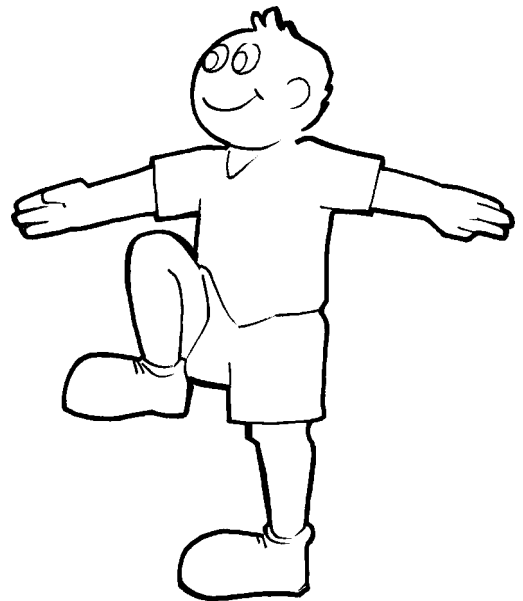


Balance & Jumping

- Landing
- Balance
- Jumping
- Quick Feet



LANDINGS

From a safety point of view landings are critical to all sports. Teaching children how to fall, which inevitably happens, will prevent many injuries. **Include teaching landings early in the season and revisit often for review because to be effective in injury prevention, they must become a reflex action.** A bonus, as it is with many gymnastic-like activities, is that they can be used to develop muscular strength, endurance and flexibility.

The following information is adapted from the *Department of Education Curriculum Guide (1999) and Up, Down, All Around Gymnastics Lesson Plans (1994) – Ruschkin.*

Following landings are categorized: **B** - Beginner, **N** - Novice, **R** - Rookie

Teaching Progressions: It is important to be competent at one progression before moving to the next

1. Landing on feet
2. Landing on hands
3. Land on hands backwards
4. Land on hands sideways
5. Backward shoulder roll
6. Side shoulder roll
7. Front shoulder roll

1. LANDING ON FEET

B, N, R

Teaching Cues:

- Absorb force sequentially: “toes, heels, knees, squeeze”
 - With **toes** then **balls** of feet, then **heels** (except when moving forward, then heels contact first)
 - Then **flex knees** – approximately same bend as sitting in chair – **sit**
 - Then **flex hips** – imagine a **beach ball** between chest and knees
- Feet shoulder width apart and parallel for stability
- Landings are quiet – don’t wake the **hungry lion**
- Finish position is that of someone on a **motorcycle** or lighting bolt (zig zag shape)
- Arms out to side for balance – **wings**



Variations:

- Vary actions during flight phase:
 - Twist body
 - Rotate the body – quarter turn; half turn; three-quarters turn; full turn
 - Perform manipulative action – catch, throw
 - Touch a body part – stomach, knees, toes, clap hands
 - Make circles – arms, wrists, ankles
 - Move apart/together – arms, legs
 - Flex joints – arms, legs, hips
- Vary the levels:
 - Change the height of the jump. **Note: beginners should only jump from knee high surfaces.**
- Vary the directions:
 - Land forward, backwards, sideways **Note: do not do sideways landings from turning jumps**
- Vary the pathways:
 - Jump back and forth - zig zag
- Vary the speed:
 - Combine with a locomotion - jog/jump, run/jump, skip/jump
- Vary the relationships:
 - Jump *over* something, *out of* (circle, hoop), *into* (circle, hoop), *onto* (carpet square)
 - Perform with another person

BONZAI**Introduction Activity:**

Children jump from low object – chair, bench while calling out “Bonzai” as if jumping from high surface. They are challenged by instructor to perform above variations.

NOTE: There are numerous activities in other warm-up activities that incorporate landings



2. LANDING ON HANDS

B, N, R

(beginners may only progress to half stand)

Teaching Progressions:

It is important to be competent at one progression, prior to moving to next one.

