MOBAK 1-2 | Object-Movement | Bouncing

Pressure conditions

## Task

The child bounces a small basketball (size 3) through a marked corridor (5.0 x 1.0 m) without losing the ball.
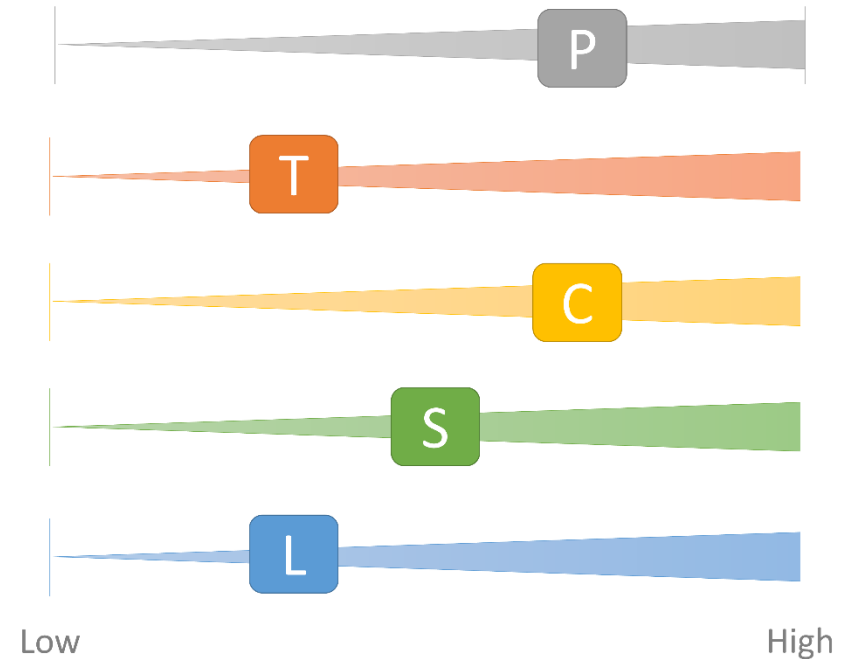
**Bouncing** is one of the basics of every movement education. As a personal movement experience and as a preparation for ball games (e.g. handball, basketball).

It can be further differentiated into bouncing with one or with two hands and into bouncing with the dominant or non-dominant hand.

It requires a developed eye-hand-coordination, a good sense of rhythm and an adapted movement of the whole body in order to find a good position to the ball.

Low | High

P — Precision pressure
T — Time pressure
C — Complexity pressure
S — Situational pressure
L — Load pressure

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# Bouncing

## Principles of variation

Bouncing allows different ways to vary *precision pressure*, e.g. by changing the size of the corridor, by placing obstacles or by not using any space limitation. *Time pressure*, which is not existing in the original task, could be established by giving a time limit to fulfil the task. *Complexity pressure* is lower when the ball is bounced in staying position without moving forward; it is increased e.g. when obstacles are placed in the corridor or when the ball first needs to be caught before the actual bouncing starts. Combining bouncing with an endurance-demanding task allows to increase *physical load pressure*. Letting the child self-determinedly choose the ball and the size of the corridor helps to further reduce *psychological load pressure*.

| P | Precision pressure |
|---|---|

- ▬ Use a larger corridor
  Use no corridor at all
- ➕ Use a smaller corridor
  Place obstacles in the corridor

| T | Time pressure |
|---|---|

- ▬ As no time pressure exists in the original task, it cannot be further decreased
- ➕ Bounce the ball through the corridor in a certain time limit

| C | Complexity pressure |
|---|---|

- ▬ Bounce the ball in staying position without moving forward
- ➕ Place obstacles in the corridor
  Catch the ball, then start to bounce
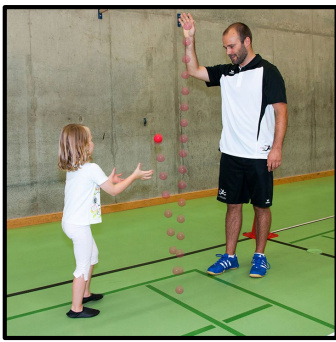
| S | Situational pressure |
|---|---|

