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A few words about trampolining

The history of trampolining

According to legend the first trampoline was made by Eskimos from walrus skin so that they could throw each other up into the air. It was similar to stretched sheets used by firefighters in order to catch people jumping out of the windows of houses on fire. At the airport of Anchorage in Alaska you can buy postcards showing Eskimos throwing each other up into the air using a walrus skin

Among others this might also be the origin of the trampoline, however, it is certain that in the 20th century stage acts used so called bouncing beds to amuse audiences. Circus lore dictates that the first trampoline was invented by a trapeze artist called Du Trampolin, who developed the idea of the trapeze safety net being used for propulsion and as a landing device. In the 1930s George Nissen developed a trampoline in his garage to practise his diving and tumbling activities.

In World War II a special trampoline was made by the US Navy Flight School for their pilots and navigators. They used this device during training for special activities they had not done before. This practice was also used after the war by the American and Soviet space agencies to give astronauts experience in body positions during flight and to give them special training for space travel, too.

The first competitions were held at the universities of Europe and the USA, and the first international competition, which was shown on television, too, was held in 1958 in England. The first World Championship in 1964 took place in the capital of Great Britain, too. Soon after that the International Trampoline Federation was set up in Frankfurt. Today this organisation is merged into the International Federation of Gymnastics (FIG). In 1996 trampolining appeared on the programme of the Olympics in Atlanta as demonstration sport, then in Sydney in 2000 it became an Olympic event.

Various types of trampolines

The most common type of trampolines is the so called recreational trampoline



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(Figure 1) for home use. It can be bought in shops and it is getting more and more popular in our country. Using a trampoline is good fun and an enjoyable way to exercise for both children and adults. It is well-known that children love jumping on beds. Adults find it really annoying not being aware of the fact that this activity is not only amusing, but also useful exercise for the body. These trampolines have got neither exact parameters nor determined shapes. They may be of circular, square or octagonal shapes.

There are different types of competitive trampolines (Figure 2), too: Grandmaster Exclusive; Grandmaster; Master; Grandmaster 'school' and Master 'school'. These names show the competitors' level of knowledge and they also suggest who these devices are recommended to. They are rectangular with 100-110 springs, which stretch the jumping area out. The size of these trampolines is prescribed by international regulations.

Another sporting event of bigger trampoline competitions is the double tramp (figure 3), which has become known in Hungary as double mini. The jumping area seemingly consists of two parts, but in fact it is made from one piece of material for safety reasons. The gymnasts run up and jump on to the sloping end. They perform one skill in the jump from the sloping end to the flat bed and they perform a second skill from the flat bed.

The third discipline of trampoline competitions is tumbling (figure 4). This is an acrobatic discipline which is similar to trampolining, however, acrobatics is more related to gymnastics from the point of view of its effect on the body, as in the case of acrobatics the effect on the muscles predominates over other factors while on a trampoline emphasis is put on motor coordination. After running up competitors perform eight skills along the track.

The jumping area of the trampoline track is similar to that of a trampoline. It is stretched by springs, too, but its height from the ground is only about 50-60 cms (depending on the type). It can also be used in gymnastics for teaching acrobatic



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skills. It is most useful as a teaching aid for training children, plus in my view the trampoline track could be used for therapeutic exercises in the physical education classes.

The mini-trampoline or gymnasts' trampoline is the complementary training device of gymnasts or trampolinists (figure 5). After running up or diving there is an out-bounce from which different elements can be executed on the mini-trampoline from the more simple ones to the complicated somersaults.

Performing elements technically properly

Required positions during an element:

- In all positions the feet and legs should be kept together (except straddle jumps) and the feet and toes pointed.
- Depending on the requirements of the movement the body should be either straight, tucked or piked.
- In the tucked and piked positions the thighs should be close to the upper body except in the twisting phase of multiple somersaults.
- The arms should be straight and held close to the body whenever possible.

Minimum requirements for a particular body shape:

- Straight position: The angle between the upper body and the thighs must be greater than 135°.
- Pike position: The angle between the upper body and the thighs must be equal to or less than 135° and the angle between the thighs and the lower legs must be greater than 135°.
- Tuck position: The angle between the upper body and the thighs must be equal to or less than 135° and the angle between the thighs and the lower legs must be equal to or less than 135°.
- In multiple somersaults with twists the pike and tuck position may be modified (during the twisting phase the angle may be greater).

Somersaults



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Required positions:

To determine the body shape (tuck, pike or straight) during an element, the Difficulty Judges will, in general terms, assess the shape based on the least difficult shape adopted during the middle phase of an element (straight is considered the most difficult position and tuck the least difficult position).

Twists from 0°-180°

Up to three positions are possible provided there is 270° or more of somersault.

Example:

¾ back somersault (T=0°; S=270°) 3 positions possible

½ twist to feet (T=180°; S=90°) 1 position possible

1 ¼ front with ½ twist (Barani ball out) (T=180°; S=450°) 3 positions possible

Twists of 360° or more

Three positions are possible provided there is more than 450° of somersault.

Example:

1 ¼ front with 1 ½ twist (Rudy ball out) (T=540°; S=450°) 1 position possible

1/1 back somersault, 1/1 twist (full) (T=360°; S=360°) 1 position possible

2/1 back somersault, 2/1 twist (Full in Full out) (T=720°; S=720°) 3 positions possible

Multiple somersaults

In multiple somersaults the gymnast may claim only one body position per element: tucked or piked or straight. The Difficulty Judges will assess the element based on the least difficult body position adopted by the performer. If the first somersault is piked and the second tucked, then the Difficulty Judges will assess the element as having been performed in the tucked position.

Twists in different phases of somersaults

- In somersaults of 540° or less only one phase is recognised and an element will be considered a repetition if it does not meet the criteria listed above in respect of different shapes.
- In somersaults of 630° to 900° two phases are recognised, early and late. In order to recognise them, the amount of twisting rotation must be divided by two.
- In somersaults of more than 900° the number of phases is equal to the number of somersaults, that is one phase for each finished 360° rotation.