1. From knees
2. From half standing
3. From standing

Teaching Cues:

- Absorb force sequentially:
- With **fingers**, then **palms**, **flex elbows**, then **extend shoulders**
- Desired finish position is:
- Straight line from knees to shoulders – **soldier back**
- Trunk one or two centimetres off floor – imagine **egg** or **nail** under chest
- Land softly – pretend to be landing on **glass**

Variations:

- Vary body actions while falling:
- Clap hands – once/twice/thrice, behind back
- Circle arms
- Vary directions:
- Turn body while falling to land forward on hands – pretend you are **clock hands** – 3 o'clock, 11 o'clock, etc.
- Vary the speed:
- Combine with locomotion – jog, run – jump then land on hands

3. LANDING ON HANDS BACKWARDS

B, N, R

All ages if ready (5-6 years may only get to squat)

Teaching Progressions:

It is important to be competent at one progression prior to moving to next one.

1. From sitting position
2. From squat position
3. From half stand
4. From stand

Teaching Cues:

- Absorb force sequentially:
 - **Fingers**, then **palms**, **flex elbows**, **flex shoulders**
 - **Hips** make contact first, then **lower back**, then **upper back** – back is like a **banana** – curved
- **Fingers point FORWARD** toward body (pointed backwards locks the elbow so force cannot be absorbed)

Variations:

- Vary direction – pretend to hands on clock – turn body to land backwards
- Vary speed by combining with locomotion – walk backwards, then fall on hands



4. LANDING ON HANDS SIDEWAYS

B, N, R

All ages if ready (5-6 years may only progress to squat)

Teaching Progressions:

1. From sitting
2. From squat
3. From half-stand
4. From stand

Teaching Cues:

- Absorb force sequentially:
 - **Hand, elbow, shoulder, knee, hip, trunk** (only **one** hand and side) **banana body**
- **Fingers point TOWARD THE BODY**
- Arm bends only slightly – **banana arm**

Variations:

- Same as landing on hands backwards
- **TIMBER .R.R.R.R.R** Introduction Activity - Children pretend they are trees falling.

5. BACKWARD SHOULDER ROLL

N, R

(younger children may only progress to squat)

Note: This is an injury prevention move and is NOT a typical backward roll.

If possible, start learning the back shoulder roll on an inclined surface to make backward roll easier.

Teaching Progressions:

1. From lying position, rock back and forth, knees pulled to chest (rocking chair or horse; egg rock) – touch toes to floor behind and to one side of head
2. Progress from number one to roll over one shoulder – ending in the kneeling position
3. From squat position
4. From half stand
5. From stand
6. Moving backward

Teaching Cues:

- Absorb force sequentially:
 - With **hands, beside body - fingers forward toward body)**
 - **Arms, flat** bent at 90 degree angle – used like **training wheels** to prevent falling sideways
 - **Back**, while rolling backward
 - **Hips, lower back, middle** of back, **one shoulder**
- Both knees are brought over **one shoulder** – **diagonally** across back (not along spinal column) – no need to lift body
- Head turns to look at knees – body rolls **beside rather than over the head**
- Finish in kneeling position



6. SIDE SHOULDER ROLL N, R (younger children may only progress to half stand)

Teaching Progressions:

1. From squat
2. From half stand
3. From stand
4. Moving sideways

Teaching Cues:

- Absorb force sequentially:
 - **Hand, knee, hip** rocking sideways – **banana** body (curved)
- Fingers **point toward body** – to prevent locking of elbow
- **Curved arm** – to assist with rolling action – **banana arm**
- **Knees go over shoulder**
- Finish in **kneeling position**

7. SHOULDER ROLL FORWARD N, R (younger children may only progress to half stand)

Teaching Progressions:

1. Half kneel (1 knee, opposite foot on floor)
2. From half stand
3. From stand
4. Moving forward

Teaching Cues:

- To learn start with, **right knee** and **left foot** on floor. **Right hand** on floor near right knee, **fingers pointing forward**.
- **Left hand** just in front of other hand **fingers pointing toward right knee, elbow of left arm pointing forward** (arms in shape of **ball**).
- **Head** turns to look under **right arm pit**.
- **Right leg straightened** to shift weight onto hands – until roll occurs
- Force is absorbed by hands, left arm and shoulder, diagonally across back to right hip.