- ▬ Bounce the ball in staying position without moving forward
- ➕ Place obstacles in the corridor
  Bounce when walking over different objects (bench, mat)

| L | Load pressure |
|---|---|

- ▬ The child is free to choose the ball and the size of the corridor
- ➕ Let the child bounce back and forward several times
  Let the child bounce for a certain time

## Task

The test leader causes a tennis ball to fall to the ground in an accelerated manner, causing the ball to jump up to at least 1.3m. The child catches the ball after the turning point.
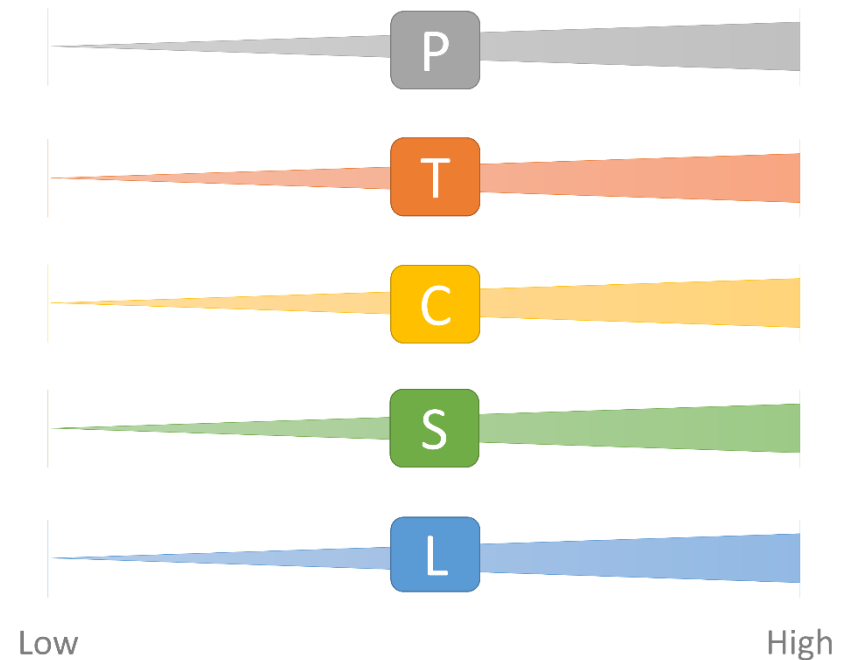
**Catching** is one of the basics of every movement education. As a personal movement experience and as a preparation for ball games (e.g. handball, basketball) and other sports (e.g. rhythmic gymnastics). It can be further differentiated into catching with one or with two hands or into catching with the dominant or with the non-dominant hand. It requires a developed eye-hand-coordination and an adapted movement of the whole body in order to find a catching good position.

MOBAK 1-2     Object-Movement     Catching
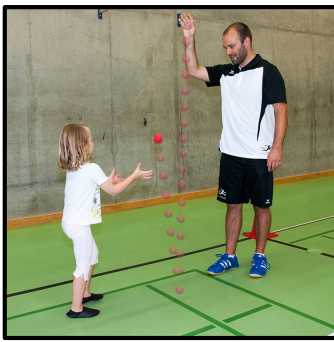
Pressure conditions

P

T

C

S

L

Low                                                    High

| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

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## Principles of variation

**Catching** allows different ways to lower *precision pressure*, e.g. by using a larger ball or a bucket to catch. A higher precision is needed when the ball jumps higher or when a wall is included into the task. *Time pressure* can be either minimized by allowing the ball to bounce before catching it (this also reduces *load pressure*) or be increased by giving a time limit or an additional task to fulfill before catching the ball. *Complexity* can be reduced by using a bucket to catch; it can be increased by including a wall into the task. *Situational pressure* can be varied by (de-) stabilizing the way the ball bounces. Combining catching with running allows to increase *physical load pressure*.

