

# FLAGHOUSE Teacher's Resource Guide



## KiDnastics®

Item #10363, 10367, 10383

This Teacher's Resource Guide is designed as an informational document rather than an instructional resource. The skills/activities presented are suggestions for your use when implementing KiDnastics at your site. The instructor/teacher should consult quality gymnastic resources, educational gymnastic texts, and traditional gymnastic texts for instructional information.

### What Are the Educational Applications?

What is KiDnastics? Eric Malmberg, developer of KiDnastics defines it as a "hybrid model of gymnastics based on quality practical and theoretical concepts from educational gymnastic and competitive gymnastic models."

KiDnastics provides students with opportunities to engage in the movement categories of rolling/rotation, jumping & landing, balancing, vaulting, and hanging & climbing using a variety of learning environments. The learning environments change the conditions under which the student will explore and experiment with each of the movement categories and influence the development of skills. Learning environments are created by various configurations of traditional gymnastic equipment (i.e., horizontal mats, spotting blocks and beams) and basic movement equipment (i.e., hula hoops, ropes and beanbags) that provide a variety of practice situations.

In the KiDnastics model the instructor/teacher creates better movers through the manipulation of the learning environment.

The concept of environmental manipulation uses equipment to design progressive learning situations that shape movement. Environmental manipulation allows for more effective student learning as students learn better when they practice using a variety of conditions. For example, in teaching a forward roll you could arrange a practice situation on a flat horizontal mat. However, with environmental manipulation you would then vary the practice by having students roll forward in a variety of environments-up or down an incline, over mats, under ropes, or through a hula hoop.

Environmental manipulation allows both non-skilled and skilled students to practice safely, successfully and meaningfully. Students can achieve success at their own level in an environment of their own choosing. In addition, environmental manipulation helps students stay interested and motivated to practice. During initial learning, the instructor/teacher establishes the various environments to shape the movement. However, as the students become knowledgeable in the KiDnastics model, environmental design could become more student-centered.

Another important aspect of KiDnastics is the development of one's movement vocabulary and movement repertoire. Through the exploration of a variety of movements (tasks) and environments (equipment), the student progressively develops the vocabulary and skills necessary to move onto more advanced movements/sequences.

### How Can I Use KiDnastics™ With My Students?

Success in the KiDnastics model achieves the KiDnastics formula. For example,

"A good *roller*... (movement category)  
can do many different *rolls*... (movement category)  
in many *different environments*."

Any of the five movement categories can be substituted into the KiDnastics formula: A good *jumper* can do many different *jumps* in many *different environments*.

Use whole-group instruction to provide students with the critical elements of the skill (i.e. log roll). Allow students to practice the critical elements of the skill under teacher supervision on a horizontal, open panel-mat environment.

Then provide students with opportunities to practice the critical elements of the log roll in a variety of environmental manipulations. Sample environments that would be appropriate for the log roll include the:

T-two folded panel mats arranged to form the letter T

H-three folded panel mats arranged to form the letter H

Escalator-two incline mats placed side by side with the low and high ends of each incline opposite the other.

Malmberg suggests that one environmental manipulation established per two students in the class will allow for maximum participation by your students.

During environmental-manipulation practice time, students may be assigned to work with specific environment(s) based on individual needs, or choose one or two environment(s) to work at, or you may challenge students to use a variety of environments (by looking for open environments) during the practice episode.

### KiDnastics™ Activities

Keep in mind that the important concept in the KiDnastics program is the ability to change the learning environment through the use of the equipment. The instructor/teacher should focus on the five movement categories of rolling and rotation, jumping and landing, balancing, vaulting, and hanging and climbing while developing skill progressions through the use of environmental manipulation. The KiDnastics equipment is especially designed to help you meet the environmental needs of your students. The following sections provide you with examples of movements, an appropriate environmental manipulation, and how the manipulation aids student learning.

## Rolling and Rotation

### Log Roll



**Down an Incline**

The slope of the incline aids the student in completing a full rotation by positioning the body to work with the pull of gravity.

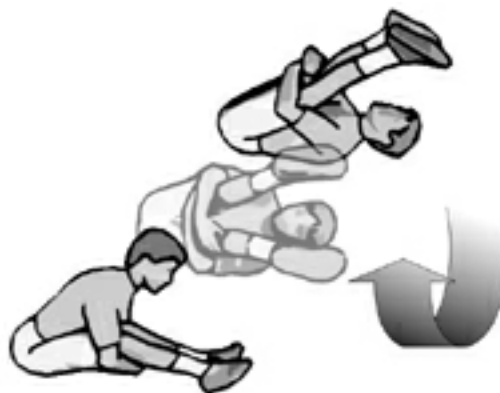


**On a Flat Mat**

Changing the surface orientation to flat changes the way the student must move. The horizontal orientation requires the student to rotate while overcoming the forces of gravity



