PHYSICAL EDUCATION IN ENGLAND AND GERMANY: A COMPARATIVE TALE OF TWO SCHOOLS

Richard John Fisher

Thesis submitted for the Degree of Doctor of Philosophy
Department of Linguistic and International Studies
University of Surrey
June 1994

VOLUME II (Appendix 1)

THE PHYSICAL EDUCATION CURRICULUM FOR LAND BRANDENBURG 1994
FEDERAL STATE OF BRANDENBURG

Ministry for Education, Youth and Sport

Provisional Guidelines

Sport
(Physical Education)

Secondary Level 1
Publisher


Authors


Co-ordinators for the Ministry for Education, Youth and Sport:
Arno Geski, Hans-Jürgen Kuhn.

Translators

Richard Fisher and Käti Donath.
Translators Note

The terms sport and sportunterricht are both to be found in this document and have been used to signify separate concepts in some places, whilst being used interchangeably in others. Physical education, as related to, but distinct from, the broader notion of sport, was until recently referred to as sportunterricht. However, it has generally been surplanted by the term sport which can, therefore, mean physical education in schools, particular activities within the school programme, extra-curricula programmes and activities or, indeed, sport in general. Nevertheless sportunterricht has been used in a number of places in these guidelines.

We were reluctant to inject too much interpretation into the translation and have remained faithful to the original text by translating the terms as they were used. Readers should be aware of the unusual interchange of terminology this creates in various places throughout the text.

It should also be noted that many of the activities quoted in the tables at the rear are shorthand interpretations of formal stylised movements and the reader is referred to Meyers Kleines Lexikon, Sport (1987).
From the First Law of Educational Reform for the Federal State of Brandenburg

§ 1 Right to Education

(1) Each young person has the right to school education. This right is guaranteed by the public school system according to this law.

(2) The child's abilities and inclinations as well as those of the parents will determine his school career. Different school careers are open to every pupil according to their performance in, and readiness for, education, independent of the economic and social origins of the parents.

§ 2 General aims of education and rearing

(1) The school teaches and educates young people. It fulfills the general aims of education and upbringing laid down in the regional constitution. This also includes education to prepare for social behaviour; to accept principles of humanity, the rule of law, democracy and freedom; to live peacefully together with other people; to be responsible for the maintenance and protection of the natural surroundings, as well as for being able and ready to achieve for himself and together with others.

(2) The school respects the parents' right to education. It guarantees open-mindedness and tolerance of different religious, philosophical and political beliefs and moral values. It grants equal education and upbringing with regard to sex and cultural origins. It avoids all violation of the feeling of dissenters. No pupil must be influenced one-sidedly.


1. **Guidelines**

   The guidelines listed in the enclosure are in force for lessons in the primary school, secondary school level I and grammar school level.

   The publication of the guidelines is carried out in the "Preliminary Guidelines" papers of the Ministry for Education, Youth and Sport.

   The guidelines will be printed in the Brandenburg University Printing Works and can be bought there (address: Brandenburgische Universitätsdruckerei und Verlagsgesellschaft Potsdam mbH, Karl-Liebknecht-Straße, 0-1574 Golm).

2. **Storage**

   The preliminary guidelines are to be included in the stock of school libraries and are to be available to be looked at and borrowed.

3. **Regulation for Transition**

   With the coming into force of these administrative instructions the respective curricula, guidelines, advice and recommendations which had come into force with the beginning of the school year 1991/92 by the administrative instruction of August 22, 1991 will expire.

4. **Coming into Force**

   These administrative instructions come into force on August 10, 1992.
   Postdam, April 24, 1992
   
   The Minister for Education, Youth and Sport.

   The guidelines to hand have come into force by the administrative instructions announced and printed as above in the official gazette of the Ministry for Education, Youth and Sport.
Contents

I. Guidelines
1. Expectations of the teaching structure
2. The tasks of secondary level I

II. Preliminary guidelines
1. Tasks and aims of physical education
2. Basic content and didactic-methodical conception
   2.1 Learning content
   2.2 Didactic-methodical conception
3. Advice for assessment
4. Dealing with the guidelines
5. More ways of doing sports
   5.1 Special sports instruction
   5.2 Study groups, groups of pupils with similar inclinations
   5.3 Projects
   5.4 School-, sports- and play festivals as well as school sports competitions
   5.5 Excursions and class trips
6. Fields of teaching
   6.1 Gymnastics/dance
   6.2 Track and field athletics
   6.3 Swimming
   6.4 Apparatus gymnastics
   6.5 Games
Preface

A school year with changed legal bases, new contents and general conditions is behind us. The work with new guidelines, schoolbooks and equipment, the grasping and implementing of a pedagogical conception which is new in essential points demanded a lot of the teaching staff and the pupils. Notable successes have been achieved.

In the daily school routine which is often difficult, it might happen that one loses trace of important principles, that the essential part of the orientation gets lost because of a whole lot of tasks and demands. That is why it is by no means useless to remember at the beginning of the schoolyear 1992/93 everything which had proved worthwhile.

- Respect for the child's dignity demands their permanent encouragement and developing their capability for independent and autonomous action. This doesn't work without trusting in the child again and again and without preserving democratic conditions at school for teaching staff and pupils.

- School education is to be understood and to be organized as part of a comprehensive shaping of human beings. With this in mind, school is jointly responsible for making understood the essence and value of democracy to as many schoolgirls and schoolboys as possible, for making them see the inseparability of peace and justice as well as for making them willing to take responsibility for the preservation of nature.

- Consequences for the teaching structure in a narrower sense result from this comprehensive matter of concern:

  - If class teaching cannot be avoided it has at least to be complemented with other ways of learning.

  - Head, heart and hand of the pupils must be included in the process of learning otherwise we run the risk of getting close to cognitive top-heaviness, of which many teachers from GDR schools have unpleasant memories.

  - The guiding principle for specialised lessons cannot be an effort to maintain the systematology of science; interdisciplinary thinking and acting should be supported as good and as often as possible. The work on pupil-orientated projects for example results in good conditions.

  - Learning by example and noticeably less teaching material have resulted in room for development which should be filled as usefully as possible by all teachers, for example with differentiated work for a few pupils or groups of pupils, with developing skills and abilities and with consolidating knowledge.
If these guidelines determine the actions of teachers a big step will be taken which will not allow fear and weariness of school to be spread.

With the beginning of the schoolyear 1992/93 there are completely new curricula available for almost all subjects of the primary school, secondary school level I and grammar school level.

The newly created Regional Pedagogical Institute Brandenburg (PLIB) has been responsible for the extensive work in developing the guidelines.

Many teachers from the Federal State of Brandenburg were included and were supported on a large scale by teachers and scientists from the "old" Federal States.

The experiences of Brandenburg teachers which had been gained with guidelines in the past school year were taken note of as well.

I thank all the people who have been involved.

I wish you strength and creative imagination for the commitment of your pedagogical and academical competence.

Marianne Birthler,
Minister for Education, Youth and Sport of the Federal State of Brandenburg
I. GUIDELINES

1. Expectations of the Teaching Structure

With this part of the guidelines teachers and all those involved in schools are given ideas, thoughts and contextual reasons, related to lessons, in which pupils are the centre of attention.

These guidelines are seen as thoughts which are interdisciplinary and embrace all grades. They served the guideline-committee as an orientation for work. In addition to this, they should open instruments for teachers which enable them to check the guidelines critically and to implement them into the schools' internal curricula. Ideally, these thoughts are to be found again in the lesson-related texts of the guidelines, but it could also be that they are a productive contradiction to some formulations.

Some basic ideas for lessons are developed in the following:

Pupil Orientation

Practice in lessons can orient towards pupils in many ways, for example by discussing existing interests and modifying content accordingly, and by drawing up medium-range or long-term work schedules through joint assessment of results of lessons.

The misunderstanding that pupil-orientation means leaving lessons to the pupils or serving their interest only has to be rejected. The questions, problems, interests and experience of pupils should be the starting point wherever it is possible, but not exclusively the content of lessons. Pupil-oriented lessons must also go beyond the status quo, they must teach new views, liven up narrowness and support the extensive gathering of information.

Pupil-orientation also means thinking that pupils are capable of didactic competence, including them in the planning and structuring of lessons if possible. Teachers possibly must learn more restraint and to intervene less in a guiding way.

Action Orientation

Numerous teaching theories support the idea of structuring lessons in a way that enables pupils to work manysidedly-intellectually, physically and psychologically - because the development of thinking is bound to direct experiences. This demand isn't met when action is delegated to single subjects or to special situations as for instance to gardening, to handicrafts, to lessons on industrial education and on performing plays.
The demand for active involvement essentially applies to the practical and intellectual work of pupils in lessons. This can be an investigation in an ecology-project as well as an interview of elderly people in contemporary history lessons. In this sense active involvement means to watch, to compare, to consider, but to change and to produce as well.

That is why it is necessary for pupils to leave their seats, the class and the school at times to gather information and experience, to gain knowledge.

**Problem-orientation**

Problem-oriented lessons are based on (mostly current) problems in nature, culture and society which lead to questions, uncertainty and doubts, an analysis and then to a statement.

This can be for instance statistics on the death of forests as well as on rising rents in the region, the cutting of a monument as well as the construction of a ring road, doping-problems or expenses for the restoration and the preservation of the NS-concentration camp in Auschwitz. The opportunity for problem-oriented lessons is in the - probably controversial- comments of the pupils.