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Example:

1 ¼ forward somersault from the back, 450°- 1 phase

2/1 backward somersault, 720°- 2 phases

3/1 backward somersault, 1080°- 3 phases: 0°-360°; 360°-720°; 720°-1080° divided by two

What physical abilities are needed for trampolining?

A high level of certain physical condition and motor coordination is necessary for performing skills on a trampoline. At the same time the trainings contribute to the development of the above mentioned abilities. During coaching these abilities must be developed continuously with special exercises.

Stamina

Stamina is the physical strength of the body to resist fatigue. It makes people be able to do sports activities for a long time with a lot of effort. The level of stamina depends on the functioning of the circulatory system, the respiratory organs, the metabolism and the nervous system in the first place. An important condition of stamina is the coordinated operation of organs and systems of organs.

The use of a trampoline helps to develop the lungs, the heart and the circulatory system because during this activity more oxygen gets into the tissues. It increases the capacity of the lungs and breathing, it takes care of the veins and it reduces arterial pressure, which would increase in the case of other sports because of the effort. Trampolining makes the number of capillaries bigger in the muscles and decreases calcification in the capillaries and in the cells. It strengthens the heart, the muscles and the body so that they can work more effectively. It slows the pace down so the more muscular heart beats less but it pumps the same amount of blood.

Explosive strength



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Explosive strength is that property of the neuro-muscular system with the help of which it overcomes relatively great resistance with really fast muscle contractions. The size of the strength displayed by the muscle is basically determined by two factors:

- the quality of the stimulus coming from the motor neurons of the anterior horn of the spinal cord
- the response of the muscle, that is the size of the displayed strength with which it reacts to certain nerve impulses

The size of the explosive strength is also determined by the ability of the muscle for relaxation, since if there is constant muscle tone, the ability of the muscle for another fast contraction declines.

Muscles consist of separate operating units, muscle fibres and nerve fibres, which innervate muscle fibres. When there is a nerve impulse with a given force, certain motor units in the muscle respond to it with maximum power, however, there is no contraction on other fibres. The reason of this is that each muscle has a special feature. They do not react if the stimulus is below threshold, but if it is above threshold, the muscle responds with maximum tension.

As a result of training the individual's display of muscular strength increases but it will not be effective unless it is successfully built in a given combination of movements (technique).

While doing exercises which develop explosive strength the better results show above all the development of the nervous system. Of course the positive effect of hypertrophy and the development of technology should not be neglected, either. On the other hand, it is vital for the children to be motivated, so it is most practical to make them participate in competitions because thus both total physical and psychic mobilisation can be realized.

Maximal strength



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Maximal strength is the highest level of display of strength the nervous and muscular system is capable of. During this process maximal volitional contraction takes place. When jumping on a trampoline maximal strength is linked with repeated fast muscle contraction so they form a complex unit.

Strength endurance

When trampolinists do series of jumps with which they reach maximal height, it is essential for them to have enough strength endurance which refers to the ability of the body to resist fatigue. During out-bounces performed on a trampoline the athlete strives for maximal height and he or she overcomes the outer resistance of the trampoline at the moment of take-off by very fast muscle contraction. While they are in the air performing skills they still have contracted muscles followed by a phase of fast relaxation of the muscles which is essential for other very fast muscle contraction. In this way during series of jumps performed on a trampoline by athletes striving for maximal height both explosive and maximal strength can be developed.

Coordination skills

Jumping up and down on a trampoline does not only provide the experience of flying for people, but also develops a lot of other abilities. It improves children's general skills and coordination skills at an extremely fast speed. Thanks to trampolining they learn to perceive the position of their body and parts of the body. Children also learn to control their body and body parts in space and this sport develops sense of rhythm and balance.

Sense of orientation/direction

Sense of orientation is the ability to perceive our spatial position, the distance, the speed and the direction of moving of different standing and moving objects both in relation to each other and to us. With the help of this sense expected changes can also be established. The main role is played by the organs of sense in this ability and



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also the fact that people can remember movements.

During the development of the sense of orientation binocular eyesight has a distinguished role in the beginning. Sight is very important because it can considerably supplement information coming from balancing, kinesthesia and touching. However, during the improvement of the sense of orientation the role of the sight becomes less important. At this stage the organs of sense play very little role in the sense of direction, they only have a feedback function.

Balancing

The ability to balance is a coordination skill, which can mostly be developed until the age of 6-7. Then the period of time when children are most susceptible to improve finishes. Thus the state of development of the nervous system basically determines further possibilities for development of balancing. The development of the ability to balance depends on the quantitative and qualitative effect of stimuli. The nerve physiological bases of balancing do not develop in an environment poor in stimuli. Balancing is the consequence of harmonized functioning of stimulating and impeding mechanisms.

The ability to balance is the equivalent of the sense of balance, which can be interpreted at the level of sensation, perception and response reactions about the spatial position and movement of objects. Response reactions occur in the form of movement corrections: the level of their gentleness reflects the state of development of the ability to balance. Since balancing is a regulated ability, too (on the basis of information coming from receptors the cerebellum integrates the inputs to motor activity), the more developed a person's nervous system is, the better his or her ability to balance is.

Basically there are two types of balancing:

- static
- dynamic



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These two kinds of balancing can definitely be separated because stimuli occur in different places in the case of static and dynamic movements.

As trampolining develops dynamic balancing, only this type of balancing will be dealt with in detail.

Dynamic balancing

The sensory receptors of dynamic balancing are in the semi-circular canals, which can be found in the inner ear. These canals are oriented vertically at the right angles to each other. There are fluids in them and in response to gravity it takes a longer time these fluids to accelerate and also to slow down than the body itself. The extent of the acceleration of the fluids and all the experience gained earlier help the brain to identify the extent of acceleration.

