

K. Ferger, M. Meyer,
J. Schmidt-Sinns, J. Maier

SPECIAL EDITION
PART 1
TYPES OF JUMPS
AND GAME IDEAS
FOR KIDS
AND TEENS

FASCINATION TRAMPOLINING

active, attractive, creative



FASCINATION TRAMPOLINING

active, attractive, creative

Table of Contents



Preface

1 Introduction and notes

1.1 Usage instructions

1.2 Accident-free with safety

2 Movements and games

2.1 Creating conditions

2.2 Introductory movements for KidsTramps

2.2.1 KidsTramp and KidsTrampTrack in transverse direction

2.2.2 Clear track on the KidsTrampTrack

2.3 Advanced movements and games

2.4 Standardised foot jumps

2.4.1 Straight jump

2.4.2 Tuck jump

2.4.3 Other foot jumps

2.5 Fantasy jumps

2.6 Jump sequences and jump combinations

3 Learning games

3.1 Jumping on letters and words

3.2 Theme jumping

3.3 Jumping with colours and shapes

3.4 Jumping with numbers

4 Authors and copyright



The present booklet is an extract from a comprehensive publication whose objective is to provide an introduction to the extensive usage possibilities of Outdoor-KidsTramps. During the development of this brochure, it was fascinating to experience how the authors, together with children and young people, have tapped into the wide range of applications for the KidsTramps. This resulted in a fascinating and highly challenging diversity of exercises for children and young people.

The exercises and games presented in this short publication open up technically and methodically proven potential for the utilisation by all users.

The authors of this document have been involved with the gymnastic aspects of trampolines intensively for many years. The basic transferability of certain exercises to the Outdoor-KidsTramps is widely known. In designing the exercises the authors had to be aware of the educational standard of children and young people who usually do not have any previous "gymnastic" experience on trampolines. Therefore, all exercises had to be adapted for the specific characteristics of the KidsTramp-Outdoor equipment, the children's learning requirements and the instructors and supervisors level of knowledge.

The technical terms for certain movement elements have been used by the authors where the terms are well-known to a wide group of users or where these are standardised jump types. Some elementary gymnastically characterised jumps have been presented visually and textually at appropriate places.

After the introduction, the main focus of this extract is to provide an initial overview of the playful types and designs of jumps. Suitable types of "gymnastic jumps" for older children and young people are also outlined.

Promotion of exercise for children and young people cannot be seen as a luxury. From their diverse experience and knowledge, the authors recognise this as a basic right of children and young people, that should be encouraged and adequately implemented. The authors are aware that a variety of playground and sports equipment exists that challenge and motivate children and young people and enables them to benefit from the equipment when used sensibly.

The present publication focuses on a particular type of equipment. Trampolines have a special place among a variety of playground and sports equipment. This equipment motivates almost all user groups to a variety and

intensity of trampolining that covers a basic need for weightless jumping. Jumping on a bouncy surface has been practised from early childhood and continues to be an extremely attractive activity for all age groups.

The purpose of the authors with this booklet is to provide caregivers, trainers, educators and teachers with ideas and practical tips for diverse, imaginative and qualifying movement actions on the KidsTramp. The document expressly invites development of further games and movement patterns and to try these out with the children and young people.

This brochure is supplemented with action cards and an exercise DVD with numerous video clips.

We would like to take this opportunity to thank everyone who has contributed to the success of this publication. The authors, who have invested a great deal of passion and their free time, the film and photo team under the management of Timo Denz, the employees of Eurotramp and particularly all the children and young people who have enthusiastically participated in the filming. The children were brilliant in their impartiality, enthusiasm and urge to completely savour every minute of the games and exercise time.

Eurotramp-Trampoline Kurt Hack GmbH has made this project possible with financial and personnel resources and is to provide all users of our equipment with qualified illustrative material for their understanding.

We look forward to information, ideas, suggestions and the readiness to have fun jumping on the KidsTramps.

