

VOLLEYBALL PLAYGROUND

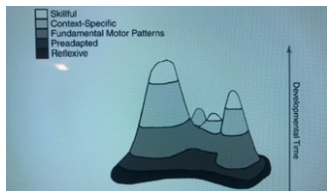


Introduction

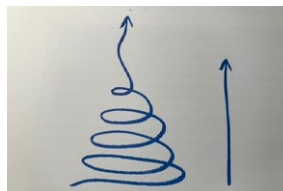
Welcome to the Volleyball Playground, in this document you will find 10 ready-made trainings for children from 4 to 6 years! These trainings are mainly focused on the broad motor development of children.

Why did we develop this type of training?

We see that the motor skill of Dutch children has been declining for decades. There is a metaphor "Mountain of motor development" (Clark e.a. 2002) which emphasizes that every child should first have a broad motor basis and then focus more on one or more specific sports (see Figure 1). Until the age of seven, the emphasis is on the development of fundamental motor skills such as walking, running, jumping, throwing, catching, hitting, kicking and balance skills. This broad basic idea is also reflected in the Athletic Skills Model and then the end level might end up higher (see Figure 2).



1. Mount of motor development (Clark & Metcalf, 2002)



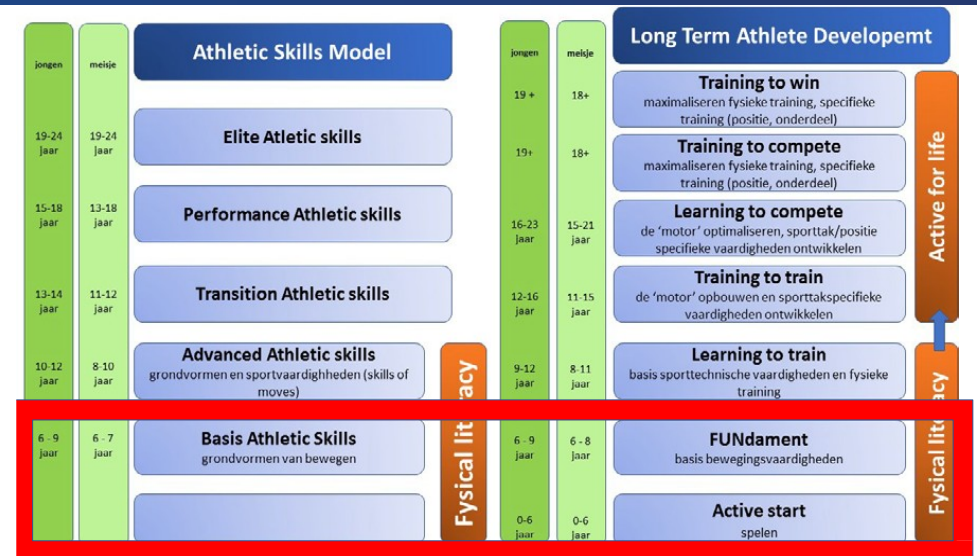
2. Athletic Skills Model (Wormhoudt, Teunissen & Savelsbergh, 2012)



3. Leerpyramide (Klein Lankhorst)

What are we going to do about this movement poverty?

The volleyball club is still a place where children can safely get to know movement. Volleyball is a versatile sport, but most techniques are still (too) difficult for toddlers and preschoolers. It is especially important for this age that children learn how to move well and discover how much fun movement is. A suitable offer for the youngest is a broad motoric offer. Such a broad basis ensures that the child will later learn to play volleyball more easily and that in turn contributes to the pleasure of playing! It is expected that better movers will later become better athletes. The Volleyball Playground program focuses on Fundamental Movement Skills (FMS). The definition of FMS is: "To give children building blocks to respond to motor challenges in different contexts". Thus, FMS provides the basis for a lifetime of enjoyment in sports and exercise (Mombarg, 2020).



Roemers 2017

From the idea of the ASM and LTAD model, the program for- namely, should focus on basic forms of movement and fun (fun).

The Volleyball Playground is a program that consists of 10 sample lessons, a number of themed lessons (e.g., Carnival, Pete's Gym), and individual games that reiterate all of the essential basic forms of movement. Each lesson is given four times because of the power of repetition. If four times is too much, a theme lesson can be offered instead of the fourth lesson. The lessons are written in this way with the intention of finding an optimal connection with the world of fantasy of this target group.

In short, an ideal form of learning with pleasure.

The volleyball sauce is recognized by the surroundings and the materials; the volleyball club with its regular faces make the child feel part of the volleyball club and where the offer allows, volleyball balls and the volleyball net are used.

A broad motor development as the key to a life long enjoyment of sport and exercise. We wish all volleyball clubs and participants lots of fun with the Volleyball playground! If you have any questions or comments, or if you are looking for someone who can assist you with the realization, please contact the [account manager](#) from your region.

Guus Klein Lankhorst with thanks to Marit Schepers and Melinde Maarseveen

November 2021

Table of contents

Inleiding

1. Vision for youth volleyball
2. Target group
3. Volleyball playground manual
4. Legenda materialen

Lessen:

1. The circus
2. Police
3. Insects and other critters
4. On the farm
5. Jungle
6. Princes and princesses
7. On travel
8. In the mountains
9. Pirates
10. Pajamaparty

Themalessen:

1. Pete's gymnastics
2. Christmas
3. Carnival
4. Easter
5. Autumn
6. Winter
7. Spring

5. Inspiration exercises
6. Bibliography

Annex 1 – additional tips for trainers

Annex 2 – basic forms of movement

Annex 3 – Base inventory

Annex 4 - Models

Annex 5 – Mushroom



1. Vision for youth volleyball

Nevobo's ambition is that everywhere volleyball can be played safely, fairly and without concern and that children can develop optimally. This requires that we work together with administrators, sports clubs, trainers, parents/caregivers and the youth themselves continue to work toward a positive sports culture.

Vision for Youth Volleyball

Together with the volleyball community and experts, the Vision for Youth Volleyball, for youth up to 18 years of age, was drafted. The central question was: "How do we ensure that children can develop safely and optimally within the sport of volleyball and continue to enjoy our sport?"

The answer consists of four principles with which we will work in the coming years together with children, parents, associations and other stakeholders. The principles are:

1. The volleyball player is central
2. A suitable offer for everyone
3. You can learn to perform
4. Volleyball is more than sport

In this document you will read what we mean by each principle, how Nevobo wants to contribute to this and what you yourself as a manager or trainer can do to contribute to this positive sports culture.

[Consult the Vision for Youth Volleyball now](#)



2. Target group

It is important to highlight a few themes from the developmental stage this young target group is in. Children aged 4-6 (preschoolers) go through various social-emotional, cognitive and motor developments. It is important to have an eye for this. A number of themes are highlighted:

Playing

The target group learns a wide range of skills simply by playing. While playing, the child tests himself and new worlds are constantly opening up to him. He learns to deal with others and also likes to play, it gives a lot of pleasure. In short: offering the product in a playful way is essential to connect with the target group.

Fantasy

Fantasy plays a big role with this target group. Everything is possible in the child's imagination and fantasizing is a good way to get rid of fears.

Children are often crazy about fairy tales; they enjoy listening to a story and/or looking at pictures that appeal to their imagination. In short; taking the children with you into their fantasy world by offering the lessons in themes and game forms, fits in well with this.

Coordination

The coordination of this target group is evolving. The transition between different sub-movements is often still a problem. For example, the child stands still during the approach and descent for a jump. It is still difficult for the child to make simultaneous movements (head bobbing). It cannot yet sing and clap or move and react quickly. On average, it takes 10 seconds for the brain to process the message. Standing still when the music stops is a good exercise, but keep in mind that the children do not stand still immediately. Quiet movements in which the child can explore at his own pace go better than explosive movements.

Condition

This target group has relatively little strength in relation to their height and weight. The child is quickly fatigued, but also quickly rested. Exercise on strength, agility, speed and endurance has no effect yet, because motor skills (coordination) must be developed first.

Developmental Advantage

Many children develop more or less the same way. But not every child develops at the same speed, nor do children always develop at the same speed in all areas. Every child is different in this respect. It is important that a child with a possible leap forwards is recognized and that the exercises are carried out in a safe way.

The same applies, of course, to children who are, for example, socially-emotional or cognitively advanced, but not yet as far advanced as the rest. The same naturally applies to children who are already advanced socially, emotionally or cognitively, for example, but who are not yet as advanced motorically as the rest. Here too it is good that this is recognized and the exercises are adapted accordingly.

3. Volleyball playground manual

The choice is made to offer all activities at minimal three levels. An estimate was made of what the 4- to 6-year-old children can do on average. Then several differentiation forms follow for the children who find it too difficult and for those who find it too easy. In this way we hope that there is always a perception of success.

1. Structure

There are 10 ready-made sample lessons. These lessons all have the same structure, because structure and recognizability are important for this target group. The basic structure of a lesson is 1 hour:

1. Gather at the fixed place and introduction theme (5 minutes)
2. Joint warm-up (5 minutes)
3. Four rounds of exercises in subgroups (4 x 10 minutes)
4. End game or free play (5 minutes)
5. Joint closing (5 minutes) possibly a break somewhere in between to drink or eat a fruit snack

It is advisable to always gather in the same place, for example on a bench in the corner or on a thick mat. In this spot you can introduce the theme of the day. Take the time to take the children into the theme so they can empathize. Therefore, do this in a narrative way. Then start with a common warm-up and divide the children into 4 groups.

Then in subgroups. Each group starts with its own facilitator at an exercise and after about

ten minutes you rotate to the next 'station'. Finally, make sure there is a clear ending to the exercise.

This can be done through a joint end game, or by playing the last few minutes freely, but even then end the game together at, for example, the meeting place.

Each lesson shows where the emphasis is on the basic forms of movement, what and how many materials you need with a floor plan. The lessons are structured so that there can be a lot of learning, a lot of action and a lot of fun. If you have fun, you will practice more. When you practice more, you get better. When you get better, you get more fun (spiral upward).



2. Guidance

The success of this program stands and falls with the right guidance (framework) and experience of success. For the enjoyment of sports and exercise, it is not only what is offered but also how a trainer/coach does it. It would be nice to have at least one head coach with the right qualifications (at least VT2 with additional Volleyball playground module) in front of the group.

A good supervisor has:

- Minimum of MBO working and thinking level
- minimum 1 year experience working with children between 4-6 years of age
- experience in providing (volleyball) training
- affinity with the target group
- affinity for sports (reasonable own skill)
- improvisational ability
- Sense of responsibility (working safely)
- pedagogical-didactical background (preferably Sport & Exercise, APE)

A good facilitator is:

- someone who can organize well (provide structure)
- someone who loves good preparation (can work in a planned way)
- Quality-conscious (can be a powerful create learning environment)
- problem solving (creative)
- team player (can work well with parents, fellow coaches and the TC)
- professional (knows social boundaries)
- results-oriented (the children really learn something)

This enables you to deal with this young target group in a safe and responsible way. We see in the practice often that the best trainers are on the highest groups, but we would like to see the best trainers training the youngest groups. After all, they can still learn a lot. And if you do not learn it at a young ("golden") age (4-12 years), it will be much more difficult later. The Nevobo develops a one-day training (module) for trainers of volleyball clubs who want to start working with the Volleyball playground. In addition, there are annual trainings.

Once qualified is not always competent. Society is constantly changing and you are never too old to learn. For more information about this, please contact us at:

volleybalacademie@nevobo.nl.

3. Learning

It is therefore important that the children learn a lot. The starting point is the competence theory (White, 1959), which indicates that if you can do something better, it also becomes more fun. It is therefore of the utmost importance that they learn (quickly), this can be motor skills but also knowledge about skills (cognitive) or social learning.

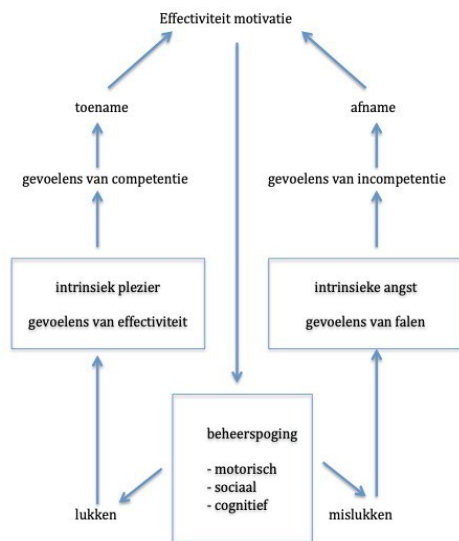


Fig. 1: Effectance motivation model van White (1959)

When you want to teach children something, it is important to offer them something that is just a little bit more difficult than what they can already do. We call this the "zone of closest development" (Vygotsky, 1980).



4. Group size

Maximum 32 children divided into 4 Groups of 8 (4 activities) with 4 supervisors (parents). This allows all children to move at least 80% of the time. Optimal is 4 children per activity (4 corners). For example, in an obstacle course with eight obstacles, children make eight (support) jumps in 20 seconds. In 10 minutes, children then make 240 jumps and that is only a quarter of the class time! (van Gelder & Stroes, 2020).

5. Tips for the trainer

Here are some general tips on running this program.

- Safety, make sure that you yourself always stand by the risk parts: rolling (upside down) pay extra attention to supporting the neck, swinging (don't let them swing too high and give help if they jump off), jumping (always stand as a helper on the mat right behind the apparatus for mini jumping and don't let them jump higher than their own body height for deep jumping on a thick mat), frolic (place children of about the same weight together).
- Organization, use lots of materials so they can get lots of turns ("kids who are bored get bored").
- Classroom or Individual learning assistance, if a child can't do/dare something yet, provide learning assistance: 1. modify the activity (e.g., a lower obstacle), 2. modify the rules (e.g., you can also go around it), 3. give an example, 4. provide help or 5. give a clue.
- Fun, the most important thing is that kids have fun, always be on the lookout for how to make it more fun, enlist the kids themselves for ideas.
- For more tips: see Appendix 1.

6. Dealing creatively with the (im)possibilities

The lessons and pictures in this program are meant to be inspirational and offer you a guarantee that all the basic forms of exercise will be covered. Is there an exercise for which you do not have the material? Come up with a suitable alternative, taking into

account the skills you want to teach. Be creative with the (im)possibilities. Not enough material? Sometimes you can leave something out while they can still practice the main form of movement.

7. Required Material

For each lesson four activities have been chosen. Much of the material in the example lessons can be found in the standard equipment of a gymnasium/sports hall (see appendix). Many materials are used, because it appeals to children, the learning environment becomes richer / more powerful by it. It is useful to involve parents in preparing the materials. And if there are many children, it is useful to plan these groups in a row so that the materials can remain. On average it takes about half an hour to prepare the materials for the training. It is nice if everything is ready when the children come in, then you can give all your attention to the children. The children get more turns and thus learn more. To get even more to the perception and developmental stages of the children, you can supplement this with a small materials packet consisting of many small, colorful materials.



Parachute, floor elements, pit bags and crawl tunnel.

8. Theme classes

Each sample lesson from this program has a theme (e.g. Circus, Police, Farm). To get the children in the mood of the theme, it is nice to inform them about this beforehand so they can put on a piece of clothing or an accessory that has to do with the theme. You can also give the theme extra atmosphere by, for example, cutting/collecting autumn leaves for the autumn theme, or making a police vest from a garbage bag and some prints for the police theme. You can also explain it in the first lesson and have them bring their own clothes in the next lesson.

9. Order of classes

The Volleyball playground is set up so that at least four basic forms of movement are always covered in four different subjects. The idea is to repeat each lesson four weeks in a row. Through the power of repetition, you will get more learning results. If you are worried about starting with four different subjects, you can also start with two subjects and add another the following week and grow to four subjects. A number of example lessons are linked to the seasons with their celebrations such as Autumn, Winter, Christmas, St. Nicholas and Carnival. Instead of offering a course four times, you can then choose to offer it three times with one thematic lesson added. Young children can repeat endlessly and in this way they become better and better in the domain of movement.

The choice was made to cover each of the 10 basic forms of movement four times. But because it is about volleyball, a slightly different choice was made. Of the four parts of romping, two are replaced by throwing and of the four parts of kicking, two are

replaced by jumping because frolic and kicking are somewhat further away from volleyball and throwing (hitting), catching and jumping are very important. The basic forms of movement are otherwise evenly distributed over the 10 lessons.

Lesson				
1	Balancing - glide	Climbing - crawl	Swing - fluctuate	Roles - frikandel
2	Jumping - far/ hopping	Run - scamp	Throwing - juggling balloon	Spades - penalty game
3	Throwing - roles	B&M*1 - stamp	Balancing - riding skate-board	Climbing - scramble
4	Swing - rope swinging	Roles - as a ball s.w.*2	Jumping - leapfrog	Run - lion cage
5	Throwing - MISSING PITCH	Jumping - skipping rope	Frolic - with balls	B&M - skip
6	Balancing - reverse bank	Climbing - scramble climbing frame	Swing - dangle rings	Roles - head roll
7	Jumping - high, over something	Run - basic game	Throwing - dribble volleyball	Spades - dodgeball (with foot)
8	Throwing - soccer balls	B&M - gallop s.w.*2	Balancing - acrobatics	Climbing - rock climbing
9	Swing - support swings	Roles - plunge	Jumping - deep diving	Run - dodgeball (with hand)
10	Throwing - clothesline ball	Jumping - mini tramp	Frolic - on mats	B&M - dance designs

1. Balancing

- sliding (slide, slanted bench, slide board)
- riding (skateboard, scooter, tricycle, cart, balance bike, rollerblade, bicycle)
- balancing (inverted bench, launching board, climbing ladder, around-the-clock ladder, chicken ladder, block, stepping stone, bobbin, beam, set)
- acrobatics (airplane, tower, scooter, wheelbarrow, bench, pyramid and standing up together)

2. Climbing

- Crawling (and tugging)
- scrambling (fixed supports) and climbing (make your own supports)
- mountain climbing (via a rope)
- suspended climbing (upside down)

3. Swing

- rocking (with legs in the rings or sitting on knot in rope)
- rope swinging (being able to 'lift' own body)
- dangle rings (with foot drop and 'chair')
- support swings (trapeze)

4. Roles

- like a frikandel
- like a meatball (sideways)/ stunt roll (judo roll over the shoulder)
- rollover
- Diving (forward and backward)

5. Jumping

- long jump (from mat to mat) and hopscotch
- support jumping (over a cupboard head, bench with hands)
- high jump (jumping over a cupboard head or bench without hands rope jump: trainer cradles, moves the rope like a snake, undulates, turns over the ground and turns normally, self)
- deep jump (from the wall rack, high cabinet, trapezoid with sloping bench) or jump into the mini-tramp

6. Run

- Rascal (running away game)
- Lion's cage (overflow game)
- Game of tag (different variations))i
- Dodgeball (by hand)

7. Throwing (with small ball) and catching (with large ball)

- juggling a balloon (holding it high) or rolling the ball in a directional way (over the ground, over a bench, another person "catches" the ball by placing a pylon on top)
- aimed aiming with pipsacks (overhead)
- dribbling with large, well-bouncing ball
- Handballs (throw the ball against the wall and catch the ball after the bounce) and Tea towel ball (throw/throw over a high line with catching)

8. Spades

- Penalty game (shooting at goal with goalkeeper)
- Trefball (with the foot)
- Keeping the ball high with the foot

9. Frolic

- someone holds three balls, pro- bear to conquer one
- turning (lying down) and tilting (on hands and knees) on mats
- Sumo wrestling, try to push the other person off the mat in a knee position

10. B&M

- stomp to the beat
- skip to the beat
- Lateral gallop in the beat
- designing your own dance

The colors were chosen according to the ski slopes: green is easy, blue slightly more difficult, red is difficult and black is very difficult.

10. Moving and regulating

It is also important for them to engage in the Movement and Regulation domain.