The task of teachers on the whole is to give support in expressing questions and views, in providing literature material and in carefully initiating technically oriented analysis of a problem and the methods for arguing it.

Problem-orientation should not be understood as working off steps on the way to solve problems, which complicates creative thinking. Technical systems or the secure results of science are not very likely to produce problem-oriented learning.

**Comprehensiveness**

There have been already many pedagogical theories drawing attention to wholeness, to the whole human being and to a comprehensive way of looking at the subject being acquired. It had been obvious enough that this is an ideal which is difficult to realise.

What can be comprehensive nowadays? First of all this means to overcome the narrowing of the term "education" to the intellectual and rational. Things one feels, one senses or perceives are more and more important for processes of learning. Perceptions and feelings should not longer be underestimated for emancipatory processes.
Comprehensive learning is incomparable with sitting for hours, with acquiring cognitive progression only like reading (through), reporting, arguing. Comprehensiveness nowadays is especially a problem for teachers and pupils working jointly in a way which enables everyone to show development as a human being "comprehensively" - not only with one's knowledge.

This is a precondition to learn about the world as the aims of education. Comprehensiveness means to impart a sense of responsibility, to recognise the network of action and result in intervening in natural and social "wholes" (for example in traffic planning, interaction between ecology and economy). These higher aims of education are dealt with by planning lessons in which the affective, cognitive and instrumental learning targets are equally planned and realised. In addition this happens through interdisciplinary lessons.

Exemplarity

In each single science more questions are dealt with than can be put into one subject. There are more paintings, poems, historical events, social problems than subjects can deal with. The person who teaches, therefore, selects according to a double criterion:

- The subjects taught should be exemplary of the general perspective. This is the question: "exemplary" for what?
- The subject taught should be exemplary for a group of pupils with comparable previous knowledge or experience. This is the question: "exemplary" for whom?

And where does a systematic position exist? At first in the teacher's head. Because: pupils don't see the world in the way of systematic science. A systematic order of specialised contents can occur at the end of the pupil's school days. It is only useful when familiarity with specialised methods, structures and questions has developed.

Exemplary teaching and learning are no panaceas. Surveys, summaries, exercises and repetition have their legitimacy. They are often preconditions or conclusions of an exemplary teaching unit.

Connection with Science

The general demand that lessons should be connected to science, could mean many different things. First of all the formula of scientific connection goes back to the criticism of so-called "popular education". Democratic societies shouldn't fall apart through the popular education of laymen and scientifically educated experts. Scientifically oriented education for everybody is an essential value of a democratic school.
The specific task of a general education school will be missed, if deducing content for lessons from specific subject oriented sciences is wrongly understood to be scientific connection. The development of a world outlook is neglected as well as life-world relations or sex-specific differences.

Therefore, it seems better to orient scientific connection to the methods and patterns of explanation of science. The sequence of teaching and learning is to be bound to the needs and interests of pupils. It will, therefore, have to differ from an in-subject logic.

**Openness**

"Open lessons" are a commandment for all kinds of schools and grades. "Open" means to learn on the basis of jointly-agreed weekly plans; the connection of various ways of working, the interconnection of accentuated ways of learning content, and social ways of learning; the consideration of individual interests and requirements for practice; the acceptance of different speeds of learning; changing to individual, partner and plenary work, and changing various forms of working. Open also means variety as far as the places of learning are concerned.

Discovery is only possible for someone, who leaves the main road, and is able to search without being guided by someone, who can decide for themselves about main roads, side streets or detours. Learning doesn't happen in one way roads with fences to the right and left, but in open, partly structured - but not entirely structured - situations. Within this process one can get into chemistry from biology, into graphic arts from literature, into geography from history. Nobody can abolish subjects on one's own initiative, but nobody has to build fences.

**Differentiation**

It is unlikely that teaching everybody in step with each other helps individual variation in learning.

It is unlikely too that everyone's results will be on the same level. If this is correct then lessons cannot please everybody by letting them do the same thing all the time.

This is where the demand for differentiation is made.

In groups "based on the division of labour" one can relate different levels of task demands to the performance of a group.
In groups "doing the same work" is a model for mutual assistance. More can be demanded of the "star of the class" by making him give information on an aspect of the general perspective which is not grasped by everyone. Also, in a plenary meeting on a "reports day" when everyone, individually or in groups, has made his contribution they can all take stock together.

Lessons oriented to these principles will not be easy. It activates the pupils and leads to more work for the teachers.

Such lessons require a lot of preparation and alternatives can be expected with each step. Lessons cannot be "covered" by central planning, but orientation can help to explain the action, yes even unconventional action, in a better way.

2. The Tasks of Secondary Level I

The education system generally has a particular implication for the assignment of social positions. This fact is especially true for secondary level I. Here, there are ramifications from the previous joint education of all children. In all federal states the lessons are continued in different school systems (structured / integrated), even in the structured system there are school types of varying demands. Secondary level I traditionally appears as socio-politically extremely sensitive in the general education school system, due in particular to its importance in the process of selecting pupils and giving opportunities.

Especially in places where different types of school in the structured system, but without a similar pedagogical-organisational concept, are offered in parallel, the entrance of a primary school-leaver into a particular type of school can be decisive for their professional development.

Public interest in the development of secondary schools is expressed in the discussion which has gone on for decades about which pedagogical organisational model is most relevant for secondary level I.

There is a distinct agreement that there is no confirmed theoretical legitimation on developing talent to guide the building of the secondary school system, but that all school models or types whether integrated or structured - have the task to react flexibly to the dynamics of pupils' performance and personality development.

There is a wide consensus that education in the field of secondary level I is too important to be responsible for almost irreversible decisions about school qualifications resulting from the choice of a particular type of school.
In Brandenburg the various models of school don't exist independently, rather comprehensive schools, grammar schools and secondary schools leading to intermediate qualification orient to the same school qualifications of secondary level I. They send pupils equally to higher grades and see themselves as part of a complex school system on offer at local level. It is a secondary school system consisting of various elements.

Secondary level I is not only sensitive socio-politically, but pedagogically in particular. This school level deals with a considerable range of the individual development of its pupils: 12 year-old boys and girls reaching puberty enter the 4 years of secondary level I, but leave it as young people physically fully developed and just before the age of maturity.

The great responsibility the secondary level I has owing to its importance for later life, as well the great demand associated with the accompanying pedagogy of adolescents, makes it necessary to orient lessons in these schools to the principle of openness towards the variety of education to follow.

Two principles are decisive for the pedagogical organisation of secondary level I independent of the particular type of school:

Prescription must be avoided.

The demand to show that schools at secondary level I are part of a previous system is impossible to realise without equal curricular treatment of parallel types of schools on offer. This means that guidelines are level-related and are open opportunities to be developed specifically for each model of school, opportunities to be developed specifically for each model of school both in methodical approach as well as in the rigour of the demands. At the same time the guidelines should provide scope for the development of co-operation in a comprehensive way, especially by way of project-lessons, but also through work in groups.

However, premature prescription is not only avoided by harmonization of the content of the different education on offer at secondary level I, but by openness regarding continuing education after this stage. Even in school specific plans for jobs or intended study, the various form of secondary school level I qualifications contain equal chances for the variety of continuing education on offer, independently of the type of school where they have been acquired.

Educational demands must be according to the stage of development.

For secondary level I this means that there is a smooth change from the elementary education of the primary school to the much more differentiated lessons in secondary level I.
Concerning the guidelines this results in an increase of subject specialisation. The guidelines of secondary level I also open the opportunity to counteract too strong a drift to specialisation by using interdisciplinary lessons.

An essential characteristic of secondary level I is its relation to the developing inclinations and performances of the pupils. In this way they get for the first time the chance in secondary level I to make independent decisions on their education.

The obligation of choosing main lessons requires personal reflection on the existence and steadiness of interests and the nature of performances. Differentiation according to the level of performance in comprehensive schools makes it possible to experience directly the possibility of correcting course classifications and so to influence their secondary school qualifications.

II. Preliminary Guidelines

1. Tasks and Aims of Physical Education

Within its pedagogical field physical education lessons at secondary level I contribute specifically, indispensibley and not interchangeably to individual and social education and the upbringing of children and young people.

Its task is to support pupils in their inclinations and abilities with manifold, varied, interesting and emotionally attractive movement and body experiences; to arouse and maintain joy in movement, play and sports and by that to encourage a lifelong interest in sport.

Physical education should provide the necessary incentives for movement to promote physical development and to contribute to health and well-being. Physical education can impart essential experiences and basic understanding for the development of the overall personality and it can contribute to physical, health, environmental and sports education through the learning of movement patterns by exercising, training, testing new movements and by spontaneously solving motion-tasks in aesthetical and creative terms.

Based on the experiences of movement gathered in primary school, physical education in secondary level I seeks to develop children's and young people's capacity to act in sports.

The pupils' capacity to act in physical education means that they are able to choose their forms out of the variety of sports on offer and the meanings that sport can have (health, getting along together, excitement, performance, physical experiences etc.) and to use them when doing sports themselves as an addition to their life. Apart from the motor dimension, the capacity to act
includes cognitive aspects in understanding sport and social aspects in getting along together in sport.