Weilheim, September 2014



Johannes Maier

1.1 Usage instructions

Jumping on KidsTramps and KidsTrampTracks provides children with a lot of fun and the possibility to develop and increase basic motor skills in a very playful and child-centred way. The exercises and games presented are based on the following pedagogic principles:

- Facilitating non-standard, healthy movement actions.
- Accessibility for everyone.
- The focus is on the movement experience and not primarily the movement result
- Trampolining as an individual and also as part of a larger group. All KidsTramp types are also ideally suited for group activities where non-competitive common movement activities are performed.

The contents of this document are:

- Basic movement activities: walking, running, hopping, jumping, turning and small exercises in diverse, playful forms.

The exercises has been determined from the following principles:

- From easy to difficult.
- From known to unknown.
- From elementary jump types to compiled jump and movement combinations.

1.2 Accident-free with safety

KidsTramps and KidsTrampTracks are equipment for the playground that have been tested in accordance with the EN 1176 standard. Thus, the equipment can be used without supervision in an appropriately designed play environment. If the equipment is jumped on by many children (groups, classes), some general safety rules are advisable.

Recommendations for clothing and footwear:

- Light, flexible shoes without heels and with non-slip soles.
- Trousers and tops that provide freedom of movement and do not have any weighted drawstrings.
- Watches, jewellery and other objects must be removed before the exercises.

Supervisors should prepare appropriate exercises and games. The following are necessary:

- Knowledge of the jump movement sequences and the landings being taught.
- Knowledge of the methods of teaching children and young people.
- Experience of training people who have physical or mental disabilities (if these are participating).

Children who jump on the KidsTramps should be able to concentrate fully on the movement actions. Therefore

- No ball games or other highly disruptive activities near the outdoor trampoline and trampoline tracks in use.
- Children exercising in a group must be given precise instructions which must be adhered to.
- Clear instructions for the exercises and games should be given to the children.
- Sufficient distance between the children exercising on the equipment must be maintained.
- After finishing, space must be made for the next jumper at the end of a track.

- Aids for certain jumps can be very helpful at the beginning. Helpers must be assigned and receive precise instructions (e.g. helper grips for handholds).

All jumps on KidsTramps and KidsTrampTracks are made by jumping off with and landing on the feet. Other landing possibilities are not intended on this equipment.

Landing position
(half knee bend)



2 Movements and games

2.1 Creating conditions

It is important to develop sufficient body tension in order to jump on the trampoline. Some introductory exercises show how children can achieve this. Exercises should be first performed under the supervision of the carer before any partner exercises are tried out by the children on their own.

Stretch out backwards and sideways.



Brave as a ski-jumper.



Rising from a supine position
(stretched like a tree)



Blindfolded and led over the track.



2.2 Introductory movement forms for KidsTramps

2.2.1 KidsTramp and KidsTrampTrack in transverse direction

An important preparatory exercise for all other exercises is the safe entry to and exit from the KidsTramps.

Jump entry and exit for KidsTramps

To start with the children should learn slowly and with short jumps how to safely enter and exit from the equipment.

It is important that the children have a clearance of about 10 cm from the edge fastening when jumping onto and also when exiting from the unit.
(tripping hazard!).

TIP:

Once entry, exit and the landing have been completed successfully and safely they can be tried without assistance.

EARTHQUAKE

The earthquake game is particularly suitable for getting used to the swaying surface.

Parts that tip over easily (foam blocks or similar) are placed on the jumping mat.

The children must move carefully from one end of the trampoline to the other without the parts falling over. The more the participant weighs, the more difficult it is to complete this exercise successfully.



Movements and games

2

Simple jumps with hand holding

Initially, the child practices various spontaneous jumps with external support. These introductory exercises, without any posture instructions and with the guiding and controlling support of a partner, provide children with anxiety-free access to jumping. The helper holds the hands of the child from underneath, i.e. with the palms facing up.

Tip

This exercise can be practised by several pairs at the same time on the track.



Variations

- In addition to free jumping, different foot jumps with squatting, straddling and straddling angles can be performed.
- For single jumps into the air, the jumper makes a quarter turn to one side and lets go of one of the helper's hands. He then turns back again and holds both hands. Then the turn is made in the opposite direction.