**Egg Roll**

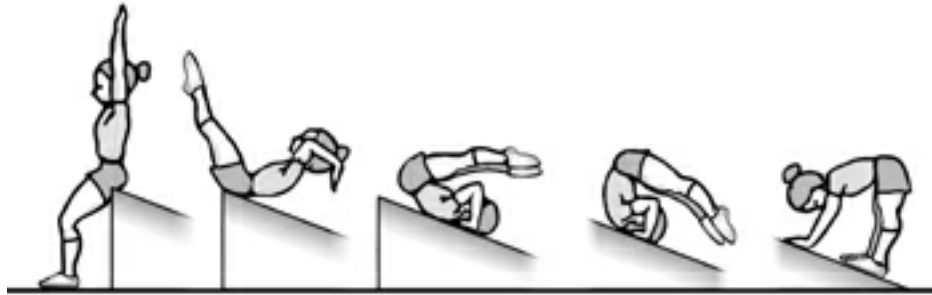


**Piked Log Roll**

## Forward Roll



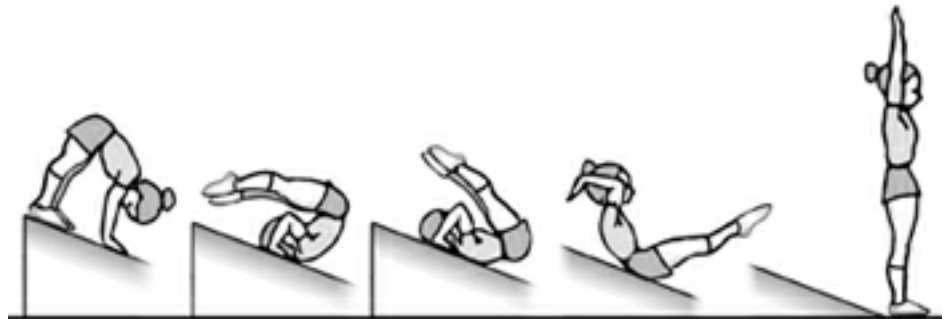
Forward Roll



Backward Roll

### Down an Incline

The slope of the of the incline aids in the student completing a full rotation by raising the center of gravity and shifting the body weight forward.



### On a Flat Mat

The flat surface requires that the student be more active in completing the roll. The horizontal environment requires the student to overcome gravitational forces.

### Over an Octagon

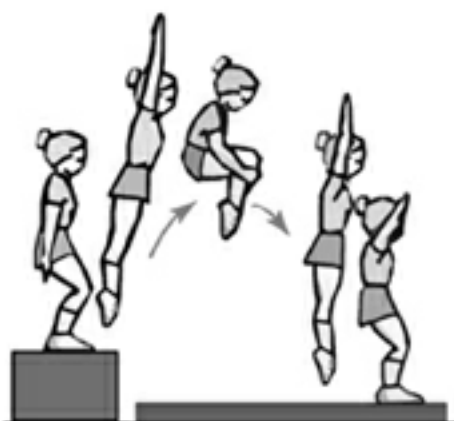
The roundness of the octagon helps the student feel the “roundness” of the forward roll.

In addition, the octagon aids in supporting the body weight as the weight is transferred forward onto the hands.

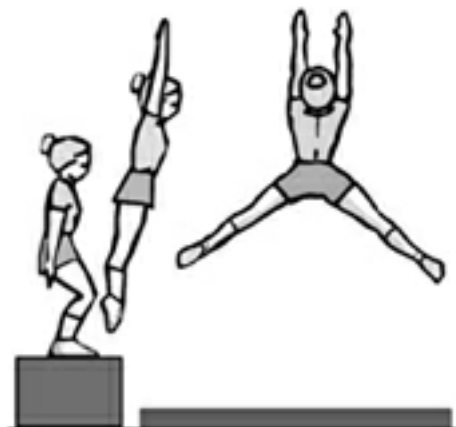


# Jumping and Landing

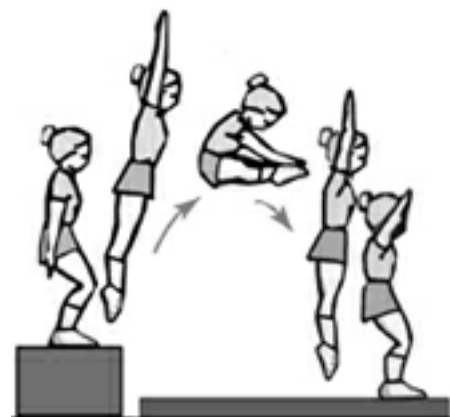
## Jumping with Shapes



**Tuck Jump or Knee Slapper**



**Straddle Jump or Star Jump**



**Toe Touch**

### From a Spotting Block with Different Shapes Such as the Tuck or Knee Slapper

The height of the block allows the student to perform different jumps. Changing the height of the block provides more or less flight time for the changing body shape. Changing the shape of the jump changes the characteristics of the landing.