The following motor, cognitive and social-affective aims are to be targeted:

**motor learning target area**

- development and usage of athletic prowess in well-chosen individual sports, play and supplementary sport.
- complex development and perfection of stamina-based and coordinative abilities as well as of mobility and posture,
- through a wide range of activity to make pupils sensitive to the reactions of their bodies to sport and to experience the health effect of doing sport.

**cognitive learning target area**

To acquire basic knowledge and ideas on
- values and effects for health, well-being and fitness of doing sport regularly
- techniques, tactical behaviour, rules, regulations for contests and safety in the individual areas,
- methods and means of achieving individual physical perfection in sport
- organisation and arrangement of lessons,
- possibilities for independent and creative arrangement of situations of play and movement in spare time.

**social-affective learning target area**

- development and consideration of hygienic and other behaviour and habits important for health,
- readiness to put a strain on oneself during sports exercise according to the task, and to aim for the best possible individual performance during contests,
- development of co-operative behaviour,
- compliance with regulations and rules of games, and other contests, fair behaviour in competitive sport situations, and coping with psycho-physical strain,
- positive attitude towards the other sex and young people from other societies,
- thoughtfulness when doing sports in natural surroundings,
- maintaining the need for movement, sport and play and developing a lifelong interest in it.

The target learning areas are closely connected with each other. Normally they are realized at the same time but with different stresses in the lesson process. Their realization is influenced decisively by how lessons are organized.
2. Basic Contents and Didactic - Methodical Conception

2.1 Content of learning

From the seventh to the tenth form the following topics are offered:

**Individual/Sports**
- Gymnastics/Dance
- Track and Field Athletics
- Swimming
- Apparatus Gymnastics

**Games**
- Basketball
- Football
- Handball
- Hockey
- Volleyball
- Badminton
- Tennis
- Table-tennis

**Supplementary Sports**
- Orienteering
- Acrobatic
- Creative Movement
- Skin Diving
- Water Sports (canoeing, rowing)
- Winter Sports (ice-skating, cross-county skiing)
- Combat Sports (judo, wrestling, fencing)

Considering the material and personnel preconditions the specialist PE team (for the school) establishes the sports to be taught.

There are the following recommendations:

In the field of individual sports there should be at least 2 sports on offer in the course of the year.

In the field of games, 2 team games and 1 return game can be chosen. Three quarters of the time available should be divided equally among the sports chosen by the specialist team, one quarter can be used for the supplementary sports.

The specialist team of the school has to develop training programmes, for the content of the topics not shown in the guidelines.

If the following criteria are met, more sports can be taught and included:
• the existence of a qualified teacher
• the possibility to do the sports in suitable facilities
• if an adequate amount of movement is guaranteed
• if they meet the interests of the children and young people.

Sports which are respectively connected with damage to health and high health risks (for instance boxing) are excluded.

2.2 Didactic-methodical conception

Based on age-characteristics, difference needs for movement and sex-specific interests it is necessary to bear in mind individual amounts of strain with extensive measures of differentiation, usage of various forms of organisation and exercise and pupils' opportunity to organise the learning situation.

One has to enable them to experience a variety of sports through a broad offer of sports.

Young people should have the chance to enrich lessons with their own ideas and initiatives, to discover for themselves problems connected with the content of lessons and in view of their own interests and intentions to develop and to try suitable suggestions.

When imparting sporting movement, coherent motor learning-sequences are to be associated with sufficient repetition and extension.

Stamina-based and co-ordination abilities, as well as mobility and posture are to be developed in intensive forms of movement which are oriented for activities in all topics.

Knowledge is to be imparted mainly as an accompaniment to the exercises. At the same time one has to continue pupils' existing knowledge. Their perceptions and experience when doing sport are to be used to clarify characteristic features of movement rules and physiological connections.

The possibility for PE lessons to contribute to the realization of interdisciplinary aims is to be noted. Connections with other subjects are to be sought.

Teaching material to be used in a varied way to support motor, cognitive and social learning.
3. Advice for Assessment

Assessment is based on the general impression of the pupil's performance consisting of the following priority assessments:

- Relevant skills: the respective learning targets mentioned in the guidelines. (sports-motor performance, sports-related knowledge and understanding).
- Learning behaviour; considering the readiness and the will to achieve performances and the social behaviour,
- Learning progress; making personal progress clear to each pupil, depending upon their physical constitution and general health and development.

Pupils' skills and their learning progress should be considered within this priority framework.

Teachers must be able to explain marks by disclosing their assessment of performance using the priority assessments. Pupils should be involved in the establishment and realisation of learning-success-controls.

In PE it is allowed to give a "poor" or "unsatisfactory" grade only where the pupil clearly hasn't tried hard to meet the demands of lessons.

If pupils don't achieve the necessary performance due to reasons beyond their control (notably in the case of illness) no mark is given.

If pupils don't achieve the necessary performances due to reasons for which they are responsible (for example in the case of refusal to perform) one has to decide whether they get an "unsatisfactory" grade or whether the performance isn't assessed, after taking account of their age and naturity. A refusal to perform includes unexcused absence.

4. Working with the Guidelines

The guidelines are not intended to impede the creative working process of teachers. They outline a framework to be filled by the specialist PE team with curricula internal to the school, taking into account pupils interests, the imagination and ideas of the teachers as well as the specific features of the school.

PE contains 3 lessons which should be taught individually, spread over the week.

Open-air PE lessons are of special importance because of the general experience and their specific value for health. Therefore, lessons which can be taught in the open air should only be moved to the gymnasium in bad weather. When doing sport out in the open one has to take into account such factors as the protection of nature and the natural surroundings.
Occupancy of the gymnasium should be an important factor when planning lessons at the school. Multiple occupancy of gymnasiums should be avoided if possible and different grades should not be put together.

A division of school classes into independent working groups is allowed and may be necessary according to the tasks set.

PE lessons in the 7th to the 10th form can be taught together or separated according to sex. This decision is to be made by the teachers concerned.

The framework presented for PE has to be adjusted to the children and young people and their level of confidence as well as the learning situation. Official orders are not the sole content of lessons. They are on the one hand for the organisation of PE lessons and on the other for pedagogical targets in the social field. Where the situation and the content to be learned allow it, free approaches are preferable to formal orders. Pupils should learn that they are responsible as well for the development of a set of orders offering varied and intensive movement.

Pupils excused from PE lessons can be mobilized to participate in theoretical instruction and auxiliary classes if the disease they are suffering from allows it.

When planning lessons for the school year one has to consider that PE should only be taught by qualified specialist teachers.

5. More forms of Physical Exercise

The following possibilities aiming at sport-friendly schools should be used:

5.1 Development PE lessons (extra provision for the less able or the talented)

Compensatory PE lessons to attempt to repair style, organ capacity and co-ordination weaknesses. The task is to bring pupils who disapprove of PE because of nervousness, low motor activity and a lack of stamina, closer to the general performance level of the grade through developing a personal sense of achievement.

Attempts must be made within the opportunities available to the school to set up Development PE lessons, according to the principles for the realisation of development lessons in school sport (special school PE). To set up as well the training and examination quality for teaching such lessons (decision by the conference of ministers of education and cultural affairs of the 26/2/1982), or to meet commitments of the "Second programme of action for PE" of 17/4/1985. In non-formal PE too, more health promotion measures should be offered to serve the purposes of the Development PE lessons.
5.2 Working Groups, Option Groups

These groups take place in extra-curricular time. They can embrace age group and school type accordingly. The following groupings for example have worked well:

- support for weak pupils
- support of leisure time sport (sport specific and general)
- preparation of competitions
- graining sports performance awards (sports awards, swimming awards etc)

5.3 Projects

Participation in projects is recommended if it stimulates pupils to gain knowledge and understanding, to take further independent action and to develop personal activities.

Projects connected with health education and environmental care are of special importance for PE.

5.4 School, Sport and Game Festivals and PE Competitions

School sports days and sports performances within the scope of school festivals, as well as PE competitions, are the pedagogical responsibility of the PE teachers and are to be arranged so that all school pupils are given a sense of achievement, according to their level of fitness.

School, sport and game festival days should always contain motor activities.

5.5 School Hikes and Class Trips

Class trips should definitely contain sports activities. The walking itself is considered as a stronger activity and gives pupils the chance to get to know their local area much better.
6. Fields of Teaching

6.1 Gymnastics/Dance

In this subject area pupils realise a widening of their individual and social possibilities for action and experience with sophisticated interpretations in connection with rhythmic-musical creation.

Based on the basic forms learnt in class 1-6 they become acquainted with educating their body and creating variations of movement and a wide range of content areas, using both standardised free development of motion such as:

- elements from the gymnastic movement repertoire with hand apparatus/without hand apparatus.
- exercise routines for conditioning, stretching and relaxation.
- exercise routines for dealing with objects and materials.
- performing plays as pictures and scenes, with elements of gesture, mime and pantomime.

One can choose from this spectrum of things on offer according to the interests of the pupils. Open experience situations are to be available where pupils can take part in deciding about the image demands in the process of learning and creating movement. The lessons should be adjusted to the following main areas of action and knowledge.

- experience of, and experimenting with, action situations in an analysis of their own body and of hand apparatus, objects and materials to develop improved movement training and creative abilities through sensitising the processes of sensation and perception.
- acquiring and developing standardised, stylised and unconventional forms of movement and using them in controlled and creative routines (varying and also combining with improvised forms of exercise).