KidsTramp crossing with hand holding

The child stands on the frame and two helpers hold his hands. He jumps with both legs into the KidsTramp and from there jumps with both feet out again to the other side.

Variations

- Jumps sideways or upwards
- Various foot jumps as intermediate jumps on the mat before the exiting.

TIP:

The helpers support by holding the child's hand from below and are always slightly ahead of the child while walking along side.



Forward and backward



FOUR AT ONE GO

Four children stand around the edge of the KidsTramp and hold hands. They jump alternately in a specified order into the KidsTramp and out again.

Tip

The arms of small children are usually too short for direct hand holding, it is possible, for example, to provide sufficient extension by using rings.

Variations

- The sequences can be changed, the direction changed from left and right, the frequency of jumping in (once, twice, ...) of any child can be varied etc.

Depending on the group size and the organisational form, the KidsTrampTrack (track) can be treated like a KidsTramp: Exercises that are completed transverse to the TrackTramp, generally correspond to the exercises on the KidsTramp. A major difference between the two units is the continued movement along the track on the KidsTrampTrack.

2.2.2 Clear track on the KidsTrampTrack: walking, running, hopping

Various introductory walking, running and hopping variants can be performed on the KidsTrampTrack: forwards, sideways, backwards or alternating. These introductory customised exercises make the user familiar with the characteristics of a track (springing, track width, track length). With two helpers, a child can also be blindfolded and guided over the track. The edge can also be included in the movement exercise.



SEWING MACHINE

For the “sewing machine” exercise, the child does not jump, but stamps his feet alternately over the trampoline by quickly raising and lowering the knees. The upper body moves as little as possible.



RODEO RIDING

For “rodeo riding”, the child “rides” in a high seated position with legs slightly apart and legs stamping over the track whereby the body hardly moves up and down.



Ski

For “ski jumping” the child jumps in the slalom position over the track in which the tips of the feet are turned in to the centre of the mat.



TARGET JUMPING

Carpet tiles with a non-slip underside are ideally suitable for target jumping. Target jumping starts with short distance jumps that are gradually extended in accordance with the ability of the users.



TIP:

The spacing of the target tiles can be uniform or also varied. The last target marking must not be placed too close to the edge of the exit area (tripping hazard) and not too far from the edge so that the child cannot leave the track without an additional jump.



2.3 Advanced movements and games

Once the introductory exercises have been mastered, the children can execute other more challenging movements using additional movement elements and the use of additional game materials such as balls and ropes.

Requirements:

The following exercises require sufficient familiarisation with the jumping characteristics of the KidsTramps. With the inclusion of other movement elements and aids, the children must concentrate on both jumping safely and the additional jumping actions at the same time.

Clap jumps

Simple jumping can be supplemented by various clapping movements of the hands. These increased requirements are aimed at improving coordination skills.

- Clapping at the turnaround point. The jumper claps with both hands above the head when he reaches the highest point.

Variations

- Clapping on the thighs. The jumper claps with both hands on the thighs when he has reached the highest point.
- Clapping under one leg. The jumper raises one knee in the air and claps under the thigh.
- Clapping alternately under both legs. The jumper claps under one leg, then under the other leg. Clapping in front of the body can also be done in between.
- Clapping alternately in front and behind the body. Combination of the various forms of clapping.
- Particularly difficult: in front of the body, under the leg and in front of the body again.



Synchronised jumping

For example, if the children master the straight jump, they can try to jump in synchronisation on the KidsTrampTrack or on two KidTramps placed next to each other. The carers can design the sequence and order of the children using different counting rhythms.

Attention: A clearance of approx. 2 metres must be maintained!
After landing the children must immediately exit the track.



Exercises with skipping rope (long rope)

Jumping with a long rope can be done with two experienced helpers (can be done later by the children). The people challenged here are the helpers, not the jumpers.

Variation

- Run in from outside into the swinging rope

Jumping with jump rope

Rope skipping involves jumping over a swinging rope using different jump techniques. The sprung surface of the KidsTramps assists jumping off and makes the number of successful repetitions easier for the children. Rope skipping in general and on the KidsTramps improves the jumper's endurance capability and coordination skills. The children start with two-leg jumping in one place on the KidsTramps. The track then enables jumping in a forward direction.



