



MOBAK 3-4 Object-Movement

Bouncing

Task

The child bounces a small basketball (size 3) back and forth through a marked corridor (7.5 x 1.4 m) with four 0.7 m wide obstacles 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.

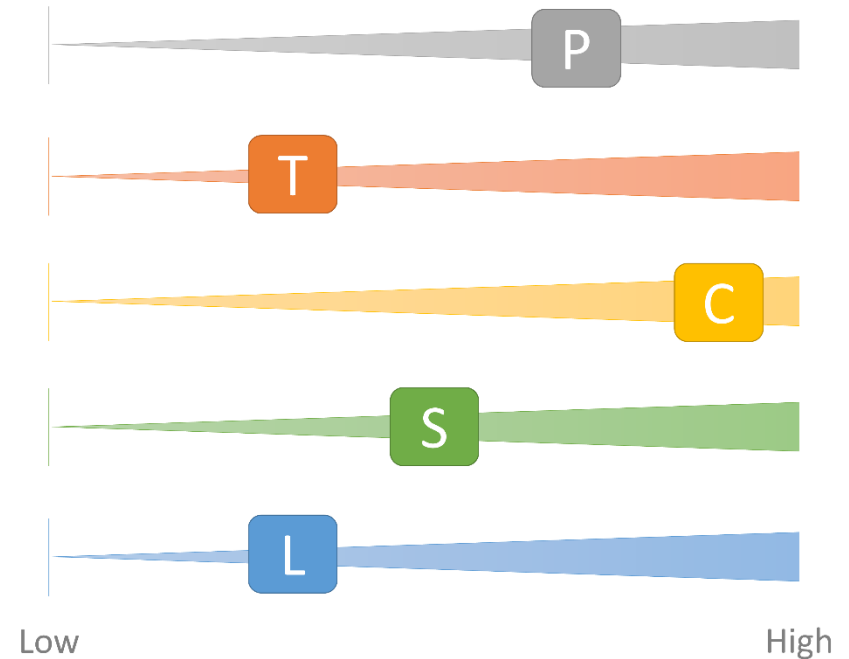
It requires a developed eye-hand-coordination, a good sense of rhythm and an adapted movement of the whole body in order to find a good position to the ball.

MOBAK 3-4

Object-Movement

Bouncing

Pressure conditions



P Precision pressure

T Time pressure

C Complexity pressure

S Situational pressure

L Load pressure





MOBAK 3-4 Object-Movement Bouncing

Principles of variation

Bouncing allows different ways to vary **precision pressure**, e.g. by changing the number of obstacles or by fully omitting them (which likewise influences **complexity and situational pressure**) and/or by changing the size of the corridor. **Time pressure**, which is not existing in the original task, could be established by giving a time limit to fulfil the task. A further way to increase **complexity pressure** is to enlarge the task, for instance when the ball 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, the size of the corridor and the number of obstacles helps to further reduce **psychological load pressure**.

P

Precision pressure

- Do not use obstacles
Use a larger corridor
- ✚ Use more obstacles
Use a smaller 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

- Use less obstacles
Do not use obstacles
- ✚ Use more obstacles
Catch the ball, then start to bounce

S

Situational pressure

- Use less obstacles
- ✚ Use more obstacles
Use other (semi-passive) children instead of obstacles

L

Load pressure

- The child is free to choose the ball, the size of the corridor and the number of obstacles
- ✚ Let the child bounce back and forward several times
Let the child bounce for a certain time





MOBAK 3-4 Object-Movement

Catching

Task

The child throws up a small basketball (size 3) from the starting line, runs after the ball and catches it behind the end line in a 1.5m distance.