Variation:

- **ROCK N ROLL** Introductory activity for rolling movements



BALANCE, JUMPING AND QUICK FEET

POPCORN BALLS

Equipment: None

B

Skills: Movement: Hopping, jumping
Cognitive: Creativity, imagination
Social: Discipline, interaction, co-operation, listening

Organization: Children are scattered in personal spaces throughout play area.

Children are lying down, still, pretending they are UNPOPPED popcorn kernels.

Activity: Instructor pretends to turn the heat up on the stove until kernels start to pop – beginning with small movements on the floor until all are on their feet and popping all over the place.

When all are popped, instructor pretends to pour syrup over them so when they touch each other they stick together and become a sticky popcorn blob.

JACK BE NIMBLE

Equipment: Cones or low hurdles

B, N

Skills: Locomotion: Running, jumping, hopping
Movement: Landings, effort awareness

Organization: Place low cones or very low hurdles around the play area

Activity: Children run around the play area jumping over the “candle sticks”

Use variety of take-offs and landings – 2 feet to 2 feet; 1 foot to 1 foot; 1 foot to 2 feet; 1 foot to other foot

CRAZY CRICKETS

Equipment: 1 ball for every 3 participants

B, N, R

Skills: Movement: Dodging, jumping
Manipulative: Rolling underhand, catching rolling ball
Cognitive: Decision making
Social: Positive attitude, respect, emotional control

Organization: Groups of 3 – with 1 in the middle

Activity: Players on the outside roll the ball back and forth.

Player in the middle jumps over it as it is rolled back and forth.

After 5 successful jumps or 8 rolls, whichever comes first, change person in middle.



ROOSTER FIGHT**Equipment:** None**N, R**

Skills: Locomotion: Hopping
 Movement: Balance
 Social: Respect for others; discipline

Organization: Partners scattered in play area.

Activity: Each partner stands on 1 foot bending other leg up behind and hangs on with opposite hand.
 Free arm is held behind the back (grasping opposite arm if they can).
 Each tries to bump each other gently attempting to make them put second foot down.
 Change partners frequently.

SWIRLING SAM**Equipment:** 1 rope for every 4-5 participants**B, N, R**

Skills: Movement: Springs, landings, rotations
 Social: Co-operation, responsibility, discipline

Organization: Groups of 4 or 5

1 person in the centre with a rope – others form a circle around centre person – distance from person in centre is equal to the length of the rope.

Activity: The player in the middle (from sitting or lying position) swings the rope around at ankle height.
 Each player jumps as it approaches him or her.
 If the rope hits someone, they exchange with person in the middle (provided it wasn't swung too high).

Variation: Hop over rope (take off and land on 1 foot)
 Take off on 2 feet land on 1 foot
 Turn while in the air and land 90 degrees, 180 degrees, 360 degrees
 Tuck jumps over rope



TARZAN CROSSES THE CREEK

Equipment: Masking tape if done indoors

B, N, R

Skills: Locomotion: Running, jumping, leaping
 Movement: Leg strength, effort awareness, body awareness, landings
 Social: Co-operation, support

Organization: Mark the outside edges of a “creek” on the floor or ground, making it increasingly wider.

Activity: Child pretends to be Tarzan having to get to the other side of the creek.
 Child chooses the width he or she wants to start at, and then runs and leaps (takes off 1 foot, lands on other) across the creek.

Variation: Vary the method of take off and landing: 1 foot to same foot; 1 foot to 2 feet; 2 feet to 2 feet; 2 feet to 1 foot

JUMPING BEANS

Equipment: None

B, N, R

Skills: Locomotion: Jumping, hopping
 Movement: Springs
 Cognitive: Creativity, cooperation, support, listening

Organization: Children are grouped in pairs or threes, with each group at a start line.