### P — Precision pressure
- Use a larger ball
  Catch the ball with a bucket
+ Increase the distance and cause the ball to jump higher
  Throw the ball to a wall and catch it when it bounces back

### T — Time pressure
- Allow the ball to bounce twice or more before catching it
+ Throw the ball six times in a certain time limit
  The child stands backwards to the teacher and reacts on call to catch the ball

### C — Complexity pressure
- Catch the ball with a bucket
+ Throw a ball in the air and catch it before it falls to the ground
  Throw the ball to a wall and catch it when it bounces back

### S — Situational pressure
- Let the ball fall down on the ground in a way that it bounces the same way each try
+ Use different balls (size, weight)
  Let the ball bounce differently each try

### L — Load pressure
- The child is free to let the ball bounce several times before catching it
+ Combine the catching with an alternating running task

**MOBAK 1-2
Object-Movement**

**Dribbling**

MOBAK 1-2 | Object-Movement | Dribbling

Pressure conditions

**Task**

The child dribbles a futsal (size 4) through a marked corridor (5.0 x 1.0 m) with at least five ball contacts without losing the ball.
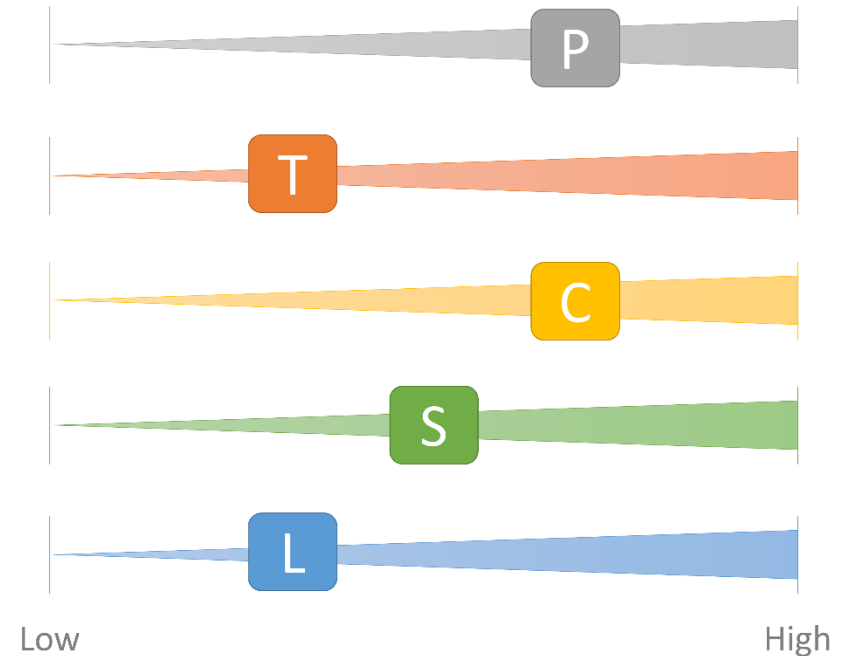
**Dribbling** is one of the basics of every movement education. As a personal movement experience and as a preparation for all games played with the feet (e.g. football). It requires a feel for the ball, space-orientation, a developed eye-foot-coordination and an adapted movement of the whole body in order to find a good position to the ball.

P

T

C

S

L

Low                    High

P Precision pressure
T Time pressure
C Complexity pressure
S Situational pressure
L Load pressure

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## MOBAK 1-2
## Object-Movement

# Dribbling

## Principles of variation

**Dribbling** allows different ways to vary **precision pressure**, e.g. by changing the size of the corridor, by placing obstacles or by not using any space limitation. **Time pressure**, which is not existing in the original task, could be established by giving a time limit to fulfil the task. **Complexity and situational pressure** are both lower when the ball is dribbled with no restrictions in a larger space and higher when obstacles are placed into the corridor or when the task is enlarged. Whereas psychological load should generally not be increased, combining dribbling with a endurance-demanding running task allows to increase **physical load pressure**. Letting the child self-determinedly choose the ball and the size of the corridor helps to further reduce **psychological load pressure**.