Requirement

The children have a basic knowledge of rope skipping on a firm surface.

Preliminary exercises

As a preliminary exercise, jumping can be done holding and swinging a short rope over the head like a helicopter, alternatively in front of the body like a propeller aeroplane.

Tip for the correct rope length

With the rope ends in the hands and standing on the rope with legs hip width apart, the elbow should be bent at an angle of approx. 90° and the rope should not sag.

Variations

Rope skipping provides many possible variations depending on the individual's capabilities:

- Variation of the arms: forwards, backwards or crossed, simple jumping or fast double loop.
- Variation of the legs (jump variants): e.g. jumping jack (the legs are alternately moved apart and together) and side jump (jump alternately left and right with both legs tightly together).



OVERCOMING OBSTACLES

Small obstacles (e.g. foam noodles) can be held in place from outside or stationary ones such as foam cubes can be placed on the KidsTramps and on tracks. The participants then jump over these obstacles.

Tip

The obstacles should be as flexible as possible and not too hard so that there is no risk of injury. As a starting exercise, obstacle jumping can be designed as an accompanied jumping exercise with hand holding. After the child feels confident, the jumping can be done without external assistance.

Variations

- The height and number of the obstacles can be varied with the increasing experience of the jumpers.

THROWING AND CATCHING

Throwing and catching games can be played on the KidsTramp. With two or more helpers, the lead partner can be changed by half a turn after each throw. For example, soft balls of different sizes can be thrown and must be caught and thrown back again. The children must ensure that they always remain in the middle of the trampoline.

Requirement

Children must have mastered the introductory jumps.

Variation

- School Cone: The children hold a container, e.g. a turned over hat and must catch objects in it that are thrown to them. (e.g. tennis balls etc.)



GUMMI-TWIST

The KidsTramps is also suitable for playing various rubber band twisting games. The trampoline makes jumping up easier.

Tip

With the smaller KidsTramp models, the jumping child has more space for sideways movements with a diagonal positioning of the helpers.

Requirement

Children must have mastered the basic jumps.



DONKEY IN THE MIDDLE

"Donkey in the middle" is a game with a high fun factor for children who are experienced on a KidsTramp. The two children standing on the outside pass the ball to each other; the child in the middle tries to catch it. If this is successful, the "donkey" is replaced.

Requirements

Safe, concentrated jumping on the centre of the mat, good mastery of ball catching.



SACK RACING ON THE KIDS TRAMP TRACK

The participants put their legs in an empty sack and jump forward to the end of the track and exit from the track with a final jump. The next child with the sack can then start to jump onto the track.

Requirements

Sack racing requires familiarity with the track and should not be tried until after the introductory jumps have been safely mastered.



2.4 Standardised foot jumps

Some basic forms of jumping on trampolines can be identified for both the KidsTramps as well as the KidsTrampTracks: the standardised foot jumps. They provide the basis for several different games and movements.

Starting from the straight jump, other body positions can be adopted in the air. Although both standardised foot jumps such as tuck, straddle, straddle angle or pike can also be executed as free movements. The respective body position should always be adopted at the highest point of the flight curve.

2.4.1 Straight jump

The basic movement on both KidsTramps is the straight jump. Legs, arms and torso must be correctly coordinated so that straight jumps and exercises based on them can be successfully executed. Important phases of a correctly executed straight jump are described below.

1. During mat contact the arms are down and the feet are placed a hip width apart. The child is thus standing in the most stable position.
2. While the body is rising the arms are pulled over the head and the legs are closed.
3. At the highest point the arms are over the head and the legs are closed.
4. On the downward movement the arms are brought down to the sides and the legs are opened again to the width of the hips.
5. On landing the arms are down and the feet are placed a hip width apart.



Tip Helpers should always provide safety for the exercises at the beginning. The following always applies: Safety has priority over jump height.

Variations

All straight jumps can also be safely executed with a quarter, half and full turn around the longitudinal axis of the body.

The foot jumps described below are performed in the starting and landing phases just like the straight jump.