Activity: First person in group stands on start line. “Show me how far you can jump, taking off from 2 feet and landing on 2 feet.” Next child from group starts where first landed.
 Objective is to see how far they can jump as a group. Put marker where they finished.
 Mark how far they got. Then repeat to see if they can jump farther.

Variation: Show me a different way of taking off and landing.

- Take off on 1 land on 2
- Take off on 2 land on 1
- Take off on 1 land on same (hop)
- Take off on 1 land on other (leap)



MONKEY SEE – MONKEY DO

Equipment: None

B, N, R

Skills: Movement: Balance

Organization: Partners

Photocopy a number of balance activities or demonstrate activities

- Figure Skater:**
- Balance on 2 legs with other leg raised behind until parallel to floor.
 - Arms raised sideways.

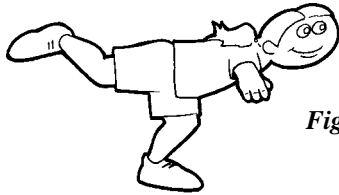


Figure Skater

- Figure Skater Twist :**
- Balance as above, bring leg down and twist upper body to face opposite direction.

- Figure Skater Jump:**
- Balance as above, make a small jump in the air to change legs without losing balance.



Knee Dip

- Knee Dip:**
- Balance on 1 foot grasping other leg with opposite hand.
 - See how far you can bend your support knee without losing balance.

- Stork Stand:**
- Balance on 1 leg with other leg tucked behind knee of balance leg.

- Bird Dog:**
- Balance on 1 leg, bend at waist – reach both hands out front.

- Side Split Hold:**
- Balance on 1 leg with other leg held upward with hand

- Swan Balance:**
- Balance on 1 leg, body bent sideways, arms over head



Falling Backwards Balance: • Stand on 1 leg, other leg out in front. See how far you can let upper body bend backwards without losing balance.



Back Split:

- Balance on 1 leg. Lift other leg behind and grasp with same side hand.
- Try to keep body as upright as possible.

Activity: One of the partners performs the balance activity while other assists (hold 1 hand lightly if necessary)
Try to hold the balance position for a count of 5 (5 elephants)

SHARK ATTACK

Equipment: Cards or carpet squares children can jump onto safely.

B, N

Skills:

Locomotion skill:	Jumping
Movement skill:	Balance
Social:	Listening

Organization: Cards/carpet squares (“stones”) are placed in various locations close enough for children to jump from card to card.

Children participate as individuals.

Activity: Children pretend the cards are stones in a river. Pretend sharks are in the river.
Show me how you can jump from “stone” to “stone” without falling in and getting attacked by sharks.
Encourage them to jump and land with 2 feet; jump with 1 foot – land on 2 feet; jump and land on 1 foot.

Teaching Cues: Absorb the momentum of landing by utilizing “cushioning” effect of foot/ankle, knees (motorcycle position, squishy knees, soft knees, marshmallow knees, imagine beach ball between chest and thighs), and land quietly.

Use arms to help balance (put wings out).

Variations: Children move with a partner.



TRAMPOLINE ARTIST

Equipment: None

B, N

Skills: Movement: Jumping, rotations
Cognitive: Imagination
Social: Independence, listening

Organization: Scattered in general space.

Activity: Pretend you are on a trampoline and show us various ways to jump.

Straight up and down on 2 feet.

Tuck jumps – bring arms back to jump straight up, at top of jump tuck knees to chest.

Split jumps – bring arms back to jump straight up, at top of jump split legs forward to back, bring legs in to land.

Star jump – bring arms back to jump straight up, at top of jump move both legs and arms out side ways, bring legs in to land.

Jump make rotate body in the air.

Cartwheels.

Scissor jumps – arms back to jump straight up, at top of jump move legs in scissor action.

Teaching Cues: Encourage creativity



INUIT GAMES

Equipment: Small Block of wood; leather belt

N, R

Skills:

Locomotion: Hopping
 Movement: Balance, flexibility
 Social: Cultural awareness

Activity:

Owl Hop:

Scattered in general space.

