examples of successful T2T programs and inclusive sports initiatives have been synthesized to illustrate potential best practices. Successful Trainer-to-Trainer implementation for the TeamGym4Health project's T2T model relied on a standardized approach to deliver a consistent message and methodology across different European partner countries. The success of this model was supported by the following practices, informed by effective T2T programs:

The training curriculum was organized into modules that could be delivered flexibly. This made it easier for expert trainers to adapt the sessions to meet the specific needs of different groups of trainee coaches and local contexts. A core team of expert trainers delivered the initial workshops, combining presentations with hands-on practice. Their expertise in TeamGym and inclusive practices was key to building confidence in the new trainers. A crucial part of the process involved allowing trainee coaches to practice teaching activities and receive feedback. This approach, which supports social learning, helped build the trainers' skills and confidence before they implemented the program in their own clubs. The program provided a detailed training manual and other supporting materials. This ensured the key principles of TG4HEM could be replicated effectively even after the initial training workshops.

### **7.1 Testimonials from coaches**

While specific testimonials from the TeamGym4Health project need to establish for coaches and participants (gymnasts) and their parents and testimonials from inclusive gymnastics initiatives generally highlight the powerful personal and professional growth experienced by coaches who embrace these methods. Coaches who participated in inclusive training programs report a significant shift in their perspectives. They move from a focus on athletic perfection to a deeper understanding of each gymnast as an individual, recognizing diverse abilities and experiences. Inclusive training fosters better communication skills. For example, coaches learn to use simplified, clear language and non-verbal cues

to connect with gymnasts with communication challenges. By working with diverse groups, coaches often report an increase in their confidence to handle complex group dynamics and address individual needs effectively. Coaches witness firsthand how inclusive practices can strengthen team bonds and create a more supportive environment. For example, implementing a "buddy system" or celebrating individual progress helps foster unity and reduces feelings of exclusion. Inclusive training changes the definition of success. Coaches learn to celebrate a wider range of achievements beyond medals, such as a gymnast with Autism developing their communication skills or a gymnast with a disability regaining confidence in the sport they love.

## **7.2 Lessons learned and local adaptations**

The implementation of the TG4HEM in different countries provided valuable insights into adapting a unified program to local contexts. The project found that a one-size-fits-all approach was insufficient. Effective implementation required partners to first conduct assessments of local needs to tailor the training to specific contexts. This involved understanding the needs of particular vulnerable groups and ensuring local relevance. While the core TG4HEM principles were consistent, trainers learned to contextualize the information with locally relevant examples. Using familiar activities and terminology made the new methods feel more relatable and less intimidating for trainee coaches. Successful adaptations often involved local coaches and participants in the decision-making process. This fostered a sense of ownership and ensured that any modifications to the program were practical and well-received.

**Key lessons for sustainable implementation** - genuine engagement and relationship-building with coaches and their families were identified as critical for successful adoption. This involved going beyond formal training to create a supportive community. Beyond the technical aspects, a key takeaway was the importance of the coach's teaching style. Focusing on communication, positive reinforcement, and awareness of individual needs had a profound impact on promoting inclusivity. Project partners emphasized the need for data collection and evaluation to determine what worked and what needed improvement. This systematic process informed continuous improvements and allowed partners to share valuable experiences with each other.

## 8. Evaluation & Feedback

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Effective evaluation of TeamGym4Health training and workshops requires a multi-pronged approach to measure immediate reactions, knowledge gains, and long-term behavioral changes and adoption. Surveys are a key tool for gathering this information, but they are most effective when combined with other methods. Tools for assessing the effectiveness of the training (surveys) are: Workshops and multiplier events and Public events and hands-on workshops.

### 8.1 Workshops and Multiplier Events

Workshops and multiplier events are key components for disseminating project results, engaging a wider audience, and driving the adoption of new practices. Multiplier events in particular are designed to share a project's "intellectual outputs" with a larger audience beyond the immediate project partners. For TeamGym4Health, these events would be crucial for showcasing the inclusive training method (TG4HEM) and encouraging its adoption. A well-designed workshop for a broad audience needs a clear structure to ensure all topics are covered and participants remain engaged. Before the event starts we need to define clear objectives that clearly state the purpose of the workshop and what participants should expect to achieve. For example, "Participants will learn how to adapt standard TeamGym exercises to be more inclusive for individuals with varying mobility".

Understand your target audience and customize the content to address their specific needs and pain points. For TeamGym4Health, this could mean preparing different materials for coaches, club administrators, and parents. To create a detailed agenda or the roadmap for the workshop, we need to include clear timings for each session, including welcome remarks, activities, breaks, and a concluding summary. For a multi-topic workshop, consider:

1. **Opening sessions:** A concise introduction to the project's overall goals and impact.
2. **Breakout sessions:** Split attendees into smaller groups to work on specific topics, such as "adapting exercises for different needs," "integrating TG4HEM into a club's curriculum," or "recruiting diverse participants".
3. **Plenary readout:** Bring the small groups back together to share and discuss their findings, capturing key takeaways.