| P | Precision pressure |
|---|---|

— Use a larger corridor
Use no corridor at all
➕ Use a smaller corridor
Place obstacles in the corridor

| T | Time pressure |
|---|---|

— As no time pressure exists in the original task, it cannot be further decreased
➕ Dribble the ball through the corridor in a certain time limit

| C | Complexity pressure |
|---|---|

— Dribble the ball with no restrictions in a larger space
➕ Place obstacles in the corridor
Control the ball after a pass, then start to dribble
Dribble with different parts of the foot

| S | Situational pressure |
|---|---|

— Dribble the ball with no restrictions in a larger space
➕ Place obstacles in the corridor
Alternate dribbling and passing (e.g. towards a wall and back)

| L | Load pressure |
|---|---|

— The child is free to choose the ball and the size of the corridor
➕ Let the child dribble back and forward several times
Let the child dribble for a certain time

**MOBAK 1-2
Object-Movement**

**Throwing**

**Task**

The child throws six 80g rounders from the throw-off line at a distance of 2.0 m against a target at a 1.3 m height.
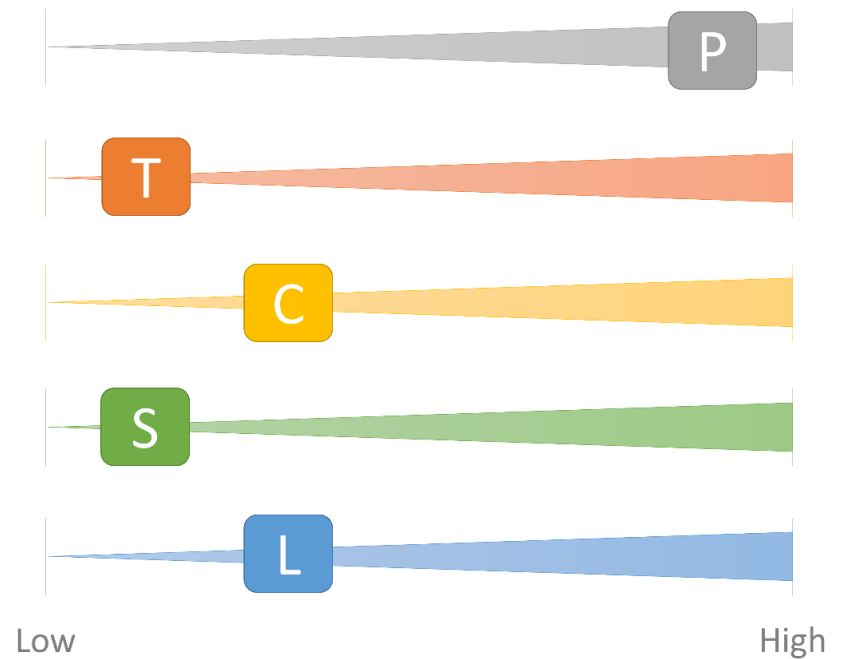
**Throwing** is one of the basics of every movement education. As a personal movement experience and as a preparation for the throwing disciplines of athletics or for ball games (e.g. handball, basketball). It is about accelerating an object and bringing it to a trajectory using a specific technique.

MOBAK 1-2    Object-Movement    Throwing

Pressure conditions

P

T

C

S

L

Low                                                    High

| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

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## Principles of variation

**Throwing** allows different ways to vary *precision pressure*, e.g. by changing the distance to the target or choosing another target size. Concerning *time pressure*, which is not existing in the original task, a time limit could be set to increase pressure. *Complexity pressure* can likewise only be raised (e.g. by combining the task with previously catching a thrown ball) because the coordination of arm and body movement that is needed to throw cannot be further reasonably reduced in its complexity. *Situational pressure* is for instance higher when using different balls. Whereas psychological load should generally not be increased, combining throwing with an alternating running task allows to increase *physical load pressure*. Letting the child self-determinedly choose ball and distance helps to further reduce *psychological load pressure*.