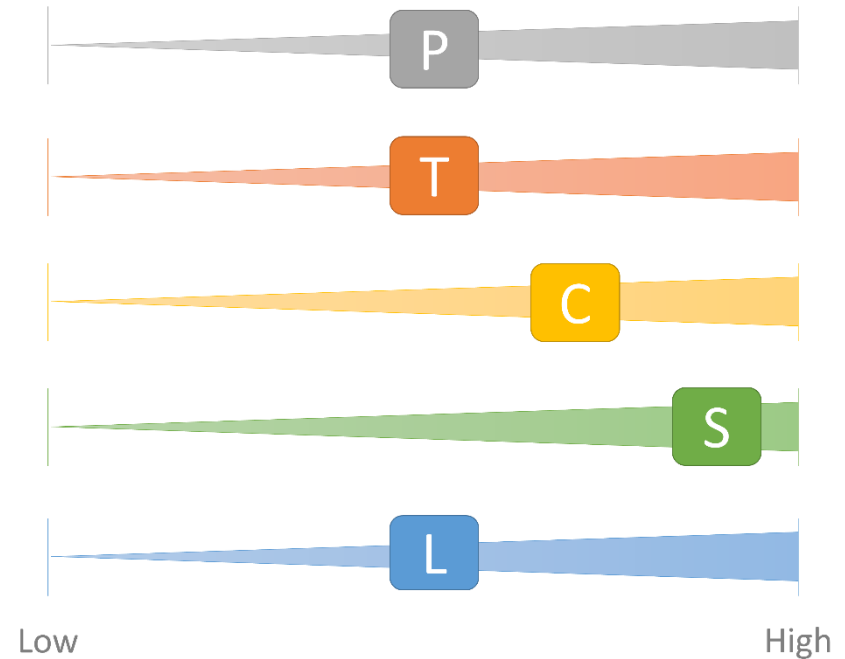
Catching is one of the basics of every movement education. As a personal movement experience and as a preparation for ball games (e.g. handball, basketball) and other sports (e.g. rhythmic gymnastics). It can be further differentiated into catching with one or with two hands or into catching with the 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 3-4

Object-Movement

Catching

Pressure conditions



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





MOBAK 3-4 Object-Movement Catching

Principles of variation

Catching allows different ways to vary *precision pressure*, e.g. by changing the size of the ball. *Time pressure* can be either minimized by allowing the ball to bounce before catching it (this also reduces *load pressure*) or increased by giving a time limit or an additional task to fulfill before catching the ball. *Complexity* can be reduced e.g. by using a bucket to catch; it can be increased by including a wall into the task. *Situational pressure* is lower when the child does not throw the ball by him-/herself; it is higher when using different balls and when including a wall into the task. Combining catching with running allows to increase *physical load pressure*.

P

Precision pressure

- Use a larger ball
Allow the ball to bounce twice or more before catching it
- ✚ Use a smaller ball
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
- ✚ Catch the ball six times as fast as possible
Clap in your hands before catching the ball

C

Complexity pressure

- Catch the ball with a bucket
- ✚ Use a heavy ball
Throw the ball to a wall and catch it when it bounces back

S

Situational pressure

- Throw the ball to the child each time in the same way
- ✚ Use different balls
Throw the ball to a wall and catch it when it bounces back

L

Load pressure

- The child is free to let the ball bounce several times before catching it
- ✚ Let the child run on a course for a certain time while throwing and catching the ball





MOBAK 3-4 Object-Movement

Dribbling

Task

The child dribbles a futsal (size 4) back and forth through a marked corridor (7.5 x 1.4m) with four 0.7m wide obstacles without losing the ball.