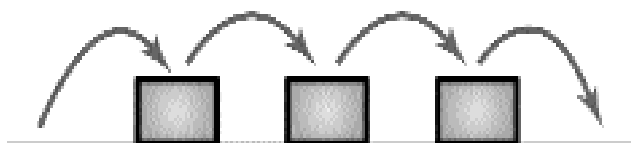


**Jump 1/2 Turn or Full Turn**



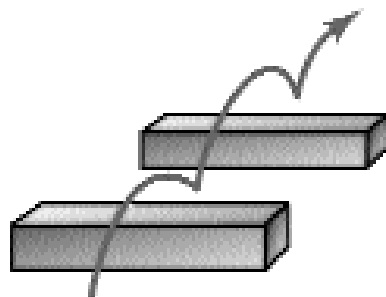
### Jumping To and Between Targets

Vary the distance between, or size of targets to change the environment.

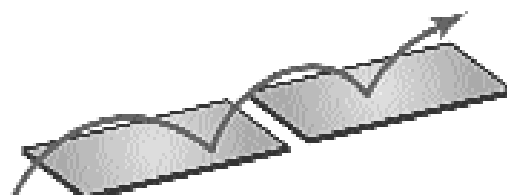


### From Object to Object

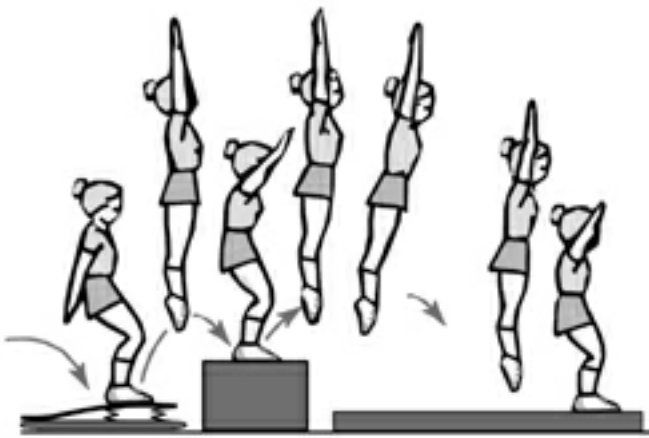
Vary the height and densities to vary the environment.