| P | Precision pressure |
|---|---|
| ▬ | Shorten the distance to the target |
| | Choose a larger target |
| ✚ | Increase the distance to the target |
| | Choose a smaller target or a moving target |

| T | Time pressure |
|---|---|
| ▬ | As no time pressure exists in the original task, it cannot be further decreased |
| ✚ | Throw the six rounders in a certain time limit |
| | Hit the target six times as fast as possible |

| C | Complexity pressure |
|---|---|
| ▬ | Complexity pressure cannot be further reduced |
| ✚ | Catch a thrown ball, then hit the target |

| S | Situational pressure |
|---|---|
| ▬ | As no situational pressure exists in the original task, it cannot be further decreased |
| ✚ | Use different balls (size, weight) |

| L | Load pressure |
|---|---|
| ▬ | The child is free to choose the ball and the distance to the target |
| ✚ | Combine the throwing with an alternating running task |

**MOBAK 1-2
Self-Movement**

**Balancing**

**Task**
The child balances forwards and backwards over an upside-down long bench lying on a springboard (forming a see-saw) without leaving it.
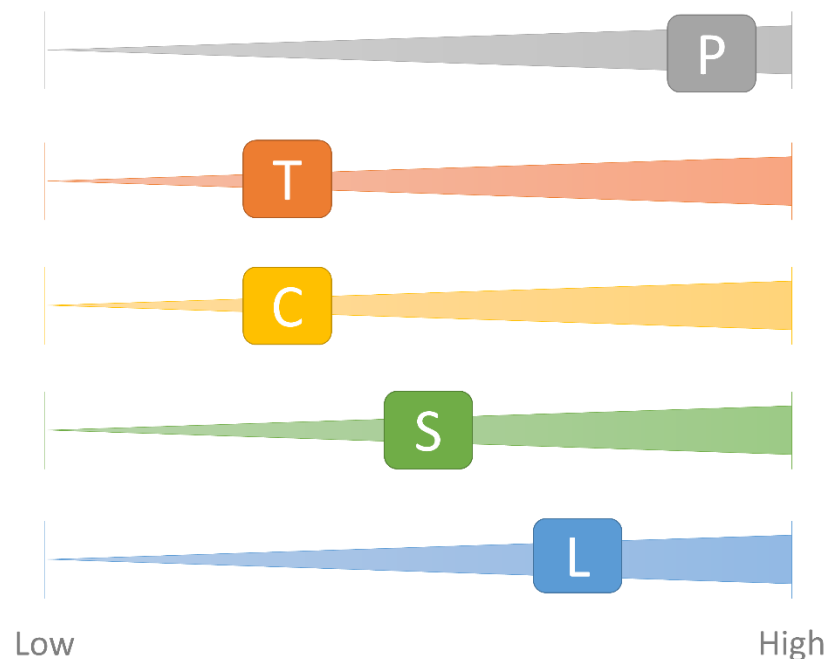
**Balancing** is one of the basics of every movement education. As a personal movement experience and as a preparation for different physical exercises which require balancing ability, esp. for the balance beam in gymnastics. On a bench it can be balanced in different ways: forward and backwards, with the help of objects, with closed eyes, over obstacles etc.

P

T

C

S

L

Low                                      High

| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

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## Principles of variation

**Precision, situation** and **load pressure** are all lower when using the bench without the springboard. **Precision pressure** can be further decreased by using the bench with the broader part upside, whereas the fixation of obstacles that have to be overcome without touching even results in higher **precision, complexity** and **situational pressure**. Concerning **time pressure**, which is not existing in the original task, a time limit could be set. **Complexity pressure** is lower when support by a second person that holds one hand is provided; it can be increased by simultaneously carrying an object. Balancing only forwards allows to decrease **situational pressure**, whereas changing the subsoil leads to an increase. Exchanging the bench against a line or rope results in a lower **load pressure**, whereas raising the height of the bench leads to a rise.