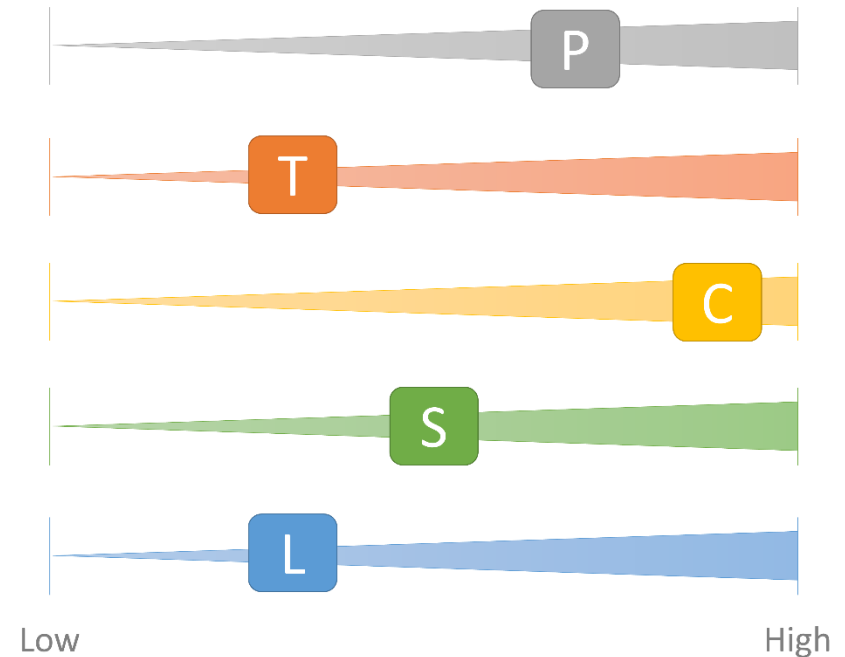
Dribbling is one of the basics of every movement education. As a personal movement experience and as a preparation for all games played with the feet (e.g. football). It requires a feel for the ball, space-orientation, a developed eye-foot-coordination and an adapted movement of the whole body in order to find a good position to the ball.

MOBAK 3-4

Object-Movement

Dribbling

Pressure conditions



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





MOBAK 3-4 Object-Movement Dribbling

Principles of variation

Dribbling allows different ways to vary *precision pressure*, e.g. by changing the number of obstacles or by fully omitting them (which likewise influences *complexity and situational pressure*) and/or by changing the size of the corridor. *Time pressure*, which is not existing in the original task, could be established by giving a time limit to fulfil the task. A further way to increase *complexity pressure* is to enlarge the task, for instance when the ball needs to be controlled after a pass before the actual dribbling starts. 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, the size of the corridor and the number of obstacles helps to further reduce *psychological load pressure*.

P

Precision pressure

- Do not use obstacles
Use a larger corridor
- ✚ Use more obstacles
Use a smaller 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

- Use less obstacles
Do not use obstacles
- ✚ Control the ball after a pass, then start to dribble
Dribble with different parts of the foot

S

Situational pressure

- Use less obstacles
- ✚ Use more obstacles
Use other (semi-passive) children instead of obstacles

L

Load pressure

- The child is free to choose the ball, the size of the corridor and the number of obstacles
- ✚ Let the child dribble back and forward several times
Let the child dribble for a certain time





MOBAK 3-4 Object-Movement

Throwing

Task

The child throws six 80g rounders from the throw-off line at a distance of 3.0 m against a target at a 1.3 m height.

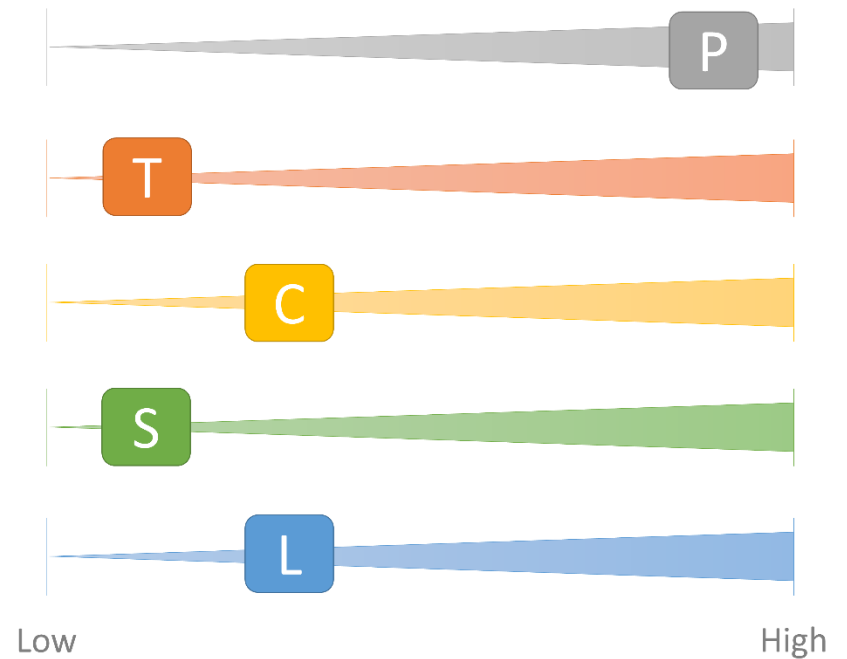
Throwing is one of the basics of every movement education. As a personal movement experience and as a preparation for the throwing disciplines of athletics or for ball games (e.g. handball, basketball). It is about accelerating an object and bringing it to a trajectory using a specific technique.