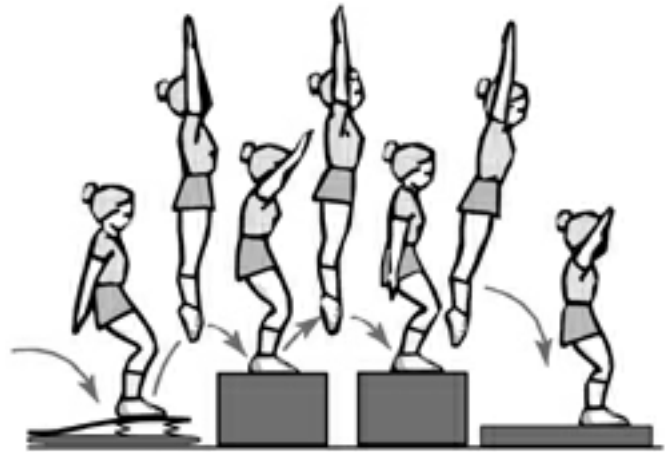
### Jump Over Objects



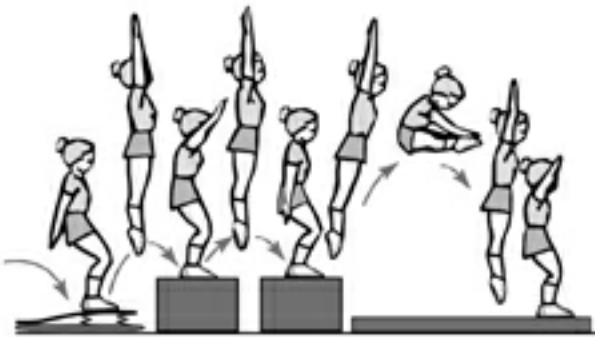
## Jump Series



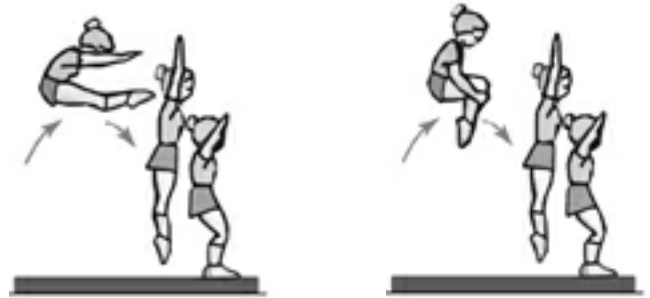
**Rebound-Jump and Land**



**Rebound-Jump-Jump and Land**

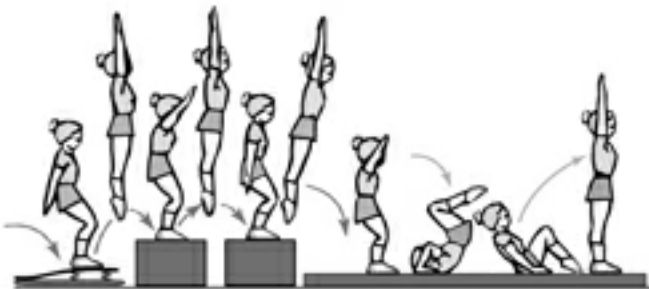


**Rebound-Jump-Jump..... try a....Tuck, Straddle, or Pike**



### **Between Objects Such as Folded Mats, Trapezoid Sections or Spotting Blocks**

Vary the number of objects, location, the distance in-between, the height and the density (firmness). This encourages the student to complete repetitions of the jump. Distance changes between objects encourage students to extend their jumping range. The density changes encourage the use of a variety of balanced landing positions. The height changes encourage various take-off (pre-flight) skills.



**Rebound-Jump-Jump 180 degree Twist Backward Wedge Roll**

## Balancing

### Static Balances



**Airplane Scale**



**Stork Stand**



**Knee Scale**



**"V" Seat**



**"N" Seat**

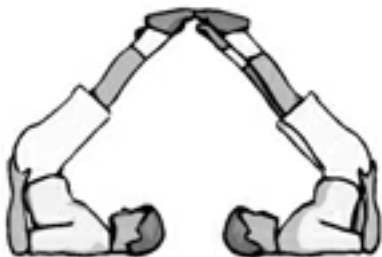


**"Y" Scale**

#### Scales on a Flat Mat

Changing the scale changes the environment. The horizontal orientation of the mat provides the student with a wide and stable base of support.