One method of developing balancing” is based on improving those analysers separately which play an important role in maintaining balance. They are sense of balance and sense of motion. For improving sense of balance linear exercises are used and those ones which are connected to gravity acceleration. Both kinds of exercises are needed because the otoliths of the vestibule react to linear motion, while the otoliths of the canals play a role in rotating motion. Since they function relatively independently, both kinds of motion- linear and rotating- represent basic stimuli. The many-sided compliance of the vestibular apparatus will only be realized if both linear and rotating changes of position are applied in different directions. For those people whose sense of balance is particularly poor the second method is more effective. Better results might be achieved in the case of children, too.” (Nádori)

During skipping and jumping on a trampoline and taking turns at the same time both linear and rotating motion can be done.

Flexibility

Technique of basic elements



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Straight jump, maintenance of height

Gymnasts take off from flat feet. The height of the jump is maintained by the energetic upward take-off and the swinging of the arms. The swinging of the arms is executed in the following way: first the gymnast holds his arms forward and then he extends them raised upwards. The position of the body is stretched, straight, and the head is slightly lowered. At the highest point of the jump the arms are up in the air. While going down, the arms of the gymnast move from being extended sideways to being held downward. The gymnast lands on the trampoline in basic position, from which there is another take-off.

Stopping on the trampoline

After the last element there is one more take-off followed by a stop. The legs are bent and the arms are extended either sideways or forward.

Faults:

- the height is not maximum
- lack of the right positioning of the body
- not landing in the middle of the trampoline
- the body leaning to a greater extent than supposed
- lack of stability when stopping
- landing on one foot

Tuck jump

At the moment of the take-off the gymnast holds his arms raised upwards. After the take-off he bends his legs dynamically and lifts his knees toward his chest. He is in a tucked position now. The arms are lowered while being held sideways and the shins are touched. The legs are straightened out quickly as the trampolinist goes back down. The arms are held down and the palms are on the thighs. Then the arms are swung through being extended forward to being held upward. The gymnast lands



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with his body straight and his arms straight above his head.

Faults:

- the jump is not high enough
- the knees are not totally pulled up to the chest in the tucked position
- the legs are not touched by the palms
- the stretching of the hips and straightening the legs out are slow
- the feet are tightened back
- when landing on the trampoline the arms are not straight above the head

Pike jump

At the moment of the take-off the arms are straight above the head. After the take-off the legs are swung quickly and dynamically, and at the same time the trampolinist leans his body forward. He lowers his hands toward his ankles and touches them. As he goes back down he quickly stretches his hips. His arms are held downward and his palms are on his thighs. Then the arms are lifted. First they are held forward and then they are extended straight above the head. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the jump is not high enough
- the legs are not lifted parallel to the trampoline
- the knees are bent and the feet are tightened back
- the palms do not touch the legs
- lack of flexibility
- the stretching of the hips and straightening the legs out are slow
- when landing on the trampoline the arms are not straight above the head



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Straddle pike jump

The preconditions of learning this jump are hip mobility and the strength of the muscles needed for swinging the legs up. At the moment of the take-off the arms are straight above the head. After the take-off the legs are quickly and dynamically straddled and swung forward and at the same time the gymnast leans his body forward, He lowers his hands toward his ankles and touches them. As he goes back down, he quickly stretches his hips and holds his legs together. His arms are held downward and his palms are on his thighs. Then the arms are lifted. First they are held forward and then they are extended straight above the head. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the jump is not high enough
- the legs are not lifted parallel to the trampoline
- the knees are bent and the feet are tightened back
- the palms do not touch the legs
- lack of flexibility
- the stretching of the hips and straightening the legs out are slow
- when landing on the trampoline the arms are not straight above the head

Rotations of 180, 360 degrees

At the moment of the take-off the arms are straight above the head. After the take-off there is a rotation of 180 or 360 degrees. The arms are lowered. First the arms are held sideways and then they are extended downward. The palms are on the thighs. As the gymnast goes back down his arms are lifted. First they are held forward and then they are extended straight above the head. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:



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- the jump is not high enough
- during the rotation the body is not vertical, it leans to the side
- the gymnast loses his balance
- the palms do not touch the legs
- when landing on the trampoline the arms are not straight above the head

Seat landing and returning to feet

At the moment of the take-off the arms are straight above the head. After the take-off there is a straight jump and the arms are straight above the head. Then after reaching the highest point the legs are swung quickly, energetically until they are parallel to the trampoline. The arms are lowered. First they are held sideways and then downward. The gymnast lands on the trampoline in a seat position. His legs are stretched out and his hands are on the trampoline next to his thighs. After bouncing there is a quick stretch of the hips in the rising phase. The arms are held downward, the palms are on the thighs and then the arms are lifted. First they are extended forward and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- when the legs are swung they are not parallel to the trampoline (either below or above the right level)
- the body is not in a vertical position
- the stretching of the hips is slow
- the knees are bent and the feet are tightened back

Landing on the stomach and returning to feet

At the moment of the take-off the arms are straight above the head. After the take-off there is a straight jump. The arms are straight above the head. Then after reaching the highest point there is a $\frac{1}{4}$ turn forward in a tucked position. It is followed by a quick stretch of the hips and knees into a straight position of the body. The arms are



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swung. Meanwhile the elbows are bent at about 90 degrees and the arms are held upward. The trampolinist lands on his stomach and his palms rest above his head on the trampoline. After bouncing there is a $\frac{1}{4}$ turn backward in the rising phase. The arms are lowered and held downward. The palms are on the thighs and then the arms are lifted. First they are extended forward and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the body does not get into a horizontal position
- lack of the tucked position
- not proper position of the arms