Preschoolers can already help with the following areas:

- Adapting the situation
- Keeping to agreed rules Agreeing on teams
- Distribution of tasks and functions
- Helping each other
- Thinking about their own behavior

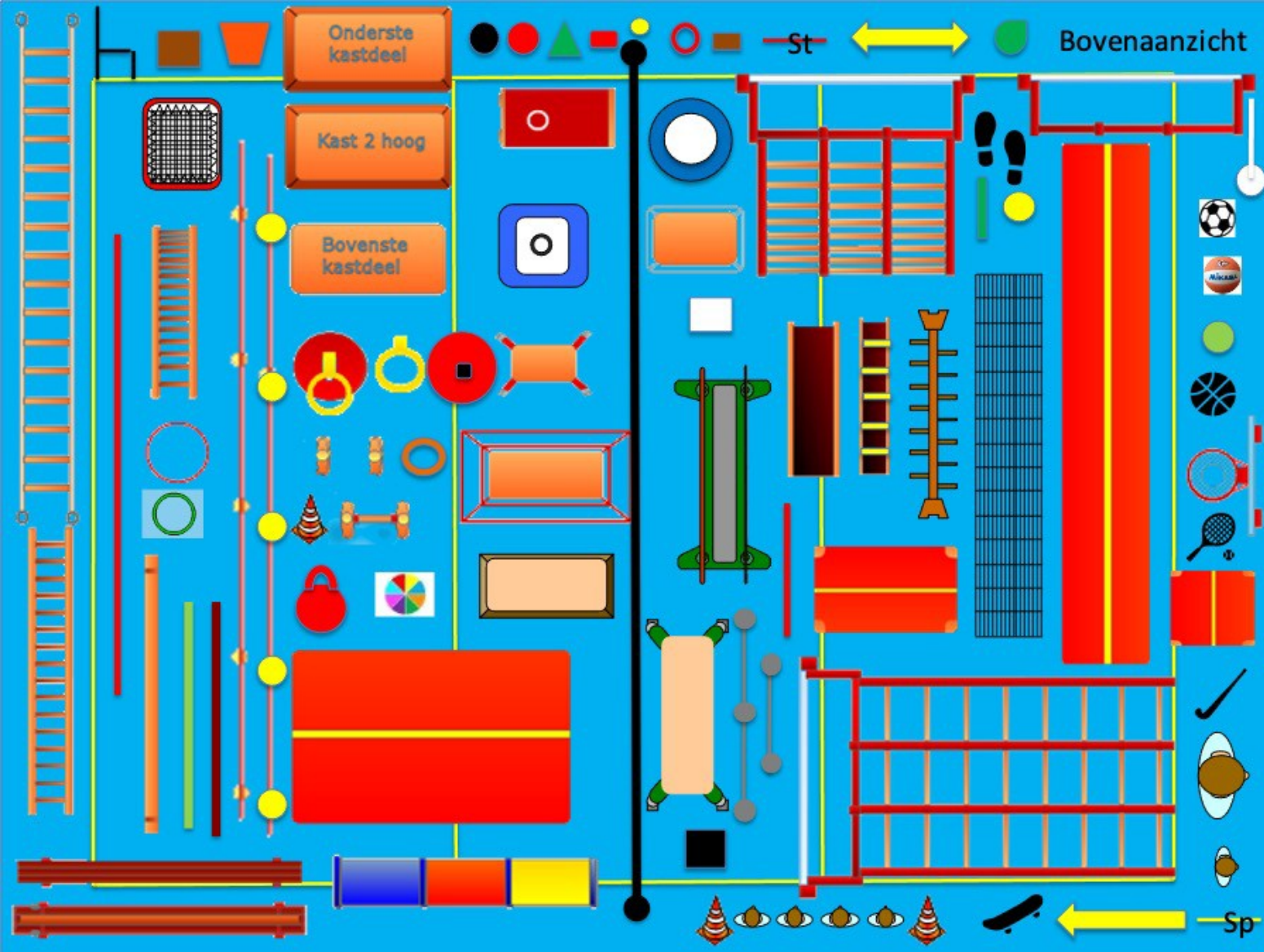
- Assessing their own abilities
- Encouraging and coaching others

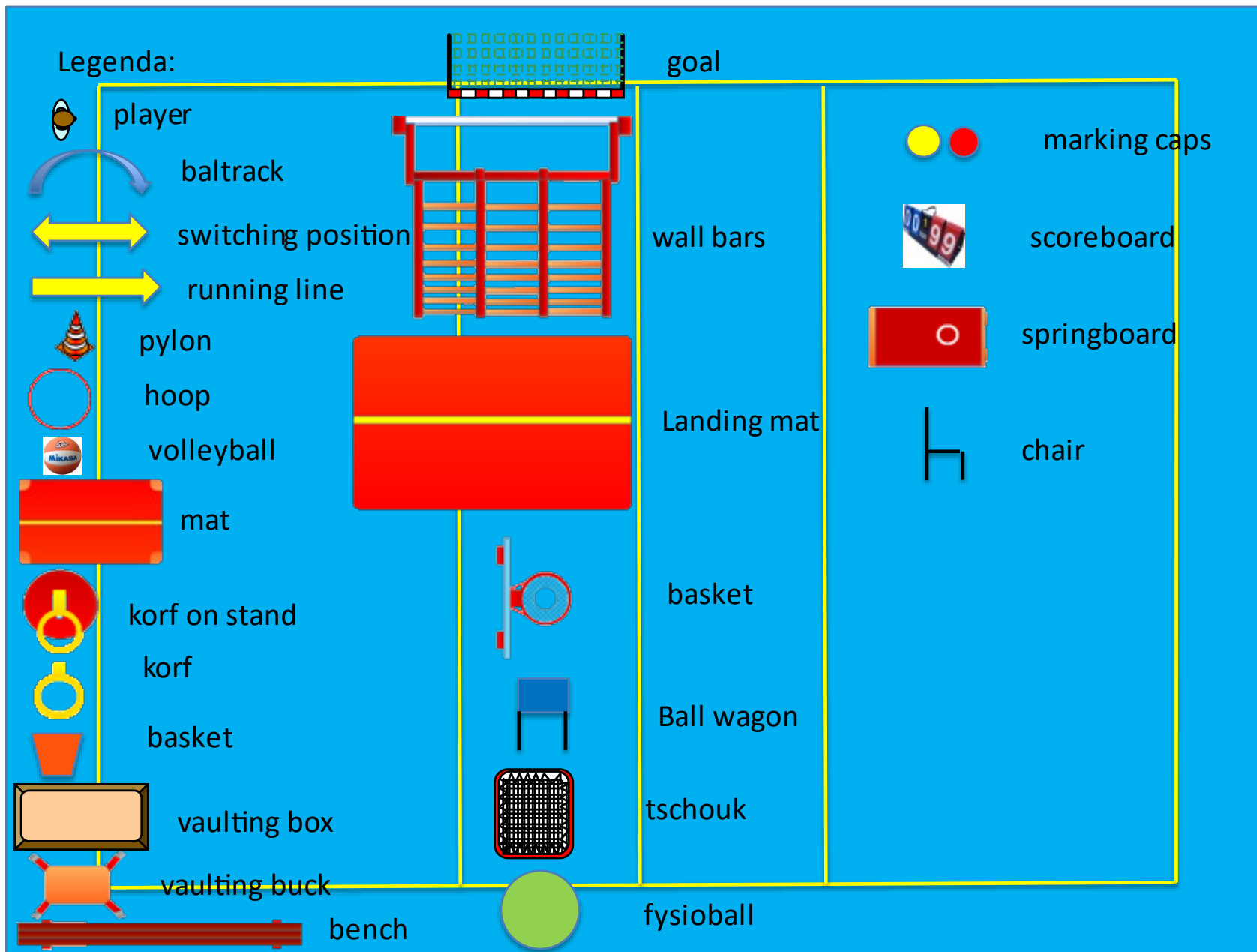
11. Celebratory Closure

For the children (but also for the parents, and grandparents) it is nice to conclude a series of lessons with a festive activity. For example, by setting up a sort of monkey cage arrangement where all the basic forms are repeated, and the children can then show what they have learned. You could end this activity with a diploma or gift (key ring?). But actually every lesson is a kind of Monkey Cage and therefore always a party.

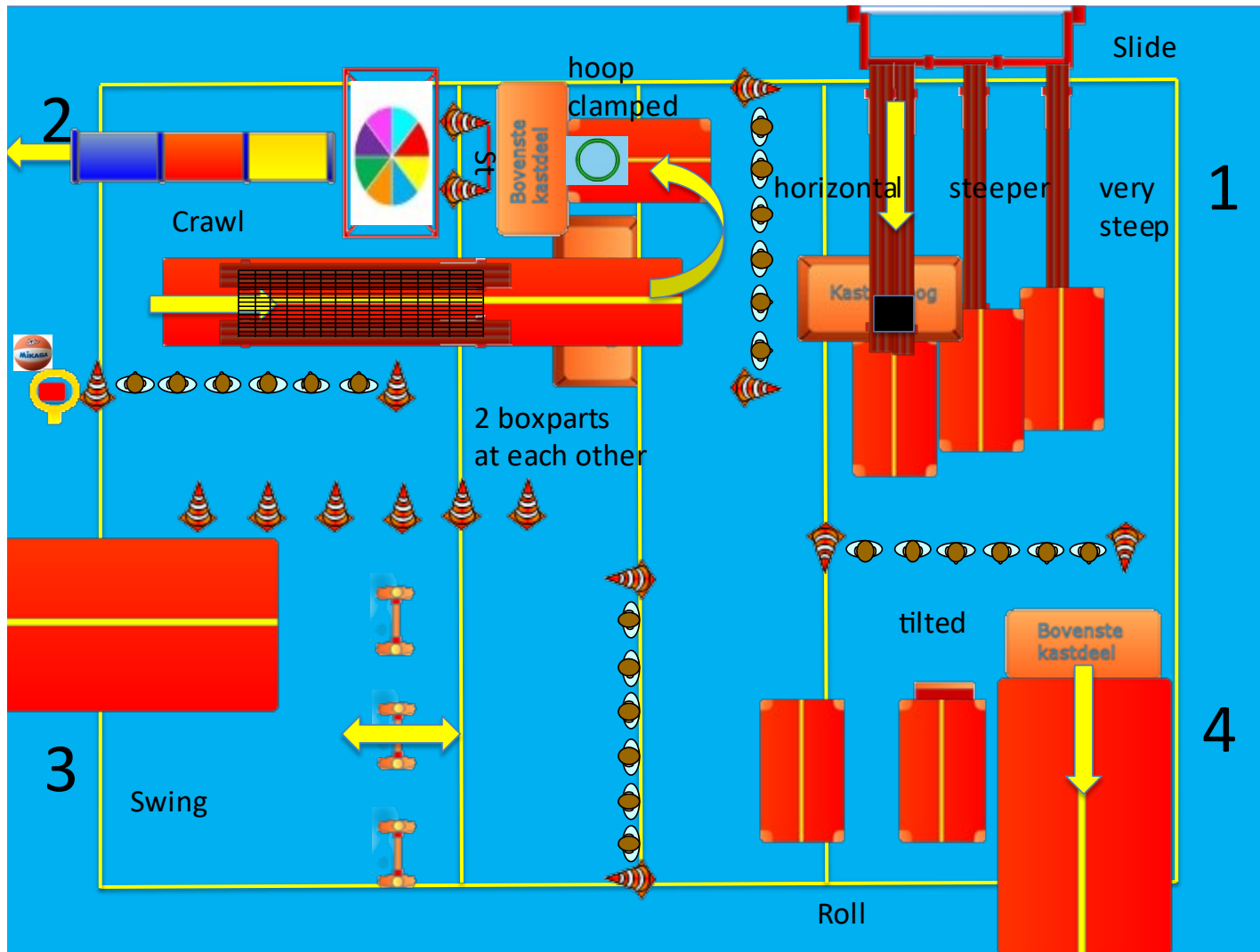
4. Legend materials

Below are the drawings of all the materials used in this program.





1.The circus



Materials:

- Benches 6
- Thick mat 2
- Cabinet 2 (2 cabinet heads & 1 loose part)
- Small mat 5
- Creeper tunnel 1
- Long mat 1
- Music player 1
- Parachute 1
- Kernelbag 3
- Pylon 10
- Springboard 1
- Carpet tile 3
- Trapeze 3
- Trapezoid 1
- Stick 1
- Volleyball 3
- Volleyball net 1
- Wall rack 1 (straight)

Introductory story

Today's theme is "The Circus.

At the beginning of the lesson, you ask the children who have ever been to the circus and what you can see there. You explain that today the children may show their own tricks that come in handy in the circus.

Basic Forms

Balancing - Climbing - Swinging - Rolling

Warm-up

Part 1: Introductions in the circle, sitting down with your legs wide, roll the ball over to each other saying your name

Part 2: Song: Head, Shoulders, Knee and Toe

Part 3: Stop Dance: moving to music, when the music stops, you freeze like a statue.

It is recommended that you participate in the entire warming-up as a trainer.

Exercise circuit

Below is a series of exercises which you can divide, based on the number of supervisors available, into 2, 3 or 4 'stations'. You divide the group among the stations and change every few minutes (depending on the total lesson time).

1 Showing tricks on the slide of the clowns

One by one the children may show their skills on the slide

Variation:

- + Gliding on a narrow surface
- + Steeper
- + On a mat
- + Squatting/ standing
- + On stomach or back
- + Unwind with a judo roll
- Gliding on a wide plane
- With help
- In sit
- Not so steep

2 Climbing/scrambling in the Lionhole

Children are lions and crawl under the net, over the 2 cabinet sections, through the hoop, under the stick, under the parachute which lies on a trapezoid and through the crawl tunnel and back to the starting position.

Variation:

- + backwards/sideways creep
- + accelerate pace,
- + add obstacle
- + bring equipment (pit bag on your back, volleyball in hand)
- with the trainer together (for children who find it scary)

3 Trapeze swings

Children sit on the trapeze and are gently pushed by another (can also be on a rope with a knot or a dish).

Variation:

- + self-paced
- + stand up
- + swing high
- + in pairs
- + jumping off on a mat with caregiver sitting on a stationary trapeze swing low
- on your own (with pusher)
- 4 Acrobats roll through the circus
- Lie down on the mat and roll like a frikan-del (about the longitudinal axis) from a cabinet onto a landing mat, down onto a sloping surface (Reuther board under mat) or onto a straight mat.

Variation:

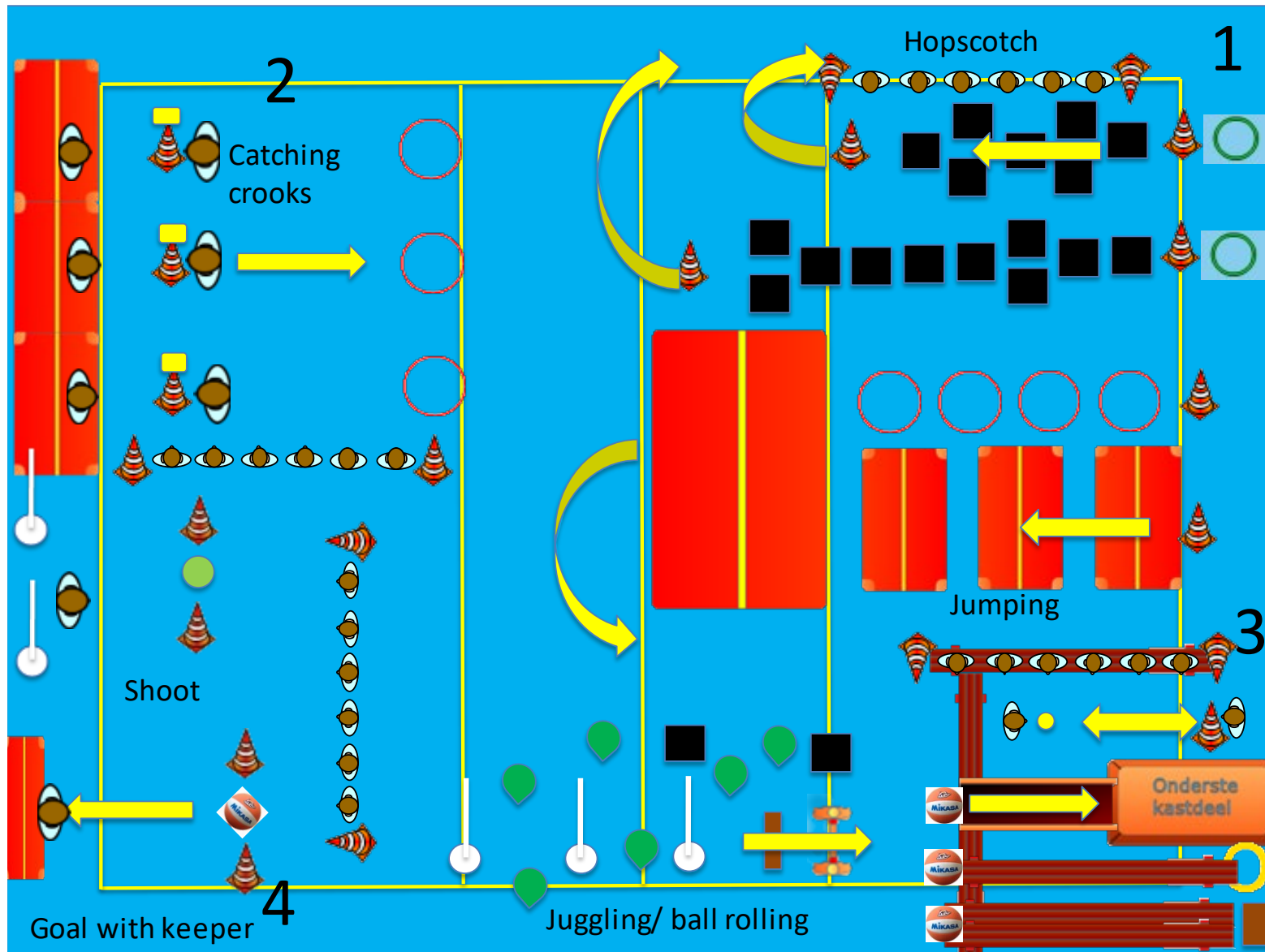
- + roll up the mountain

- + Lateral roll (make small and roll about the longitudinal axis)
- + judo roll (over the shoulder)
- + rollover (look through your legs, helper: one hand behind the head (for chin on chest) and one hand behind the upper leg to give speed)
- + rollers on raised surface (landing mat without cabinet head)
- + with run-up
- + get up quickly after the roll (possibly without hands)
- roll down the mountain
- you are rolled with help from the trainer on a soft mat
- rocking, not yet fully round

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

2. Police



Materials:

- Badminton pole 5
- Balloon 6
- Bench 2
- Block 2
- Thick mat 1 (as a goal)
- Hoop 10 (of which 2 small ones)
- Small mat 5
- Kernelbag 3
- Pylon 17
- Ring set 1
- Carpet tile 19
- Trefball 1
- Volleyball 1

Introductory story

A police officer is not only concerned with to catch crooks, but also to regulate traffic, to track and figure things out, and to help people. Today we are going to learn all kinds of skills that you need as a police officer.

Basic Forms

Jumping - Running - Throwing/catching - Spades

Warm-up

Stoplight Tag: The trainer has a green and red card in his hand. When it is green, everyone can move and the policemen tap the crooks (who then have to go to jail (bank). When it is red, everyone must stand still, except the policemen, but they are not allowed to tap.

Exercise circuit

1 Police course

Jumping (as a police officer, sometimes you have to move very nimbly over all kinds of obstacles during chases).

Variation:

- + with run-up (more speed)
- + hop on one leg
- + make two jumps in a row (landing is the same as the drop off)
- + 1 leg drop off two legs land

- + greater distance
- + with tricks: half (1/4) turn, squat jump, spread jump
- + hink step jump
- under supervision
- smaller distance
- without start-up

2 Catching crooks

As a cop, you have to tap a crook, there is a gold piece is stolen from you, the moment this pipsqueak is caught, you go after it. If you tap him before he gets to the hoop, you give the gold back. If not, it's for the rascal.

Variation:

- + with feints
- + increase distance mat pylon (more difficult for police)
- Reduce distance (easier for the police)
- increase distance to hoop (more time to tap)

3 Intercepting loot

The thief throws the loot over the wall, but you intercept the loot by catching it (catching balloon and playing up). And then this loot is loaded by rolling it into the bins (crate, bottom cabinet section, basket). You can also use pairs to roll a tennis ball over and "catch" the ball by placing a pylon over it.

Variation Juggling:

- + with a smaller balloon
- + with a fabric sleeve around the balloon or beach ball (falls faster)
- + stay on a tile (tap balloon exactly straight up)
- + touch balloon low
- + hold balloon up with your head, knee or foot
- + play balloon over with someone
- + hold up with a racket or ladle
- + complete a course (stepping over blocks, playing balloon over trapeze and slalom through the poles)
- + with a ball
- + with two balloons
- + juggle with others materials: rings, clubs, diabolo, Chinese plates, Devil sticks
- with a big balloon
- with a juggling cloth (falls slowly)
- together with the trainer

Variation roles:

- + over a narrower plane
- + over a steeper plane
- + with a smaller ball
- + catch by placing a pylon over the ball
- across a wider field
- rolling over in pairs
- with a bigger ball
- catch by sitting with legs spread

4 Shooting

The police must be able to shoot in a targeted manner.
Can you hit the target with the soccer ball?