- However, different from the straight jump, the jumper tucks, straddles, straddles and angles simultaneously or turns around the longitudinal axis after the jump off in the ascending movement phase.
- After clearing the highest point (reversal point) of the flight curve, the landing position is adopted by opening and stretching the body.
- For jumps with rotation around the longitudinal axis, the turn is initiated in the direction of the rotation by hips and head whereas the body remains stretched during the complete jump.

2.4.2 Tuck jump

After a stretched jump-off, the legs are tucked and the knees are raised with rapid force in the direction of the chest; in doing so, the knee/lower leg can be grasped. After clearing the highest point of the flight curve the landing stretch is performed with raised arms.

Tip Help for beginners for the landing stretch is given with a sandwich grip on the front and back of the torso.

Variations

- After mastering the basic jump, tuck jumps can also be performed with a quarter, half and full turn around the longitudinal axis of the body. The exercise can be executed with and without hand holding.
- As a variation of the tuck jump, the heels can also be pulled in the direction of the buttocks = tuck with heel-to-butt
- Another variation is to keep the legs stretched out while pulling the heel-to-butt = tuck with straddle.



2.4.3 Other foot jumps

Straddle jump

After the jump-off and with an upright upper body, the legs are stretched and swung apart (stretched apart with rapid force) and closed again for landing. At the same time the arms are raised or at an angle.

Tip

During this jump, the helpers must stand sideways, behind or in front of the jumper.

Straddled angle jump

After the jump-off, the legs are stretched wide apart to a horizontal angle while simultaneously compensating with a forward bend of the upper body and if possible touching the instep with the hands.

Tip

Helper positions as for straddle jump.

Pike jump

After the jump-off, the closed, stretched legs are angled with rapid force (piqued) and with a forward bend of the upper body. At the same time the hands touch the instep or are stretched forward parallel to the legs.

Tip

Doing the "jack-knife" exercise on the ground prepares the jumpers.



TIP:

Attention: Tipping over backwards can occur! During practice assistance may be necessary until the execution of this jump has been mastered.

2.5 Fantasy jumps

Standardised jumps on KidsTramps are not generally asked for; focus is on the children's own creativity. The children can therefore develop their own jumping forms safely. In recent years, further jump elements other than the standardised jumps, have evolved from the trend sport areas of skating, snowboarding and Parkour. All these jumps require knowledge of the introductory movements.



Split jump

After a two-leg jump-off for the split jump, the legs are stretched forwards like a giant step in the air.

Freestyle jumps

For example are an imitation of jumps with legs bent to one side like those typically used for snow-boarding and skating.

The fantasy jumps shown only represent a limited selection – the children's own creativity is called for here.



2.6 Jump sequences and jump combinations

Freestyle and specified jump sequences increase the appeal of jumping and simultaneously promotes the concentration of children and young people. The jump combinations can be learned step by step. Standardised and freestyle jumps with some straight jumps as intermediate jumps are then practiced. The number of intermediate jumps is reduced gradually until the jumps have an uninterrupted sequence.



SHUFFLE-JUMPING

Many different jumps are written on individual cards. One child chooses some cards and puts them face down. The cards are then shuffled and turned over. The sequence must be jumped exactly as the jumps on the cards. For example, straight jump, tuck jump, skater jump, clapping under one leg.

Requirement

The children have mastered the specified jumps safely as individual jumps.

TIP-TOP

Two children stand on the KidsTrampTrack at least two metres apart and jump so that they take turns landing. When a rhythm has been established, one child demonstrates a jump; the other one copies it immediately after, if possible.

Requirement

Introductory exercises have been safely mastered. The children have a similar level of knowledge and similar level of jumping ability.

Variation

Longer jump sequences can be specified for experienced children with the second child copying the jump half a jump later.

I PACK MY BAG

One child demonstrates a jump. The next child repeats the given jump and attaches a second jump. The third child repeats the two jumps and then adds a third jump etc. With some practice children can reach jump sequences of well over 10 jumps.

Requirement

The children have mastered a number of standardised and fantasy jumps.