Back jump and returning to feet

At the moment of the take-off the arms are straight above the head. After the take-off there is a straight jump. The arms are straight above the head. Then after reaching the highest point the legs are swung into a piked position. The arms are lowered and they are held downward. The hands are on the thighs. After that there is a $\frac{1}{4}$ turn backward and at the same time the hips are stretched. During this process the angle between the body and the thighs must be about 135 degrees. The back is rounded. The gymnast lands on his rounded back on the trampoline. After bouncing there is a $\frac{1}{4}$ turn forward in the rising phase with a fast stretch of the hips. Then the arms are swung. They are extended forward and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the faults of the piked position
- not the proper position of the thighs and the body
- the gymnast does not land in the centre of the trampoline
- the lack of opening while standing up
- the position of the arms is not proper



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Front somersault in the tucked position

After the take-off, in the first phase of the rotation the gymnast lowers his head, rounds his back and pushes his hips backwards energetically before the dead point of the flying curve, and thus he gets into the tucked position. At the same time he touches his shins and launches the front turnover. He must hold this tucked position until 180 degrees. Then the hips and the knees are stretched so the body is in a straight position now (opening), and the arms are extended downward next to the body. The palms are on the thighs. The somersault is finished until 360 degrees in a straight position. After ending the rotation, in the descending phase of the flying curve the arms are swung. First they are extended sideways and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the rotation is launched too early
- the tucked position is not tight enough
- the arms are not held closely to the body
- the opening occurs too early or too late
- in the second half of the turnover the position of the body is not straight
- the jump is not high enough so there is no time for the arms to be held upward

Front somersault in the piked position

After the take-off, in the first phase of the rotation the gymnast lowers his head, rounds his back and bends his hips energetically before the dead point of the flying curve, and thus he gets into the piked position. At the same time he touches his shins and launches the front turnover. He must hold this piked position until 180 degrees. Then the hips and the knees are stretched so the body is in a straight position now



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(opening), and the arms are extended downward next to the body. The palms are on the thighs. The somersault is finished until 360 degrees in a straight position. After ending the rotation, in the descending phase of the flying curve the arms are swung. First they are extended sideways and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the rotation is launched too early
- the piked position is not tight
- the arms are not held closely to the body
- the opening occurs too early or too late
- in the second half of the turnover the position of the body is not straight
- the jump is not high enough so there is no time for the arms to be held upward

Back somersault in the tucked position

After the take-off, in the first phase of the rotation the gymnast swings his arms backward, rounds his back and pushes his hips backwards energetically before the dead point of the flying curve, and thus he gets into the tucked position. At the same time he touches his shins and launches the back turnover. He must hold this tucked position until 180 degrees. Then the hips and the knees are stretched so the body is in a straight position now (opening), and the arms are extended downward next to the body. The palms are on the thighs. The somersault is finished until 360 degrees in a straight position. After ending the rotation, in the descending phase of the flying curve the arms are swung. First they are extended sideways and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the rotation is launched too early
- the tucked position is not tight enough
- the rotation is launched with throwing the head back



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- the rotation is launched with a hollow back
- the arms are not held closely to the body
- the opening occurs too early or too late
- in the second half of the turnover the position of the body is not straight
- the jump is not high enough so there is no time for the arms to be held upward

Back somersault in the piked position

After the take-off, in the first phase of the rotation the gymnast swings his arms back, rounds his back and bends his hips energetically before the dead point of the flying curve, and thus he gets into the piked position. At the same time he touches his shins and launches the back turnover. He must hold this piked position until 180 degrees. Then the hips and the knees are stretched so the body is in a straight position now (opening), and the arms are extended downward next to the body. The palms are on the thighs. The somersault is finished until 360 degrees in a straight position. After ending the rotation, in the descending phase of the flying curve the arms are swung. First they are extended sideways and then upward. The gymnast lands on the trampoline with his body straight and his arms straight above his head.

Faults:

- the rotation is launched too early
- the piked position is not tight
- the rotation is launched with throwing the head back
- the rotation is launched with a hollow back
- the arms are not held closely to the body
- the opening occurs too early or too late
- in the second half of the turnover the position of the body is not straight



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- the jump is not high enough so there is no time for the arms to be held upward



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Giving help on a trampoline

There are two main differences between giving active help on a trampoline and the help which is usually employed in gymnastics:

- There is a difference in height because of the flexible surface
- The possibilities of the trainer's position

Because of these differences giving help in trampolining is often restricted to the use of the launch and also the application of mats of different sizes, which are thrown in after the jump. Of course, these are not the only methods, providing help with hands is important, too.

Providing active help on the trampoline

Giving assistance with a launch

Using a launch may be the most widespread way of offering help with learning movements. It can be fast to learn to operate it and it can be safely used by beginner spotters, too. Sportspeople can learn at an early stage how to give help to each other, however, the weight differences must be considered.

Different types of launches are known. In each case they hold suspension ropes hung on pulleys. In trampolining the most often used launch has got two branches. It branches off from the two sides of the trampolinist's belt. It runs through two pulleys which are fastened at some higher point and then it ends in the hands of the spotter in the form of one or two ropes.

Although there might be different kinds of launches, there are two main types:

- A simple launch which is a strong, wide and heavy-duty belt. It has got strong rings on both sides to which the rope can be fixed safely.
- Twist launch: in the case of this belt the inside ring of a big bearing is fixed to the waist of the sportsman. He gets into it and we fix the ropes to the outside



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ring in the way which has been described before. Thus it permits twisting around his longitudinal axis even during the rotation.

(Even if we do not have twist launches, twist elements can be performed in the following manner: in the simple launch the sportsperson spins himself in advance in the opposite direction of the thread of the bolt and with the same quantity of this. Thus the rope is twisted around his body and then he stuffs it under his belt. So during the turn, when the coach pulls the rope firmly, it starts to spin the gymnast around his longitudinal axis automatically.)

In trampolining the heights of the elements are usually different. They are higher than in other branches of gymnastics, so it must be taken into consideration when using the launch. It is essential for the coach to be able to employ grasps across the ropes while offering help. Its most important rule is that the coach can never let the ropes go at the same time with both hands. Because the loose rope of the launch hinders the sportsperson in moving and it might cause injuries when it turns around the parts of the gymnast's body.