### Partner Balances



**Candlestick Archway**



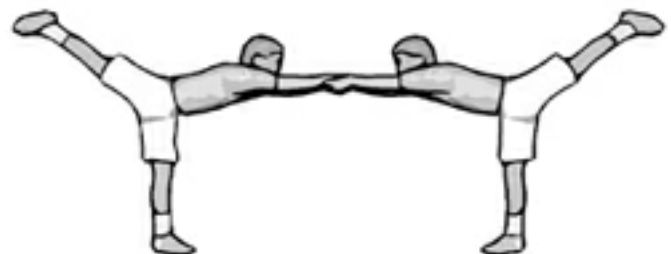
**Rocker**



**Plateau**

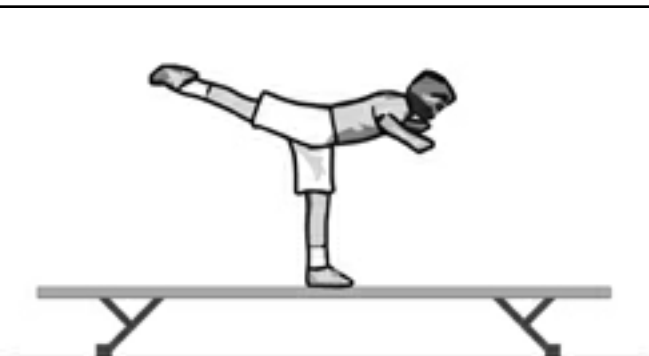


**Triangle**

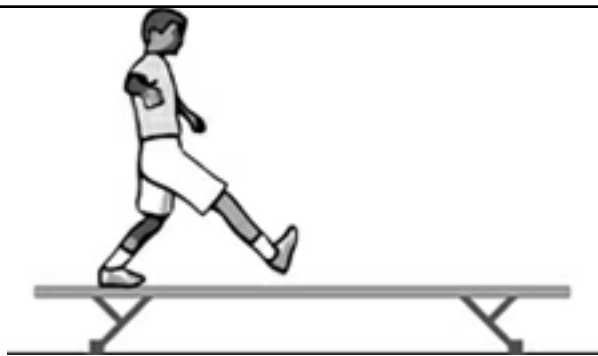


**Double Scale**

**Balancing on a Beam or Other Raised Environment**



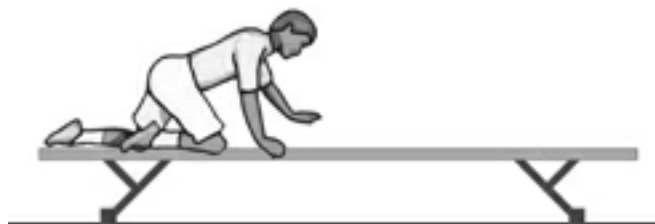
**Scale**



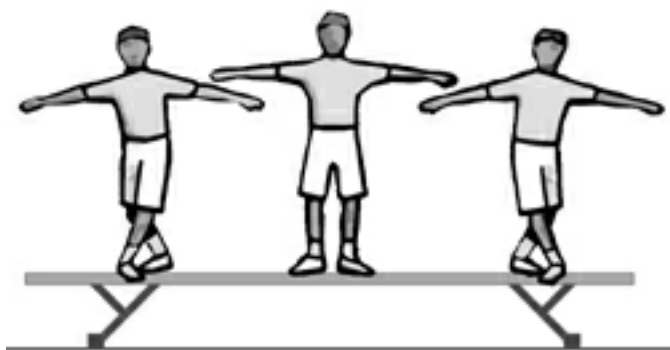
**Forward and Backward Walking**



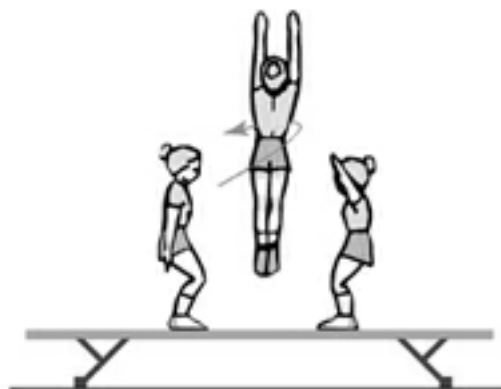
**Knee Scale**



**Crawling Forward and Backward**



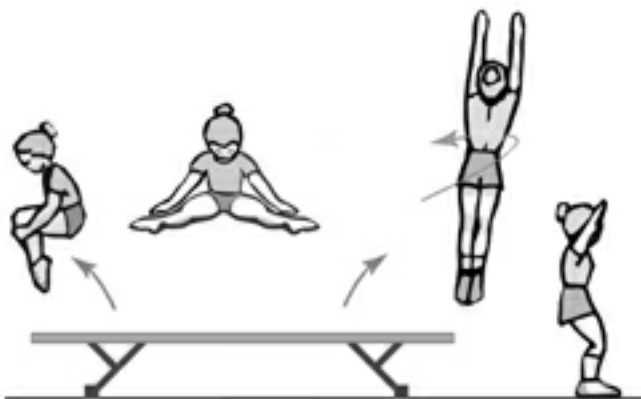
**Cross Over, Cross Behind**



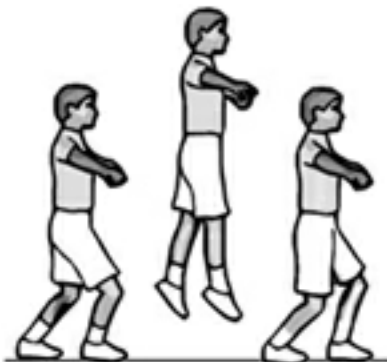