MOBAK 3-4

Object-Movement

Throwing

Pressure conditions



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





MOBAK 3-4 Object-movement Throwing

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 exercise





MOBAK 3-4
Self-Movement

Balancing

Task

The child balances forwards and back-wards over an upside-down long bench by passing two obstacles (L: 17.0 cm, W: 10.0 cm, H: 6.0 cm) with-out touching them or leaving the bench.

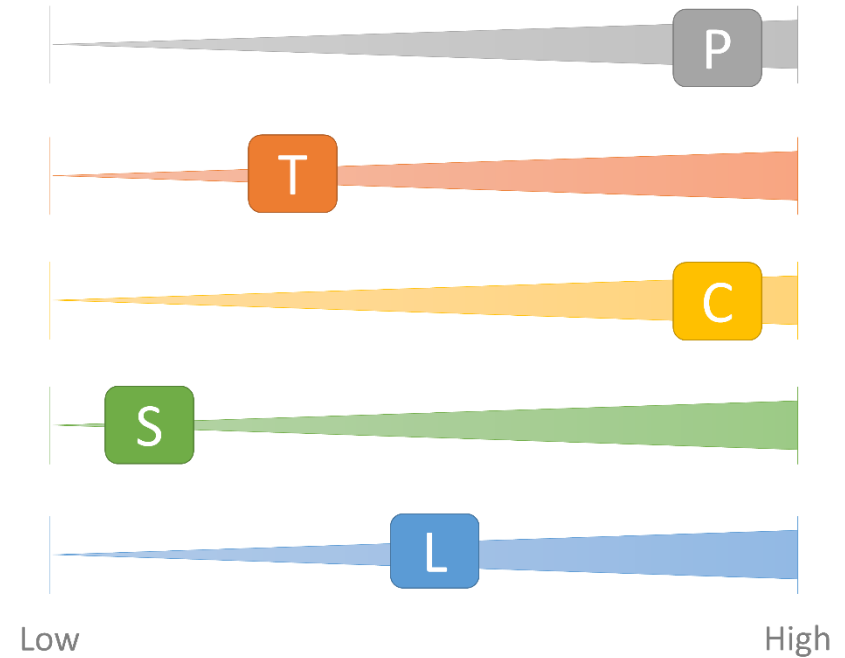
Balancing is one of the basics of every movement education. As a personal movement experience and as a preparation for different physical exercises which require balancing ability, esp. for the balance beam in gymnastics. On a bench it can be balanced in different ways: forward and backwards, with the help of objects, with closed eyes, over obstacles etc.

MOBAK 3-4

Self-Movement

Balancing

Pressure conditions



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





MOBAK 3-4 Self-Movement Balancing

Principles of variation

Precision, **complexity** and **situation pressure** are all lower when using the bench without obstacles. **Precision pressure** can be further decreased by using the bench with the broader part upside, whereas the formation of a see-saw and the use of higher obstacles even demands higher precision. 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 and forming a see-saw results in an increase. Exchanging the bench against a line or rope results in a lower **load pressure**, whereas raising the height of the bench and forming a see-saw leads to a rise.