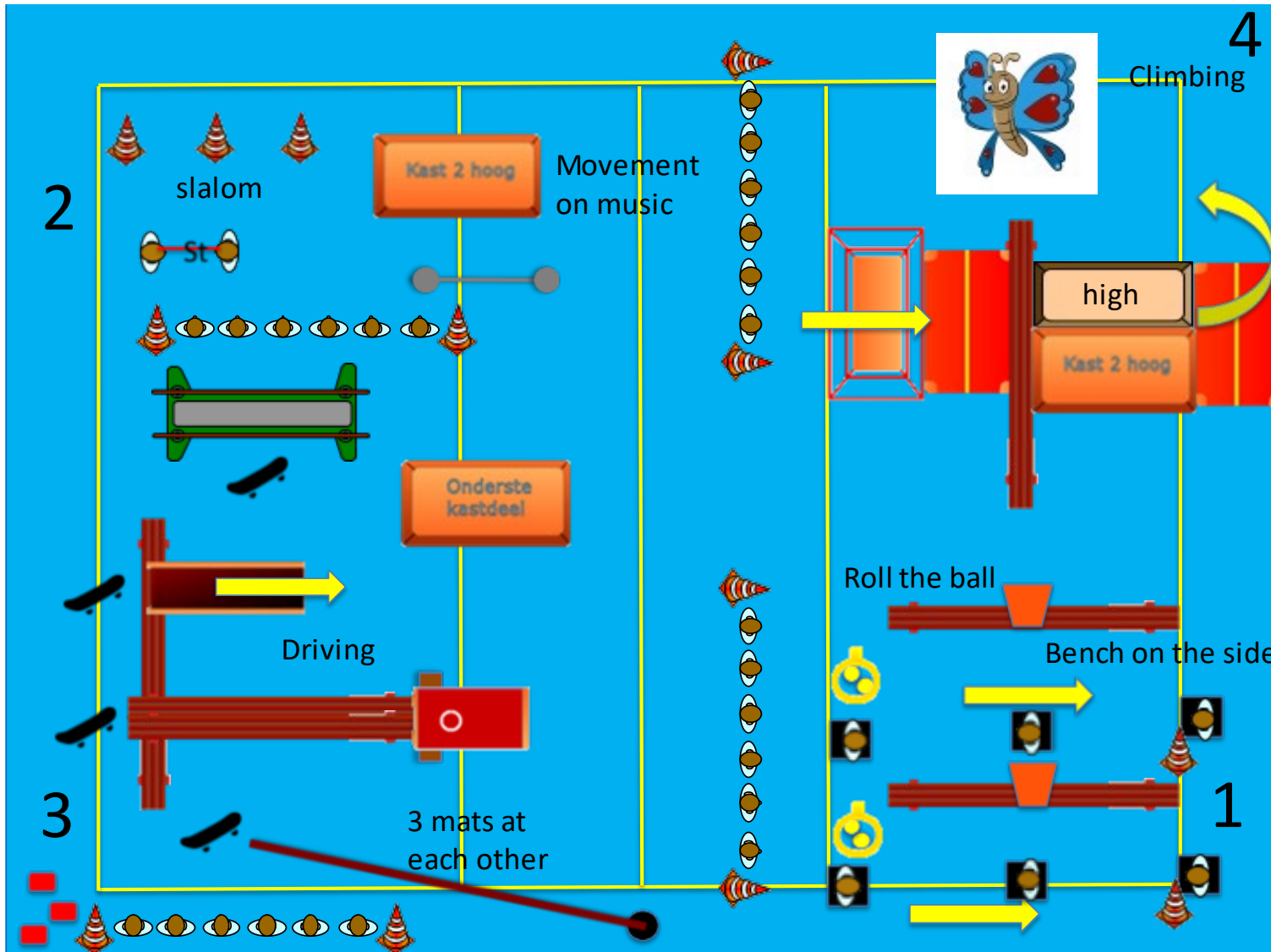
Variation:

- + further away (greater distance)
- + make target smaller
- + with feint
- + line on the mat and score both left and right
- + score from a more difficult angle (not straight from the front)
- + score with other leg
- ball rolling/throwing with your hands
- closer
- make target bigger
- without a goalie

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

3. Insects and other small critters



Materials:

- Bench 6 (1 on its side)
- Bridge 1
- Slide Board 1
- Cabinet 2 (3 x 2 parts))
- Small mat 2
- Basket 2
- Ribbon 9 (green, blue and red)
- Basket 2
- Music system 1
- Kernelbag 6
- Puzzle of printed butterfly
- Pylon 13
- Rack 1
- Skateboard 4
- Springboard 1
- Carpet tile 6
- Tennis Ball 12
- Trapezoid 1
- Rope 1
- Volleyball pole 1

Introductory story

Show the children a picture of insects and ask if they know what they are. Tell them that insects are very small creatures that are very agile and can often move very quickly and flexibly. Today we are going to see if the children are as agile as these clay the critters are. (Also say that bugs are not scary or dirty; for example, ants are huge cleaners, they keep the forest tidy. Spiders are not scary, they catch mosquitoes so you don't get stung).

Basic Forms

Throwing - Movement & music - Balancing - Climbing/climbing

Warm-up

Warm up in order to be as flexible as possible later on. Children imitate trainer (to prevent all children from standing very far away from the trainer or very close to him, first make a large circle and then walk around in circles with assignments). Look here for an example.

Assignments: 1. Running clockwise: Sideways | 2. Running counterclockwise: on all fours | 3. Jumping | 4. Hopping: jumping on all fours.

side (rolling) without the anteater (the one in the middle) getting hold of them. When the "pickpocket" gets hold of an ant, he puts it in the basket. You are not allowed to get off the carpet tile. The receivers try to catch the ball by putting a pylon over it. Count who has the most balls.

Variation:

- + reduce the distance between the benches
- + sit further away (longer track)
- + with a bigger ball
- + loaf is more to the rear
- increase the distance
- try to throw harder
- try to roll with a feint
- try to roll a "blind pass"
- try to roll over the edge
- the loafer closer
- the loafer with 1 hand on the back
- with a smaller ball (golf ball, marble)

2 The Tickle Beast boogie

Little critters can be very itchy. I stomp around until all the critters have fled. Stamp/step in the rhythm of the music behind the trainer. When the trainer stops, who can continue stomping in place nicely in rhythm?

Variation:

- + walk in a circle or a pendulum course through the room around a rack, cabinet head or pylon
- + walk under a gate made by two children by holding hands.

- + another child in front
- + in combination with clapping
- + go hopping in the pace
- stay put
- without arm movements
- together with the trainer (hand in hand)

Music: [Ticklebugboogie](#)

95-115 BPM = hopping/galloping | 115-130 BPM = going/stepping | 130-150 BPM = springing | 150-170 BPM = walking

3 Insects hitch a ride with you

Often flies just get in the car and ride along. You go skateboarding and take a critter (pitter-patter) on your shoulder with you. Let yourself be driven from the ramp and try to take something with you

Variation:

- + steeper
- + with push (fast)
- + with loose hands
- + the two of us on a skateboard
- + bring a pit bag
- + get started without a caregiver
- + during the ride, throw a kernel bag in the lower cabinet area
- + instead of sitting on the knees or squatting
- + stand up when the skateboard is almost stationary
- + make turns
- + do tricks (clap your hands)
- + with a waveboard
- + roller skating/ rollerblading
- with support from supervisor or other child

- do not bring material (insect)
- lie
- on a straight plane
- slow
- with a tricycle
- straight
- on a (double) pedalo with sticks to hold on to
- around the bridge holding the lay
- on a longboard (is wider)
- pull yourself forward on a rope

4 Shooting

The ant climbs over the hills (trapezoid and cabinet) and always take some food (a puzzle piece), try to make the butterfly.

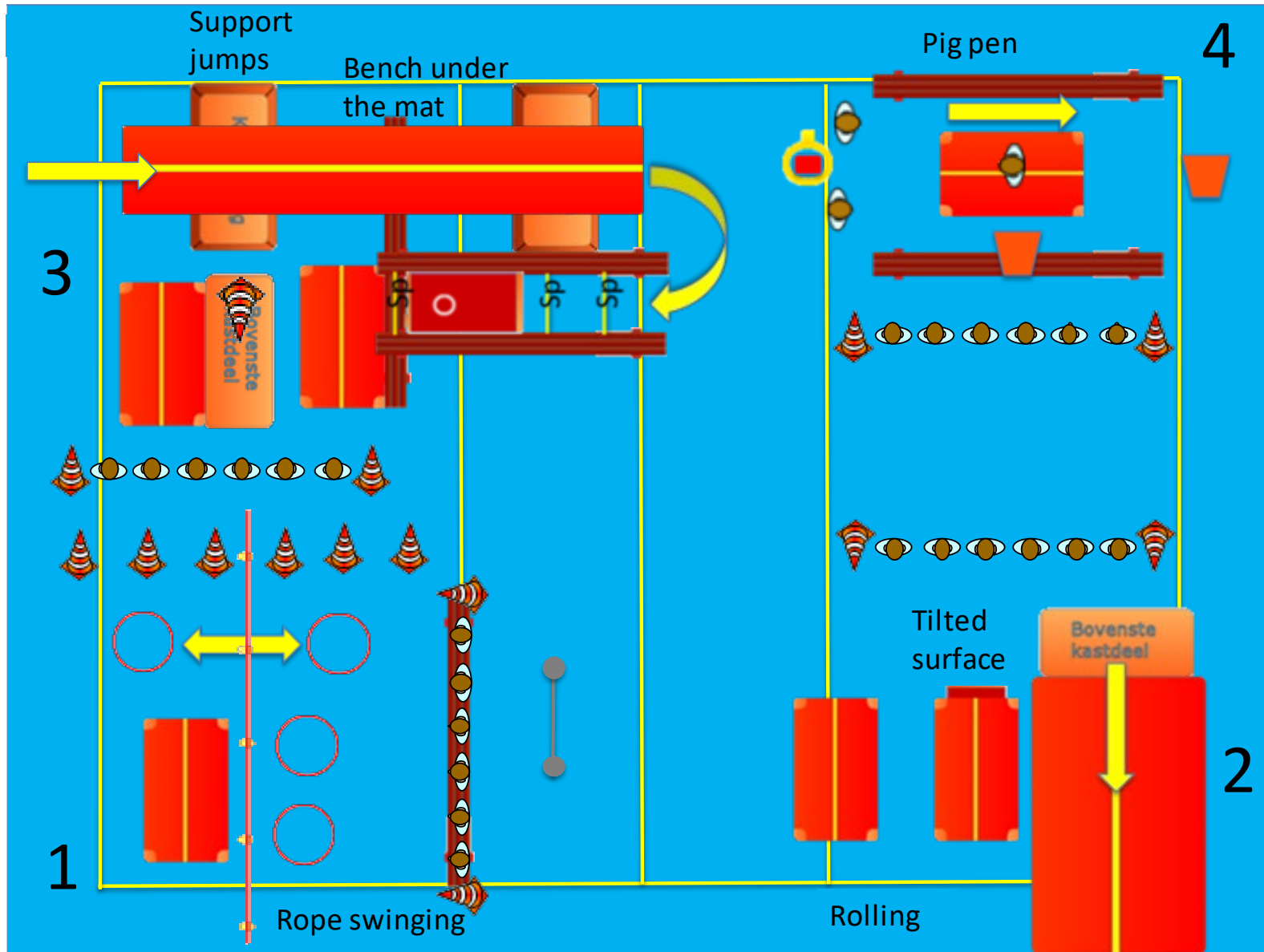
Variation:

- + higher (vertical or slanted)
- + faster
- + with an object
- + alternate climbing (right foot, left hand at the same time)
- + through a hole
- + passing each other
- lower
- slow
- horizontal

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

4. On the farm



Materials:

- Bench 6
- Thick mat 1
- Cabinet 2 (1 of which is only upper part and the other all per 2 parts)
- Small mat 6
- Basket 1
- Long mat 1
- Basket 2
- Pylon 15
- Rack 1
- Stretch pole 2
- Ring set 3
- Springboard 2
- Jump rope 3

Introductory story

We are on the farm today.

Do you know any farm animals? What else happens on the farm (milking, growing potatoes or vegetables)?

Basic Forms

Swinging - Rolling - Jumping - Running

Warm-up

The trainer is the farmer, the children are the birds in the meadow. When the farmer is resting (= not moving) the children try to get as close as possible. However, if the farmer wakes up again (= moving) the children have to get away before the farmer can catch them.

Variation: instead of the trainer, a designated child is the farmer.

Exercise circuit

1 Swinging at the apple tree

The children get to work on the branches swing. They can swing back and forth on the ropes.

Variation:

- + increase speed
- + from mat to mat and jumping off (over the ditch)
- + greater distance (from hoop to hoop)
- + swinging on two ropes
- + half turn
- + from a bench
- hanging still on a rope
- less number of swings
- small distance
- sitting on a button (or saucer)
- swinging on the bar (reach height)

2 Roles of the haystack

Lie down on the mat, make yourself small and roll sideways like a meatball (about the longitudinal axis) from a cupboard head onto a landing mat, down onto an angled surface (Reuther board under mat) or onto a straight mat.

Variation:

- + roll up the mountain
- + judo roll (over the shoulder)
- + rollover (look through the gate/ your legs, helper: one hand behind the head (for chin on chest) and one hand behind the upper leg to give speed)

- + rollers on raised surface (landing mat without cabinet head)
- + with run-up
- + get up quickly after the roll (possibly without hands)
- roll down the mountain
- you are rolled with help from the trainer
- on a soft mat
- rocking/ rocking, not yet fully round
- roll like a frikandel (around longitudinal axis)

3 Horse race (obstacle course)

The farmer has all obstacles built in the pasture so his horses can jump over them. Go over the obstacles, you may lean on your hands while doing so (squat jump).

Variation:

- + jump without hands
- + on speed (with run-up, shorter support moment)
- + swing the legs up higher (towards handstand)
- + make obstacles higher (pylon on its side)
- + outlet of a Reuther board
- + jump more forward towards squat jump (take off with 2 legs) and/or barrier jump (run at an angle and take off with 1 leg)
- climb over
- jump on the device
- slow (without run-up, long support moment)
- with the help of the trainer
- lower barriers

4 Be careful the pigs don't eat your bread

Try to walk past the pig pen through the narrow corridors. Make sure that the pig doesn't get your bread (bean bag). If you get caught, give your bread bag to the pig. The pig must stay in its pen (mat). Who can do it? to get the most sandwiches, you or the pig?

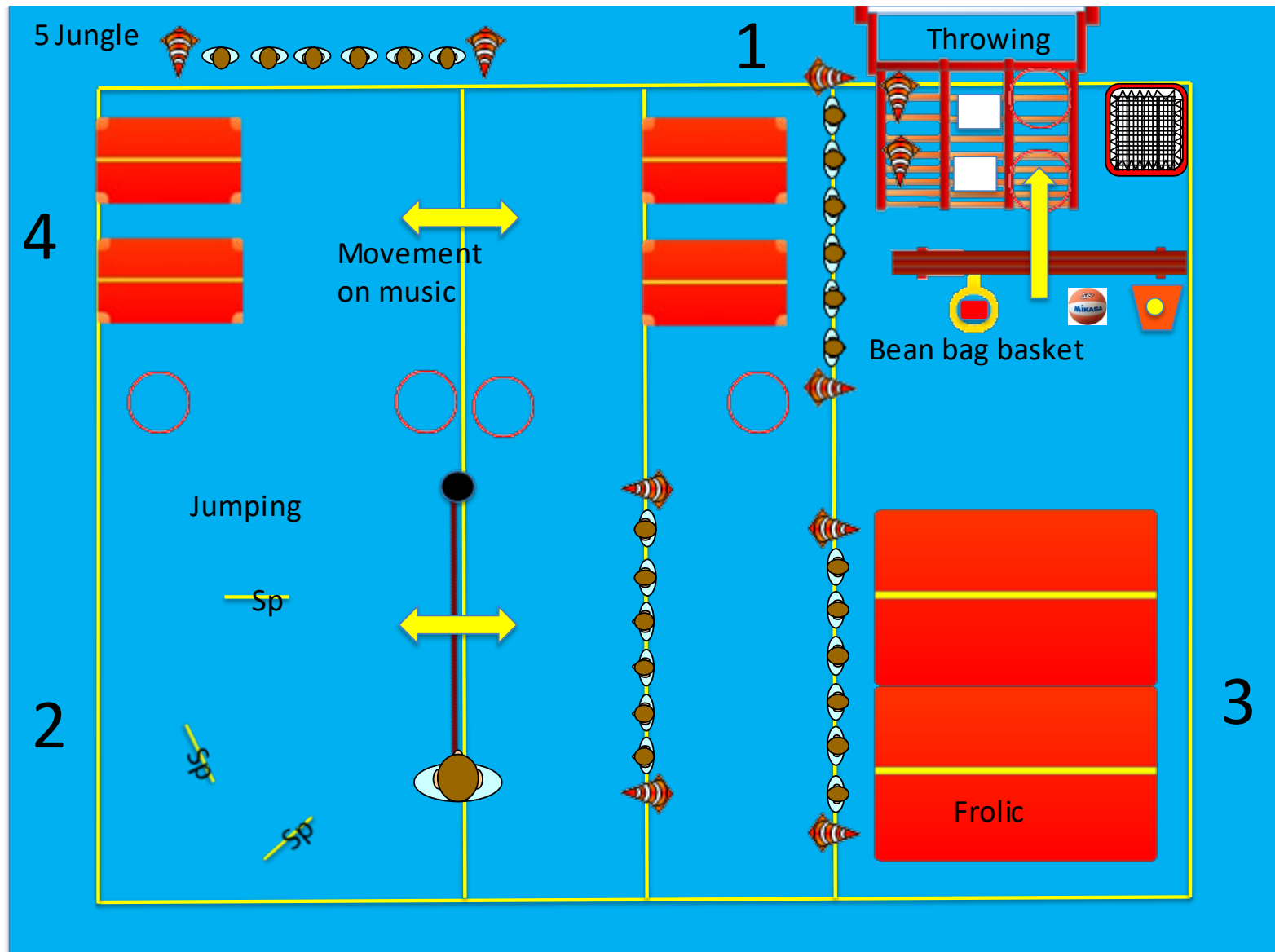
Variation:

- + Reduce the distance of the corridor (put mat over cross)
- + 2 pigs in 1 pen
- + 2 pigsties in a row
- Increase the distance of the corridors
- try with feints
- try to go in pairs at the same time

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

5.Jungle



Materials:

- Bench 1
- Thick mat 2
- Hoop 6
- Basket 2
- Newspaper 2
- Basket 1
- Music system 1
- Kernelbag 20
- Pylon 11
- Jump rope 3
- Skipping rope long 1
- Tchouk 1
- Tennis ball 10
- Volleyball 2
- Volleyball pole 1
- Wall rack oblique 1

Introductory story

Explain that this week's theme is the jungle is. What are the children thinking about?

Basic Forms

Throwing - Jumping - Frolicking - Moving & Music

Warm-up

The trainer is the monkey and has a coconut (soft ball) with which he tries to hit the children (the other monkeys). The children try to dodge the ball. Pay attention to the speed of the ball (soft). After that a child can also be a monkey.

Exercise circuit

1 Aiming

We're going to throw coconuts (kernels-bags, volleyballs and tennis balls) and try to throw them exactly against the palm trees (into pylons, through hoops, throw newspapers piece) into the wall rack and into the tchouk.

Variation:

- + increase the distance/height
 - + overhead throwing
 - + with a volleyball
 - + smash/strike
 - + throwing with the "wrong" hand
- Reduce the distance/height
a larger aiming point (hoop)

2 Jumping over a snake

The trainer held a long jump rope-made to a volleyball pole. This is the snake, it moves the rope back and forth across the ground. The children try to jump over the snake without touching the rope.

Variation:

- + move the rope like a caterpillar (waves) so up and down (higher)
- + the trainer lets the rope rock back and forth
- + the rope is detached from the pole and rotated 360 degrees around, every time the rope comes on, they jump over it
- + the children take a small jump rope and start spinning and jumping over it themselves
- + faster
- jumping over a stationary rope
- Trying to twist small jump rope over your head (without jumping)
- in pairs (including the trainer) spin a small jump rope for the other person who is jumping

3 Frolicking with monkeys

A kneeling child (monkey) holds 3 coconut nuts (volleyballs) stuck on the thick mat, the other is trying to conquer a ball. You are only allowed to grab the ball (no body parts/ do not clamp around the neck and do not touch the clothes!). Ouch = stop.

Beware of children with glasses, better off.

Variation:

- + two or 1 ball
- + a smaller ball
- + other material (e.g., a stick)
- + on time
- 4 volleyballs
- with a pair at the monkey the balls to renovate

4 Hopping monkeys

There are monkeys (lemurs) in the jungle who can hop on 2 legs. We are going to try that too. First we start with hopping in rhythm. Always pick up a child and carry him/her away hand in hand to the mat. The children who are standing still at that moment clap along to the beat of the music. Music: The lion sleeps tonight (music with approximately 120 BPM).