**Jump 1/2 Turn**

**Raised, Flat, and Wide**

Changing either width or height can make balancing more or less challenging. Decreasing the width increases the difficulty by reducing the area available for the base of support.



**Jump to Stand (Tuck, Straddle, Twist)**

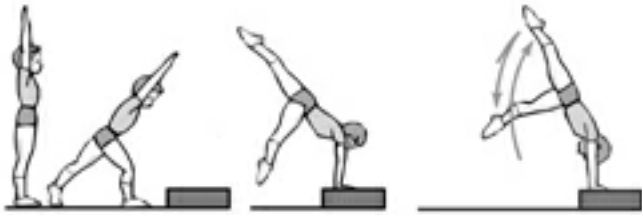


**Jump and Switch Feet**



**Lying Down on the Beam (Front, Side and Back)**

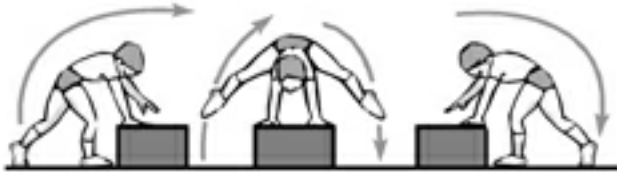
## Vaulting (Moving With Weight On Hands)



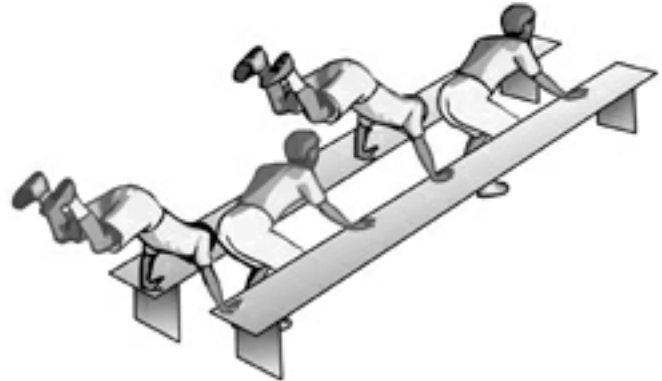
**The Switcheroo**

### On a Block or Stacked Folding Mats

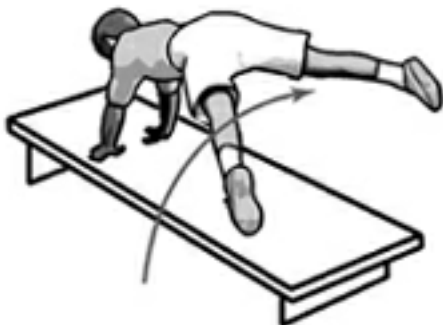
Gradually reducing the height of the object causes the student to perform a more complete motion. The height of the block provides students with more (high) or less (low) flight time to complete the movement.