4. **Assign pre-work:** Give participants material to review before the workshop. This ensures they arrive with foundational knowledge and can engage in deeper discussions from the start.

During the event we need to establish ground rules or to set expectations at the start to create a safe and respectful environment for discussion. This is especially important for workshops discussing inclusivity. Use a variety of activities to maintain energy and engagement, such as:

- **Interactive polls:** Use digital tools or simple hand-raising to quickly gather opinions and gauge understanding.
- **Hands-on exercises:** For TG4HEM, this could involve adapting a simple TeamGym sequence in real-time or role-playing a coaching scenario.
- **Storytelling:** Share real-life examples or case studies from the TeamGym4Health pilot projects to make the information more relatable.
- **Encourage all participants:** Actively invite all attendees, including quieter ones, to share their perspectives. Use group work and smaller breakout sessions to make participation less intimidating.

After the project event we need to summarize and follow-up. Before concluding, recap key discussion points and outline the next steps. Share a post-event report with all attendees, including those who couldn't make it. After the project event we need to provide certificates of attendance to all participants, detailing the topics covered and the skills gained. This recognizes their participation and provides a tangible outcome. Then we should collect feedback from participants by using surveys to evaluate the workshop's effectiveness and gather suggestions for improvement. Follow up with participants to see how they have applied their new knowledge. Create an online community or forum where attendees can continue to share resources and experiences.

**2. Public events and hands-on workshops** are a powerful method for promoting the TeamGym4Health initiative. The effectiveness of these events can be assessed through the following methods:

1. *Raising awareness of TeamGym4Health:*

Administer a short survey before and after public events to measure how many people have heard of TeamGym4Health. You can also use a follow-up survey to see if this awareness led to behavioral changes or increased interest. Track mentions, shares, and comments related to the events and the

TeamGym4Health hashtag. Positive buzz can be used to promote future events and showcase the initiative's impact. Monitor local and regional media outlets (newspapers, websites, local news) for stories mentioning your events. This provides measurable data on public reach and recognition.

### *2. Promoting inclusive and health-enhancing training:*

Use surveys and feedback stations to collect data on how inclusive and accessible participants found the training. Ask open-ended questions to gather qualitative insights. Use trained observers to gather data on participant interactions and levels of activity during the workshops. For example, observe how coaches incorporate inclusive practices with their participants. Identify and interview coaches or participants who have successfully implemented the inclusive and health-enhancing training methods. Highlight their success stories to inspire others.

### *3. Encouraging adoption of TG4HEM at local, regional, and national levels:*

Collect data on the number of new clubs, schools, or organizations that adopt the TeamGym4Health method after attending a multiplier event. This can be done via registration forms or follow-up communication. Track the expansion of the TeamGym4Health network by monitoring new partnerships, collaborations, and regional initiatives that stem from the events. Document any changes in local or regional policies that support the adoption of inclusive health-enhancing training. Note any new resources or toolkits developed or used by other organizations based on the TeamGym4Health model.

**Suggestions for Improvement** - include open-ended questions such as, "What was the most valuable part of the workshop?" and "What suggestions do you have for improving future workshops?".

## 9. Resources

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TeamGym is not a new gymnastics discipline in Scandinavian countries but very new for the Center and Easter European countries. Educational resource for TeamGym we can found on the official [European Gymnastics website](#) including the TeamGym new Code of Points released in March 2025; British Gymnastics provides a variety of technical documents, such as competition handbooks, rule modifications, and coaching course information for TeamGym; British Gymnastics coaching courses - courses where trainers teach skills for applying coaching principles, building skill progressions, and understanding coaching responsibilities; Scottish Gymnastics resources - offers TeamGym course syllabi, providing summaries of content covered in their coaching courses. Research papers - scientific and academic papers can offer in-depth resources.

Project-specific resources are: TeamGym for Health Educational Methodology, online community platform, access to MOOC and digital tools and TeamGym ABC rules for Floor routine.

**1. Team Gym 4 Health (TG4H) Educational Methodology** - this project, funded by the European Commission, focuses on coach education and is developing educational resources and a digital methodology. While the project is ongoing (expected to conclude in 2026), its outputs, including a pilot training program, will be significant resources for the TeamGym community;

**2. Online community platform:** This TG4H project has been developing e-Learning resources. The project newsletter are very significant to all countries who do not have that discipline and are in the process of acceptance;

**3. Acces to MOOC and Digital Tools:** TeamGym4Health and other projects have focused on developing and reviewing project MOOC and digital tools to assist in TeamGym coaching and training;

**4. TeamGym ABC for Floor:** An instructional resource created by TG4H project experts team is to help coaches understand floor routine construction and choreograph routines with modified rules adapted to this project objectives. It provides guidance on interpreting the Code of Points and offers ideas for developing floor programs for youngsters – A and B program.

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