Giving help with a mat

The soft surface of the mat where the gymnast lands is also an effective way of making the elements safe. The safest way of using the mat is arriving in the landing pit on which a landing mat can be put later, too. Thus the landing occurs on a definite, but still safe surface.

If the gymnast can execute the element in the landing pit well, then they can switch over to mats used on a trampoline. Based on the height of the jump we can use normal mats or push on mats. The mat which is always on the trampoline makes the take-off more difficult and it reduces the height of the jump. However, the mat does not influence the gain of momentum, only the landing.

Giving help with hands:

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This way of offering help requires the most experience and technical knowledge from the coach, and it is also the way of helping which can be applied from the most precise small corrections to the highest level of assistance.

The starting point and the body position of the coach are determined by the height of the jump. According to this point of view there are three types of jumping heights:

- elements performed from stationary position
- elements performed with little momentum
- elements performed with great momentum

In the case of the first two points help is given in the same way as it takes place in gymnastics on apparatus. However, the third point is specific only to trampolining, so only this kind of elements will be described in detail.

When the element is executed with great momentum the coach does not stand on the net because it would prevent the sportsperson from gaining momentum, or would even make it impossible. So the coach stands either on the frame of the trampoline or on the spotting rig which is fixed to the trampoline. He is as close to the trampolinist as possible, so compared to the plane of the jump he is in front lateral position, at the longer side of the trampoline. Here he waits for that moment following the take-off when his stepping in does not prevent the gymnast from taking-off any longer and he takes the necessary body position as soon as possible.

The role of the legs when giving help

The key element of offering help is the legs. The coach controls the height of each take-off with his legs, while his hands and speech are used completely independently from this.

The coach has to learn four essential things in order to assist with his own hands confidently in trampolining:



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- giving momentum
- taking momentum away
- mutual momentum
- momentum under control

In the case of giving momentum the coach waits for the „flying” gymnast in the centre of gravity, and a short time before his landing the coach pushes the net down with his legs resolutely. During this process the springs are stretched and they get the load of the gymnast’s weight in this state, so the result of their further stretching is releasing the gymnast with greater strength. The extent of this must be determined by the coach, but the gymnast must also be well-trained. In such a case the gymnast must be prepared for a faster stretching of the knees, otherwise the greater impact of the power „might press his legs together”.

In the case of taking momentum away what happens is the opposite of the above mentioned process. The coach is in the same position, he is in the centre of gravity and he pushes the net firmly only after the gymnast has reached the net. Thus the coach lengthens the time of the shortening of the springs which have already been stretched, and in this way he takes away their energy. With this technique the take-off of the trampolinist can be stopped even with one movement and he can almost be „sticked” to the net.

The mutual momentum is a useful technique only in the case of short jumps and this requires a good sense of rhythm from the coach. The essence of this is that the tempos occur precisely together with the gymnast, so the gymnast and the coach can be in continuous contact with each other. This technique can well be employed when teaching beginners.

We talk about controlled momentum when the three previously mentioned technical elements can be used at the same time, continuously and adequately varied by the coach. In this manner he can increase, decrease or keep the height of



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the gymnast's jump at any time, so he keeps the gymnast under control while he is staying on the net all the time.

The role of the hands when giving help

In the case of short jumps the role of the hands is very similar to the role of the hands on floor or any other gymnastics apparatus. The hands can be used during the whole time of the jumps, which follow, help and correct the movements.

In the case of higher jumps, where the coach cannot keep the movements under continuous control because he does not reach the gymnast, he can help him on two occasions during a jump:

- at the take-off, but in order to give help the coach, who arrives from the stepping in must be very fast and he must be aware of the time of the given take-off. At these times the coach has a chance of filling the gymnast's basic gaps of abilities (inadequacy of the height of the jumps, the lack of the abilities to rotate)
- at the time of landing, when the coach stands steadily and he is ready and well-positioned from the point of view of the gymnast's landing, so he can help with the correction of the possible inaccurate turnovers or rotations, and he can also control the further momentum after landing.

Giving help on the trampoline in a passive way

When the elements are opened, the application of voice signal is the most common way of giving help in a passive manner in trampolining. The following things can be employed by the coach:

- while giving active help
- in that way that he only helps actively when it is needed
- he helps with performing the element only with a voice signal
- he uses voice signals only when they are necessary

The technique of offering help with special elements



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The elements which are started from stomach or back belong to the special movements of this sport. The manner of giving help with these elements is going to be presented now.

1 1/4 back somersault from lying on the stomach into a stand

The execution of the jump is usually preceded by a $\frac{3}{4}$ back somersault, from which the element is started by the gymnast as a combination performed from the stomach.

The position of the spotter: He stands at the side of the trampoline in the middle, in front lateral position compared to the plane of the jump. He is in a shoulder wide straddling position, with slightly bent knees and body weight put forward.

Grabbing the sportsperson: the spotter jumps in beside the gymnast at the moment of the raise from the stomach and he prevents him from further rising from the net with a quick bending of the knees. During the first half of the somersault the jumper (he stands with his back to the trampoline) is grabbed by the spotter with the hand which is closer to the jumper's leg. He grips the trampolinist from below and he reaches out for his further hip with his palm down. At the same time his other hand is on the gymnast's upper arm which is closer to the spotter, and his thumb is turned upside down. The spotter turns in the direction of the somersault.

Giving help: The hand which is on the further hip helps with the rotation forcefully, while the hand holding the upper arm can stop the decrease of the height. The former arm spins while lifting. On the other hand, the other one spins the upper arm with a movement which is similar to pushing down a handle until it reaches a horizontal position. Then he helps the gymnast with landing on his feet with a lifting movement. If the spotter cannot reach the gymnast because of the height of the jump, help is needed only while landing. The spotter's hand facing the gymnast is on the stomach, while his other hand supports the trampolinist's back.