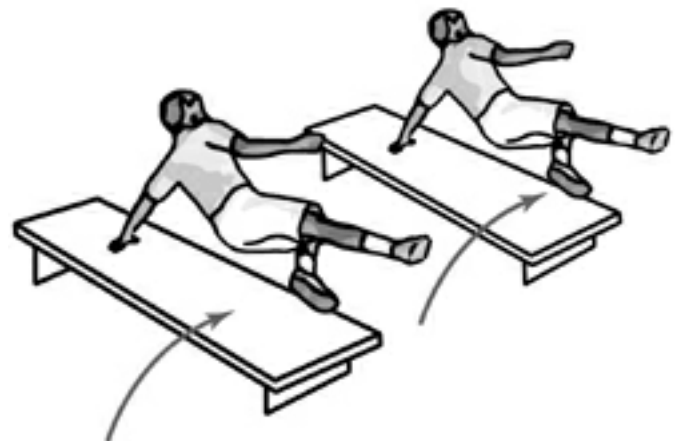
**Barrel Roll Over Folded Mats**



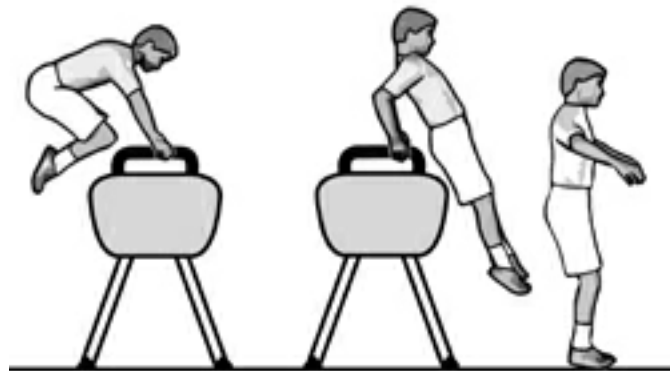
**Traveling Mule Kick**



**Traveling Flank Vaults Over Benches**



**Scissors Over the Bench**



**Squat Over Pommel Horse**

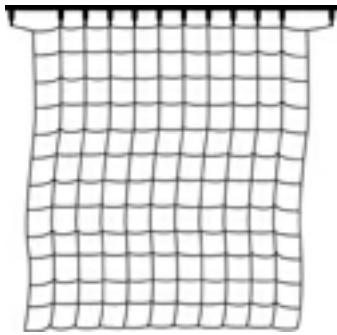


**Traveling Squats**

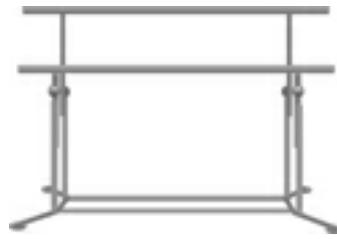


# Hanging and Climbing

## Examples of Hanging Environments



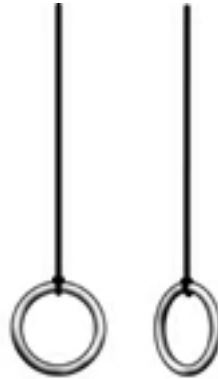
Cargo Net



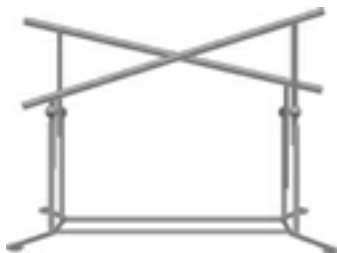
Uneven Parallel Bars



Parallel Bars



Rings



Criss-Crossed Bars



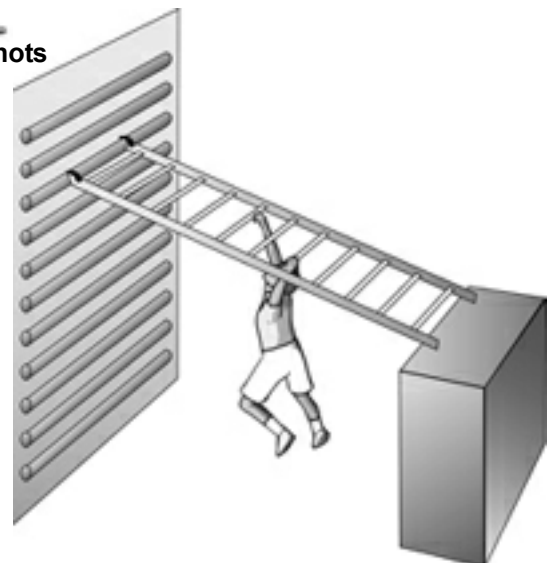
Rope With Knots



Turning Bar



Multiple Rings



Horizontal Ladder

## How Do I Make KiDnastics™ Developmentally Appropriate For My Students?

In the KiDnastics™ program selected activities are used to foster skill development. These skills are presented in two phases. Phase I provides the students with practice opportunities to learn beginning skills in each of the five movement categories (rolling/rotation, jumping & landing, balancing, vaulting, and hanging & climbing) using a variety of environmental manipulations with the KiDnastics equipment. In this initial stage of learning, students are provided with the opportunity to experiment with each new task at their own rate.

In Phase I, environments can be used separately or in combinations. Phase I fosters the development of a well-rounded movement base (movement vocabulary and repertoire).

In Phase II, students are encouraged to combine their movement vocabulary and repertoire into short sequences and simple partner routines. Malmberg provides the following example for setting up KiDnastics™ partner sequences:

1. Students select an environment (environments are preestablished by the instructor/teacher).
2. Help students recognize that the environment lends itself to different movements learned in the five movement categories.
3. Present the following task:
  - Develop a partner sequence of eight skills.
  - Must use skills or progressions already learned.
  - Work in unison with your partner.
  - Don't forget a "flashy ending".
  - The time limit is \_\_\_ minutes.
  - Give your group a funny name!

The use of this Phase II example allows students to select their "favorites" and refine these skills through practice of the partner sequence.

## How Does KiDnastics™ Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement, *Developmentally Appropriate Physical Education Practices for Children*. Twenty-six components of a physical education program have been identified. Developmentally appropriate and inappropriate examples are provided as guidelines for recognizing best practices (appropriate) and counterproductive practices (in-appropriate).

These guidelines are useful as a decision-making tool for developing quality physical education programs. When working with KiDnastics, the following document guidelines are helpful.:

### Appropriate Practice—Gymnastics

- Children are encouraged to sequentially develop skills appropriate to their ability and confidence levels in non-competitive situations centering around the broad skill areas of balancing, rolling, jumping and landing, and weight transfer.
- Children are able to practice on apparatus designed for their confidence and skill level, and can design sequences which allow for success at their personal skill level.

### Appropriate Practice—Curriculum

- The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children. It includes a balance of skills, concepts, games, educational gymnastics, rhythms and dance experiences designed to enhance the cognitive, motor, affective, and physical fitness development of every child.

### Appropriate Practices—Development of Movement Concepts and Motor Skills

Children are provided with frequent and meaningful age appropriate practice opportunities that enable individuals to develop a functional understanding of movement concepts (body awareness, space awareness, effort and relationships) and build competence and confidence in their ability to perform a variety of motor skills (locomotor, nonlocomotor, and manipulative).

The publication, *Developmentally Appropriate Physical Education Practices for Children* can be purchased from the American Alliance for Health, Physical Education, Recreation, and Dance at 1-800-213-7193.

# Environmental Configuration

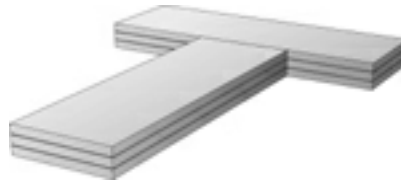
## Folding Mats

Try this idea to help with classroom management and further involve your students. Give each environment a name. Make it easy to remember and as descriptive as possible. During classes, use those names to identify the configurations that are needed and allow the students to build the environments.

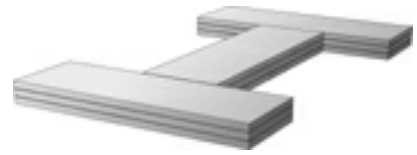
Here is a short image glossary of configurations and name suggestions. How many more can you and your students create?