TIP:

First start with a small number of simple jump types, as the skill of the jumpers increases this number may also be increased.

2 Movements and games

Specified jump combinations

The idea of jump combinations has come from the competitive sport of trampolining. A fixed, specified jump sequence must be executed in exactly the correct order. The exercise can be selected in various ways:

- The caregiver gives the child an exercise according to the individual ability of the child.
- The child with a good level of knowledge selects an exercise himself.

Examples for various exercise stages are shown; however these can also be compiled in any way.

Stage	Jumps	Jump sequence
1	5	Tuck - Straddle - Tuck - Split - Tuck
2	5	Tuck - Straddle Angle - Pike - Clapping under any leg – Skater
3	7	Tuck - Straddle - Tuck - Frog - Tuck - Skater - Tuck
4	7	Tuck - Clapping under any leg - Pike - Split - Straddle Angle - Skater – Tuck
5	10	Tuck - Straddle - Pike - Tuck - Frog - Straddle Angle - Tuck - Split - Skater - Tuck
6	10	Tuck - Straddle Angle - Clapping under left leg - Clapping under right leg - Pike - Split - Frog - Skater left - Skater right - Tuck



TIP:

Jump combinations which have already been practised are ideally suitable for small demonstrations.

As the confidence of the children increases on the KidsTramp, new challenges will be needed. Games that focus on the children's coordination, concentration and learning skills are best suited for this.

By distributing picture cards with colours, shapes, motifs, letters or numbers, a variety of tasks which require a high level of concentration and have a greater learning effect can be set and recombined. These learning games are suitable for both types of equipment, several groups can practice on the track parallel to one another.

3.1 Jumping on letters and words

With this game, a child can learn individual letters by jumping on them. Not only the child that is jumping learns, but also the children standing around. When the children have learnt all the letters they can then jump on specified letters to make words or think of words themselves and the other children must guess the word.

Requirement

Pre-school children already know important letters and some words (names, MAMA, PAPA etc.).

TIP:

Words in other languages are a new challenge.



3.2 Jumping on motifs

The child jumps on the motifs (pictures of animals, plants etc.) that are placed on the trampoline (mat and safety net) as carpet patterns. The motifs can be combined in various ways (e.g. animals with plants) so that small stories can be made from them.

Requirement

Introductory jump exercises have been safely mastered.

Variation

Children can execute specific jumps of animals (frog, horse, rabbit), supported by a sound if necessary; the other children should then guess the animal.

TIP:

The motifs can also be labelled in the different languages of the children so that the children learn some words in a foreign language (e.g. numbers or animal names in different languages).

3.3 Jumping with colours and shapes

While playing, small children can also learn colours and shapes by jumping on colour boards or boards with shape motifs (circle, square, cube, rectangle, triangle etc.) that are arranged on the trampoline.

Requirement

The pre-school children already know important colours and shapes.

Variation

The other children set tasks that should be performed. For example, jump on a traffic light, jump on a rainbow, jump on a triangle etc.

3.4 Jumping with numbers

**TIP:**

Words in other languages are also a new challenge here. For example, children from migrant backgrounds can name the colours in their native languages.



Dr. Katja Ferger

Studied Sports Science with minor subjects of Pedagogy and Psychology from 1990 - 1995 at JLU Gießen graduating as Magister Artium. Received her doctorate in 1998 in the Training Science field at JLU Gießen. She was a Research assistant at the Institute for Sports Science in the Training Science field from 1995 - 2002. She has been an Instructor for Special Tasks since 2002, responsible for the training of student teachers in the apparatus and trampoline gymnastics sports.

Selected publications:

- Ferger, K. & Kölzer, S. (2011). [Turnen am Trampolin in der Schule](#).
Ferger, K., Kölzer, S. & Vid, M. (2010). [Turnen am Minitrampolin in der Schule](#).
Ferger, K. & Kölzer, S. (2008). [Trampolinturnen multimedial](#).