- Hook 1 foot behind the knee.
- See how far you can hop continuously without stepping down or unhooking leg.
- To make it a competition all start on the same line.

Side Reach:



Side Reach

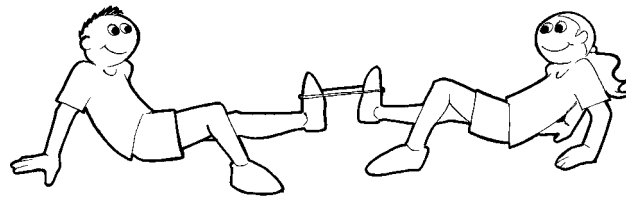
Standing next to a line.

- Hold a block of wood in right hand
- Stand sideways, feet together, with left foot placed on start line
- Left hand is placed on waist
- Reach behind knees with right hand to place the block of wood, parallel to the toes, as far to the left as possible
- See who can place it the farthest

Foot Pull:

Partners

- Partners sit on floor with a line equal distance between them
- 1 leg is thrust out in front with the other bent at the knee
- A belt is placed around the upturned feet – 2-3 feet apart
- On “go” opponents pull back with foot using full body strength and arms
- Opponent who pulls the opposition over the line or causes the belt to come off foot wins



Foot Pull

Musk-Ox Fight:

Partners

- Down on all fours.
- Put head under shoulder of opponent.
- Try to uproot the opponent.



Pop: **Individuals in general space.**

- Get in push up position – hands and feet – back straight
- Try to move forward slightly by popping in the air with hands and feet simultaneously

Jumping Game: **Individual by a wall or fence.**

- Lie down with feet against wall
- Measure to top of head and place a marker
- Crouch by wall and leap out to see how close to “head” mark they can get

One Foot Kick: **Partners with a hanging target.**

- Jump up and kick target with 1 foot
- Land on kicking foot – on landing balance by bouncing on landing foot.
- See how high the target can be held and still be kicked.

WATCH OUT FOR ALLIGATORS

Equipment: Carpet Squares

B, N, R

Skills: Locomotion: Jumping
Landing

Organization: Place carpets squares or hoops “safe spots” around play area, between 2 lines.
Designate 2 or 3 children to be alligators placed randomly between carpet squares

Activity: Children try to get from one end line to the other without being tagged by the alligators.
They can’t be tagged if they jump into “safe spot” with 2 feet.
They can only be tagged when they are not on a carpet.
They can only stay “safe” for count of 5.
If they are tagged or don’t land with 2 feet, they become an alligator.



ANTS IN YOUR PANTS

Equipment: None

B, N, R

Skills: Movement: Springs
Landings
Social: Teamwork

Organization: Partners (approximately same size) scattered in general space.

Activity: Partners stand facing each other with hands placed on each others hips.
Children pretend to have “ants in their pants” They have to help each shake them out.
One partner jumps while the other assists in helping them gain as much height as possible.
As soon as one person touches the ground the other jumps up.
The higher they jump the more ants will fall from their pants.

CRAZY LEGS

Equipment: None

B, N, R

Skills: Movement: Springs
Landings
Effort awareness

Organization: Children scattered in general space.

Each has a short rope or equivalent (string, towel, belt, pair of pants twisted).

Activity: Each end of the rope is held in a different hand.
Without letting go, they try to jump in the air and pass the object under the feet so when they land, the rope is behind their back. (Like skipping over it except the rope is so short they will have to jump high in order to get the rope in behind them.)

Variation: Try to return to original position.



MAGIC WAND**Equipment:** Magic Wand (yardstick, cardboard tube)**B, N****Skills:** Movement: Landings**Organization:** Participants are scattered in personal space in **squat position**.

Explain the “magic wand” puts them to sleep when it touches them.

Instructor (or another participant) has a “magic wand”.

Activity: Review teaching cues for landing forward on hands.

As each participant is touched with the magic wand they fall forward onto hands.