P

Precision pressure

- Use the bench without obstacles
- Use the bench with the broader part upside
- ✚ Use the bench with a springboard (forming a see-saw)
- Use higher obstacles

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

- Use the bench without obstacles
- Provide support by taking the child by one hand
- ✚ Carry an object when balancing over the bench
- Use higher obstacles

S

Situational pressure

- Use the bench without obstacles
- Balance only forwards
- ✚ Put the bench on different subsoils (soft floor mat, bars)
- Use the bench with a springboard (forming a see-saw)

L

Load pressure

- Balance over a line or a rope lying on the floor
- ✚ Use the bench with a springboard (forming a see-saw)
- Put the bench on boxes to increase the height





MOBAK 3-4
Self-Movement

Jumping

Task

The child skips rope for 20 seconds in place.

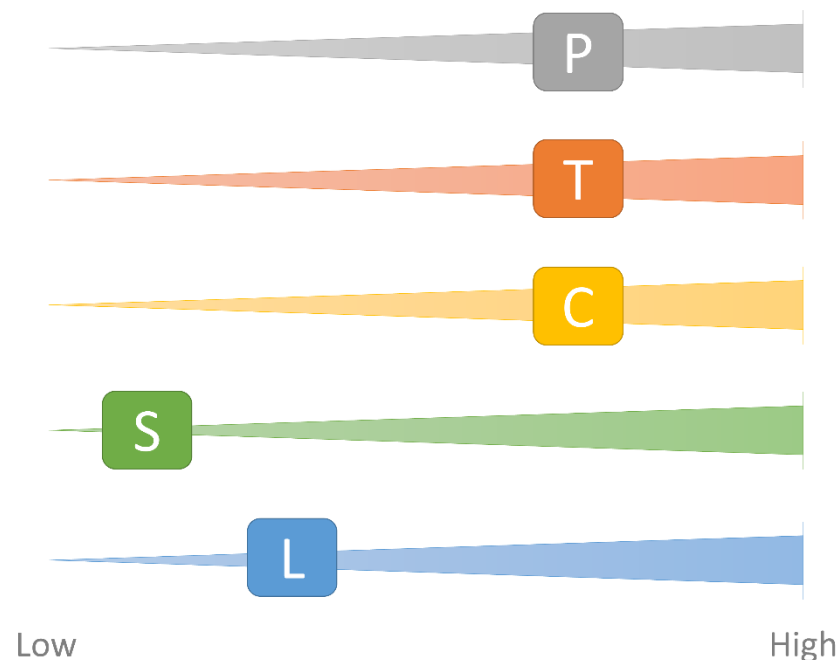
Jumping is one of the basics of every movement education. As a personal movement experience and as a preparation for various disciplines in athletics or gymnastics. Different forms of jumping exist: It can be jumped with one or two legs, on a trampoline, down from a platform or with the help of ropes or spring-boards etc. The jump can be high, long, rhythmic or combined with movements of other parts of the body.

MOBAK 3-4

Self-Movement

Jumping

Pressure conditions



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





MOBAK 3-4 Self-Movement

Jumping

Principles of variation

Precision, complexity, situation and **time pressure** are all lower when the child moves over a rope which is moved by other children. Jumping without a rope further reduces **precision** and **load pressure**, while higher **precision pressure** is needed when the rope is moved as fast as possible or when the arms are crossed while jumping (this also increases **complexity pressure**). **Time and load pressure** can both further be reduced by taking off the given time restriction for a while. Jumping on one leg results in a higher **complexity pressure**, while jumping on different subsoils leads to a higher **situational pressure**. Higher **physical load pressure** can be reached when the child jumps each time as high as possible.