Finishing position: in order not to prevent the gymnast from the next jump, the grasp can be released early, if the landing is accurate. Otherwise the further momentum must be taken away with footwork, and the spotter must keep balancing the gymnast with his hands.



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1 1/4 forward somersault from the back into a stand

The position of the spotter: He stands at the side of the trampoline in the middle, in front lateral position compared to the plane of the jump. He is in a shoulder wide straddling position, with slightly bent knees and body weight put forward.

Grabbing the sportsperson: the spotter jumps in beside the gymnast at the moment of the raise from the back and he prevents him from further rising from the net with a quick bending of the knees. During the first somersault the jumper (with his back down) is grabbed by the spotter with one of his hands according to the direction of the rotation. He grips the upper arm which is closer to him. The spotter's fingers are upward. Next he supports the gymnast's back with his other hand so that he can help him to finish the last quarter of the rotation.

Finishing position: the spotter is behind or beside the jumper and holds his arm firmly and supports his back with his other hand. Thus the spotter can either help with the next take-off or he can hold it back.

In the case of multiple somersaults or when the spotter cannot reach the gymnast because of the height of the jump, the spotter does not have to insist on the technique described here. By the time the jumper is low enough to be within reach, the jumps are often finished so all the spotter has to do is prevent the gymnast from further rotating or contribute to ending the unfinished rotations or somersaults.



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The 30-lesson gift management programme

The exercises of the lessons

Preliminary exercises

One part of the exercises of the gymnastics classes always consists of exercises which aim at improving the posture. They are floor, free, collective or hand apparatus exercises to prevent orthopedic deformations. While doing the exercises it is essential to improve the posture constantly, with special regard to the stretching and strengthening of the muscles.

General strengthening and stretching exercises

- pointing and flexing the toes
- Cat pow stretching
- doing a bridge
- the towel shoulder rotation stretch (decreasing the shoulder width)
- bending the body forward in an L-seat (5 normal, 5 pointed and flexed toes, 5 flexed toes)
- rolling forward with legs wide apart from a stand to lying on the stomach and back
- sitting up from lying on the back (hands held raised upwards – feet hooked)
- lifting the torso from lying on the stomach
- bending and stretching the arms while doing press-ups
- V-sits (tucked-piked-tucked-piked.....)
- from a crouch on one leg rolling back into lying on the back and then standing up
- doing a handstand (tightened abdomen and buttocks, straight body)
- swinging both legs back
- loosening up the splits



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Lessons 1.-2.

Straight jump, maintenance of height, stopping

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises:</p> <ul style="list-style-type: none">• starting from basic stand the arms are swung; first they are held sideways and then straight above the	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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<p>head; next the arms are lowered from sideways to downward</p> <ul style="list-style-type: none"> • the previous exercise with a take-off performed while swinging the arms • the previous exercise with a take-off performed while swinging the arms, landing in a bent-leg stand, arms extended sideways 	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation
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Teaching materials	The method of teaching
<p>The main part</p> <p>Exercises performed on a trampoline:</p> <ul style="list-style-type: none"> • skipping 3x, hands on the hips, stopping for the 4th count, the arms are stretched and then extended downward • skipping 3x, arms straight above the head, stopping for the 4th count, the arms are lowered; first they are held sideways, then downward • jumping with swinging the arms from being held sideways to upward, then the arms are extended forward and next sideways; applause above the head, landing in a basic stand • like the previous exercise, but there are more skips one after the other, and then there is stuck landing • the previous exercise without applause 	<p>Group work one by one.</p> <p>The work takes place on two trampolines at the same time, for this two groups are formed. The two groups do the same exercises.</p>



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- jumping with swinging the arms from being held sideways to upward, then the arms are lowered from being held sideways to downward
- skipping 3x, with swinging the arms from being held forward to upward, then the arms are lowered from being held sideways to downward, stopping for the 4th count
- executing straight jumps continuously to reach maximum height, then maintaining the height as long as possible



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Lessons 3.-4.

Tucked jump

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises:</p> <ul style="list-style-type: none">• there is a quick sit-up to a squat from lying on the back, holding the ankles• tucked V-sit from lying on the back, holding the ankles	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation • teacher's timing



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<ul style="list-style-type: none"> • jump up from a skip with pulling up the knees, touching the ankles 	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation
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Teaching materials	The method of teaching
<p>The main part</p> <p>Exercises performed on a mini-trampoline:</p> <p>Jumping down into the deep from the vaulting box while performing a tucked jump; landing on the sponge. Starting position: basic stand, arms at high position on the vaulting box. Jumping onto the mini-trampoline, then while jumping out the knees are pulled up, touching the shins with palms. Landing on the sponge in basic stand.</p> <p>Exercises performed on a trampoline:</p> <ul style="list-style-type: none"> • basic elements: skipping 2x, tuck for the 3rd count, then stuck landing, during the 2nd skip the arms remain straight above the head • the same as the previous exercise, but after the element there is a jump-out • continuous repetition and practice of the teaching 	<p>Group work one by one.</p> <p>The work takes place on two mini-trampolines at the same time, for this two groups are formed. The two groups do the same exercises.</p> <p>Group work one by one.</p> <p>The work takes place on two trampolines at the same</p>



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materials of the previous lessons

time, for this two groups are formed. The two groups do the same exercises.



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Lessons 5.-6.

Piked jump

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p> <ul style="list-style-type: none">• a quick sit-up to an L-seat from lying on the back, the torso is bent forward, holding the ankles• jumping up from a skip with forward leg swing	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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Main part

Mini-trampoline exercise:

Jumping down into the deep from the vaulting box while performing a piked jump; landing on the sponge. Starting position: basic stand, arms at high position on the vaulting box. Jumping onto the mini-trampoline, then while jumping out a piked jump is performed. Landing on the sponge with arms held down.

Group work one by one.