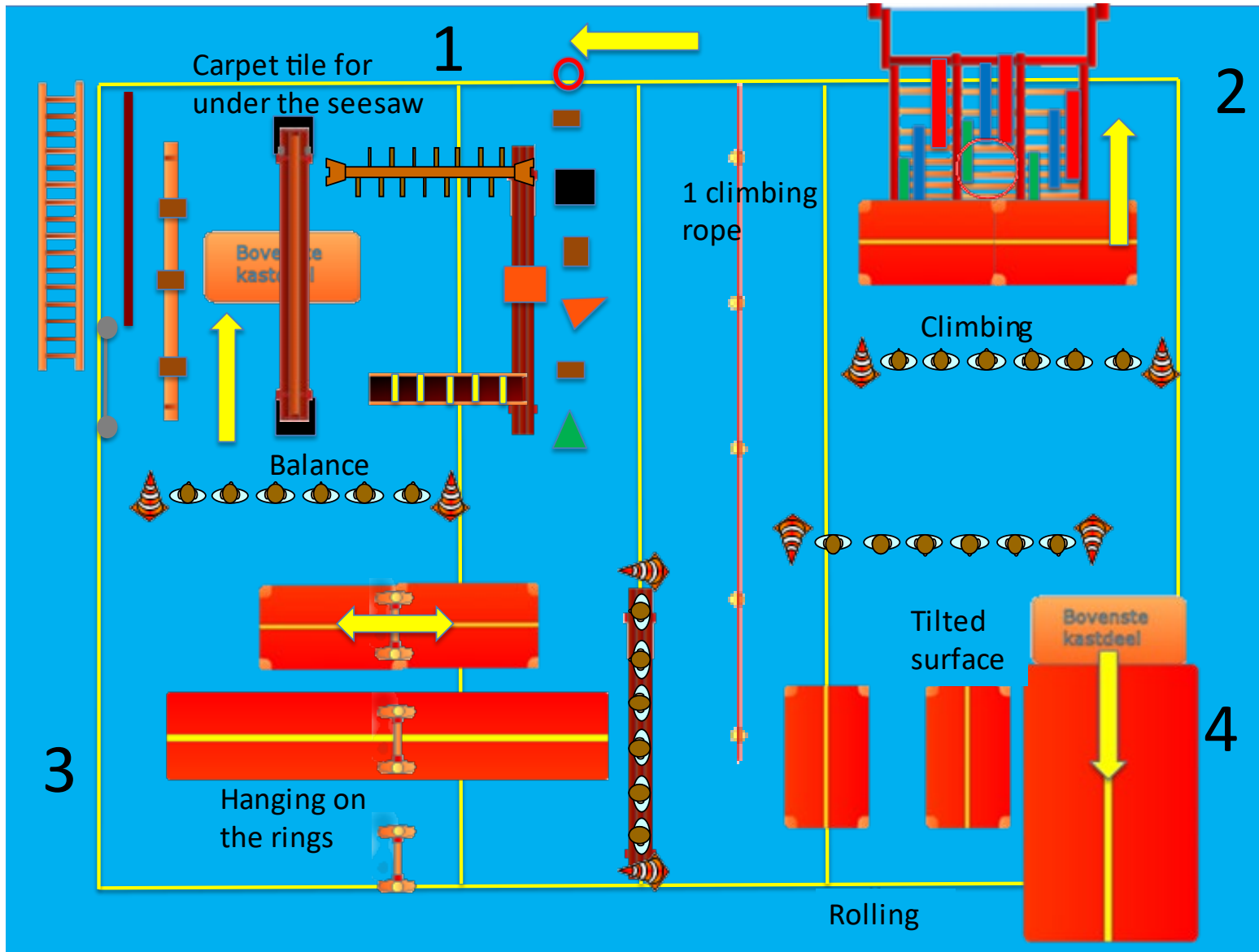
Variation:

- + move along with the trainer who allows you to face the trainer and shows it in a mirror image
- + hopping along on voice (ta dam, ta dam, ta dam)
- + be able to start themselves after 8 counts in the music (5-6-7-8")
- + clap your hands together while skipping
- + try to get back exactly after 8 counts are in your place in the hoop
- move together with the trainer who stands with his back to you
- only clapping hands (standing still)

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

6. Princes and princesses



Materials:

- Bank 3 (of which 1 inverse)
- Block 6
- Thick mat 2
- Balance beam 1
- Hoop 2
- Cabinet 2 (cabinet heads only)
- Chicken Ladder 1
- Small mat 4
- Crate 1
- Ladder 1
- Ribbon 9 (green, blue and red)
- Round and round ladder 1
- Pylon 8
- Rack 1
- Ring set 3
- Springboard 1
- Stepstone 2
- Carpet tile 3
- Rope 1
- Wall rack 1 (oblique)

Introductory story

Today we are all princes and princesses! Who know a great story about a prince and a princess?

Basic Forms

Balancing – Climbing/scrambling – Swinging - Rolling

Warm-up

To be able to rescue the prince we want to go to the palace, but it is surrounded by a very high palace wall. This is where we need to break through. Put a thick mat on his short side upright. Have a child take a run-up of about 4 feet and have him/her run hard against the wall. This causes the thick mat to fall over (with a little help), and the wall is breached.

Variation:

- running several children at the same time
- have children jump as high as possible against the wall, possibly using sticky bills
- the wall does not always go around easily, sometimes hold it back.

Exercises circuit

1 Prince liberate

The princess wants to free the prince from the castle, so she has to get in. First she must go through large stones (Stepping stones) lying in the moat to get in without getting her feet wet. After that, she must over the drawbridge (seesaw/chicken ladder) and then over the narrow castle wall (even- wight beam with cubes = tipping).

Variation:

- + narrower support surface
- + smaller support surface
- + oblique plane
- + higher plane
- + backwards, tapping the ground or other tricks (through a hoop)
- + on a round/ smooth surface
- + moving support surface (unstable)
- + with obstacles (over something)
- + with bringing material
- + passing each other
- + blindfolded
- with the help of the trainer
- broader support surface
- larger support surface
- straight surface
- low level
- flat surface
- stable surface

2 Climbing into the tower

Once inside, the princess must climb the tower where the prince is trapped. Climb the slanted wall rack using the easy route (green) or slightly harder (blue) or the most difficult (red).

Variation:

- + scramble higher (blue or red route)
- + scramble through a hoop
- + scramble through a compartment
- + certain boxes you are not allowed to touch (scramble over them)
- + scrambling at the rear (overhanging)
- + scramble through the side to the back
- + alternating scrambling (right arm together with left leg)
- + take something
- + faster scrambling
- + climb into a rope (make your own support)
- together with the trainer
- staying low to the ground (green route)
- subsequent scrambling (first both hands, then both feet on the same rung)
- more horizontal climbing
- sideways climbing ("bouldering")

3 Escape

Through the curtains (rings), the prince and princess wave outward. The rings are on half reach height. Work on command: 'Rings fixed', 'Reverse ' (walk 50 cm.) and 'Walk (forward) and swing' (stay attached to the rings as you go up and as you swing back).

When you move forward again, you may walk again. Do this a total of 3 times and then "drag" (to a stop). Wave your face away from the waiting students (prevents distraction). If they want to stop earlier than 3 x they are always allowed to!

Variation:

- + increase speed (but not too much)
- + make a chair (raise the knees)
- + without mat underneath (only if you can do it well)
- hang on rings still
- less number of swings
- swing gently (drop off less often)

4 Rolling balls through the forest

The prince and the princess run through the forest on their way to freedom. Occasionally they stumble over bushes and tumble but then they quickly get back up. Crouch down in front of the mat, make yourself small and roll straight like a meatball from a closet head onto a landing mat.

Look through the gate at the rollover, helper: one hand behind the head (for chin on chest) and one hand behind the upper leg to give speed

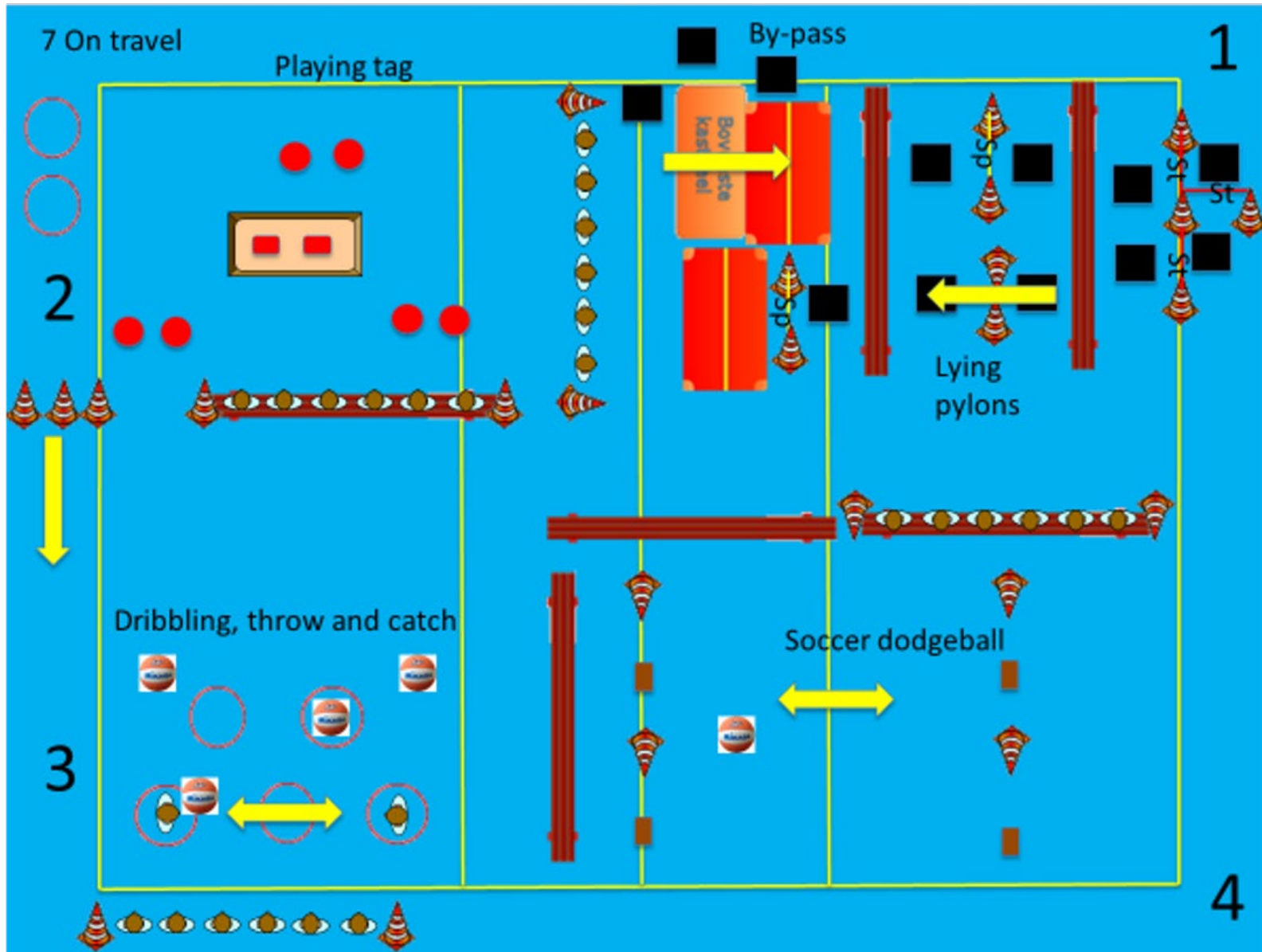
Variation:

- + two rolls in a row
- + rollers on raised surface (landing mat without cabinet head)
- + with run-up
- + get up quickly after the roll (possibly without hands)
- + roll up the mountain
- roll down the mountain
- you are rolled with help from the trainer
- on a soft mat
- rocking/ rocking, not yet fully round
- judo roll (over the shoulder)
- rolling sideways (like a frikandel or meatball)

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

7. On travel



Materials:

- Bench 6
- Block 4
- Hoop 7
- Cabinet 2 (including 1 cabinet head)
- Small mat 2
- Kernel bag 2
- Plot 6 (markers as pizza)
- Pylon 22
- Jump rope 2
- Stick 3
- Carpet tile 12
- Volleyball 5

Introductory story

Hooray we're going on a trip, what countries do you know? Who goes camping sometimes? What do we all take with us?

Basic Forms

Jumping - Running - Throwing - Kicking

Warm-up

Country knowledge: Make 3 spots for different 'countries'. For example, the ball pit represents game land, the mat represents sports land, and the bench represents candy land. Then the facilitator says a word related to one of these countries: 'volleyball'. The children then run towards the country that has to do with volleyball, in this case sports country. Then another word is said: 'chocolate'. The children then run to the country that chocolate belongs to. The is nice to also say a word that goes with the country the children are already on.

Variation:

- several countries
- real countries
- Have children think of words that fit the countries

Exercise circuit

1 Jumping in Finland

In Finland there are lots of lakes and ditches. We are going to try to jump over ditches and logs without using hands. Jump over the closet, bench, rope between pylons, stick in pylons and pylons that are flat on the ground.

Variation:

- + mats further apart
- + make obstacles higher
- + jumping into rhythm (hurdling)
- from mat to mat, without hindrance

2 Tagging in Italy

Crisscross tag: try not to get tagged to be by the ticker (wearing a ribbon). There are free spots on the pizzas (spots). Each time the tickler has ticked someone he puts a pylon over. Swap when the ticker has ticked three. If the ticker is too tired from running, he may stop earlier. If you are tagged, wait in the hoop; if someone throws a beanbag at you, you are free again.

Variation for runners:

- + with two tickers
- + with fewer free spaces
- + ticker has a Noodle (long arm)
- + you can't stand on a free space for more than 5 sec.

- + free only if you catch the kernel bag
- more free spaces (pizzas)
- wider field
- more shelters (closets)

3 Playing on the basketball court at the campsite

Have a good bounce with a volleyball. Then in pairs, try to throw the ball through the ground so that your teammate can catch it from the hoop

Variation:

- + the ball should bounce in the middle hoop
- + increase distance
- + play together quickly
- + in motion playing together
- + with a smaller ball (tennis ball)
- + play through the wall
- + throw up over something
- + catch with 1 hand
- bounce back
- catch with a bigger ball
- with a soft ball (that does bounce reasonably well)
- Using your body as a third point of support when catching

4 Indian dodgeball

We play in two sections. You have to stay in your own half. Try to kick over the opponent's blocks with a volleyball. You may run with the ball up to the center line. The other may defend, of course. You have won when all the cubes are down.

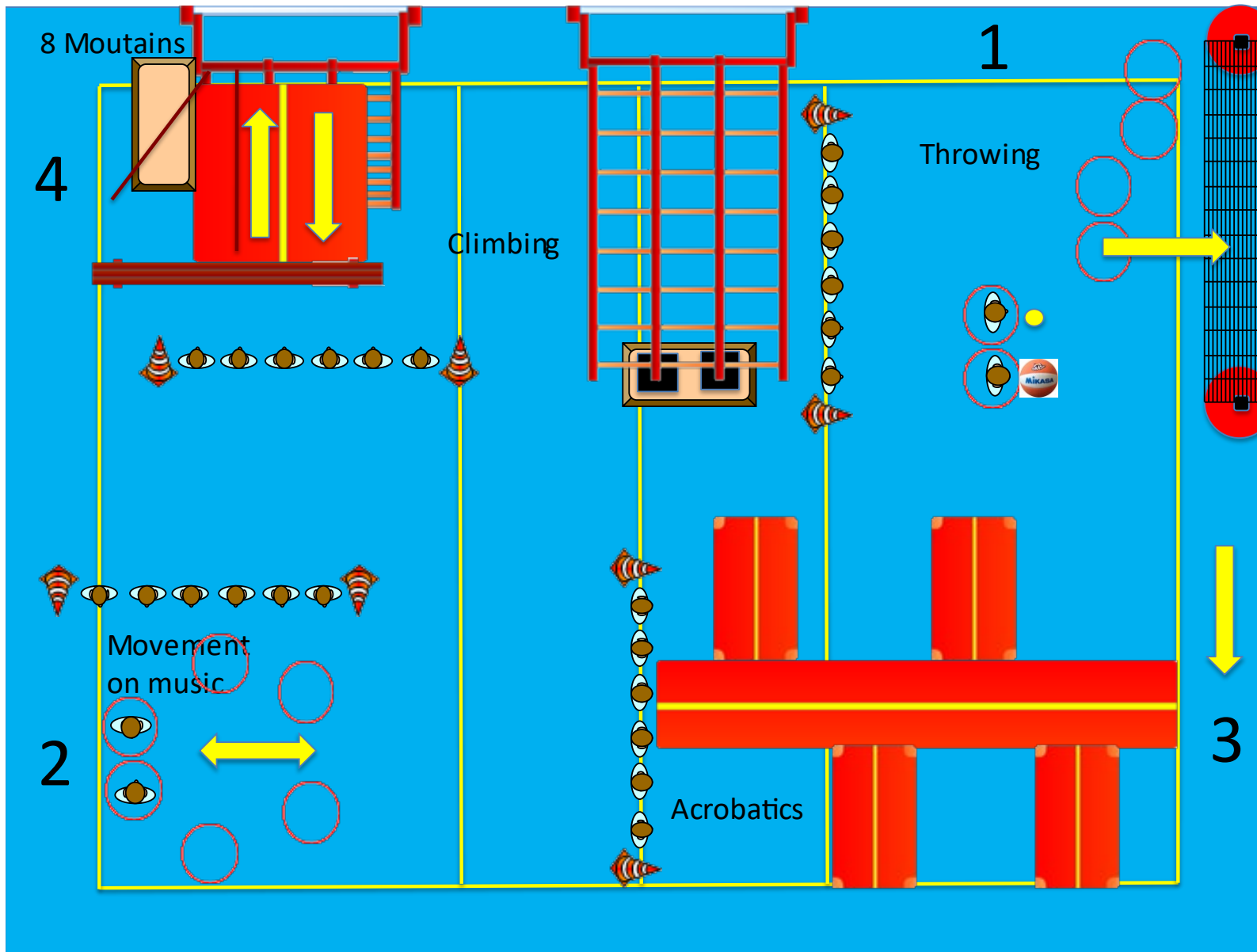
Variation:

- + play with your non-preferred leg
- + smaller cubes
- + make field larger (increase distance to blocks)
- keep the ball rolling
- larger blocks (pylon upside down)
- Reduce distance to blocks

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

8. In the mountains



Materials:

- 1 wooden ring
- Bench 1
- Thick mat 2
- Hoop 12
- High Jump Pole 2
- Cabinet 2
- Small mat 6 (including 1 upright)
- Climbing rope 2
- Long mat 1
- Music system 1
- Pylon 8
- Slackline 1 (tension band)
- Carpet tile 2
- Tennis ball 1
- Volleyball 3
- Volleyball net 1 (or chalk to draw a plane)
- Volleyball pole 1
- Wall rack 2 (one inclined and one horizontal)

Introductory story

Who has ever been to the mountains?
There you can climb beautifully. And
if you're upstairs, you might be able to
with the cable car back down.
Who has ever taken a cable car?

Basic Forms

Throwing/Catching - B&M - Balancing -
Climbing

Warm-up

Bear, bear, what time is it? The leader
is the bear who lives in the mountains and lies
curled up about 10 feet away from the
children. The children ask aloud, 'bear, bear,
what time is it?' The bear can think of the
answer himself, for example, 'it's.... 1 o'clock'.
The children may then take 1 step forward. If
the bear answers with: 'It's... 3 o'clock', then
the children may move 3 steps forward etc.
When the children get close to the bear, the
bear can also reply with: 'It's... time to wake
up!'. The bear then tries to tap the children
before they get back to their starting position.
Of course, at the end, the bear 'doesn't wake
up' so the children can also grab the bear
once.

Variation:

- young children sometimes find this exciting,
they can be the bear together with the leader
- older children can also play the bear instead
of the leader
- instead of one step, the children can also
make a big jump

Exercise circuit

1 Throwing snowballs

Up in the mountains there is still snow. Pack
a snowball (volleyball) and aim it at the net
hanging on the wall (you can also chalk a
space on the wall) at a height of 1.50 meters.
Distance from the net 50 cm., 1 m. and 2 m.
Try to catch the ball again after the bounce.

Variation:

- + throw overhead with 1 hand
- + after a bounce to catch
- + for the breech to catch
- + with a small ball (tennis ball)
- + hit the ball with a learned volleyball stroke
(smash)
- + increase distance
- + throw with the non-preferred hand
- + throw in high speed
- + catch with 1 hand
- + catch with non-preferred hand
- bob
- shorten distance
- with a soft ball

2 Yodel music

Go in pairs at a sideways gallop
to the other side and back again. Can also be
done in a circle, around all groups and stop
again at your own mat, then the next pair (the
rest clap along to the beat). When the music
stops, run as fast as you can to a hoop (a kind
of musical chair dance) or go to the other
side.

Variation:

- + move along with the trainer who allows you
to face the trainer and shows it in a mirror
image
- + hopping along on voice (ta dam, ta dam, ta
dam)
- + be able to start themselves after 8 counts in
the music ("5-6-7-8")
- + while hopping along clap your hands or clap
together with your partner
- + try to be back at your spot in the hoop
exactly after 8 counts
- + half turn after 4 counts
- + faster in pace, running (jogging)
- move together with the trainer who stands
with his back to you
- only clapping hands (standing still)
- holding a rope together (circle)

*Music: Jodelahiti Jodelahita by Corrie van Gorp
(You Tube).*

3 Acrogym

To be able to do a mountain hike you often
walk on narrow ledges. For this you need to
be able to balance well. To practice we are
going to do acrobatics. Preferably on bare
feet and think of the back (vulnerable) so lean
on the shoulders and hips and not on the
middle of the back.

1. Tunnel: the upper person makes a
reclining support, the other crawls
under it
2. Float position, hold each other and
both stand on 1 leg, bring the other
leg as horizontal as possible and your
upper body too.
3. Chair: Lower person in hands and
knees seat, upper person sits on his
hips. Faces point the same way.
4. Tower: same as 3, but standing
(difficult).
5. Wheelbarrow: grab the subperson
who is lying down and supporting
himself on his hands by his upper
legs (otherwise there will be too
much force on the spine) and lift him
up.
6. V-hang, stand close to each other,
grasp each other's wrists, and both
reach back and stay balanced
(helpers on both sides behind).
7. Rectangle: the person below lies on
his back with his arms straight up
(possibly with his elbows on the
ground), the person on top lies on
top in an inverted position, taking
the ankles from the person on top.
Lower person and the lower person
grabs the ankles of the upper person.
8. Stand up: hold each other's wrists
crossed from squats and stand up.
9. Get up: sit with backs together, hook
arms and try to get up (difficult).

10. Windsurfer: the lower person sits on the bench, holds each other's wrists, the upper person tries to stand on their knees of the subperson (difficult). Auxiliary borrower stands behind the upper person.