### P — Precision pressure

- Use the bench with the broader part upside
  Use the bench without the springboard
+ Fix obstacles on the bench that may not be touched

### T — Time pressure

- As no time pressure exists in the original task, it cannot be further decreased
+ Balance over the bench in a certain time limit

### C — Complexity pressure

- Provide support by taking the student by one hand

+ Fix obstacles on the bench that may not be touched
  Carry an object when balancing over the bench

### S — Situational pressure

- Use the bench without the springboard
  Balance only forwards
+ Put the bench on different subsoils (soft floor mat, bars)
  Fix obstacles on the bench that may not be touched

### L — Load pressure

- Use the bench without the springboard
  Balance over a line or a rope lying on the floor
+ Put the bench on boxes to increase the height

## Task

The child jumps fluently over four carpet tiles (0.35 x 0.35 m) at a distance of 0.4 m each. Between the tiles one-legged, beside the tiles with straddled legs.
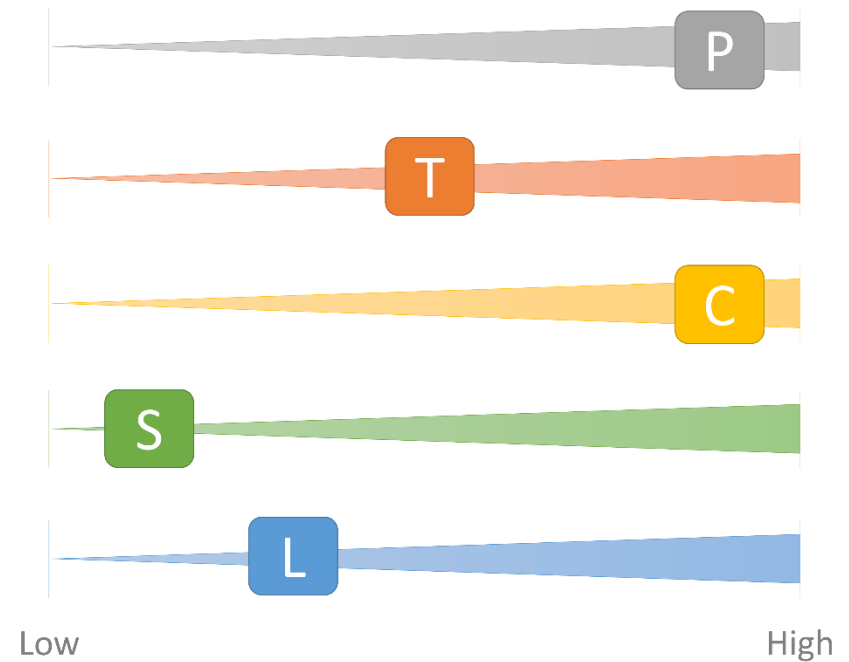
**Jumping** is one of the basics of every movement education. As a personal movement experience and as a preparation for various disciplines in athletics or gymnastics. Different forms of jumping exist: It can be jumped with one or two legs, on a trampoline, down from a platform or with the help of ropes or spring-boards etc. The jump can be high, long, rhythmic or combined with movements of other parts of the body.

Pressure conditions

P

T

C

S

L

Low                                          High

| | |
|---|---|
| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

## MOBAK 1-2 Self-Movement

# Jumping

### Principles of variation

**Precision pressure** can be lowered by reducing the tile size or by using hoops to jump into; higher precision is required when more tiles are used. **Time pressure** can be reduced when the child is allowed to choose its own rhythm (allowing pauses); it can be raised by fixing a certain time limit. Allowing two-legged jumps between the tiles allows to reduce **complexity pressure**, whereas alternating one-legged and two-legged jumps between tiles or combining different forms of jumping even leads to an increase of complexity. **Complexity** and **situational pressure** are both higher when using hoops and only one form of jumping. **Situational pressure** can be increased by varying the distance between the tiles or by vaulting over different objects. Modifying the number of tiles leads to a change in **load pressure**; letting the child jump back- and forwards several times results in a higher load.

**P** Precision pressure

— Use smaller carpet tiles
Use hoops to jump in
➕ Use more carpet tiles to increase the number of jumps

**T** Time pressure

— Let the child jump in its own rhythm, not necessarily fluently
➕ Jump over the carpet tiles (maybe several times) in a certain time limit

**C** Complexity pressure

— Allow two-legged jumps between the tiles
Use hoops and only one form of jumping (e.g. one-legged)
➕ Alternate one-legged and two-legged jumps between tiles
Alternate combine different forms of jumping

**S** Situational pressure

— Use hoops and only one form of jumping (e.g. one-legged)

➕ Vary the distance between tiles
Use different objects to jump over (tiles, cones, balls, …)

**L** Load pressure

— Use only two or three tiles

➕ Use more carpet tiles to increase the number of jumps
Let the child jump back- and forwards several times

**Task**

The child performs a forward roll on a mat track.