In order to reach and develop the pupils' worlds of experience and feeling, room must be allowed for personal development through creative and aesthetic movement through individual and cooperative exploration and discovery. In this process different subject fields can be used to trigger a variety of forms of movement through scenic representations and productions, as for instance in:

- situations out of their environment and daily routine
- body, apparatus, objects, materials
- sounds, rhythm, music
- room, time, dynamic force

In this process of finding and solving tasks, the pupils variety of ideas, adventurousness and speed of decision-making are to be supported through:
- Including pupils in the control and assessment process through observation and reflection.
- Getting to know and experience the individual, partner and group related action and being responsible for dealing with others in view of their individual strengths and weaknesses.
- Acquiring knowledge about
  - rhythmic-musical sequences, music as creative force
  - criteria for creating and realising ideas
  - connections with and elements of a healthy life
  - value and effect of regular movement activities
  - applicability of warming-up, stretching and strengthening gymnastics and the planning of exercise programmes.

Minimum requirements

**Classes 7 and 8**

- to implement a rhythmic stimulus to forms of motion such as walking, running, jumping and hopping (individual/pair/group)
- to choose variations and combinations of movement without hand apparatus and design them to fit musical instructions. (individual/pair/group),
- to reproduce chosen elements of one stylistic school of dance,
- to put together a relevant and short gymnastic related sequence of exercises for leisure time (for example warming up programme to music).

**Classes 9 and 10**

- to choose variations and combinations of movement without hand apparatus and to design it to fit musical instructions. Thematic representations should be allowed (individual/pair/group),
- to develop and to present two short combinations with different hand apparatus, both with compulsory elements and in the form of a voluntary exercise (individual/pair/group),
- to put together a spare time-relevant, gymnastic related exercise programme (for example warming-up, stretching or a strengthening programme).
Class 7/8

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content (Exercises &amp; Applications)</th>
<th>Advice for Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 complex</td>
<td>learning and experiencing basic gymnastic forms without hand apparatus and disguising variations in technique, space, time and rhythm</td>
<td>- various forms of body education, warming-up, sketching and strengthening exercises (aerobic, stretching) - using various co-ordination based forms of motion - special rhythmic exercises - tension and relaxation exercises (for instance yoga)</td>
</tr>
<tr>
<td>- to develop possibilities for creative design: to find subject areas as a trigger for scenic interpretations</td>
<td>- different variations in pace - walking steps - running steps - jumping steps - jumping steps (hopping) - combined walking and running steps, cha, cha, cha, changes triple steps - subject areas for scenic pictures like for instance: - room, time, momentum - sounds, rhythm, music - body, apparatus, objects - everyday life situations and surroundings - feelings, moods.</td>
<td>- suitably adapted to music - in different tempos and times - rhythmic support from acoustic and visual aids - variations of forms of space and co-operation - develop characteristic features of motion and design - let them find movement connections independently.</td>
</tr>
<tr>
<td>- to develop competence in moving - practice of control of self and others.</td>
<td>- jumps: one-legged and two footed take off, with different landings (horse jump, scissors jump, key jump, stretched with half and full turn, split-jump, jumps with extended rear leg.</td>
<td>- watching body tension and soft landings</td>
</tr>
</tbody>
</table>
- flexing: variations of flexing the body
  . simple alternating flexing on the spot and in forward movement

- swinging:
  . one-handed and two-handed swings and circle swings, mill swings, horizontal swings

- turns:
  . one-legged and two-footed step turn

- standing:
  . two-footed standing on ball of foot (key, side, crosswise, straddle)
  . lower leg standing
  . shifting of weight in different ways (lunges, standing solo with bent or stretched standing-leg)
  . one-legged standing with bent or stretched standing-leg

- with rhythmic support for instance clapping, snapping the finger

- in different variations (for instance standings and with steps)

- with different arm positions

- with different free leg actions

- with arms held in different positions.

- with different positions and movements of the trunk

- with different positions of the free leg (straddle, hand)
2. Complex

learning, experiencing and designing basic gymnastic forms with hand apparatus

- learning apparatus - specific elements of motion
- transferring music into motion
- experiencing the motion of the whole body in the unity of apparatus and body
- encouraging creative action and development of the ability to express aesthetic feelings

ball:
throwing/catching while standing, skipping, jumping.
.bouncing with skips, jumps
.holding/handling ball while standing, sitting with trunk movements, with skips, turns.
.rolling with skips and jumps, or standing to the side with side-bending with shifts to the left and right.

.leaps - vertical and horizontal with key ball standing raised toes.

rope:
.swinging/arching:
.swings of eight (back, front, right, left)
.hand circles with double turn.

.clubs:
.swinging/circling like rope/clubs
.hand circling
.throwing/catching
.twisting, rolling, holding

.hoops:
.swinging/circling like rope/clubs
.hand willing
.throwing/catching
.twisting, rolling, holding

- doing the same on the left and right.
- with different formation
- individual/group exercises
- design small exercises (8-16 bars of music)
- look for possibilities of free design and testing (to one's own choice of music)
- watching the characteristic features of motion
.levels of motion
.range of motion
.flow of motion
- watching the gradual increase of coordination demands

- with skips, turns, floor elements, standing

- with different tempos and levels
baton:
  .swinging/circling
  .throwing/catching
  .balancing
  .rhythmic beating

ribbon:
  .swinging/circling
  .spirals
  ."snakes"

3. complex

experience body movement with objects/materials

-experience various stations of movement

-build up to scenic representations from their own experiences.

- other materials and objects, for example paper, foil, cloth, dolls, stuffed animals, use balls made of various kind of material etc.

- Design thematically focused scenes of action with and without partner and group relation.

Improvisation
-tasks of improving tasks

N.B. Can be together at breaktime in the playground, together and against each other at the football ground.

4. complex

learning, experiencing and using elements from different dance styles

- learning and discovering from fitting intentions of dance expression to appropriate music.

-elements from different dance styles: for instance traditional dance ballroom dance rock dance jazz dance fashion dances (typical steps, dance formation, ways of using space and creating own movements.

-dances in groups
-design to show expressions, for example to represent behaviour, feelings and moods with dance elements.

-using pictures and group formations for group dances

-to consider pupils interests and inclinations.

-to foster creative ways of dancing.
### Class 9/10

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Advice for Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Exercises and Applications)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1. complex

- Learning and experiencing basic forms of gymnastics without hand apparatus and its own organisation into technical, temporal and rhythmic variations (gradual increase in level of demand)

- To develop the mechanism of special gymnastic exercises.

- To create possibilities for free design:
  - To find subject areas as a trigger for scenic representation

- To let the pupils have an influence on the content of lessons
- To develop the observation of self and others.
  (To talk about differences in level and how to resolve them)

<table>
<thead>
<tr>
<th>Content Advice for Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Educating the body in various ways - limbering-up, stretching and strengthening exercises (Aerobic, Stretching)</td>
</tr>
<tr>
<td>- Using various forms of movement demanding coordination</td>
</tr>
<tr>
<td>- Special rhythmic exercises</td>
</tr>
<tr>
<td>- Tension and relaxation exercises (for instance yoga elements)</td>
</tr>
<tr>
<td>- Variations of steps</td>
</tr>
<tr>
<td>- Walking steps</td>
</tr>
<tr>
<td>- Running steps</td>
</tr>
<tr>
<td>- Jumping steps (hopping)</td>
</tr>
<tr>
<td>- Combined steps as in classes 7/8</td>
</tr>
<tr>
<td>- Subject areas for scenic representations as in class 7/8 and to increase as well, for example, strolling around in town, free time on the beach</td>
</tr>
<tr>
<td>- Bouncing</td>
</tr>
<tr>
<td>- Swinging and circling</td>
</tr>
<tr>
<td>- Turns</td>
</tr>
<tr>
<td>- Standing</td>
</tr>
<tr>
<td>- Floor exercises</td>
</tr>
</tbody>
</table>

**As in class 7/8**

- Waves: . Body waves
  - Arm waves

- Rhythmic and musical accompaniment
- In organisational and social forms rich in variation
- Solving different movement tasks

- Pupils develop exercises relevant for programmes in free time (warming-up, limbering-up, stretching, strengthening)

- Developing aesthetic posture and ability to express themselves
- Transferring music into movement (acoustic and motor representation of rhythms and motifs)
- To watch characteristic features of motion and design.

- Encourage variations of combination and improvisation
- Using steps, jumps, turns.
2. complex

increasing, using, varying, combining and improvising gymnastic elements with hand apparatus - support and pupils' creative activities

- ball
- rope
- club
- hoop
- sticks/rods
- ribbon

like in class 7/8

- watch the gradual increase in demand for coordination and increase of the movement repertoire
- encourage free improvisation
- to give tasks for various combinations
- to let them find a change of apparatus with partner using the same and different hand apparatus, for example ball, hoop
- finding pictures and group formations

3. complex

Exercises and body movement with objects/materials

- experiencing various movement situations through independent arrangements

- forms of motion with paper, foil, cloth, dolls, stuffed animals, ball materials etc.

- scenic representations with materials in groups, for example tolerance and aggression in the football ground.