11. Invent other forms yourself.

Variation:

- + in motion
- + higher situation
- + from sitting to standing
- + fewer supports (1 arm loose)
- + narrow supports
- + with more people (building a tower)
- with assistance
- hold position briefly

4 Mountaineering and abseiling

At the foot of the mountain begins the climbing trek towards the top of the mountain via a rope (over the closet or over the thick mat)! From the top, the children can abseil down with support from the trainer. In addition, they can also do suspended climbing on a horizontal wall rack.

Variation:

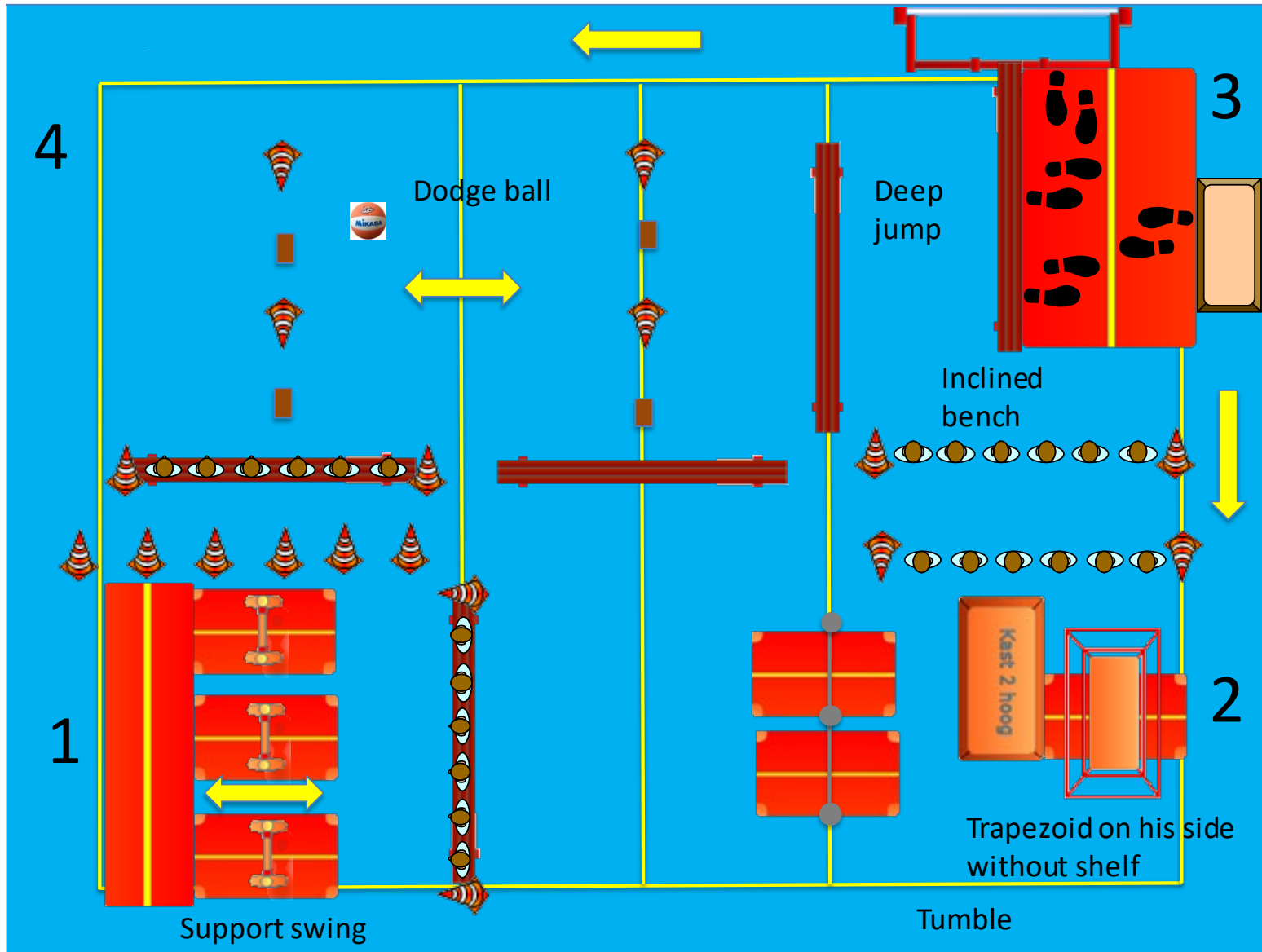
- + attach a rope to the wooden ring and use it to guide the children down instead of holding them up themselves
- + steeper wall rack
- + climb higher (longer rope)
- Lower the mountain/abseil (so that their feet are (almost) always on the ground during the abseil)
- with the help of the trainer
- almost flat wall rack
- climb at the top instead of the bottom on the horizontal wall rack

PS If getting ready is too much work, you can also omit the abseil part.

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

9. Pirates



Materials:

- Bank 5 (of which 1 oblique)
- Block 4
- Thick mat 1
- Cabinet 2 (1 of which only the top 3 parts)
- Small mat 6
- Long mat 1 (double-folded)
- Pylon 18
- Rack 2
- Trapeze 3
- Trapezoid 1 (on its side)
- Feet 8
- Volleyball 4
- Wall rack 1 (straight)

Introductory story

Today's theme is pirates!

What is a pirate? And what does a pirate do? Exactly, today we are also going out on the water, looking for treasures!

Basic Forms

Swinging - Rolling - Jumping - Running/Throw

Warm-up

Gold robbery: Divide the children into two groups of pirates. Each group of pirates has its own boat (a bench/mat) about 10 feet apart with gold pieces (such as pit bags, hoops, water bottles, pylons, etc.) on it. The groups must try to take 1 gold piece from the other boat at a time. Is it possible to do this without being caught by a pirate of the other group? Then they can put the gold piece on their own boat. Are you tapped? Then the gold piece must be returned to the boat where the gold piece came from, Then a new gold piece can be taken. All pirates may tap and grab gold pieces.

Variation:

with older children, you may choose to divide the roles of 'tapper' and 'thief' make certain gold coins worth more

Exercise circuit

1 Entrance

The pirates go to hijack a boat, they wave- and from one boat to another boat. Have the kids jump up to support on the trapeze after two small steps and try swinging. Pirates also often have parrots, which also enjoy sitting on a stick.

Variation:

- + increase speed
- + in pairs
- + with for jumping off on a double-folded long mat (with helper: adult)
- + from a bench (30 cm.)
- Supporting on the horizontal bar (with exercise 2, possibly the horizontal bar a little lower)
- Trainer helps in coming to support without swinging (supporting like a parakeet)
- less number of swings
- sway
- swing

2 Rolling balls

When pirates climb the mast, they must be handy and sometimes duke it out around the boom when hoisting the sails. You will also be diving around the rods of the trapeze ide or rack. We'll start with a low bar with plunge forward, bar at shoulder height. Bring your nose to your knees and keep your arms straight.

Variation:

- + to the high bar (trapezoid) from the cabinet head
- + drop off with 2 feet
- + on the high bar without cabinet head
- + two times in a row
- + plunge backwards under the stick or on rings (if you don't have a trapezoid, you can also use a bridge equal)
- + plunge backwards (chest over)
- + diving on a swinging trapeze
- with assistance
- with high step

3 Jumping off the pirate boat

When the weather is nice and warm, the Pirates off board in the sea. How deep do you dare jump? Climb the slanted bench and jump with a squat and land with your feet on the mat.

Variation:

- + from greater height
- + with half turn (or other tricks)
- + with run-up
- with assistance
- Low to the ground (from a bench)

4 Shooting cannonballs

Throw the balls (volleyballs) at the Treasure chests that are upside down (pylons). We play in two islands (squares); the pirate island and island next door. You may run with the ball and you may play together until the center line. At the center line you try to knock over/roll over a pylon. You have won when all the pylons are over. We play with four cannonballs (balls).

Variation:

- + play with smaller pylons (cubes)
- + with feint throw
- + throw two at a time
- + play fast, run fast to the center line
 - move pylons closer
 - use larger pylons
 - more balls (more chance of hitting)

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

10. Pyjama party

10 Pajamaparty

2

Jumping

1

Washing
line ball

3

Frolic

4

Movement
on music

Materials:

- Bench 4
- Thick mat 1
- Hoop 4
- Small mat 6
- Soft toys (bring your own)
- Minitramp 1
- Music system 1
- Pajamas (as an outfit)
- Pylon 12
- Skipping rope 1
- Volleyball 3
- Volleyball net 1
- Volleyball pole 2

The children may come in their pajamas!

Introductory story

Pajama Party! What a party! We all put on our pajamas and brought our favorite stuffed toy and together we will go to dreamland today!

Basic Forms

Throwing/catching - Jumping - Frolicking - Movement & Music

Warm-up

Giggling sleepers: the children may lie down and "fall asleep" with their cuddly toys. The leader then very gently starts trying to tickle children awake. If the children laugh they may wake up and help tickle other children awake. When everyone is awake, the game is over.

Variation:

- Let a child be the first to tickle someone awake
- Fall "asleep" with us as a companion

Exercise circuit

1 Pajamas on the clothesline

The pajamas have just been washed and are hanging on the clothesline (1.50 m.) high. Try to throw a volley ball over it to your boyfriend.

Variation:

- + higher clothesline (volleyball net) 1.75m. (you can also hang the net crooked)
- + stand further away (in a hoop)

- + overhead bumping
- + hang another line for them to throw between ('mailbox' or through vertical hoop on pole)
- + overhand throw with 2 hands (compare throw-in soccer)
- + one-handed pitching (with non-preferred hand)
- + throw back quickly (high speed)
- + replay in motion (tapping a pylon each time)
- + with catching included (two-handed, one-handed in a hoop)
- + make series
 - dwell
 - without clothesline
 - bounce under the net-
 - with smaller ball (throwing is then easier, but catching more difficult)
 - with larger ball (catching is then easier)
 - after the bounce catch

2 Teaching yourself and your cuddly toy to fly

Enjoy running in your pajamas and then jumping really high ('I'm flying'). Walk on over the 2 benches and jump into the mini-tramp with 2 feet and land on your feet on the thick mat. Always with the trainer as a helper (forbid to go over the top!).

Variation:

- + with a hard run
- + take your cuddle with you
- + with a big jump before the mini-tramp (whipping phase) and coming out high
- + land close behind the mini-tramp with speed (lean back a little)

- + run-up without bench
- + jump over a rope (between 2 pylons on the thick mat)
- + do tricks (half turn, squat jump, stretch jump, spread jump, etc.)
 - jump from the mini-tramp (3x)
 - with hold of the trainer
 - before the mini-tramp drop off
 - jump from stand
 - slow start

3 Frolicking in your pajamas

We begin with hugs. Get down on your hands and knees and put a hug on your back. Now try to crawl around without the stuffed toy falling off. Now try it with another child and go horseback riding. Try to get another child off of you or push over. It's all about balance disruption (taking away supports). You are not allowed to hurt each other, au = stop and clothes must stay whole (stop = stop). Do not grab around the neck or fingers. Below are some exercises you can start doing:

1. One child lies down on the mat, another across it (sandbag), try to get out from under it.
2. One child sits in hands and knees, the other tries to push him over ("table" tipping).
3. One child lies on the ground, the other tries to turn him over ("croquet" rolling over, turning over).
4. Put a ribbon in the back of your pants that sticks out far, try to rob each other's ribbon (or pipsack).
5. Sumo wrestling, try to push each other off the mat (you may not stand).

Variation:

- + give more resistance
- + from knee position

- take away a large object
- the other has multiple objects (is easier to take away)
- two against one

4 Pajama dance

First the trainer shows some movements to the beat of the music and all children try to imitate him. Then one child stands in the hoop and thinks of a movement and two other children imitate it (two groups). Then two rows of children who stand opposite each other. One row does a movement that they have chosen together, the group across from them imitates them. After 16 seconds they both hop to the other side, now the other group does a movement and the other one imitates them.

Variation:

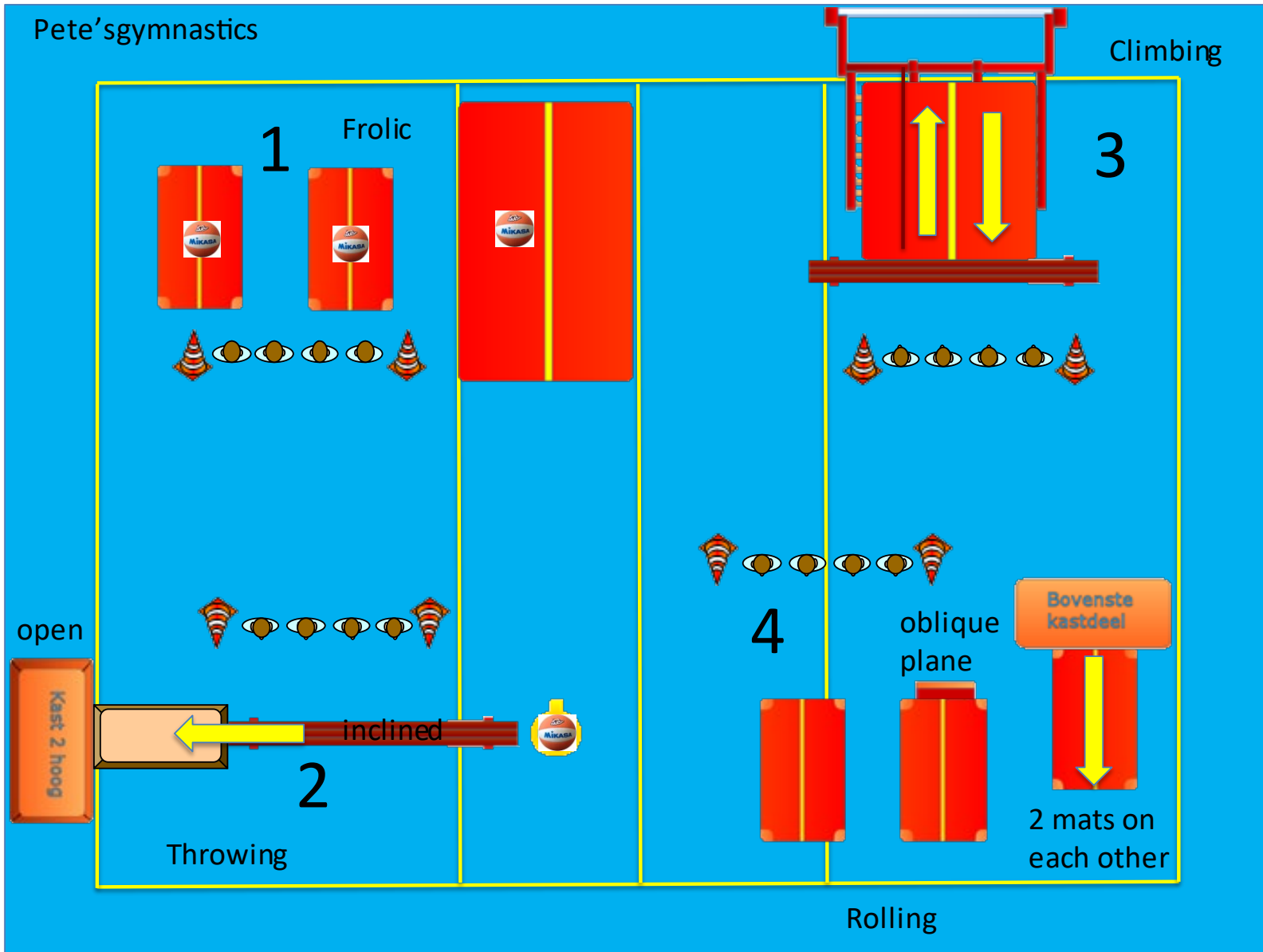
- + arms and legs at the same time
- + always do new/ different movements
- + faster music
- slow music
- together with the trainer
- with voice guidance
- with a lot of clapping (clear rhythm audible)

Music: Pajama Day by Kinderen voor Kinderen, Pippi Longstocking, Smurfs Song by Father Abraham or The Smurfs Intro (Smurfs Land).

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

1. Pete's gymnastics *seasonal activity*



Materials:

- Bench 2
- Gifts 10 (wrapped and empty)
- Thick mat 2
- Jute bag 5
- Cabinet 2 (1 in 2 parts)
- Small mat 6
- Climbing rope 1
- Newspaper 2
- Pylon 8
- Reutherplank 1
- Volleyball 6
- Wall rack 1 (oblique)

The lesson before St. Nicholas Eve, the children may come in Pet's costumes and receive their Pete's diploma afterwards!

Introductory story

St. Nicholas is back in the country and soon it will be St. Nicholas' Eve! But St. Nicholas always has too few helpers, so he asked the trainer if the children would like to help in the volleyball playground. That is why we are going to practice today, so that we can help St. Nicholas later when we are bigger!

Basic Forms

Frolic - Throwing - Climbing - Rolling

Warm-up

The trainer has a bag from St. Nicholas with him containing a letter for the children. In the letter it says that all the children will receive a newspaper from the bag. Today we are auxiliary Petes, we will do exercises so we can help the Petes when they need us. For this we need to be equipped. The newspaper is a sleeping mat for the helpers. We have to lie all the way down on the newspaper, otherwise we will get cold. Nothing should lie next to the newspaper. But Pete must also be able to lie on half a newspaper. Fold the newspaper in half and see if you still fit on it. And if we fold the newspaper again, can we lie on it? This won't work, but Pete must also be able to sleep sitting down. But if we fold the newspaper in half again, we can still sleep on it. Then fold the newspaper again, and again. The sleeping mat has now become so small that the children can only balance on it with one foot.

Exercise circuit

1 Frolicking with packets

One child holds one or two volleyballs, sitting on a mat, the other tries to conquer the ball. Note: Stop is stop, 'ouch' is stop, do not touch head/neck.

Variation:

- + a smaller ball
- + other material (e.g., a stick)
- + on time
- 4 volleyballs
- with two conquer the balls

2 Presents down the chimney

Slanted bench in closet. Behind it a closet with no top. Child walks up the slanted bench, throws from the closet a gift (packed box/ volleyball/ tennis ball) in the open closet and slides/ walks back off the couch.

Variation:

- + increase the distance/height
- + overhead throwing
- + with a volleyball
- + smash/strike
- + throwing with the "wrong" hand
- Reduce the distance/height
- a larger aiming point (hoop)

3 Up the roofs!

Wall rack set up at an angle with the large mat against this. A bench at right angles to it so the mat doesn't slip. Attach a rope to the wall rack at the top of the mat. Children must try to clamber up via the rope. Then slide down.

Variation:

- + Steeper wall rack
- + Higher climbing (longer rope)
- with the help of the trainer
- almost flat wall rack

4 Be agile, just like Pete

Learning head rolls. A child goes with the legs wide on the thick mat and places the hands between the legs on the floor, looking backwards between the legs. Then drop forward, the trainer guides the children by placing a hand on the neck and gently pushing against the back of the thighs. You can feel if a child can do it independently or not. If children don't do the head forward properly, they roll on their head and not in the neck, it will sometimes help if you say, "Hap into your belly" at the moment they start rolling.

Variation:

- + two rolls in a row
- + rollers on raised surface (landing mat without cabinet head)
- + with run-up
- + get up quickly after the roll (possibly without hands)
- + roll up the mountain
- roll down the mountain
- you are rolled with help from the trainer
- on a soft mat
- rocking/ rocking, not yet fully round
- judo roll (over the shoulder)
- rolling sideways (like a frikandel or a meatball)

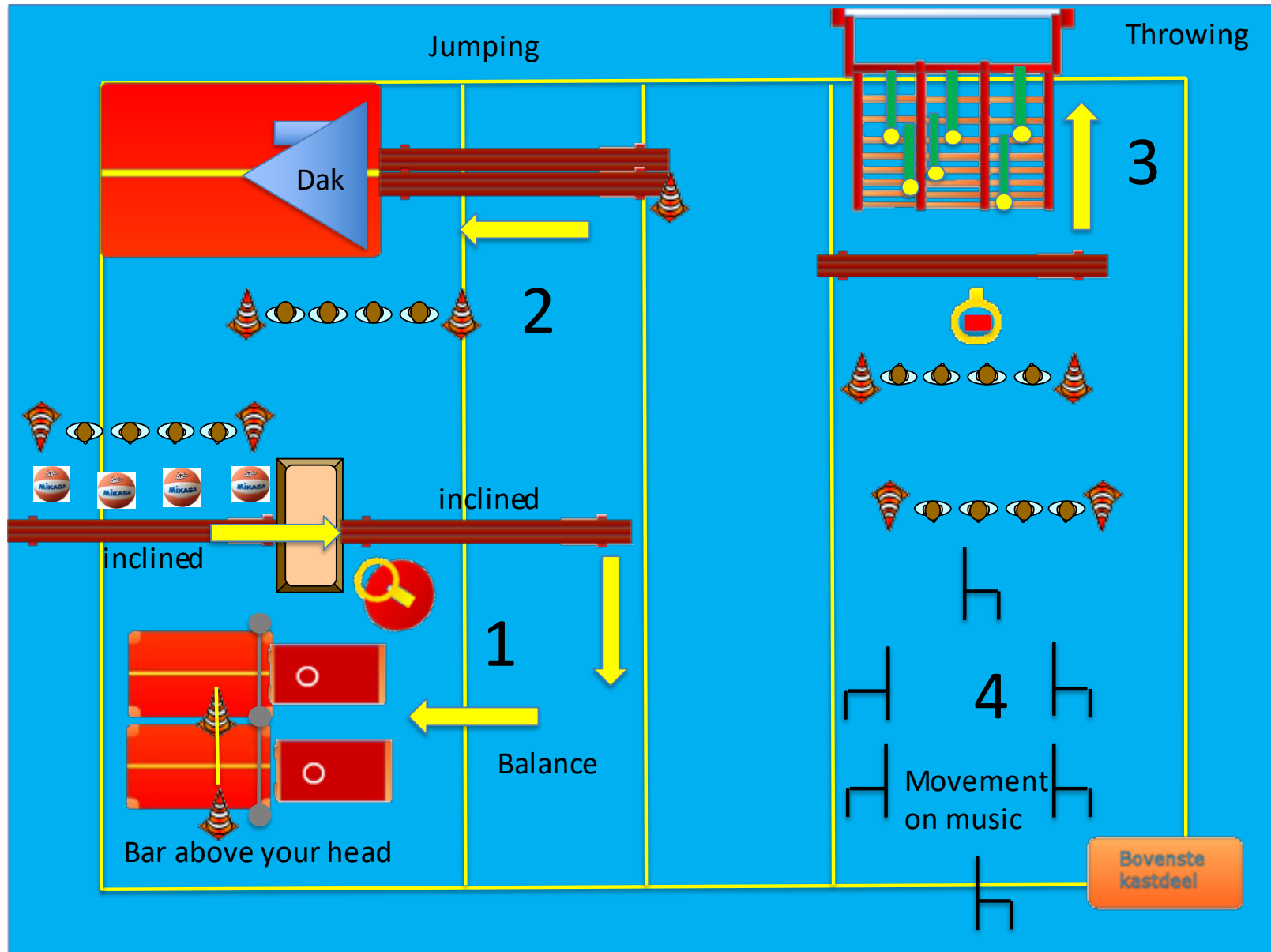
Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc

Suggested end game:

1 (or 2) ticker(s) has an empty bag. The other children have a present (from the chimney game) in their hands that the ticker gets when a child is ticked (and then sits down). Should the presents no longer be neat, this can also be done with cubes.