**Rolling** is one of the basics of every movement education. As a personal movement experience and as a preparation for gymnastics or martial arts.
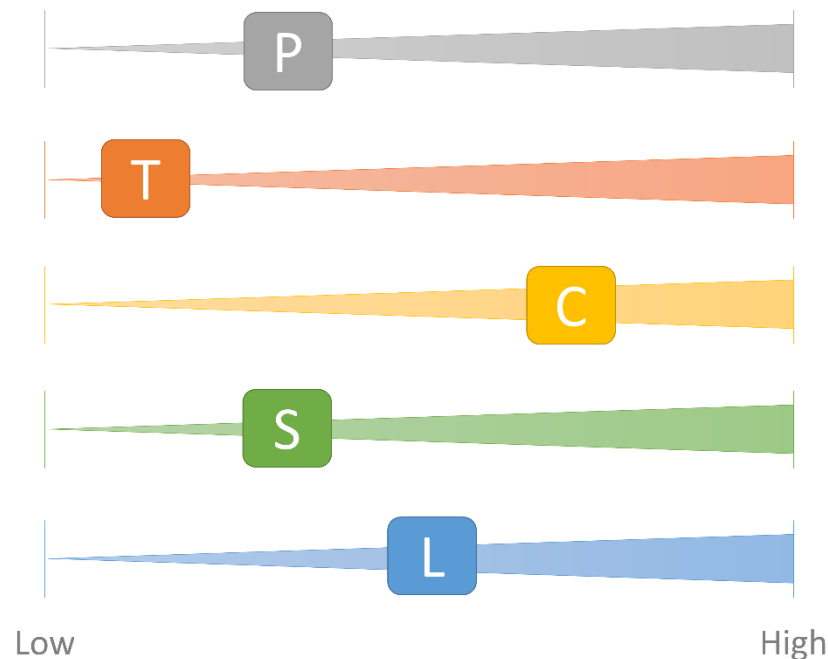
Different forms of rolling exist: It can be rolled forward or backward, over the shoulder or sideways, combined with others movements which precede or follow the rolling or on different subsoils (e.g. on an incline).

P

T

C

S

L

Low                                        High

| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

# Rolling

## Principles of variation

**Precision, complexity** and **pressure** can all be lowered by performing the roll without standing up fluently or by rolling on an incline. **Precision pressure** is higher when the size of the mat or the rolling area is reduced or when it is performed on a longitudinal box. **Complexity pressure** increases when a basic jump is performed after the roll or when it is performed over a small obstacle. **Time pressure**, which is not existing in the original task, could be established by rolling several times without interruption. Using different set-ups for performing the roll can lead to a higher **situational** and also to a higher **load pressure**. The use of an incline and a soft floor mat allows to reduce **load pressure**.

| P | Precision pressure |
|---|---|

− Perform the roll without standing up fluently
Perform the roll on an incline

✚ Use a smaller mat or a smaller rolling area
Perform the roll on a longitudinal box

| T | Time pressure |
|---|---|

−
✚ As no time pressure exists in the original task, it cannot be further decreased
Perform a sequence of rolls without interruption

| C | Complexity pressure |
|---|---|

− Perform the roll without standing up fluently
Perform the roll on an incline

✚ Perform a basic jump before and/or after the roll
Perform the roll over a small obstacle

| S | Situational pressure |
|---|---|

− Perform the roll without standing up fluently
Perform the roll on an incline

✚ Use different set-ups for performing the roll (incline, obstacle, longitudinal box, …)

| L | Load pressure |
|---|---|

− Use an incline and a soft floor mat

✚ Perform the roll on a longitudinal box
Perform a sequence of rolls

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# MOBAK 1-2
## Self-Movement

# Running

## Task

The child runs back and forth twice on a 3.0m long ground mark performing sidesteps.