The work takes place on two mini-trampolines at the same time, for this two groups are formed. The two groups do the same exercises.

Teaching materials	The method of teaching
<p>Exercises performed on a trampoline:</p> <p>basic elements: skipping 2x, for the 3rd count there is a piked jump, then stuck landing, during the 2nd skip the arms remain straight above the head</p> <ul style="list-style-type: none">• like the previous exercise, but there is a jump out after the element• continuous repetition and practice of the teaching materials of the previous lessons	<p>Group work one by one.</p> <p>The work takes place on two trampolines at the same time, for this two groups are formed. The two groups do the same exercises.</p>



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Lessons 7.-8.

Straddle pike jump

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p> <ul style="list-style-type: none">• there is a quick sit-up from lying on the back and holding the ankles while straddling	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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<ul style="list-style-type: none"> • there is a jump up from skipping with a straddle • there is a jump up from skipping with a straddle and a leg swing forward 	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation
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Teaching materials	The method of teaching
<p>Main part</p> <p>Mini-trampoline exercise:</p> <p>Jumping down into the deep from the vaulting box while performing a straddle pike jump; landing on the sponge. Starting position: basic stand, arms at high position on the vaulting box. Jumping onto the mini-trampoline, then while jumping out a straddle pike jump is performed. Landing on the sponge with arms held down.</p> <p>Exercises performed on a trampoline:</p> <p>basic elements: skipping 2x, for the 3rd count there is a straddle pike jump, then stuck landing, during the 2nd skip the arms remain straight above the head</p> <ul style="list-style-type: none"> • like the previous exercise, but there is a jump out after the element 	<p>Group work one by one.</p> <p>The work takes place on two mini-trampolines at the same time, for this two groups are formed. The two groups do the same exercises.</p> <p>Group work one by one.</p>



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- continuous repetition and practice of the teaching materials of the previous lessons

The work takes place on two trampolines at the same time, for this two groups are formed. The two groups do the same exercises.



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Lessons 9.-10.

Turns

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none"> • skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down • skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down • skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down • skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p> <ul style="list-style-type: none"> • lying on the back, then rolling to lying on the stomach from holding the arms at high position, next the arms are lowered down 	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation • teacher's timing



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<ul style="list-style-type: none"> • turns performed from skipping 	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation
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Teaching materials	The method of teaching
<p>Main part</p> <p>Mini-trampoline exercises:</p> <p>Jumping down into the deep from the vaulting box while performing turns; landing on the sponge. Starting position: basic stand, arms at high position on the vaulting box. Jumping onto the mini-trampoline, then while jumping out 180 or 360-degree turns are performed. Landing on the sponge with arms held down.</p> <p>Exercises performed on a trampoline:</p> <p>basic elements: skipping 2x, for the 3rd count there is a turn, then stuck landing, during the 2nd skip the arms</p>	<p>Group work one by one.</p> <p>The work takes place on two mini-trampolines at the same time, for this two groups are formed. The two groups do the same exercises.</p>



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remain straight above the head

- like the previous exercise, but there is a jump out after the element
- continuous repetition and practice of the teaching materials of the previous lessons

Group work one by one.

The work takes place on two trampolines at the same time, for this two groups are formed. The two groups do the same exercises.



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Lessons 11.-12.

Seat landing and returning to feet

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p>	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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<ul style="list-style-type: none">• skipping in a crouch on the trampoline, jumping into an L-seat with locked knees, arm support next to the thighs on the trampoline• skipping in a crouch on the trampoline, jumping into an L-seat with locked knees, arm support next to the thighs on the trampoline, jumping back to a crouching position• skipping in a bent-leg position on the trampoline, jumping into an L-seat with locked knees, arm support next to the thighs on the trampoline, jumping back to a crouching position, then to a bent-leg position	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation
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Teaching materials	The method of teaching
<p>Main part</p> <p>Exercises performed on a trampoline:</p> <ul style="list-style-type: none">• skipping twice, then jumping into an L-seat, arm support on the trampoline• jumps performed from gradually increasing height• continuous repetition and practice of the teaching materials of the previous lessons	<p>Group work one by one.</p> <p>The work takes place on two trampolines at the same time, for this two groups are formed.</p>



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Lessons 13.-14.

Landing on the stomach and returning to feet

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p>	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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<ul style="list-style-type: none">• skipping in a crouch on the trampoline, landing on the stomach, arm support above the head on the trampoline• skipping in a crouch on the trampoline, landing on the stomach, arm support above the head on the trampoline, jumping back into a crouching position• skipping in a bent-leg position on the trampoline, landing on the stomach, arm support above the head on the trampoline, jumping back into a bent-leg position	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation
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Teaching materials	The method of teaching
<p>Main part</p> <p>Exercises performed on a trampoline:</p> <ul style="list-style-type: none">• skipping twice, then landing on the stomach, arm support on the trampoline, returning to feet• jumps performed from gradually increasing height• continuous repetition and practice of the teaching materials of the previous lessons	<p>Group work one by one.</p> <p>The work takes place on two trampolines at the same time,</p>



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for this two groups are formed.
The two groups do the same
exercises.



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Lessons 15.-16.

Back jump and returning to feet

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises</p> <p>Target exercises:</p> <ul style="list-style-type: none">• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing backward 3 times, arms straight above the head, for the 4th count the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a half turn, the arms are lowered; first they are held sideways and then down• skipping with feet connected, progressing 3 times, arms straight above the head, for the 4th count there is a full turn, the arms are lowered; first they are held sideways and then down <p>Free gymnastics exercises</p> <p>Preparatory exercises</p> <ul style="list-style-type: none">• skipping in a crouching position on the trampoline,	<ul style="list-style-type: none">• collective work• giving instructions orally• presentation, making a student present the exercise• continuous correction of faults• evaluation• teacher's timing



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jumping on the back in a tucked position, arms next to the thighs

- skipping in a crouching position on the trampoline, jumping on the back in a tucked position, arms next to the thighs, jumping back into a crouching position
- skipping in a bent-leg position on the trampoline, jumping on the back in a tucked position, arms next to the thighs, jumping back into a bent-leg position

- collective work
- giving instructions orally
- presentation, making a student present the exercise
- continuous correction of faults
- evaluation

Teaching materials	The method of teaching
<p>Main part</p> <p>Exercises performed on a trampoline:</p> <ul style="list-style-type: none">• skipping twice, then landing on the back, returning to feet• jumps performed from gradually increasing height• continuous repetition and practice of the teaching materials of the previous lessons	<p>Group work one by one.</p> <p>The work takes place on two trampolines at the same time, for this two groups are formed.</p>



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The two groups do the same exercises.