2.Christmas *seasonal activity*



Materials:

- Bench 5
- Presents 15
- Thick mat 1
- Cabinet 2 (including 1 cabinet head)
- Christmas balls 15 (of plastic)
- Small mat 2
- Basket 2
- Ribbon 10
- Music system 1
- Kernelbag 20
- Pylon 10
- Rack 2
- Reutherplank 2
- Chair 6
- Tennis ball 10
- Garbage bag 1
- Wall rack 1 (oblique)

Introductory story

It's almost Christmas, so today the lesson on the theme of Santa Claus, reindeer and angels. Ask the children what they think of when they think of Christmas.

Basic Forms

Balancing - Jumping - Throwing - Movement & music

Warm-up

Stop music at Jingle Bells: when the music stops, assume one of the holding things (candle, Christmas ball or a star). A candle is standing straight with the arms by the side, the bauble is round (make yourself round) and the star is spread legs and arms.

Christmas tag: ticker has empty bag, all children a Christmas ball, ticker must collect Christmas balls. If you are ticked you pick up a new ball and you can participate again.

Exercise circuit

1 The Santa Claus 1

Story: Practicing to pass packages through the chimney throw

Setup: Closet + on both sides a bench that slopes down (mats underneath), back via a swing on the rack (at the bottom is a string stretched so that the children really have to pull their legs up) Child takes a ball from the basket and walks on one side through the bench to the closet.

On the bench, the child tries to throw the ball into the 'chimney' (basket). Then the child slides down the other side of the bench and goes back to starting position with a swing on the horizontal bar.

Variation:

- + Increase the distance to the basket
- Reduce distance to the basket

2 Rudolf the reindeer

On the thick mat, using masking tape, a Christmas tree pasted. How 'high' can you jump up the tree? Take a run over the 2 benches and try to jump as far as you can on the mat.

3 Throwing Christmas balls from Christmas tree

Make "balls in the tree" using ribbons and tennis balls. Have the children throw the balls with piping bags (or balls). Trying to throw them out of the tree.

Variation:

- + Increase the distance to the basket
- Reduce distance to the basket

4 Christmas songs

Go hopping around the room to the music: 'Kling bells kling' (110 beats per minute). Chair dance with 'O Denneboom' (95 bpm). Remove one chair at a time. Runs that are finished may join in dancing on stage (closet headlines) or do clapping games with another ("I was in front of a doll stand the other day", 1 hand left, 1 hand right and then 2 hands at once).

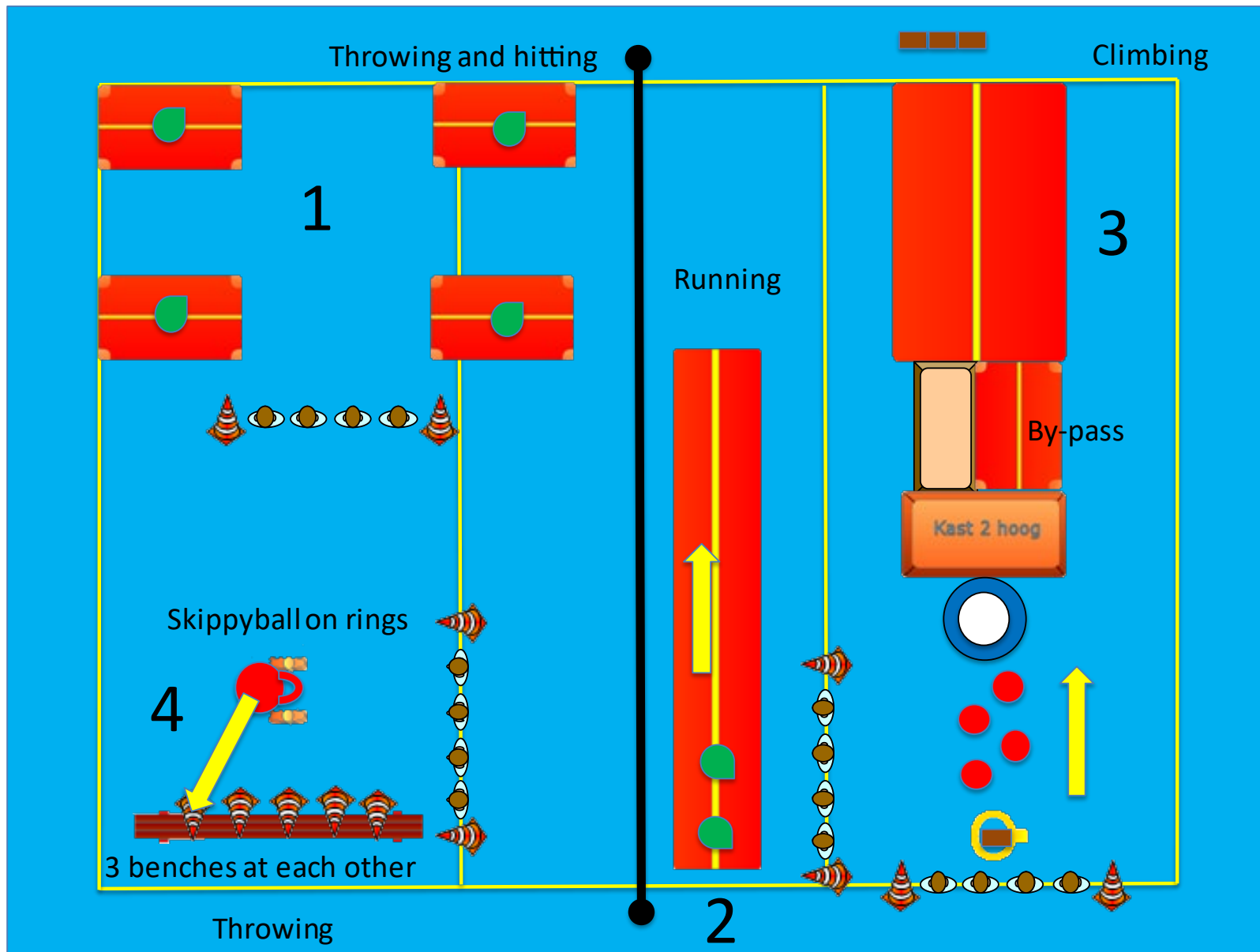
Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

Suggestion endgame:

You all must have gotten tired, so you can all lie down on the floor. When the trainer taps you on the shoulder, you may gently go to mom and dad.

3. Carnival *seasonal activity*



Materials:

- Bank 3
- Bench 3 (on top of each other)
- Balloon 20
- Cubes 10
- Fitness trampoline 1
- Hoop 4
- Closet 2 (1 which is 2-high)
- Small mat 5
- Basket 1
- Landing mat 1
- Music system 1 (with carnival music)
- Pylons 13
- Rings 1
- Skippy ball 1
- Skipping rope 1

Children may come dressed up!

Introductory story

Hooray it's Carnival! Today you may Come to training dressed up. Ask if the children have celebrated Carnival or seen a parade before.

Basic Forms

Throwing/slamming - Running-
Scrambling/climbing- men - Throwing

Warm-up

Polonaise: The children may line up in a row stand, with their hands together on the shoulder. Then they walk a circle around the volleyball court (yellow lines) down the hall. The back runs, after the facilitator claps his hands, around the group to then join the front. In this way, everyone goes around the group. You can expand this by having the children crawl through the group in one place. The children who walk in the polonaise, do this walking. Of course with nice carnival music!

Exercises circuit

1 Balloon party

Each child tries to make his own balloon (with 1 hand) in the air, standing on a mat. When the balloon goes out of the cordoned off area, retrieve it and continue in the box.

Variation:

- + Who can hit the balloon over the volleyball net?
- + Slamming the balloon against the wall, having the child stand in a hoop (reduce the size of the plane)
- + Use other body parts such as head, knee, foot, finger, nose.
- Tap up once and catch again

2 Fragile balloons

Long mat is rolled out. Per pair the children receive a balloon. The intention is to bring the balloon (whole) between the bellies from one side of the mat to the other, because these balloons are very fragile!

Variation:

- + between the heads
- + between the ridges
- + fast
 - hold together with the hands
 - slow

3 Making garlands

Set up a climbing and scrambling course where the children have to cross. Each child has a (colored) cube (or something similar) in their hand which they have to bring through the course to the other side to make as long a (colored) swing as possible with all the cubes. Have them run the way back (along the course). How long can this pendulum become (i.e. how many blocks can they bring to the other side)? Which group has the longest garland?

Variation:

- + on speed
- + place higher obstacles
- + take several cubes at a time
- + jumping on the cabinet without hands/stepping on high cabinet
 - without materials
 - use of bypasses

4 Spreading with pylons

See image, on 3 banks put 5 pylons upside down. To the (ring) ropes, attach a skippy ball. Hang this at just the right height so that the pylons can be hit. The children try to throw off the pylons.

Variation:

- + lengthen the line and put the benches further away
- + smaller pylons
- + fewer pylons
- closer

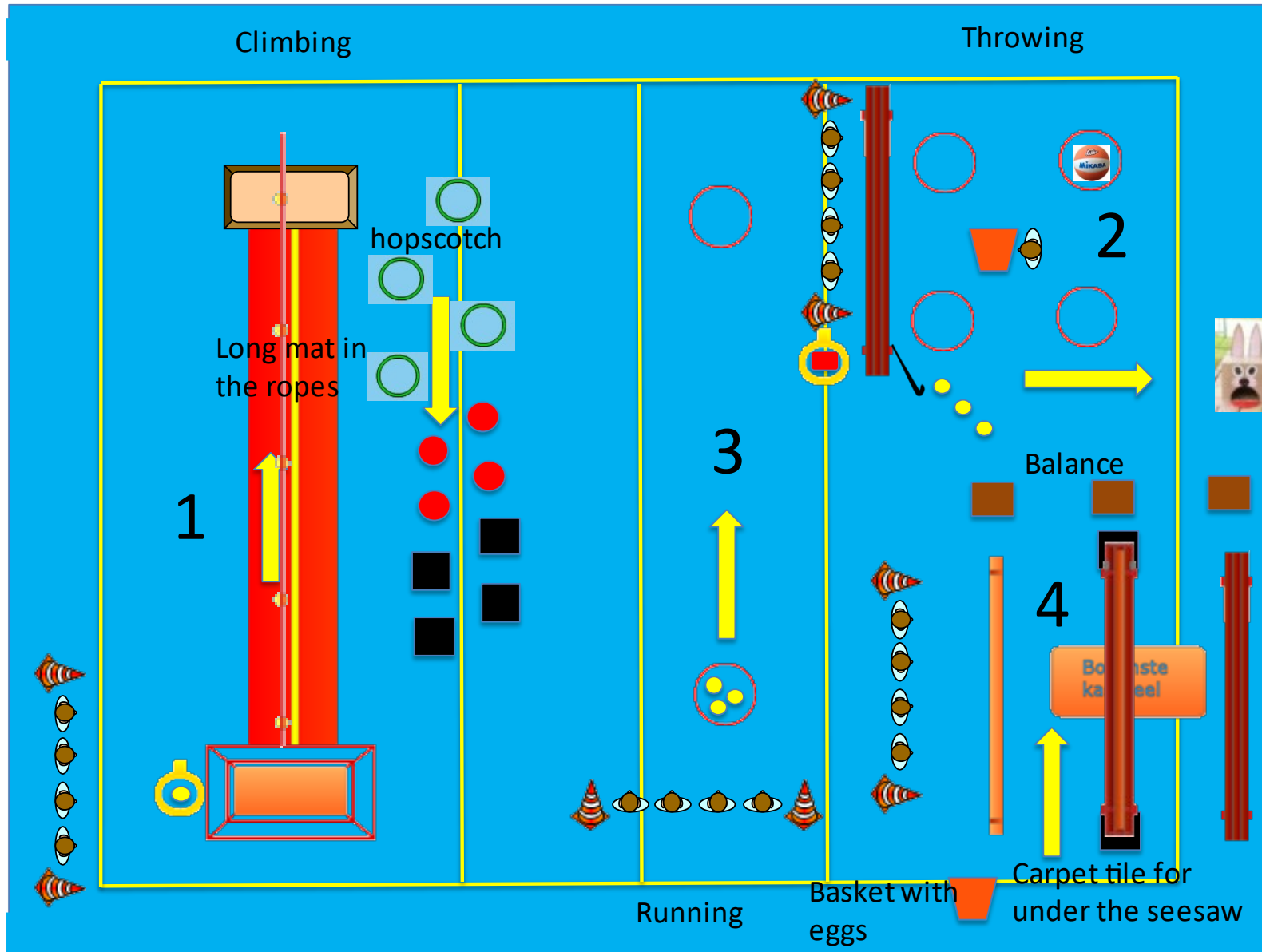
Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

Suggested endgame:

There are different hoops on the ground. For each child there is a hoop, all but one. If the Music plays the children are allowed to hop/run around. When the music stops, the children must stand in a hoop as quickly as possible. The child that doesn't have a hoop is out and starts helping with the music. Who will stay the longest? After this we can dance the hokey pokey and chichiwa.

4. Easter *seasonal activity*



Materials:

- Bank 3 (of which 1 as seesaw)
- Balance beam 1
- Field hockey stick 1
- Hoop 10 (including 4 small ones)
- Cardboard box 1 (as an Easter bunny)
- Cabinet 2 (including 1 cabinet head)
- Climbing rope 12
- Basket 2
- Crate 3
- Long mat 1 (knotted between ropes)
- Spoon and egg 15 (boiled)
- Basket 2
- Marker 4
- Easter Bunny Hairband 1 (for sale at party store or similar)
- Kernelbag 15
- Pylon 8
- Tennis ball 15
- Trapezoid 1
- Floor tiles 6
- Volleyball 1

Introductory story

It's Easter! Ask the children if they have already have searched for or painted eggs and tell them that today they are going to give the Easter Bunny a hand by practicing being an Easter Bunny themselves!

Basic Forms

Climbing - Throwing - Running - Balance-Run

Warm-up

1. Sssst the Easter Bunny Sleeps: Trainer is the Easter Bunny and is sleeping in front of his coop. In his cage are eggs. The children, without waking the Easter Bunny, try to grab eggs. But beware: if the Easter bunny wakes up, get out of there! (Tag)

Materials:

- Easter bunny hairband
- Extra: pick a child to be the Easter Bunny

2. Hide Easter eggs (plastic) in the hall. Looking for eggs!

Materials:

- 1 bench for children to sit on
- devices of the stations
- approximately 40 plastic easter eggs

Exercise circuit

1 Easter Bunny Obstacle Course

The Easter Bunny is in a hurry because he has to hide a lot of eggs before the thieves come to steal them. He has to cross the trail, taking an egg each time.

Variation:

- + with two eggs (2 tennis balls, one in each hand) across the course
- + with two people across the course, pair holds a piece of rope together throughout the course
- without attribute across the course

2 Aiming and throwing games (3 items)

1. one child is Easter Bunny (including hair band with ears), with the basket in front of the belly. The other children, from behind a bench, try to throw the eggs (kernel bags) into the basket and the Easter Bunny tries to catch them.
2. The children try to knock the eggs into the box (with a stick or something)
3. You stand with your group in a square. You throw the egg (big ball) to the person on your left. When the egg has gone around the whole circle, everyone takes a step backwards. Then you throw the egg over again. If the egg falls, you start again in the smallest circle.

Variation:

- + increase the distance/height
- + overhead throwing
- + throwing a volleyball
- + smash/strike
- + throwing with the "wrong" hand
- Reduce the distance/height
- a larger aiming point (hoop)

3 Running

1. Who oh who is the Easter Bunny? Kids stand in a row next to each other with eyes closed. Trainer chooses an Easter bunny by tapping on the back. Trainer indicates that the children may open their eyes. Trainer indicates that the Easter Bunny may now decide when to run. Other children try to keep up with the Easter Bunny. Explain that the Easter Bunny decides when to run, so it doesn't have to be on the trainer's cue.
2. Relay: Get an egg to the other side as fast as possible (from one hoop to the other hoop)

Variation:

- + run harder
- + bring more material
- hike

4 Balancing: bringing egg on spoon to the other side

The children 1 by 1 bring a (chocolate) egg on a spoon across the balance beam.

Variation:

- + narrower support surface
- + smaller support surface
- + oblique plane
- + higher plane
- + backwards, ground tapping or other

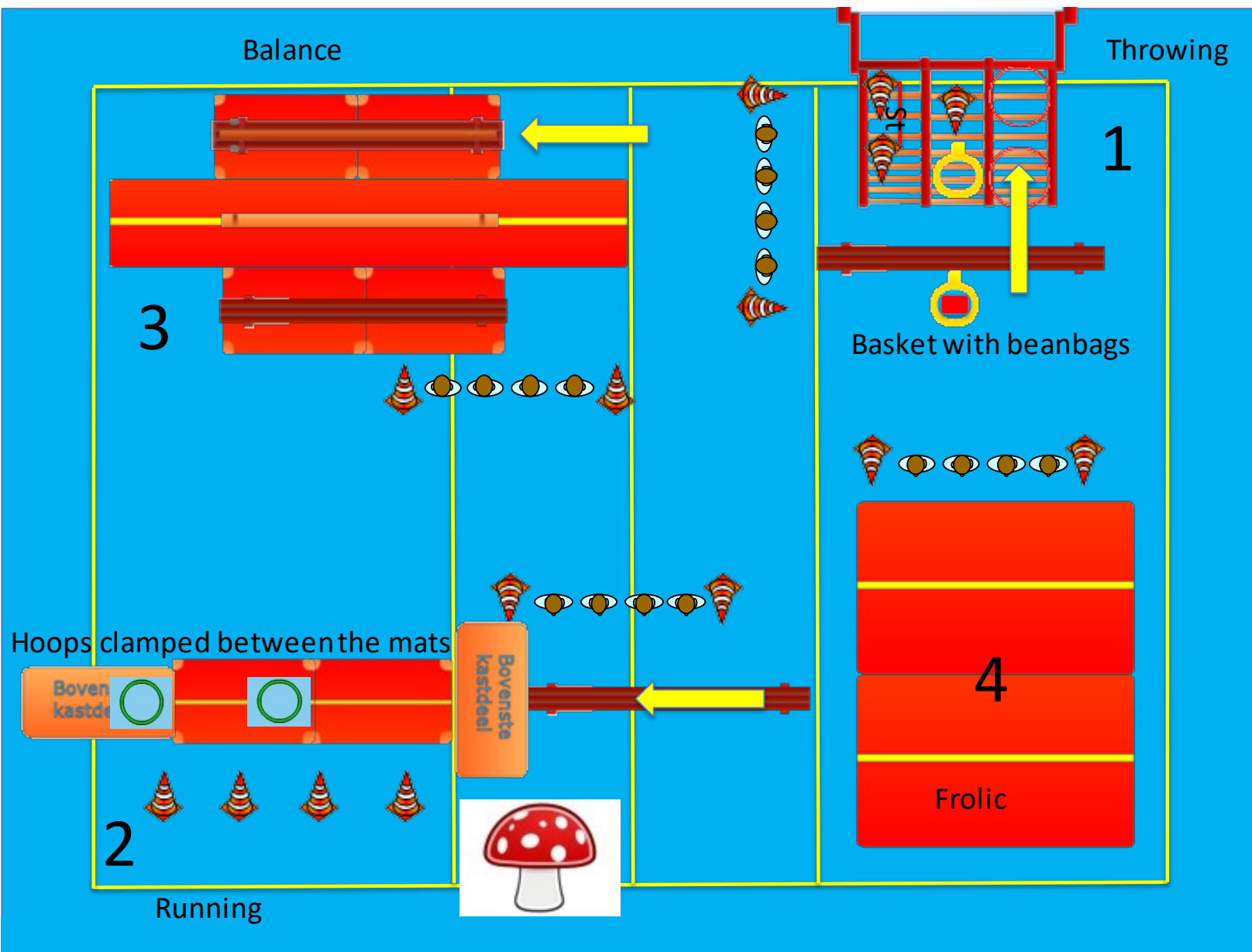
tricks (through a hoop)

- + on a round/ smooth surface
- + moving support surface (unstable)
- + with obstacles (over something)
- + with bringing materials (eggs on spoon)
- + passing each other
- + blindfolded
- with the help of the trainer
- wider support surface (normal bench)
- larger support surface
- straight surface
- low level
- flat surface

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

5. Autumn *seasonal activity*



Materials:

- Benches 4 (1 inverted)
- Pine cone 12
- Thick mat 2
- Acorn 12
- Balance beam 1
- Autumn leaf 12 (or colored- the sheets of paper you cut leaves from)
- Hoop 4
- Cabinet 2 (1 cabinet head)
- Small mat 6
- Basket 2
- Long mat 1
- Puzzle of printed mushroom (appendix 5)
- Pylon 15
- Wall rack 1 (oblique)

Introductory story

The leaves are falling from the trees, it is autumn! And what do you do in autumn? Collecting beautiful leaves, sprinting across ditches and romping around in the woods.