**Running** is one of the basics of every movement education. As a personal movement experience and as a preparation for various disciplines in athletics, gymnastics or ball games. Different forms of running exist: It can be run forwards, sideways or backwards, fast or slow or combined with movements of other parts of the body.

MOBAK 1-2    Self-Movement    Running

Pressure conditions
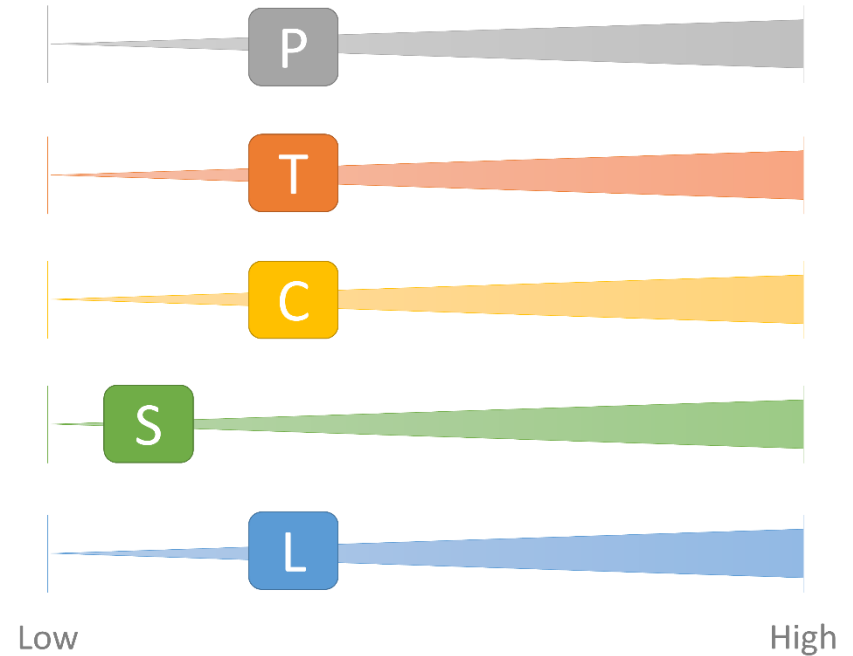
P

T

C

S

L

Low                                        High

| P | Precision pressure |
| T | Time pressure |
| C | Complexity pressure |
| S | Situational pressure |
| L | Load pressure |

## MOBAK 1-2
### Self-Movement

## Running

### Principles of variation

*Precision, time* and *load pressure* can all be lowered by performing the sidesteps slowly and not necessarily fluently or by walking instead of running. *Precision pressure* is even higher when the sidesteps have precisely to be performed on the lines. Running as fast as possible while doing the sidesteps allows to increase *time pressure*. If the sidesteps are performed in one direction only, both *complexity* and *situational pressure* are lower. When the side markings do not need to be touched, *complexity pressure* can be decreased. Adding further movements of the arms or legs to the task results in contrast in a higher *complexity pressure.* Using several side markings to perform the run in between them increases *situational pressure*. Performing the task several times in a given time and thereby including an endurance-demanding moment in it, leads to a higher *load pressure*.

| P | Precision pressure |
|---|---|
| ▬ | Perform the sidesteps slowly, not necessarily fluently |
| | Perform the sidesteps by walking |
| ➕ | Perform the sidesteps precisely on a line |

| T | Time pressure |
|---|---|
| ▬ | Perform the sidesteps slowly, not necessarily fluently |
| | Perform the sidesteps by walking |
| ➕ | Perform the sidesteps as fast as possible |

| C | Complexity pressure |
|---|---|
| ▬ | Perform the task without touching the side markings |
| | Perform the sidesteps in one direction only |
| ➕ | Add a movement of the arms to the task |
| | Cross the legs when performing the sidesteps |

| S | Situational pressure |
|---|---|
| ▬ | Perform the sidesteps in one direction only |
| ➕ | Use several side markings and perform the sidesteps from one side marking to another |

| L | Load pressure |
|---|---|
| ▬ | Perform the sidesteps slowly, not necessarily fluently |
| | Perform the sidesteps by walking |
| ➕ | Perform sidesteps back and forth for a given time |