P

Precision pressure

- Let the child jump over a rope moved by other children
- Jump without a rope
- ✚ Move the rope as fast as possible
- Cross arms when jumping over the rope

T

Time pressure

- Jump a certain number of times without time limit
- Let the child jump in a rope moved by other children
- ✚ Move the rope as fast as possible
- Jump a maximum number of times in a certain time limit

C

Complexity pressure

- Let the child jump in a rope moved by other children
- Jump without a rope
- ✚ Cross arms when moving the rope
- Jump on one leg only, alternating the legs

S

Situational pressure

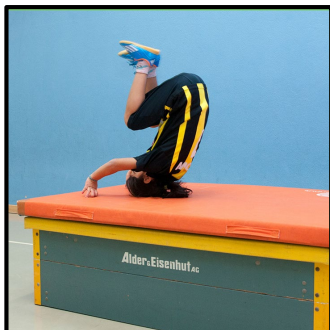
- Let the child jump in a rope moved by other children
- ✚ Jump on different subsoils

L

Load pressure

- Jump without a rope
- Jump a certain number of times without time limit
- ✚ Increase the time for the jumping task
- Jump each time as high as possible





MOBAK 3-4 Self-Movement

Rolling

Task

The child performs a forward roll on a longitudinal box pair, starting with a jump.

Rolling is one of the basics of every movement education. As a personal movement experience and as a preparation for gymnastics or martial arts.

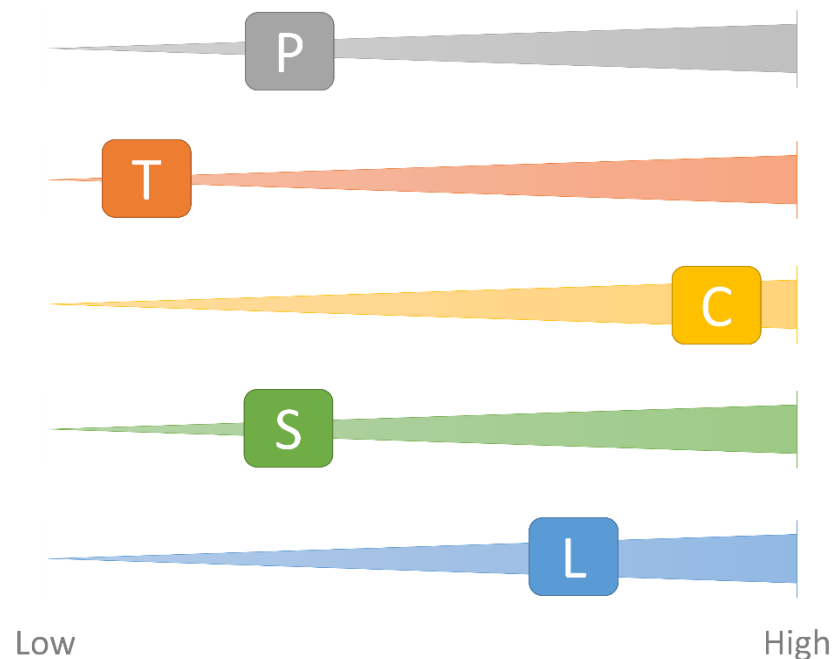
Different forms of rolling exist: It can be rolled forward or backward, over the shoulder or sideways, combined with others movements which precede or follow the rolling or on different subsoils (e.g. on an incline).

MOBAK 3-4

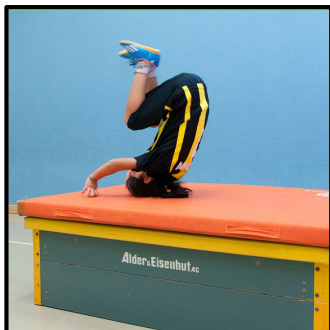
Self-Movement

Rolling

Pressure conditions



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



MOBAK 3-4 Self-Movement

Rolling

Principles of variation

Precision, **complexity** and **pressure** can all be decreased by performing the roll on an incline or by standing on a box to start (the latter also diminishes **load pressure**). **Precision pressure** is higher when the size of the mat or the rolling area is reduced. **Complexity pressure** increases when the child has to stand up fluently after the roll. As rolling requires concentration and a good movement quality, no **time pressure** should be given. Using different set-ups for performing the roll can lead to a higher **situational pressure**. Performing the roll on mats lying on the floor allows to reduce **load pressure**, whereas the performance over a tight rope, without a box, lowers it.