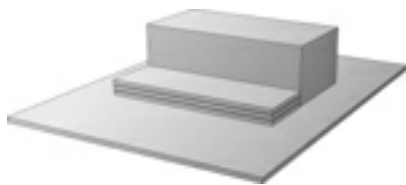
**Folded**



**T**



**H**



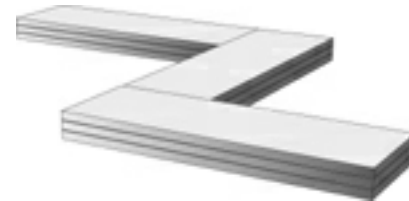
**Steps**



**The Line**

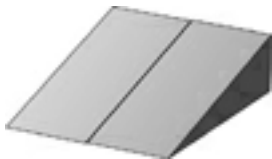


**C**

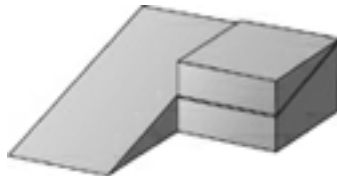


**Z**

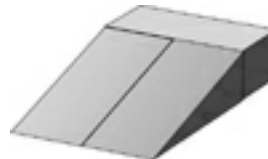
## Inclines and Blocks



**The Hill**



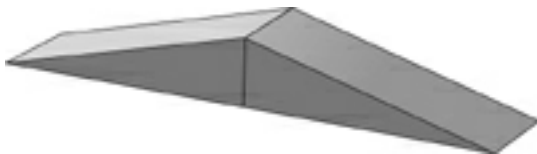
**Plateau**



**The Big Hill**



**Platform**



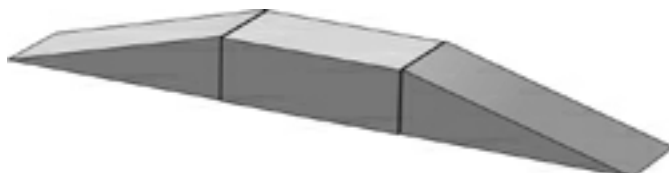
**Mountain Peak**



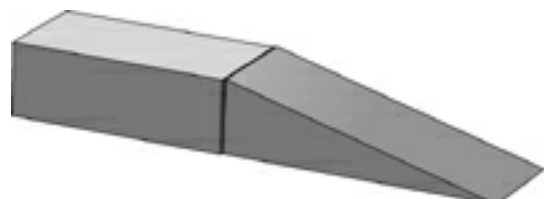
**The Escalator**



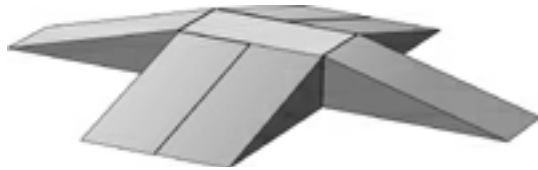
**The Valley**



**The High Road**



**The Cliff**



**The Castle**

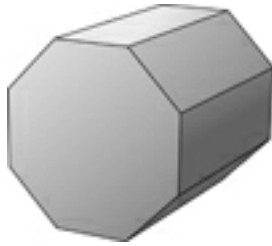


**Surprise**

**Octagons**



**The Stump**



**Lumpy Wheel**

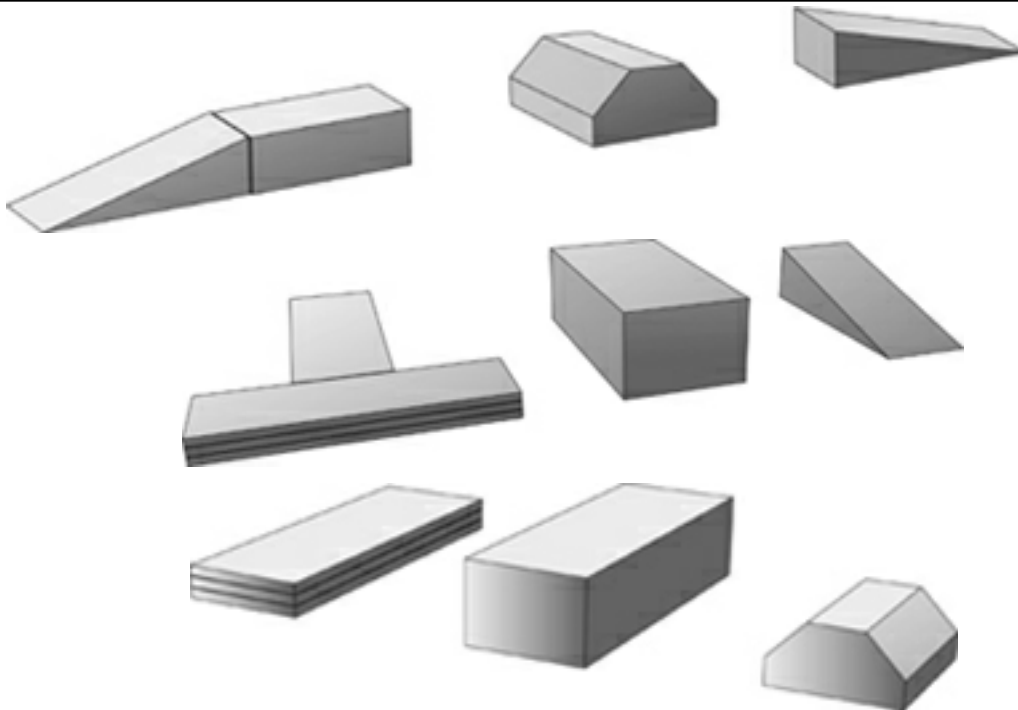


**Sunny Side Up**



**Over Easy**

**Mats in Series - For Jumping, Vaulting, or Performing a Sequence**



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