Basic Forms

Throwing - Running - Balancing - Frolicking

Warm-up

Place four mats on an open area in the room into four corners, divide the children into four teams. Each team has its own color of fall leaf. The leaves are scattered on the floor between the mats. On starting signal: collect your own color on your mat, who is first to finish? One leaf at a time.

Exercise circuit

1 Throwing acorns and pine cones

Make different parts in the climbing frame to throw 'acorns and pine cones'; pylons, baskets, hoops. From behind the bench, the children will try to throw as many acorns and pine cones as possible into the elements.

Variation:

- + increase the distance
- shorten the distance

2 Puzzle laying - trail

The children run with one puzzle piece across the course as quickly as possible and place their puzzle piece in the correct spot at the end of the course. The mushroom from Appendix 5 is cut into 12 pieces that must be brought to the other side via the course set out: tree course (pylons), crawling through the bushes (hoops) and balancing on the benches (fallen traps).

3 Balance beams (fallen trees)

The children will balance over the fallen trees (different types of balance beams).

Variation:

- + narrower balance beam
- + backwards, with 1 eye closed, sideways
- with support from supervisor

4 Nice romp (with tree trunks)

Have one child lie on his stomach and the other try to roll him over (tree-trunk roll over).

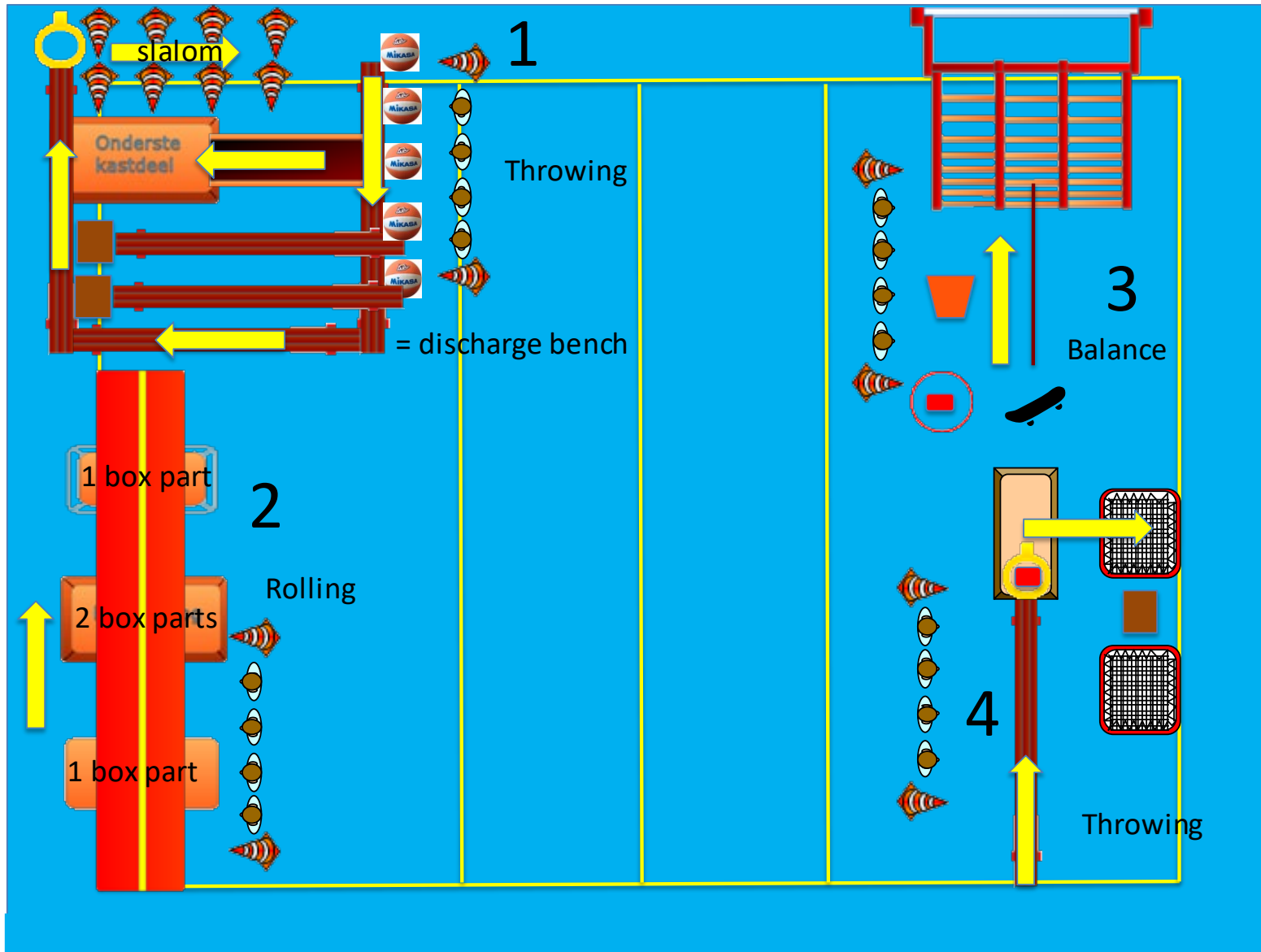
Variation:

- + One child lies on crosswise to the other child, try to get out from under them (a tree trunk has fallen on you)
- Have one child support himself on hands and knees on the mat, the other tries to use 2 hands against his shoulders and legs to push him over.

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

6. Winter *seasonal activity*



Materials:

- A4 30 (white paper ice skates)
- Bench 6
- Slide Board 1
- Hoop 1
- Cabinet 2
- Basket 2
- Crate 3
- Long mat 1
- Basket 1
- Kernelbag 30
- Pylon 16
- Skateboard 1
- Snowball 30 (of crumpled paper)
- Tchouk 2
- Rope 1
- Volleyball 6
- Wall rack 1 (oblique)

Introductory story

It's winter outside! Today we are going to play all kinds of games related to winter. Ask if the children have already played in the snow or made a snowman.

Basic Forms

Throwing - Rolling - Balancing

Warm-up

Roll the snowballs across the benches until into the basket. Then pick up the snowball and roll it like a slalom through the pylones (only then put the 2 benches and the slide board on the bench).

Exercise circuit

1 Snowball rolling

Try with the volleyballs all the pylons to roll. Try to roll the volleyball over the bench or slide board into a crate, basket, box or cabinet section.

Variation:

- + reduce the distance between the benches
- + sit further away (longer track)
- + with a bigger ball
- increase the distance
- try to throw harder
- try to roll with a feint
- try to roll a "blind pass"

try to roll over the edge with a smaller ball (golf ball, marble)

2 Rolling in the snow

Under the long mat are several heights creating hills. The children must walk up the hill, but roll down it sideways. Note the posture of the children when rolling sideways; arms along the body.

Variation:

- + roll up the mountain
- + Lateral roll (make small and roll about the longitudinal axis)
- + judo roll (over the shoulder)
- + with run-up
- + get up quickly after the roll (possibly without hands)
- roll down the mountain
- you are rolled with help from the trainer
- on a soft mat
- rocking/ rocking, not yet fully round
- lower obstacle

3 Sleigh riding

The children of the group takes alternately a turn on a board with wheels on it (e.g. skateboard). Next to the board is a rope attached to a wall/pole or to a wall rack: The toddler pulls himself/herself up and down towards the wall rack. When it reaches the wall rack, the child climbs up, goes one compartment sideways, and climbs back up to the wall rack. (this can also be done with several children on a bench with wheels underneath).

Variation:

- + steeper climbing
- + with loose hands
- + the two of us on a skateboard
- + bring a pit bag
- + during the ride, throw a kernel bag in a basket
- + instead of sitting on the knees or squatting
- + stand up when the skateboard is almost stationary
- + make turns
- + with a waveboard
- + roller skating/ rollerblading
- with support from companion or other child (pushing)
- do not bring material (insect)
- lie
- on a straight plane
- slow
- with a tricycle
- straight
- holding on to a (double) pedalo with sticks
- around the bridge with holding the jetty
- on a longboard (is wider)
- pull yourself forward on a rope

4 Snowball aiming

To aim as many snowballs as possible (from a closet or bench in a crate or tchouk).

Variation:

- + vary heights to throw from (cabinet and bench)
- + throw into the tchouk and catch again (very difficult)
- + increase the distance/height
- + overhead throwing
- + throwing a volleyball
- + smash/strike
- + throwing with the "wrong" hand
- throw from the bench or in front of the bench
- Reduce the distance/height

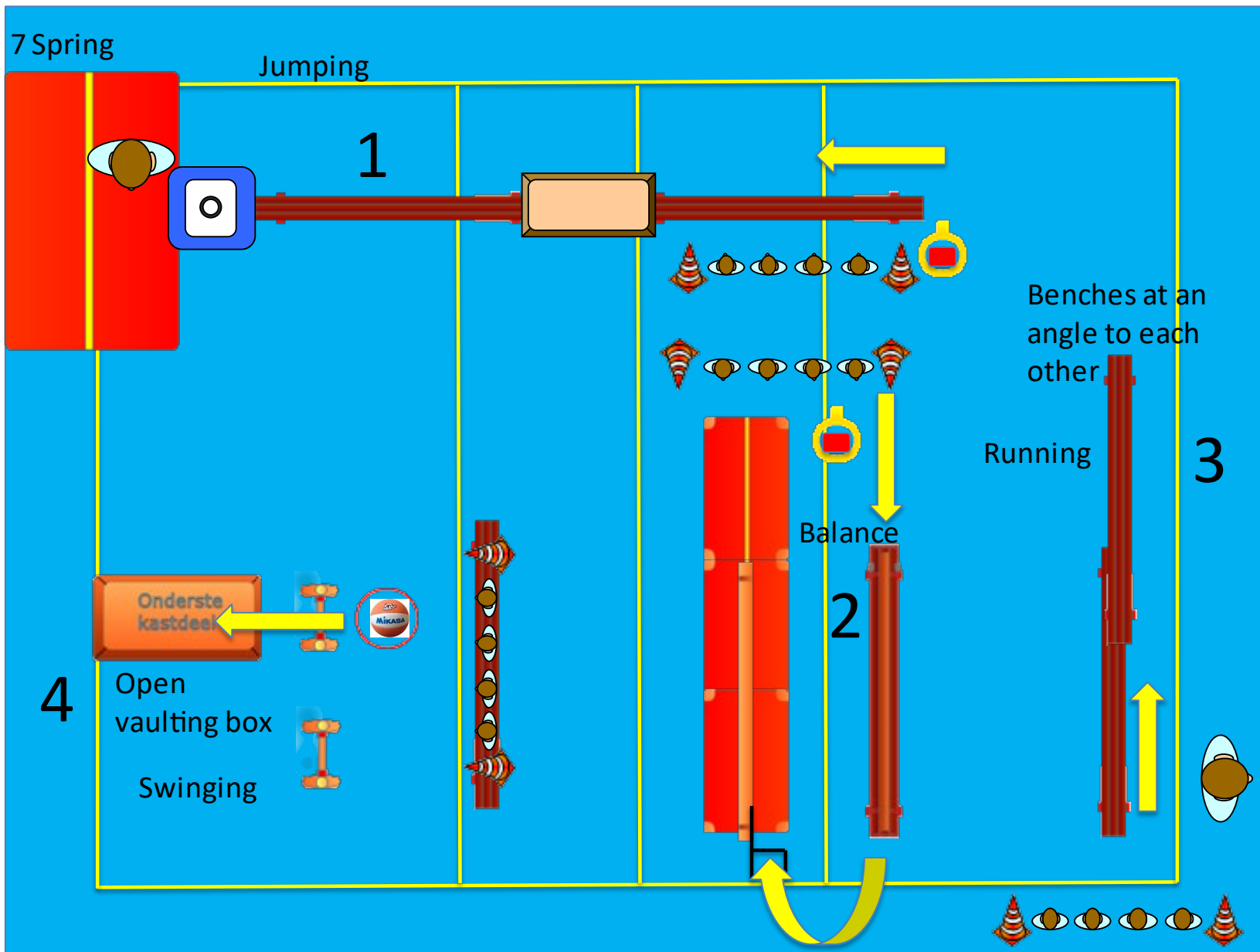
Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

Suggested endgame: Snowball fight: make a line (from bench), two teams. At the sign of trainer, teams try to throw as many balls (newspaper balls) as possible to the other side. Trainer says stop; count balls on each side.

Passing the snowball: children stand in a line. The one in front passes the snowball over his head to the child behind him, the last child passes the snowball via his legs back to the front, faster and faster.

7.Spring *seasonal activity*



Materials:

- Bank 6 (one of which as balance beam upside down)
- Balance beam
- Hoop 2
- Cabinet 2 (1 of which is just the bottom cabinet section)
- Chicken card 20 (print)
- Basket 2
- Landing mat 1
- Mini-tramp 1
- Kernel bag 20 (as being a flower)
- Pylon 8
- Trapeze 2
- Drum 1 (tambourine)
- Gymnastic mat 3

Introductory story

It is Spring! In spring, a lot of animals their young, animals come out of hibernation, trees turn green again, and beautiful flowers emerge from the bulbs in the ground.

Basic Forms

Jumping - Balancing - Running - Swinging-

Warm-up

Free running/dancing: Lily Dance (1= lily is open, 2= lily is closed). Trainer beats a drum 1 or 2 times or calls out '1' or '2'. For 1, children stay still with arms spread, for 2, children make themselves as small as possible.

Exercise circuit

1 Flower Relay

The flowers (kernel bags) must be transported through an obstacle course to the other side in the vase (hoop). Children form a line at the beginning of the course. The child grabs a flower, crosses the obstacle course and places his/her flower in the vase and rejoins at the back. Always put a helper behind the mini-tramp.

Variation:

- + with two flowers, one in each hand
- + on speed
- without flour in hand
- hiking
- with assistance

2 Making a bird's nest

We are going to help the bird to build a nest. Children form a line at the beginning of the course. The child grabs a branch, crosses the balancing course and places the branch in the hoop and rejoins at the back.

Variation:

- + narrower support surface
- + smaller support surface
- + oblique plane
- + higher plane
- + backwards, tapping the ground or other tricks (through a hoop)
- + on a round/ smooth surface
- + moving support surface (unstable)
- + with obstacles (over something)
- + with carrying materials (with two flowers, one in each hand)
- + passing each other
- + blindfolded
- with the help of the trainer
- broader support surface
- larger support surface
- straight surface
- low level
- flat surface
- stable surface
- without flower in hand

3 The chicken coop

The children take out a chicken card and mimic the movement: walk off stacked bench, walk up against stacked bench, run across bench, hop across bench, slide across bench on your back, jump forward on bench, walk across bench with eyes closed, slide down stacked bench. For exercise charts, visit: www.kleuteridee.nl/bewegingskaarten.

Variation:

- + faster
- + steeper
- + with jumping
- slow (walking)
- with assistance

4 Collecting Easter Eggs

The children sit on a swing or a trapeze. They swing with a short swing from an elevated surface (bench). Swing with your face away from the group (less distraction).

Variation:

- + Someone puts a volleyball on your feet/legs. You throw the volleyball with your feet into an open closet (i.e., without a closet head)
- + standing swing
- + trapeze above head height, hanging swing (can also be done on horizontal bar)
- you sit still on the trapeze ("whistle a song like a parakeet")
- you just sit down and are pushed (i.e. not from a bench)

Joint Closure

An end game or free play together with parents/ brothers/ sisters/ grandparents/ uncles/ etc.

5. Inspiration exercises

Below you will find some more individual exercises that you can add to your lesson as a beginning, intermediate, or end game together with parents/ brothers/ sisters/ parents/ uncles/ etc.

Group games beginning/end:

1. Allow the children to move freely in the room, alternating with running, walking, hopping, hopscotching, etc. With one clap of the hands the children remain standing still, with two claps they make groups of two children, with three claps of the drum they form. They are groups of 3 children. Depending on the level and size of your group, you can also form groups of 5 or more children.
2. Have the children hop in a row in a circle around the room. At one hit they must turn around and go the other way, at two hits they must sit down on the floor and stand up again, at three hits they must turn around and walk on again.
3. All children sit in a circle, legs wide apart. One student's foot touches the foot of the student next to her or him. In this way, a ball cannot roll out of the circle. One student has the ball, rolls the ball away and says their own name. The student who gets the ball also says his or her name etc. when rolling away.
4. Lay out 3/4 mats, make 3/4 teams and provide lots of kernel bags (or something else, themed) in 3/4 colors. Spread the pipsacks on the ground. On starting signal, teams must collect their color and bring it to the correct mat. Who will finish first?
5. Divide the group into two, with the groups each standing to one side in the playroom (behind a line). Both groups have a basket or bin with the same number of balls. In the middle is a large ball. The children may try to move the ball in the middle by throwing small balls against it. Children must stay behind the line while throwing. When all balls are 'gone', both groups may briefly cross the line to collect the balls, at that time no throwing is allowed. When everyone is back behind the line, throwing is allowed again.
6. Tag:
 - 1 ticker with a ball has to tap the other children with ball. When you are tagged you have to stand still. (E.g. theme winter: ticker is snowman - being ticked you are frozen)
 - 1 tickler has an empty bag. The other children have something in their hands that the ticker gets when a child is ticked (and then sits down). (E.g. theme St. Nicholas: ticker is Pete - collect presents / theme Christmas: ticker is Santa Claus - collect Christmas balls)
7. Passing ball in a line. Children stand back to back and pass a ball over their heads from back to forward through. From front to back, they do this between their legs. Which group is the fastest? Alternative: passing sideways.
8. Relay: bring ball through course. Slalom around poles, run over a bench, pass under a pole on 2 cones, bring ball back to next.
9. Make 3/4 squares/mats with a theme (e.g., colors). Children stand in the middle and when a color is called, must run as fast as possible to that square/mat.
10. Cat-and-mouse game: The cat pulls the mice's tails out of their waistband of the shorts. How many tails does the cat have, are there also that many mice without tails?
11. Place hoops in a circle. Each child in a hoop. The trainer tells a story about the sea in which the children have to run from left to right on command and get into the next hoop.
12. Put 4 benches against each other so that you form an enclosed square. Throw here a number of balls in it. Two children may stand in the bin to throw the balls out of the bin. The other children stand around to throw the balls back into the bin as quickly as possible. Do the two children in the bin manage to win over the rest? Possibly more/less balls in the bin or more/less children in the bin!

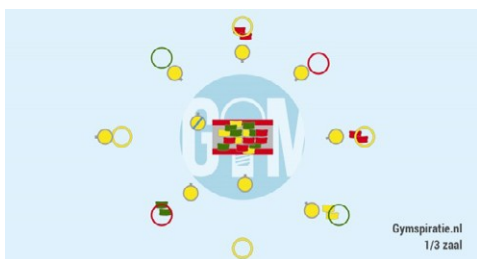
Game: Parachute

Different games:

- Turn right
- Left turn
- Making waves
- 1, 2, high! And lower slowly
- 1, 2, color! Children with that color change places.
- Ball on it: if the ball is with you: high! Is the ball somewhere else: low. Make sure the ball goes through the hole. Agree who will get the ball when it has fallen into the hole.
- Closure: 1, 2, high and loose!

Diamond Robbery

All children (thugs) in a hoop. 2 who tag (policemen). The crooks try to steal 'diamonds' from the mat and place them in their own hoop. If you are tapped you must first go back to your hoop. Trainer explains; assistants demonstrate.



Most of the activities below can also be done outside in good weather.

1. Learning line balancing

Children stand in the room. Trainer mentions the name of an animal and the children have to imitate this animal. The trainer joins in so the children can imitate. Making sounds is allowed of course! When the hands are clapped the children stand still again.