- encourage scenic forms of action and representation in different social forms

4. complex

learning, experiencing and arranging elements of different dance styles

- learning and discovering from fitting different intentions of dance expression to appropriate music

- dance elements from difference dance styles, for instance:
  - traditional dance
  - ballroom dance
  - rock dance
  - jazz dance
  (isolation and contraction)
  - fashion dances
  (typical dance steps, dance editions, ways of dance)
  - pantomime representation
  - dance sequences in groups (circle, row dances) - scenic forms of representation.

- to consider pupils' interests and inclinations
6.2 Track and Field Athletics

In secondary level I basic form acquired up till now in the sprints, hurdles, long and high jump as well as throwing and putting are to be secured, improved, varied and developed.

Organisation of track and field athletics lessons in an interesting way and with differentiated requirements should help to develop pupils' individual abilities and to challenge their willingness to achieve. Means, measures and forms of exercise should be chosen which impart an experience of positive feelings when running, jumping and throwing and so provide access to track and field.

To this end suitable games and contests are those which leave open the chances of success for each pupil and often awake new motivation for track and field (for example time trials), estimated runs, target throws, high jump in relation to own height, team contests, various multi-discipline events and others. Practice should be organised under adapted and simplified conditions.

On the basis of offering a variety of movement in running, jumping, throwing and putting, physical abilities are improved - especially speed, applying power quickly and stamina - as well as co-ordinative abilities and mobility. The aim should be to developing pupils movement in track and field corresponding to their fitness and in consideration of the conditions of the PE lessons; not presenting exorbitant demands and letting those who cannot keep up with the sport drop out.

Extending knowledge and understanding about motion, the effects of exercise and forms of exercises should help pupils to become more independent. It is necessary to organise lessons in a more sophisticated way to be sure of arousing their interest in doing sport for their lifetime.

When acquiring and extending specific techniques in the groups of disciplines, a priority-oriented procedure can be carried out in particular school grades. Running stamina should be improved in each grade during the whole year.

Pupils can also get to know new disciplines (for instance triple jump, javelin throw) if the personnel and material preconditions are granted.

At the end of secondary level I the pupils should be capable of:
- 60 metres-sprint or 100 metres-sprint with a starting style chosen by themselves,
- running rhythmically over several hurdles for 50 - 60 metres, (height of hurdles and distance adjusted to the individual's capabilities),
- relaxed running for 25 minutes (boys) and 20 minutes (girls) without stopping,
- long jump with a fast run-up and hitch kick
- high jump (scissors, roll or flop),
- throwing from a 3-step rhythm or shot-putting from a standing position with body torsion
- Doing a multi-discipline-event, if necessary with the single disciplines chosen by the pupils (for instance a choice of short distance/hurdles, jumps and throw/put events).
<table>
<thead>
<tr>
<th>Aims</th>
<th>Content</th>
<th>Advice for Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>short distance run</td>
<td>- training for running (running basics)</td>
<td>using acoustic and visual signals</td>
</tr>
<tr>
<td>Running coordination</td>
<td>- acceleration runs</td>
<td></td>
</tr>
<tr>
<td>Ability to react</td>
<td>- starts from different positions and with additional tasks up to 20 metres</td>
<td>individually, pairs, in groups to compare the suitability of the types of start for their own use.</td>
</tr>
<tr>
<td>Types of start</td>
<td>- start variations: rolling, high, one-handed, crouch, deep start</td>
<td></td>
</tr>
<tr>
<td>Acceleration</td>
<td>- running games demanding acceleration and quick starts (change of sides, black-white and others)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- relay or time catch, start catch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- landings catch</td>
<td></td>
</tr>
<tr>
<td>Sprint power</td>
<td>- exercises for the basics of running (especially bounding)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- short uphill sprints</td>
<td></td>
</tr>
<tr>
<td>Sprint ability</td>
<td>- sprints from 20-50 metres (after flying start, for time, for victory)</td>
<td>to set focus of observation: running on balls of feet, knee lift, arm position</td>
</tr>
<tr>
<td></td>
<td>- running and relay games with short sprints</td>
<td>let pupils invent as well</td>
</tr>
<tr>
<td></td>
<td>- multi-sprint events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>eg. 3 runs of say 10m, 30m, 80m.</td>
<td></td>
</tr>
</tbody>
</table>
Relays

Ability to react/accelerate
- starts with visual/acoustic signals
- starts after reaching partner's mark and by shout ("catch in box")
- form of contest over 20-30 metres:
  to follow and to catch up with the partner
  as partner and group exercises
to include other forms of games

Baton changing
- baton change: standing, moving, trotting
  by observing lane markings
  at submaximum and full tempo
- shuttle and return relays with turning points
- square and round relays, perpetual relays as well

Hurdles

rhythmic running over hurdles
- running over various low hurdles and with different distances
- relays and contests over low hurdles
- zone running ie sprints across markings and "ditches" without stepping the spaces marked.
- running over 3 hurdles of different heights
- running over 3 hurdles of rhythms of 3, 4 or 5 steps
- rhythmic running over several hurdles for 50-60 metres
  markings, "ditches", long benches, small hurdles and others. Teach how to lead with either legs from the very beginning only small change of inside leg of the distances (no exaggerated pulling or running)
to demand leading with either leg
adjust height of hurdles and distance between to the individual capabilities of the pupils.
Distance running

stamina - to run in a relaxed way with an even, self-chosen tempo
- to run a certain distance (Kilometres, rounds, paths on the site) in a relaxed way with an even, self-chosen tempo
time given by teacher or determined by pupil, to increase amount gradually and in a way which enables each pupil to run at "his own" tempo to aim at relaxed running in aerobic performance area - ie. "to talk to each other while running"

To gain running experience - long distance runs on different terrain (slopes and inclines, different soils, different surroundings and conditions (for instance car exhaust fumes, smog, heat and others)
-hurdles
- orienteering
-runs with changing tempo to compare with others their condition and impressions

Development of feelings for tempo and time.
- runs in estimated time
- square runs
- time runs according to age and sex
for instance
girls  2000 metres
boys  3000 metres
pupils decide on hurdles and paths, take part in organising orienteering, and can change tempo individually.

Long Jump

Ability for horizontal take-off power, jumping skill - jumps: using either take-off from standing, moving, multiple jumps, star jumps upstairs
-one legged jumps from different and with different tempo approaches
variations using various styles: jumping obstacles, hurdles and others

Coordinating approach and jump - climbing and step long jumps after short approach, over low wide hurdles
- individual approach marks, individually measured approach speed to focus on extended flight phase and upright body
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>High jump</td>
<td>- jumps over hurdles from short run-ups to</td>
</tr>
<tr>
<td>Ability for vertical takeoff power and jumping skill</td>
<td>- vertical jumps with different variations.</td>
</tr>
<tr>
<td>Training for approaches appropriate to the style of jump</td>
<td>Rhythm exercises for straight or curved approach, in connection with jumps from the outside or inside leg.</td>
</tr>
<tr>
<td>Jumps training</td>
<td>- jumps from even soil, from a raised jumping point, from springboard.</td>
</tr>
<tr>
<td>Training for flight landing appropriate to the style of jump</td>
<td>- exercises and application resulting from the choice of high jump technique.</td>
</tr>
<tr>
<td>Triple jump</td>
<td>- multiple jumps like bounding, one-legged jumps, combination jumps (right-right-left-right-right..), jumps in triple jump-rhythm (right-right-left-right-left-left-right..) with or without competition</td>
</tr>
<tr>
<td>Ability for takeoff power, and jumping skill</td>
<td>- to make approach lengths individual: from standing, rolling, with 3-5 run-up steps.</td>
</tr>
</tbody>
</table>

- incline and 'step' long jumps from slightly raised jumping point (for instance springboard)
- contests involving the addition of length of number of jumps.
- multi-jump-events (horizontal jumps)
- individual and group contests

- use of height reference points

- scissors, 'roll' or 'flop' according to the capabilities of the pupils and the facilities.

- watch control in extended flight phase!

- watch safety measures: secure jump and landing areas.

- jump on grass or mat if possible.
| **Practicing the jumping sequence.** | - triple jump  
- from starting  
- from short run-up (5-7 steps) | with a larger run-up the danger of getting hurt increases! |
| **Jumping with a pole** | - in pit  
- over hurdles and others  
- for distance |
| **Throwing** | **To increase throwing experience** | - many types of throwing variations:  
- game and relay forms  
- throws over the head  
- target throwing in various forms  
- along the direction of throw  
- crosswise to the direction of throw  
- one-and two-handed throwing from different starting positions  
- varied throws from both sides, the right and the left. | - water safety in the organisation!  
- and offer different throwing ideas  
- vary the size, height of target, distance of throw, type of target (movable or immovable), hidden targets.  
- multi-throw events |
| **Handball-throw** | - handball throw right and left, from standing, to marks in zones.  
- handball throw from a 3-step rhythm with swinging movement  
- handball throw from a 3-step rhythm and increased approach. | balls with different weights and other throwing implements |
| **Javelin** | - standing throws  
- throws from the 3-step-rhythm |
| **Hammer style** | - standing throws and throws from a turn | to stick consistently to the safety measures |
### Putting

**Putting power**
- putting in varied ways
  - one-and two-handed
  - from different standing positions
  - with different implements
  - of different weight
  - for horizontal and vertical marks
  - standing and on the move
  - in competition

when working in Paris
watch safety distance from
the partner!
focus on whole body stretching

### Shot familiarisation

- shot gymnastics and exercises for getting used to the shot

practice safety measures with the shot

### Standing put

- holding and aiming the shot
- putting from a side position

use light implements!