Lessons 17.-22.

Combining the learnt basic elements, series of exercises

Performing the basic elements learnt in the previous lessons one after the other

- connecting two elements: tuck-pike
- connecting three elements: tuck-pike-straddle pike
- connecting two elements: pike-straddle pike
- connecting three elements: straddle pike-seat landing-returning to feet
- connecting five elements: tuck-pike-straddle pike-seat landing-returning to feet
- connecting two elements: straddle-pike-half turn
- connecting four elements: straddle pike-half turn-seat landing-returning to feet
- connecting four elements: seat landing-returning to feet-landing on the stomach-returning to feet
- connecting four elements: landing on the stomach-returning to feet-landing on the back-returning to feet
- connecting eight elements: straddle pike-half turn-seat landing-returning to feet-landing on the stomach-returning to feet-landing on the back-returning to feet
- connecting ten elements: tuck-pike-straddle pike-half turn-seat landing-returning to feet-landing on the stomach-returning to feet-landing on the back-returning to feet



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Lessons 23.-26.

Forward somersault in a tucked position and a piked position

Teaching materials	The method of teaching
<p>Preparatory exercises</p> <p>Walking-running exercises, free gymnastics exercises</p> <p>Using the exercises of the previous lessons</p>	<ul style="list-style-type: none"> • collective work • giving instructions orally • presentation, making a student present the exercise • continuous correction of faults • evaluation • teacher's timing

Teaching materials	The method of teaching
<p>Main part</p> <p>Preparatory exercises performed on a trampoline:</p> <p>Jumping from the trampoline on the mats put near the trampoline</p> <ul style="list-style-type: none"> • roll up • somersault, landing on the back, opening • the former exercise into a seat • the former exercise into a stand, onto fewer mats <p>Exercises performed on a mini-trampoline:</p> <p>Jumping down into the deep from the vaulting box,</p>	<p>Individual work</p>



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landing on the sponge, which is about one metre high.

Starting position: basic stand, arms at high position on the vaulting box. Jumping onto the mini-trampoline, then after jumping out there is a somersault and then landing on the back and next into a seat. Then there is a forward somersault onto a lower landing area with the spotter's help.

Individual work

Exercises performed on a trampoline:

- skipping 2x, for the 3rd count there is a forward somersault with the spotter's help then stuck landing, during the 2nd skip the arms remain straight
- forward somersault performed without help, on a mat which is thrown in
- somersault performed without help, with stuck landing
- somersault performed without help, with jumping out after the element

Individual work



Two countries, one goal, joint success!

Lessons 27.-30.

Combining the learnt basic elements, series of exercises

Performing the basic elements learnt in the previous lessons one after the other

- connecting two elements: straddle pike-forward somersault in a tucked position
- connecting three elements: straddle pike-forward somersault in a tucked position- tuck
- connecting four elements: straddle pike-forward somersault in a tucked position- tuck-half turn
- connecting two elements: pike-forward somersault in a piked position
- connecting three elements: half turn-pike-forward somersault in a piked position
- connecting four elements: tuck-half turn-pike-forward somersault in a piked position
- connecting six elements: straddle pike-forward somersault in a tucked position-tuck-half turn-pike-forward somersault in a piked position
- connecting four elements: seat landing-returning to feet-landing on the stomach-returning to feet
- connecting four elements: pike-forward somersault in a piked position-seat landing-returning to feet
- connecting six elements: pike-forward somersault in a piked position-seat landing-returning to feet-landing on the stomach-returning to feet
- connecting ten elements: straddle pike-forward somersault in a tucked position-tuck- half turn-pike-forward somersault in a piked position-seat landing-returning to feet-landing on the stomach-returning to feet



Two countries, one goal, joint success!

Appendix

Types of trampolines



Figure 1



Figure 2



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Figure 3

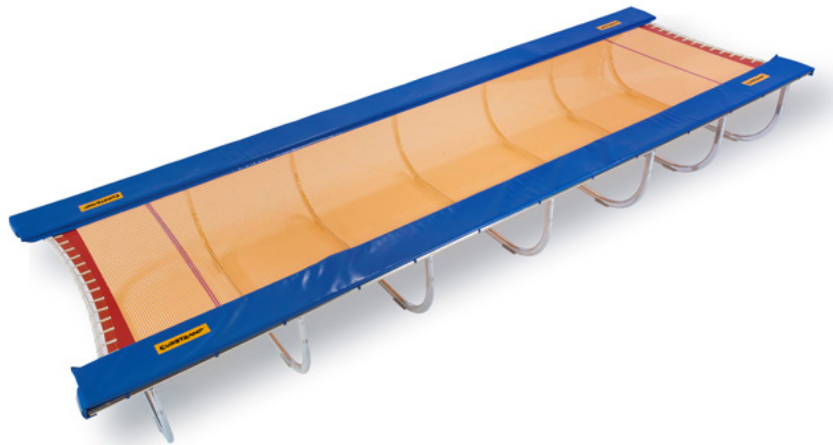


Figure 4



Figure 5



Hungary-Romania
Cross-Border Co-operation
Programme 2007-2013

European Union
European Regional Development Fund



Two countries, one goal, joint success!