P

Precision pressure

- Perform the roll on an incline
- Start the roll standing on the box
- ✚ Use a smaller mat or a smaller rolling area

T

Time pressure

- As no time pressure exists in the original task, it cannot be further decreased
- ✚ There is no interest to raise time pressure in such a challenging motor task

C

Complexity pressure

- Perform the roll on an incline
- Start the roll standing on the box
- ✚ Stand up fluently after the roll

S

Situational pressure

- Perform the roll on an incline
- Start the roll standing on the box
- ✚ Use different set-ups for performing the roll (incline, obstacle, longitudinal box, ...)

L

Load pressure

- Perform the roll on mats lying on the floor
- Start the roll standing on the box
- ✚ Perform the roll over a tight rope, without a box





MOBAK 3-4
Self-Movement

Running

Task

The child runs forwards and sideways along a figure eight (2.0 x 4.0 m) marked on the ground.

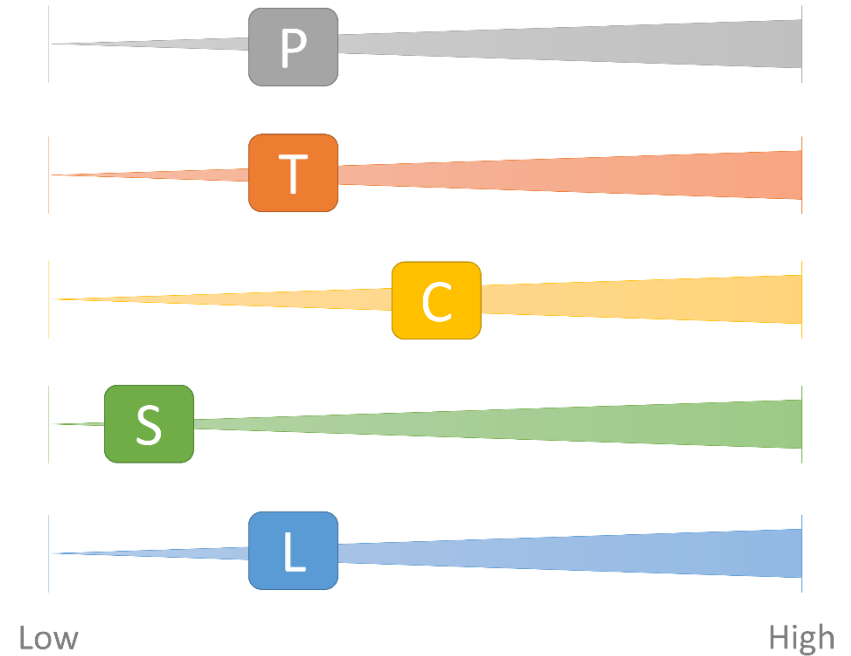
Running is one of the basics of every movement education. As a personal movement experience and as a preparation for various disciplines in athletics, gymnastics or ball games. Different forms of running exist: It can be run forwards, sideways or backwards, fast or slow or combined with movements of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

MOBAK 3-4

Self-Movement

Running

Pressure conditions



P Precision pressure

T Time pressure

C Complexity pressure

S Situational pressure

L Load pressure





MOBAK 3-4 Self-Movement Running

Principles of variation

Both **precision** and **time pressure** can 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 figure eight is replaced by a rectangle, **complexity** and **situational pressure** are both lower, whereas adding further movements of the arms or legs to the task results in a higher **complexity pressure** and 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 task by walking
- + Perform the sidesteps and run precisely on the lines

T

Time pressure

- Perform the sidesteps slowly, not necessarily fluently
- Perform the task by walking
- + Perform the sidesteps and run as fast as possible

C

Complexity pressure

- Perform the task not in a figure eight, but around a rectangle
- + Add a movement of the arms to the task
- Cross the legs when performing the sidesteps

S

Situational pressure

- Perform the task not in a figure eight, but around a rectangle
- + Use several side markings and perform the sidesteps and run from one side marking to another

L

Load pressure

- Perform the sidesteps slowly, not necessarily fluently
- Perform the sidesteps by walking
- + Perform the task over and over during a given time