- limitation exercises for adopting the put position and the standing put
- standing puts
  - without start
  - with start
  - with height orientation
  - as one put
  - for distance
- putting competitions as multi-put events as well

when standing in line keep a distance of at least 2 metres at the side!
putting and retrieving shots on command only!
put in one direction only!

### Extending theoretical knowledge

- essential characteristic features of movements
- The basics and methods of training
- safety regulations/prevention of accidents
- essential competition rules
6.3 **Swimming**

With the continuation of swimming lessons in secondary level I pupils should be enabled to improve the ability to swim which they acquired in primary school.

The foundation of swimming lessons in primary school is continued here. Increased stamina and broadening of the skills and techniques of swimming as well as imparting new theoretical knowledge and annual proof of competence in water, should contribute significantly, broadening further the manifold experiences of swimming for pupils.

At the end of the continuing swimming education in the 10th class, the swimming badge in the German Youth Swimming Awards should be gained, but the orientation should be towards silver and gold.

---

**Swimming Guidelines - Secondary Level 1**

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content (Exercises and Applications)</th>
<th>Advice for Lessons</th>
</tr>
</thead>
</table>
| - Competence in water       | exercises for getting used to water and free moving in water  
                                   -diving, jumping, surfacing  
                                   -gliding on one's back and on one's front | exercises in shallow and deep water  
                                   group, partner and individual exercises |
| - Orientation in and under water | -diving with eyes open.  
                                    -breathing out in water  
                                    -change of direction by moving head, arm and body. | opening the eyes under water is not dangerous - explanation  
                                    breathing out into the water is important for swimming crawl. |
- Development of swimming technique

- completion of the first style learnt
- learning and continuation of the second style.
- specific exercises always in connection to breathing rhythm
- turning

- Improvement of stamina

- swimming over longer periods and different distances

- Improvement of the basic speed

- swimming short distances in a particular style in fastest speed possible relay; relay games

- Diving

- to gain orientation be safe under water
- distance diving from a push off, with jump deep diving from a swimming position, with good jump and with a head first dive.
- diving games

- Jumping

- repetition of existing exercises
- learning and practising the jump start

- Knowledge of bath regulations

- bath regulations
- health regulations
- safety regulations
  . in the swimming pool
  . in lakes and rivers
- advice for self and others.

- to pay attention to co-ordination, to correcting mistakes
- to make clear the characteristic features of movement - visual explanation and preliminary exercise on dry land. Exercises over short periods and with low number of repetitions.
- prolonged or interval method with appropriate breaks
- individual and group exercises under starter's orders.
- always repeat preliminary exercises for diving.
- diving in shallow and deep water for objects and marks.
- to explain effect of hyperventilation.
- to keep an eye on safety regulations
- to explain techniques of dive, repetition of exercise.
- to start imparting this knowledge in lessons, also dealing with interdisciplinary physical/geographical themes (for example swimming, floating, sinking)
- Knowing essential rules of competition
  - simple competition rules:
    - starting
    - turning
    - relay race turns
    - sticking to a swimming style
    - finish touch
  - the general competition regulations of the German Swimming Union (DSV) are the basis

- Knowledge of the effect of bathing and swimming on the body
  - health aspects
    - portrayal of the biological-medical connections: cardiovascular system, support apparatus, cold stimulus
  - to include imparting this knowledge during lessons and in an interdisciplinary way with biological subjects.

- To get to know the potential of swimming and moving in water as active, joyful leisure-time and sports activities.
  - possibilities for leisure-time activities
    - water games
    - swimming, jumping, diving
    - importance of swimming for other water sports
  - ideas for varied forms of movement, play and competition are prerequisites for enjoying being at, on and in water.

- To learn and use hygienic behaviour
  - personal hygiene
    - use of toilets
    - showering, washing, drying
  - Pupils should be reminded carefully of all types of personal hygiene, for example wearing clothes according to the weather, drying oneself carefully, putting cream on. One should keep and eye on regular personal hygiene throughout the whole year.

6.4 Apparatus Gymnastics

The aims and tasks are to repeat, extend and develop the abilities, skills and knowledge acquired in primary school.

The means to fulfill these tasks are increased variation and modification of formal exercises in combination and connection with gymnastic elements. Through differentiated tasks it is possible to develop creativity, promote joy in movement and to realise aesthetic feelings. Further perfection of physical attributes and co-ordination abilities and skills will support the development of motor capabilities.

Special aims and tasks:

- broadening of motor experiences through new exercise elements,
- the use and arrangement of complex exercise combinations in gymnastics,
- development of physical basis of performance, especially power and mobility, strength endurance and speed according to weight,
- improving co-ordination and endurance abilities and skills,
- further development of motor attributes,
- imparting knowledge, for example the terminology of apparatus gymnastics, movement patterns, recognising the correcting mistakes, supporting and safety,
- joyful and creative lessons through using varied and eventful forms of organisation, including many types of gymnastic apparatus and auxiliary apparatus (climbing poles, ropes, ladders, medicine balls, wall bars, gymnastic benches, mats, minitramps, sections of boxes and others),
- movement routines with musical and rhythmic support.
- gymnastic exercises, acrobatics and synchronised gymnastics,
- competitors including gymnastic elements,
- promoting personality characteristics like will-power, courage, powers of concentration, perseverance, independence,
- development of good social behaviour like helpfulness, sense of responsibility, ability to communicate and co-operate, development of aesthetic feeling through appreciating the beauty of movement,
- education to be conscious of good posture bearing in mind the special contribution of apparatus gymnastics in the prevention of postural defects.

**Girls**

In apparatus gymnastics at secondary level I pupils should be able to do the following elements:

**Floor**

Forward and backward rolls, jump roll, swings into handstand (quick), unroll, cartwheel with quarter turn (round-off). Knee balance, standing balance (one leg), headstand, gymnastic jumps and combinations (steps, rotations, swinging, standing).

**Horizontal bar** (height between shoulder and back)

Types of leg stretches in support positions, knee-mount and dismount, upward circle, upstart from standing, circling the bar using midriff.

**Asymmetrical bars** (jump high)

Types of stretch in the hang and support positions, knee-dismount and upward circle on the upper bar with single leg push off from the lower bar, knee-dismount and upward circle changing the grip to the upper bar, tuck-jump and turn over the upper bar or high front vault.
**Beam** (1 metre high)

Double foot mount, types of stretching, steps combinations, turns, balances, gymnastic jumps, split-jump variations and straddle vault to dismount, balances.

**Vaulting apparatus** (buck, box, horse) 1.10 metres high

straddle vault (buck), through vault, tucked (box or horse side), tucked and with turn (box side)

**Parallel bars** (high support)

Front and rear swings, pikes, pivots

- free combination of exercises with gymnastic elements on the floor - music possible,
- choice of free exercise on the beam (2 stations) or free jump.

**Girls**

In apparatus gymnastics at secondary level I pupils should be able to do:

**Floor**

Forward and backward rolls, jump roll, headstand, swings into handstand (quick), unroll, cartwheel, cartwheel with 1/4 turn round-off, standing balance on one leg.
Horizontal bar (between shoulder and jump height)

Hip pull-up (reverse or high jump), knee mount and dismount and upward circle, upward hip circle, downward hip circle, types of leg stretches, upstart from standing, turns with legs stretched or tuck turns, long arm swinging.

Bar or high bar

Swinging in support positions, straight arm upward circle straddle-sit, roll forward out of the straddle-sit into the straddle-sit again, types of leg stretches, pikes, pivots (also with rotation), side swings.

Vault apparatus (buck, box, horse) 1.20 metres high

Straddle vault/tuck vault over buck/double buck/straddle and tuck vault over the box crosswise (long), or over the horse crosswise, tuck vault with turn over the box sideways.

- free combination of exercises with gymnastic elements on the floor.
- choice of free exercise on the horizontal bar or parallel bars.
- jump.