Variations: If they are ready start them from higher positions – ½ stand, standTeach or review cues for other landings if they are ready – side roll, back shoulder roll, front shoulder roll. Progressions for each landing are shown in the section on **landings**.**REACTION****Equipment:** Markers**N, R****Skills:** Locomotion: Running, skipping, jumping, hopping

Movement: Body awareness, effort awareness, agility

Social: Independence, accept rules

Organization: Mark out 2 lines 50-60 feet apart.

Players start on the line and on “go” react and run to the other line.

Vary the body positions at the start. Example: facing opposite direction, butt on the floor, head touching ground, prone, supine, feet in opposite direction.



ME AND MY SHADOW

Equipment: None

B, N, R

Skills: Locomotion: Shuffling, cross-step
 Movement: Dodging, body awareness, effort awareness, agility
 Social: Co-operation

Organization: Partners scattered in play area
 One of the partners is designated the “shadow”

Activity: Partners stand face to face.
 The “shadow” tries to stay in front, while the other uses combinations of shuffle, cross-over steps and fakes to get away.
 When successful or when set time is up, reverse rolls.

Variation: Partners can be positioned back to front, facing same direction.
 If skill level permits add a manipulation skill like soccer or basketball dribble.

LEAPING LIZARDS

Equipment: None

B, N

Skills: Locomotion: Leaping
 Movement: Body awareness, effort awareness
 Social: Co-operation, discipline

Organization: Number children 1 or 2. Scatter formation.

Activity: Ones curl into a small shape as close to the floor as possible.
 Twos are “leaping lizards” running around leaping over curled ones without touching them.
 On signal, 2’s collapse to floor in curled shapes and 1’s become Leaping Lizards.

Variation: Set up a series of objects to leap over (2 pylons with sticks across)



HOT FEET**Equipment:** None**B, N, R**

Skills: Movement: Agility/quick feet, speed development
 Social: Independence, discipline

Organization: Children in own personal space in standing position

Activity: Tell children they are standing on hot coals or hot cement so they have to get their feet up one at a time. Repeat as quickly as possible the following sequence:

- Touch left hand to right heel in front of body
- Touch right hand to left heel in front
- Touch left hand to right heel behind body
- Touch right hand to left heel behind body

NOTE: This is an excellent drill to develop reaction time.

HOP AND POP**Equipment:** 1 Balloon on string for each participant**B, N, R**

Skills: Movement: Agility, quick feet
 Social: Interaction, positive attitude, teamwork, emotional control

Organization: Each participant has a balloon on a string tied around ankle.

Activity: Players try to pop the balloons of others by stepping on them.
 When balloon is popped, players co-operate with others to step on unpopped balloons.
 Last players with unpopped balloons win.



BONZAI

Equipment: Objects for children to jump off (no higher than knees)

B, N, R

Skills: Movement: Landings, rotations,
Cognitive: Creativity
Social: Listening, independence

Organization: Set up sturdy objects (no higher than knee high) for children to jump off (bench, small chair if held steady by someone).

Activity: Children take turns jumping off the object calling “Bo-o-o nzai”

Challenge them to be creative with their jumps:

- Use different body movements while in the air – boxer captain’s salute, giddy-up horse, clap hands under leg/ behind, click heels together, scratch like monkey, slap heels
- Change shape in the air – skinny body, wide body, kick butt, spread eagle legs, fly like Superman, tuck knees
- Turn in the air to land sideways/backwards
- Jump and throw a ball to a partner while in the air
- Catch a ball from a partner before landing

Teaching Cues: Look ahead – not down

Land softly with “squishy” knees

“Freeze” for a second on each landing (stick it)



LADDERS

Equipment: Masking tape or ladder made from string and small wooden rungs

B, N, R

Athletes of all ages enjoy and benefit from this activity

Skills: Locomotion: Jumping, hopping
Movement: Agility, quick feet (speed development)

Organization: Place ladder on the floor or ground – ladder rungs should be about 20 inches apart, 18 inches in width and be 8-15 metres long.

Activity: Follow each other through the ladder as quickly as possible using the following footwork:
1. Run through every second rung.

chart