Marcel Meyer

- Sports teacher at Nordhorn Gymnasium (grammar school)
- Trainer A-licence
- Trainer at the regional training centre / Turn-Talent-Schule Nordhorn (gymnastics talent school)
- Teaching committee Niedersächsischer Turner-Bund (Niedersachsen Gymnastics Federation)
- DTB basic certificate examiner

Selected publications:

- Trampoline course book [Schwere losigkeit leicht gemacht](#).
Trampoline course DVD [Trampolin-Basischein](#).
Website [tramplanet.de](#)



Jürgen Schmidt-Sinns

Graduate sports teacher. Formerly employed at a grammar school with sport teacher and as school sports officer in the areas of apparatus gymnastics, trampoline gymnastics and safety and as a voluntary gymnastics specialist at regional and national level in Deutsche Turner Bund (German Gymnastics Federation). Instructor in the areas of apparatus gymnastics, trampoline gymnastics, trapeze gymnastics, Parkour & Free Running for training trainers and teachers.

Selected publications:

- [Minitrampolin – mit Leichtigkeit und Sicherheit](#). (BG/GUV, 2012)
[Le Parkour&Freerunning. Basisbuch für Schule und Verein](#). (Meyer&Meyer, 2010)
[Minitrampolin. Mit Sicherheit zu Höhenflügen](#). (Meyer&Meyer, 2005)
[An die Geräte mit Spannung und Spaß](#). (Meyer&Meyer, 2001)
[Freies Turnen am Trapez](#). (Meyer&Meyer, 2000)



Johannes Maier

- Managing Director of Eurotramp GmbH since 2000
- Member of DIN standards committee for sport and leisure apparatus (NASport). Gymnastic apparatus, mats and playing field equipment working committee
- Deputy Chairman of the BSI gymnastics and sports equipment specialist group

Selected publications:

- [Trampolinspringen ermöglichen? Elternrat](#). (Ausgabe 2/2014)
[Sicherheitsüberlegungen bei Trampolinen, Arbeitspapier Eurotramp GmbH](#) (2014)
[Ziele, Möglichkeiten und Grenzen von verschiedenen Messformen auf Trampolinen](#). Diskussionspapier Eurotramp GmbH 08.10.2013

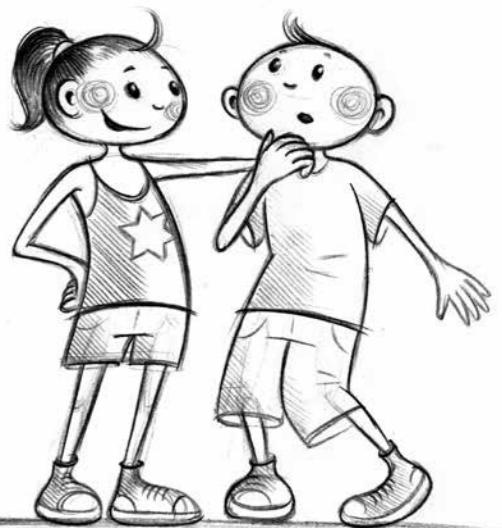
Photographs and graphical design

© 2014/2015 Timo Denz
Creative Director and Photographer at Eurotramp®
[www.timodenzen.com](#), [www.trampolinepics.com](#)

Own game ideas



Notes



Purpose of the present booklet

Thanks to their spring tension, KidsTramps and KidsTrampTracks support the basic activity of "Jumping" in a playful way with many design variants suitable for children and they motivate children to test the springy surface actively and imaginatively. The newly developed equipment presents a similarly high challenge as the traditional, popular playground equipment of swings, slides and climbing frames.

This is where the present booklet comes in and provides educators, training supervisors, trainers, teachers and tutors with numerous ideas and tips for attractive and educational physical activities on the KidsTramps using suggestions and visual material.

From customised exercises, to simple and complex movement patterns, to learning and game ideas, possibilities are shown for effective communication and using a variety of movements in order to demonstrate the attraction of the KidsTramp models effectively. In addition to the stimulation and training of the basic motor functions, the social and cognitive skills of the children are also advanced in this way. The combinations and variations of the different types of jumps and games that can be played, form the basis for further game ideas which can also be developed creatively by the children themselves.



Supported by

EUROTRAMP®