Apparatus Gymnastics: Girls Grades 7 and 8

<table>
<thead>
<tr>
<th>Aims</th>
<th>Content (Exercises and Applications)</th>
<th>Advice for Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling</td>
<td>forward and backward rolls on the floor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in movement combinations</td>
<td>variations of start and first positions</td>
</tr>
<tr>
<td></td>
<td>- with adaptation for a partner jump rolls:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- over a partner</td>
<td>watch the support functions of arms!</td>
</tr>
<tr>
<td></td>
<td>- over hurdles</td>
<td>help/security position</td>
</tr>
<tr>
<td></td>
<td>handstand into roll</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- from different start positions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>combinations rolling on to apparatus</td>
<td>partner help</td>
</tr>
<tr>
<td></td>
<td>- on to the mat mountain</td>
<td>variations of jump-up heights</td>
</tr>
<tr>
<td></td>
<td>- on to a gymnastic</td>
<td></td>
</tr>
<tr>
<td>Circle Movements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>bench/beam - on to a box</td>
<td>jumping off helps</td>
<td></td>
</tr>
<tr>
<td>Upstarts:</td>
<td>watch the stretched arms (danger of head injuries) variations of heights and positions</td>
<td></td>
</tr>
<tr>
<td>- on the horizontal bar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- on the asymmetrical bars</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upward circling movements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>upward hip circle:</td>
<td>be careful of the head bent arms.</td>
</tr>
<tr>
<td>- on the horizontal bar</td>
<td></td>
</tr>
<tr>
<td>on the parallel bar</td>
<td></td>
</tr>
<tr>
<td>asymmetrical bars</td>
<td></td>
</tr>
<tr>
<td>upward circle on different apparatus</td>
<td></td>
</tr>
<tr>
<td>- in the tilting position on the parallel bar/on the rings</td>
<td></td>
</tr>
<tr>
<td>- knee-dismount and</td>
<td>partner help</td>
</tr>
<tr>
<td>upward circle on the horizontal bars (lower bar)</td>
<td></td>
</tr>
<tr>
<td>- knee down-circle on the horizontal bar</td>
<td></td>
</tr>
<tr>
<td>- upward hip circle on the upper bar from hanging.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leg swinging</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>forms of leg stretches</td>
<td>body tension, ability</td>
</tr>
<tr>
<td>- forward and backward stretches of one leg on the horizontal bar, parallel bars, beam pike and pivots</td>
<td>to support shifting of weight to the support-arm</td>
</tr>
<tr>
<td>- on the parallel bar</td>
<td></td>
</tr>
<tr>
<td>swing to handstand (quick) on the floor</td>
<td></td>
</tr>
<tr>
<td>swinging in support positions</td>
<td></td>
</tr>
<tr>
<td>- on the parallel bars/asymmetrical bars</td>
<td></td>
</tr>
<tr>
<td>- on the rings with turns swinging in hang position</td>
<td>(optional)</td>
</tr>
<tr>
<td>- on the horizontal bar</td>
<td>dismounts at the end of the backward swing or exit</td>
</tr>
<tr>
<td>swinging and circling on the rings</td>
<td></td>
</tr>
</tbody>
</table>
Handspring movements

Cartwheels
- on the floor
-roundoff

Vaulting

straddle vault
- on the buck/double buck
-box crosswise
Tuck vault
- on the buck, box/horse side tuck vault with turn flank rear vault.
jump upward to the crouch
-at the beam
-at the box
-at the asymmetrical bars

Gymnastic jumps

step, scissors, changeable jumps on the bar/balance beam stretch jumps

Balances

headstand, neckstand, standing balance on one leg, knee balance, seat balance, hanging balance tucked hang.

Apparatus Gymnastics: Girls Grades 9 and 10

Rolling

Improve and broaden content of grades 7 & 8 rolls in move-combinations on different apparatus on the floor, forwards and backward.

hip-flick into an extended hang on the lower bar of the asymmetrical bars, jump roll with run-up and two-footed jump.

hand stand (quick) in movement sequences roll on to the apparatus - beam

visual mark

vary height
double springboard to watch short support-phase and to be conscious of it.
dismount variations

variations, turns

vary apparatus

to watch stretching of arms and head position!
support at the mat security position

variable positions

help with jump
variable heights
Circling movements
Improve and broaden content of grades 7 & 8
Circular rolls from different starting positions on the floor
Upstarts
- on the horizontal bar
- on the asymmetrical bars
Partner help to gain impulse variable positions

Upward and downward circles
Improve and broaden content of grades 7 & 8
Swings with legs stretched
- on the horizontal bar/asymmetrical bars
Upward hip circles forwards and backward
- on the horizontal bar/asymmetrical bars
Stretching of arms, support and tight grip!
Body tension backward swing emphasised

Pivot moves
Upwards pivot one-or-two footed
- on the asymmetrical bars from the lower bar to the upper one
Hip support

Leg Swinging
Improve and broaden content of grades 7 & 8
High front vault on the asymmetrical bars upward jump into tuck or on the horizontal bar (O), asymmetrical bars (O), balance beam (upward jump into tuck) swing into handstand (quick) on the floor, also in movement sequences (O).
Watch support arm Variable positions

Vaulting
Improve and broaden content of grades 7 & 8.
Straddle vault
- on the horse crosswise, at least 1.10 metre tuck vault and tuck vault with turn on different apparatus, tack vary jumping height and distance from board
Gymnastic jumps

- jump, straddle jump
- on the asymmetrical bars and beam

- improve and broaden content of grades 7 & 8
- variety of jumps in and out of different combinations on the floor and beam with various turns

Handspring and somersault moves

- hand-spring cartwheel
- on different apparatus
- Round-off with sequence of moves tucked forward somersault on the floor

- helps with jumps, safety measures help.

Apparatus Gymnastics: Boys Grades 7 & 8

Rolling

(see girls)
- roll forward out of straddle sit into straddle sit
- on support bars

Cycling movements

- upstarts on the horizontal bar, cl.8 circling (backward)
- stretched arms, vary heights and increase distances

Upward and Downward Circling

(see girls)
- upward circle
- high back-swing

Leg Swinging

(see girls)
- turn crouch (O)
- leg stretches with turns on the horizontal bar
- - swing in support position on the parallel bar
- - Astride swings one and two at the end of the bar
- change of grip
- watch support power
- safety position

Handspring and somersault moves

- Cartwheel (with turns) (O)
- Cl.8 Round-off and stretch jump with ½ turn and jump roll.
Jumping moves
(see girls
straddle-vault/tuck
- on the double buck
back jumps on and
astride off
- off the box crosswise (long)
 vary height
 vary distance from
 board

Gymnastic jumps
(see girls)

Balances
headstand, standing
balance on one leg,
seated straddle, hang,
shoulder stand, upper
arm stand, tucked hang,
stretch hang

Apparatus Gymnastics: Boys Grades 9 & 10

Rolling
Improve and broaden
learning content of grades
7 & 8.
Circling from different
start positions and
movement combinations
roll out of the back swing
- on the parallel bars (O)

Circling movements
improve and broaden learning
content of grades 7 & 8.
Circling see roll moves
Upstart out of support
position (O)
- on the horizontal bar, in
combinations of moves

Upward and downward
improve and broaden learning
content of grades 7 & 8
- on the high bar (also
possible at back height)
upward knee circle on the
high bar, upward circle with
leg stretches on the high bar (O),
upward hip circle, two-footed
from standing
Pivot moves
long arm upward circle forward into straddle sit
long arm upward circle forward into support, also with backswing (O).
support under hip

Leg swinging
improve and broaden learning contents of grades 7 & 8
tuck on the horizontal bar, tuck turn, flank turn, swing in hang position with ½ turn and long arm on the parallel bar (O).
change of grip
support under hip

Handspring and Somersault movement
improve and broaden learning content of grades 7 & 8
hand spring (O)
forward tucked somersault (O)
help with jump

Vaulting
straddle-vault/tucked vault
- box crosswise (long)
- horse crosswise (long)
hand spring
- box side, crosswise (long) (O)
- horse side, crosswise (long) (O)
Support on both sides
help with jump

Gymnastic jumps
(see girls)

Balances
improve and broaden learning content of grades 7 & 8
upper arm stand out of back-swing or out of straddle sit
shoulder stand on both sides
angle balance (O)
extended hang

O = Optional Exercise
6.5 Games

Games are an indispensable and valuable part of education with the potential for developing the whole pupil's personality.

In primary level general ability for games is developed by accumulating various game experiences.

Ability for games is to be understood as:

- to be able to take part in a game, to know the basic technical and tactical situations involved;
- the ability to adjust to different game situations, to learn to deal with the circumstances, space, time, apparatus and rules;
- the ability to plan and play games, working together with others, and to develop own game-ideas;
- to understand different sensual orientations in the game.

These elements of ability for games appear in all games. In different games of the same game-type the same elements of ability for games can be taught. This should be considered as an integrated approach to education. This means that structurally common interests, connections and relationships between sports-games are given strong consideration, but to the same extent differences, especially in the technical field, become clear. Education in a game should at the same time create the conditions for success in another game of the same type.

Further development of ability for games demands as well the training of physical characteristics such as stamina, power, quickness, mobility, agility, skill and ability for co-ordination, as well as deeper knowledge of technology, tactics, rules and the organisation of games. In lessons sufficient possibilities should be offered for the application of these elements. Playing the game itself should always be in the foreground and determine the methodological process. Series of games, complex game related practices with additional methodical exercises are obvious elements.

The needs and abilities for doing sport in leisure time are to be developed through emphasising exercises, games and competition in events.