- horse (galloping)
- bird (running and fluttering with arms)
- mouse (tripping on toes)
- snake (lying on the ground and crawling)
- elephant (stamping)
- flamingo (standing still on 1 leg)

Supplies:

- 1 bench for children to sit on

2. Learning line climbing

Climbing trees

Supplies:

- 1 tree with low sturdy branches

3. Learning line swinging

These children can:

- Swinging on a bar
- Swinging on a swing
- From a bench sitting on a knot in the rope swing
- Sitting in the rings (rocking, being pushed rhythmically)
- Hanging swing on the rings (rings at half-reach height), walk forward, pull your legs in ("chair") and swing back
- Hanging swing from a trapeze
- Supportive swinging on a trapeze
- Jumping off in the front, back swing. Walk forward, hang on to the rings and jump off just after you swing forward (the third time) and land on the mat.

Supplies:

- 1 horizontal bar (or tumble bar on the school square)
- 1 swing

4. Going over the top

On a stretching pole plunge (forward) outside in the schoolyard or in a playground. Head rolling from a ramp or as a chipmunk through the grass.

Supplies:

- 1 slope

5. Jumping line

Skipping rope, someone else moves the rope.

- Over a swaying string (swinging back and forth, rocking)
- Over a snake (on the ground back and forth)
- Over a wavy string (like a caterpillar up and down)
- Over a spinning rope (trainer spins himself around, horizontally)
- Over a rotating rope (trainer turns, normal)

Supplies:

- 1 long jump rope (6 m.)
- 1 short jump rope

You can also hopscotch (hopscotch games), deep jump (from a height), jump over a fence, jump across a puddle, spring jump (on an air cushion) and jump over a tree trunk (high), a rope on 2 pylons).

6. Learning line running

Divide the children into 3 groups. The trainers are the Christmas tree, they stand with their arms and legs wide. After this explain the principle of relay running.

They run a course (zigzagging between poles) with their attribute. You can demonstrate this with a group of children. The group that is first to decorate the Christmas tree and sit on the ground has won.

Supplies:

- 1 bench for children to sit on
- 9 poles for slalom
- 3 mats for children to circle
- 3 Pylons as starting point
- 3 Pylons as a peak
- 6 hoops (around the arms)
- 6 balls (in the hands)

7. Learning line aiming

We will do this exercise a little longer!

The children are given a ball and are allowed to bounce with it. The idea is that they bounce the ball hard on the ground and then try to catch it.

In two groups:

Then you expand the exercise by bouncing the ball to the children, after which they must catch it. After this, you can have them sit (and then even lie), only allowing them to stand when the ball bounces, and then they have to catch the ball again. They can also bounce in pairs (Ditchball). Finally, put the children in front of you and roll the ball between their legs.

They must have stopped the ball for a line!
Throw ball over the (wax) line. Try to catch.

Supplies:

- 1 bench for children to sit on
- Smash balls or beach ball (inflatable), light large balls
- 1 line/ magic cord (with possibly tea towels hanging from clothespins)

8. Learning line juggling

Rolling with hoop or car tire

Supplies:

- 1 hoop or car tire

9. Target play

Pylon (cube) soccer

Shoot the pylon at others and make sure your own pylon is not shot over.

Supplies:

- 1 soccer
- enough cubes/pylons for everyone

10. Learning line tap games

Overrun, try to get across without being tapped. If you are tapped, you go help the tickler with other children's tapping.

Supplies:

- a narrow passage

11. Apprenticeship line frolic

Sumo wrestling, put a big hoop

in the grass or make a circle out of a piece of string. Try to push the other person out of the circle. You must not hurt each other and the clothes must remain whole.

Supplies:

- 1 large hoop or long jump rope

12. Learning line moving to music

1. Lay out some mats in the room around which you put groups of 3/4 children. Turn on the music and the children have to move around it. In the quiet parts they walk around it, in the busy parts they start hopping (moving on the beat). Once in a while you stop the music and they have to sit down on the mat as fast as possible. If the music starts again, they have to move around the mat.

Supplies:

- 1 bench for children to sit on
- music:
<http://www.bewegingsonder-wijsinhetspeellokaal.nl/wp-content/downloads/2012/09/13-Pippi-Langkous.mp3>
- mats

2. Lay out some mats in the room around which you put groups of 3/4 children. Turn on the music and the children have to move around it. You can let them move freely and agree that when the music stops, they have to sit down as soon as possible and the music starts.

again, that you may then continue. After the word "sleigh" you hear "hey" and at that moment the children make a jump in the air.

Supplies:

- 1 bench for children to sit on
 - music:
<https://www.youtube.com/watch?v=eQ34DSTjsLQ>
 - box
3. There are several hoops on the floor. There is a hoop for every child but one. When the music is playing the children are allowed to hop/run around. When the music stops the children have to get into a hoop as fast as possible. The child who doesn't have a hoop is off and starts helping with the music. Who will last the longest?

Supplies:

- Bench where the children can sit
- Hoops
- Music + box

6. Bibliography

Attention Circles of Eberspächer
<https://ultciduna.nl/jeugd/sportief/eberspacher>

Bailey, R (2019) Human capital model - Knowledge Center for Sport and Exercise

Beek, P.J. (2011) New practically relevant insights into technique training. Motor learning: the importance of implicit knowledge building. Sports-oriented, 63, 4, 12-16.

Beenhakker, M. et al. (2020). Better play and movement with preschoolers. THEME, playing with behavior.

Needs pyramid of Maslow
<https://delaatkenniscentrum.nl/behoef-tenpiramid-of-maslow-you-learn-more-about-the-leave knowledge center>

Berg van den T. & Bakema, R. (2009). Coaching, finding, binding, scoring. Baarn: Tirion Publishers BV.

Exercise Cards
<https://kleuteridee.nl/bewegingskaarten>

Brown, D.J., Arnold, R., Standage, M., Fletcher, D (2021). A Longitudinal Examination of Thriving in Sport Performers. Psychology of Sport and Exercise in Press, Journal Pre-proof:
<https://www.sciencedirect.com/science/article/abs/pii/S1469029221000522?.via%3Dihub>

Bruner, T. (2012). Volleyball training kompakt, Grundlagen spielend lernen. Münster: Philippka-Sportverlag

Clark JE & Metcalfe JS (2002). The mountain of motor development: a metaphor. In: Clark JE & Humphrey J (eds.), Motor development: research and reviews, volume 2, 163-190. Reston, VA: NASPE Publications.

Collard, D.C.M., Boutkan, S., Grimberg, L., Lucassen, J.M.H., Breedveld, K. (2014). Effects of sport and exercise in elementary school: preliminary study on the relationship between sport and exercise in school and school performance. Utrecht: Mulier Institute.

Côté, J., Lidor, R. & Hackfort, D. (2011). "ISSP Postion Stand: To Sample or to Specialize? Seven Potulates about Youth Sport Activities that Lead to Continued Participation and Elite Performance". International Journal of Sport and Exercises Psychology, 7 (1), 7-17.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the selfdetermination of behaviour. Psychological Inquiry, 11, 227-268.

Duyff, P. (1984). Mini volleyball. The Hague: Nevobo.

Gelder van W., Stroes H. & Goedhart B. (2020). Basic lessons in Movement Education in the playroom. Meppel: Edu'Actief.

Guidetti, A. (2013). La pallavolo Vincente dalla serie A al minivolley. Modena: Calzet- ti Mariucci

[Gymspiratie.nl](https://www.gymspiratie.nl)

Hazelebach, C. et al. (2001). Movement un- education in the playroom. Zwolle: 't Web.

Hoofwijk, M., Koedijker, J., Benjaminse, A., Mombarg, R. Broad motor development of children (2020). Sports-oriented no. 6, 2020 volume 74, pp. 2-7.

Kadijk, D. Beach volleyball, that's how you do it! Werkendam: Printing Company Damen

Krijnsen, A. (2000). Volleyball in school. Woerden: Nevobo

Mombarg, R. in the digital magazine Week of Motor Skills, Knowledge Center for Sport & Exercise. <https://www.kenniscentrumspor-tenbewegen.nl/products/maga-zine-week-of-motoring/order-ma-gazine/thanks-for-your-order>

Mooij, C. et al (2011). Basic document on movement education for primary education. Zeist: Jan Luiting Fund.

National Institute for Public Health and the Environment. (2011). Towards Better Health. Ministry of Health, Welfare and sport. Bilthoven.

Nijland, W. (2007). Getting acquainted with vol- leyball. Oosterhout: Binnenwerk The Hague.

Payne, V.G. & Isaacs, L.D. (2007). Human motor development: A lifespan approach (7th ed.). NY: McGraw-Hill.

Pleizier, J. & Wit de J. (2011). Basic book of CMV. Nieuwegein: Nevobo.

Radstake, J. & Eisma, R. (2010). Getting to know beach volleyball. Rotterdam: DRD Support bv.

Roth, K. & Hegar, U. (2014). Mini-Ball- schule. Schorndorf: Hofmann-Verlag

Rousseau, E. et al. (2004). Youth volleyball. Leuven: Perka nv.

Rutten, J. (2012). Volleyball 1-1. Leuven: Perka nv.

Sauerbrey, N. (2017). Educ Volley. Choisy- le- Roi: FFvolley.org

Schimmel, P. (2014). Tag ... you're it! Publisher Peter Schimmel

Seefeldt, V., Ewing, M., & Walk, S. (1992). Overview of youth sports programs in the United States. Washington, DC: Carnegie Council on Adolescent Development.

Slingerland, M. & Borghouts, L. (2011). Direct and indirect influence of physical

education-based interventions on physical activity: a review. *Journal of Physical Activity and Health*, 8:866-878.

Sluis, van der A. & Jiskoot, J. (1984). *A didactics of swimming*. Haarlem: De Vrieseborch.

Intermediate Objectives and Learning Outlines from the SLO, Core Objectives 57 and 58 (2019)
<https://www.slo.nl/thema/meer/tule/be-weighting education>

Ven, van der P. & Nijhuis, R. (2015). *Let's smash*. Utrecht: Nevobo

Vrieswijk, K. (1999). *The volleyball playground*. Zeist, Jan Luiting Fund.

Vygotsky, L.S. (1980). *Mind in society*. Boston: Harvard University Press.








White, R.W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333.




Wormhoudt, R., Teunissen, J.W., & Savelsbergh, G. (2012). *Athletic Skills Model, For optimal talent development*. Nieuwegein, The Netherlands: Arko Sports Media.

Annex 1 - additional tips for trainers

- Safety is crucial with this target group. Not only physical safety, but also social safety must be provided at all times. The trainer makes the groups/teams (so don't let them choose). It is important that the children feel at home and comfortable with the volleyball club from beginning to end and that the games offered include safety measures (correct height, correct distance and sufficient safety mats). Regarding the height of the deep jump, let them choose how high they want to jump and the advice is: jump to a maximum of your own height and arrange enough mats. Take off jewelry and watches, chew gum and wear non-slip shoes (correct size). Let children who are approximately equal in strength and/or weight frolic with each other. Only use a mini trampoline if you are sufficiently skilled to do so (hover rolls from the mini trampoline and somersaults are prohibited). Avoid racing, chasing, and fatigue in obstacle courses ("when you get tired, take a rest"). As the end of something at speed (relay), take adequate distance from the wall (avoid wrist breaks). For a student example, choose a student who is good at that part. With movement and music, give children time to get used to it (don't force them to participate).
- Prepare your training well on paper
- Be sure to learn the children's names quickly.
- Be there well in advance, make sure everything is ready before the children arrive.
- Greet everyone by name, make contact, ask something of them for a moment. Without relationship, no performance.
- Also talk to one of the parents who comes to bring or pick up the child.
- All balls in the cart and start with a circle discussion (letting children sit, gives peace). Let them say what they are bothered about, or what is bothering them. Ask, "who has something to say that someone else needs to know?"
- Tell what you will be doing (in what theme).
- Offer all components as much as possible in game form, in the experiential world of young children (story form and stimulate fantasy) and involve the children themselves in particular: let them tell, let them discover.
- Focus on one theme in each lesson.
- Try to demonstrate as much as possible instead of explaining. Most children at this age are strongly visual.
- The children are highly intellectual and learn at this age by watching and imitating (imitation/"monkey see, monkey do"). Picture, talk, act, or rather PLACE, TALK, ACT! For each situation the children sit next to each other during the explanation, this gives more peace than behind each other and so they can see it well. In addition, the groups as much as possible with their backs to each other so they are less distracting to each other. If the children can't see well, they may stand for a moment.
- Offer structure and recognizability; children benefit greatly from the same faces, the same structure. This way they become familiar with the environment faster and feel safe to explore. Structure in cleaning up the materials: 6 x W. Who (you), What (a pylon), Where (put it in the equipment storage), When (when I say so), Which way (on the other pylons) and What next (sit down on the bench)?
- Take into account what the children can/can't do. For example, regarding counting: 1 + 1 they can't solve (yet), but they know what 1 ball + another 1 ball is!
- Children are one with their bodies it is therefore important not to give directions "on the body", for example: keep your left hand slightly turned. Instead, you could say, "Aim the ball towards the trees". We call this landscape pointing. Or instead of stretching your arms, say, "Make your arms a plank" (implicit learning).
- Children in this age group know little danger; therefore, pay extra attention to safety and proper supervision.
- The bond with the parents is strong; the children have an extra need for personal attention and safety. You can also have parents actively participate in the training sessions. Parents often see this as absolute "quality time" with their child.
- Have the children move a lot and in different ways to meet their natural desire to move (high action rate/lots of net practice time).
- Let exercises last a maximum of 10 minutes. Look closely at their concentration curve and take that into account in the length of exercises and alternations and offering variations (differentiation).
- Always approach children in a positive manner; always emphasize what is going well!
- Discuss the lesson after: What did they learn? What exercises were tiring? What did they enjoy?

Annex 2 – Basic forms of movement

Balancing, falling, riding and sliding*1		<ul style="list-style-type: none"> Maintaining balance and restoring balance distortions on a support surface (balancing) Catching a fall to reduce impact Riding, gliding: Making headway on a riding tool/slide surface to maintain speed in balance (glide and ride)
Climbing and scrambling*2		<ul style="list-style-type: none"> Achieving support and hanging points to move across climbing and scrambling surfaces (climbing)
Jumping and landing		<ul style="list-style-type: none"> Dropping down to hover in mid-air, with or without hand placement on a support surface, with a controlled landing, repeated or not (gymnastic jumping) Dropping off to cover the greatest possible distance or height (athletic jumping)
Roll, dive and spin*3		<ul style="list-style-type: none"> Initiating rotation about the latitudinal and/or longitudinal axis and decelerating (turning) this rotation in a timely manner
Going, walking and running		<ul style="list-style-type: none"> Different modes of going/promoting (walking, running, hopping, sideways, crawling, etc.)
Throwing, catching, hitting and dribbling		<ul style="list-style-type: none"> Throwing: Throwing away an object with the hands or a tool where the ball contact is long Catch: using the hands or an aid to catch a moving object Striking: Is a skill in which one strikes an object with the hand, arm, or an impact object in a directed manner, whether or not in motion, and in which contact is brief Dribbling: Keeping an object in motion with the hand by repeated tapping. The contact is brief and the object remains within reach of the person dribbling. Aiming for a target
Spades		<ul style="list-style-type: none"> Kicking: To strike an object with the foot, lower leg or thigh purposefully, whether or not in motion and where contact is brief

Frolic, fight and duel		<ul style="list-style-type: none"> By pushing/pulling/tilting/throwing a fellow player off balance while trying to avoid the balance disturbance (frolic)
Swinging and swaying		<ul style="list-style-type: none"> Swinging on or at a device
Moving to music and rhythm		<ul style="list-style-type: none"> Perform movement patterns to music where the pace, rhythm and timing of movement matches the music (moving to music))

*1 balancing, there are seven forms of balance: supporting, sliding, rotating, rolling, hovering, hanging, and combinations of these forms (Wormhout, 2012).

*2 scrambling = you use fixed supports (e.g., on a wall rack), climbing = you have to make your own supports (e.g., rope climbing).

*3 rolling = about the latitudinal axis, turning = about the longitudinal axis (and sagital axis), plunging = by means of a device

Annex 3 – Basic inventory

Basic inventory large materials

6	Bank
2	Basket
2	Bok
2	Bridge
2	High Jump Stand
12	Climbing Rope
2	Basket
2	Landing Mat
1	Landing Mat Car
1	Long mat (+carriage)
2	Mini-tramp
1	Music system
1	Horse
3	Rack
4	Rack poles
2	Reutherplank
6	Ring set
1	Blackboard
2	Jumping Box
6	Trapeze
2	Trapezoid (with shelf)
6	Turnmat
1	Gymnastics cart
2	Volleyball Pole
3	Volleyball net length
1	Volleyball net width

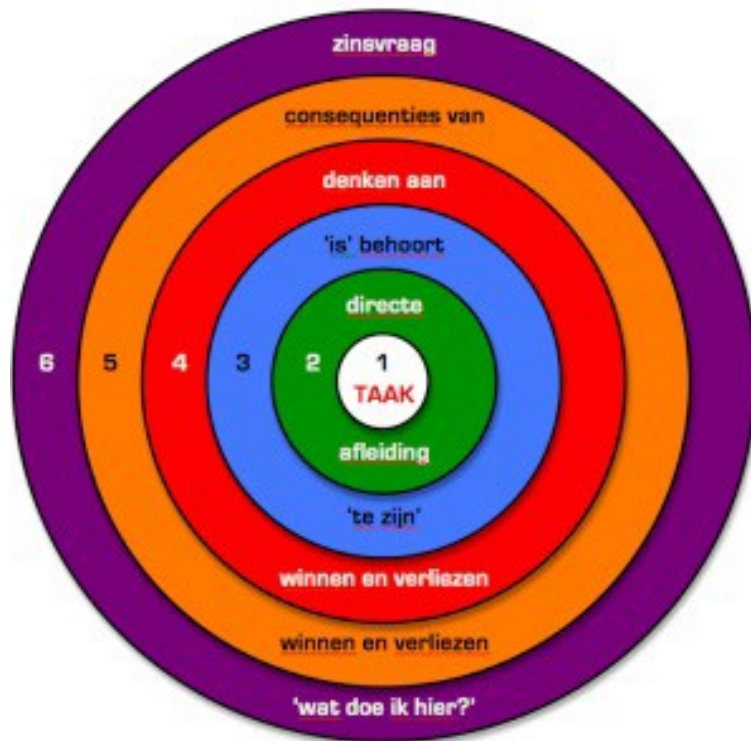
Basic inventory small materials

40	Delimation/markings sphere		
10	Marker disk (for example, for waiting areas)	10	Stick (1 meter)
12	Badminton racket (different stem length)	6	Table Tennis Ball
10	Basketball	6	Table Tennis Bat
6	Relay baton	6	Tennis Ball
6	Foam ball	1	Magic String
6	Hole ball	1	High Jump Cord
6	Handball	1	Tug of War
6	Field hockey ball (no-bounce)	10	Unihockey stick
15	Hoops	10	Volleyball
15	Kernel bags	6	Indoor Soccer
10	Blocks (plastic for play)		
10	Throwing rings		
	Juggling equipment (3 rings, 3 clubs 3 cloths)		
6	Korfbal		
6	Medicine Ball		
1	Measuring tape		
1	Scoreboard		
1	Ball pump		
3	Hand whistle		
15	Party ribbon (different colors)		
20	Pylon		
12	Shuttles		
6	Playdough		
2	Jumping rope (large)		
15	Jumping rope (small)		

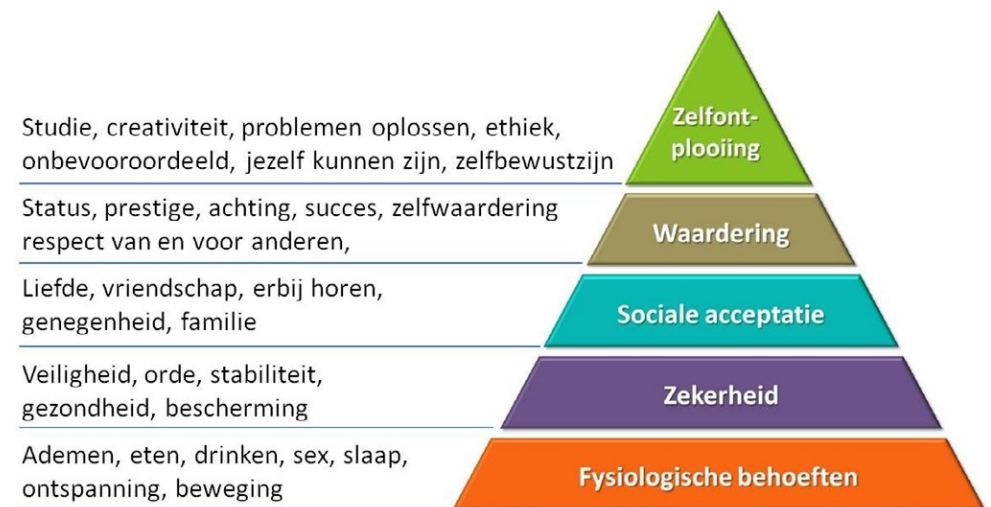
Annex 4 – Models

Eberspächer's circles of attention, strive to stay in the middle circle.

Do not make exercises too long. Look closely at their concentration curve and take that into account in the length of exercises and alternations and offering variations (differentiation).



Basic human needs according to Maslov and it works from bottom to top. The top two needs do not yet play a role in this young age category.



Annex 5 – Mushroom