At the end of class 10 the pupils should have reached the following stages of knowledge, skill and behaviour:

- to take an active and effective part in two games under competition conditions;
- to use acquired skills expeditiously in attack and defence, individually and in co-operation with other pupils;
- to show knowledge of basic techniques and tactical behaviour as well as the abilities of referees and judges under instruction, and to stick to and vary rules together,
- to find out and to rate their own physical fitness
- to plan and carry out specific preparatory exercises to warm-up for games.
<table>
<thead>
<tr>
<th>Aims</th>
<th>Contents (Exercises &amp; Applications)</th>
<th>Advice for Lessons</th>
</tr>
</thead>
</table>
| **Handball** | **Attacking and defending without the ball** | - position of readiness, moving into the position of readiness  
- running with change of tempo and direction  
- defensive position with and without movement  
- execute running moves  
- defence against feints  
- offer running and shooting chances |
| Techniques of attack with the ball | - bringing down and passing the ball in forms of games and competition: catch, carry, pick up, handball throw, hand over pass.  
- dribble  
- feints  
- shots at goal: handball throw with and without pivot-step, jump throw, 'fall' throw. | - shoot at goal at end of exercise sets or series of games  
- throws at goal with change of distance. |
| Techniques of defences | - deflect and intercept the ball  
- block shot at goal  
- dribbling to play the ball out | |
| Group and Team tactics: | - individual breaks (1:0:1:1)  
- counter attacking | - change size of the field conditions, or size of teams |
| Attack: | - attacking position with a majority and with the same number (1:0, 2:0, 2:1, 3:1, 2:2 up to 6:6)  
- basic tactics: finding space, calling, change of position | - changed goals |
Defence:
- man to man marking
  (1:1, 1:2, 1:3, 2:2 up to 6:6) - with variations
- zone marking with reduced number of players
- marking systems
  (3:3, 1:5, 6:0)

Playing handball - play with 2 goals (number of players per team according to field)
- comprehensive use of all skills and tactical abilities in attack and defence

Cognitive
- knowledge of techniques and tactics in attack and defence
- knowledge of rules, organisation of games and forms of games
- fair play
- body experience
- joy in playing games, excitement
- sense of community
- develop creativity in the game

Social/affective aims - pupil referees
- development of new games

Basketball
Attacking and Defending without the ball like handball

Techniques of attack with the ball - bringing down the ball:
  catching the ball, passing or rebounding from the basket (standing, running, jumping)
- carry and receive the ball up,
- passing the ball: pressure throws, handball throw, overarm throws, over the head pass (two-handed)
- dribbling
- feinting
- variations of shots at basket: standing, jumping one or two footed, one handed, two handed,
- close, half distance and distance throws
| Techniques of defence | - deflect, intercept and keep the ball  
|                       | - dribbling to play the ball out. |
| Group and Team tactics: | - individual breaks (1:0, 1:1)  
|                       | - counter attacking  
|                       | - attacking positions without centre (5:0) with centre (4:1)  
|                       | - attacking positions with a majority and with the same number  
|                       | - basic tactics: finding space, calling, changing position.  
| Attack:               | - change of size of field, conditions, size of team, height of basket  
|                       | - set practices, game series  
| Defence:              | - team defence over the whole field and in the back court  
|                       | - zone marking  
| Playing basketball     | - play with 2 baskets (number of players per team according to field)  
|                       | - comprehensive use of all skills and tactical abilities in attack and defence  
| Cognitive social/affective aims | like handball |
Football

Attacking and Defending without the ball
- position of readiness, moving into the position of readiness
- running with changes of tempo and direction, stopping, feints
- defensive positions with and without movement
- execute running moves
- defence against feints
- offer running and striking chances.

Techniques of attack with the ball
- pass: side-foot, instep and full strike
- stopping, controlling, carrying and keeping the ball, when it is rolling and bouncing as well as being at low, medium and high levels
- dribble (inside and outside of foot)
- throw ins, corner kicks
- feints
- shooting at goal with dead or rolling balls: side foot, instep full strike
- heading from standing and with jump
- dribble right/left with change of direction
- shoot at goal from short and medium distances and at end of exercise or game series

Group and Team Tactics

Attack:
- individual breaks (1:0,1:1)
- counter attacking
- attacking with a majority and with the same number
- basic tactics: finding space, calling, changes of position
- disturbing opposition's play
- positional play
- man-to-man marking influence
- crosswise and step pass series
- pass to unmarked player or one moving into space
- increase demands in tempo of exercise, types of runs and distance of passes as well as in passive or semi-active opposition
Playing football
like Handball

Cognitive
Social/affective aims
like Handball

**Volleyball**

**Techniques of attack and defence**
- standing
- moving without change of direction
- standing and moving with change of direction
- long passes
- diagonal passes
- high and flat parallel passes
- over the head, backwards

- skill practices, game series

**serving**
- frontal, underarm
- frontal, overarm

**attacking**
- attacking ploys
- frontal attack (after high and flat pass)
- feints

- long diagonal to the base line

**defending**
- defence with an upper pass
- defence with an underarm pass (two handed dig)
- field defence (one and two handed)
- single block, double block

- controlling the ball, standing, after moving to the ball, and when diving.

**Tactics**
- correct running for the ball
- co-operation in attack defence
- line-up formation on own service and service of the other side
- attacking tactics for passing (position 3) at the net and spiking
- unit defence tactics (double, triple, fivefold)
- behaviour for blocking

- no specification into deliverer and attacker
Playing Volleyball
- play 6:6 (number of players per team according to development of pupils' ability to play)
- comprehensive use of all sports skills and tactical abilities in attack and defence

Cognitive social/affective aims
like Handball

Hockey

Attacking and defending without the ball
like Football

Techniques of Attack
- ball control to the side
- forehand/backhand dribble
- passing the ball: forehand/backhand push over short and medium distance
- protecting the ball forehand/backhand
- stopping and controlling the ball on the forehand and backhand
- shooting goal from different distances
- dribbling

Group and team tactics

Attack:
- counter attacks
- attacking with a majority and with the same number (1:0, 2:0, 2:1, 3:1, 2:2 and others)
- attacking position with a majority and with the same number (1:1, 2:1 and 3:3)
- basic tactics: finding space, calling, changes of position
- practice in typical field area, first without, later with opposition

Defence:
- man-to-man marking

Hockey and cognitive social/affective aims
like Handball

like Handball
**Table tennis**

**To gain experience of table tennis**
- equipment (ball, bat and table)
  - getting used to the ball (tap, bounce, balance)
  - standing and on the move
  - trying apparatus
  - handling the table, net and bat
  - forms of play, against a wall, and over obstacles
  - playing with and adjusting to a partner
  - dexterity and reaction exercises, relays, reaction plays

**Introduction of the basic shots**
- serves with forward rotation, forehand and backhand
- return shot, forehand and backhand
- forehand drive
- forehand smash

**How to hold the racket**
- basic position
- advice on stance
- demonstration in front of the whole group

**Benches and hoops**
- forehand and backhand
- pull and cut after bounce of ball
- beat and pull players correct and help each other

**Indirect serve**
- letting ball bounce first on the (floor) table

**Shot after throwing the ball**
- return match with conditions on direction of ball (Parallel and diagonal)
- keeping the ball, going with each other, position on the ball for well-aimed shots, changing at the table, control exercises with counting, training to time the ball
Development of playing ability

- play related activities (play over 'magic cord' with different play areas and sizes of team according to volleyball, tennis rules and with repeated passes in own team)
- serve, the change rule winning points
- ball spin
- single, double, mixed, teams with different playing areas.

Badminton

Exercises for getting used to the shuttlecock and racquet

- create a starting situation: passing in pairs
- getting used to shuttlecock and racquet without net/rope
- holding the racquet (forehand/backhand)
- throw shuttlecocks, catch and strike, standing, moving and running, with right and left hand

Introduction of the basic shots

- high service (high, long well-aired)
- underarm - clear with forehand as defence shot with retreat steps
- overhead clear with forehand (low and high) as deep and stop short
- forehand smash aimed well into selected zones play in undefended zones
- drop shots at the net, slowly and quickly
- backhand shots (low) as clearance and stop-shots and high as deep shots

simplified rules, invented rules, players as referees shot-combination, forehead and backhand adjusting to partner, co-operative play, role behaviour

introduction of forms of play according to the game, with increasing levels of running technique, changes of height of net and implements (shuttlecock, soft balls). Always practice in game situation to make learning easier through changes of external conditions. Games only in courts with partner and small groups. Run after the shuttlecocks. Play in competition atmosphere with free play (for sense of perspective. Net height only 1.55m and play in 6 metre zones (width 3m).
Development of ability to play

- play related activities
  (circle play with centre;
  four court play over net/rope)
- complex practice
  combinations of forehand
  and backhand shots,
  with service and return
- knowledge of singles rules
  and types of shots:
  singles, doubles, mixed
  games and team and
  tournament matches

lead to goal-directed play
through many repetitions of parts of play - basic patterns, co-operative play in twos use stronger ones as partners, co-ordinate role behaviour use players as referees

Tennis

Exercises for getting used to the ball and racquet

- getting used to the ball
  (throw, catch, tapping with the right and left hand standing, moving and running also around obstacles)
- getting used to racquet
  (tapping the ball within short area-frame of the racquet upward and downward) standing, moving and running

- use different balls
  (foam balls, learner balls, tennis balls) and racquets
  (Solid boards, short grip racquet tennis racquet)
Introduction of basic shots

- forehand drive and backhand drive
- imitate shot action without ball
- from side position with the ball thrown
- shots from basic position
- shots while moving to the ball
- changes of short and long balls
- shot combinations (forehand and backhand)

- straight service
  - first throw the ball
  - handball throw with shot arm
  - coordination of throwing and shot movements with arm using short grip, from T-line and basic line

- volley (forehand and backhand)
  - volley after rebounding from a wall, over the net
  - variation of shots in height and speed

- grip, optimal strike point, shifting of weight
- single and partner exercises over hurdles, against a wall, exercises with targets
- keeping the ball going, playing
- changes of rhythm and direction

Development of ability to play tennis

- play-related practices
  (mini tennis, volleyball-tennis, zone ball and others)
- singles, doubles, mixed games on normal playing area

- grip, motion of shot arm, striking the ball
- serving at different targets in different positions
- hit the ball on the side and in front of the body, fixed wrist
- well-aimed shots, volleyball tennis (long exchange if possible)
- shot combinations