



TEXAS PARKOUR

After-School Enrichment Program

Flexible Curriculum

Adaptable for Any Program Duration

Pre-School, Pre-K, Kindergarten & Elementary

Ages 3 – 11 | 1-Hour Class Format

About This Curriculum

This flexible curriculum is designed for Texas Parkour coaches who may have varying program lengths — whether 4 weeks, 6 weeks, 10 weeks, or beyond. Rather than prescribing a fixed week-by-week schedule, it defines the core "elements" of parkour that should be taught, and provides guidance on sequencing, timing, and depth.

Coaches use the elements below as building blocks. The sequence principles on this page define how elements should be ordered. The element cards that follow provide detailed skill lists, coaching tips, and game ideas for each topic.

Sequencing Principles

- 1. Safety First:** Always begin with Element A (Landings) and Element B (Rolls). These are not optional — they protect every other skill taught.
- 2. Ground Before Air:** Teach ground-based skills (QM, Balance, Precisions) before vertical skills (Ascending, Descending, Swinging).
- 3. Individual Before Combined:** Drill each skill individually before asking students to combine them into flow lines.
- 4. Short Programs (4-6 weeks):** Cover: A, B, C, D, F only. Keep everything floor-level or very low. Focus on quality over quantity.
- 5. Medium Programs (8-10 weeks):** Cover: A, B, C, D, E, F, G, H, J. Save Swinging and Free Running for longer programs.
- 6. Full Programs (12-16 weeks):** Cover all elements (A through K). Use final weeks for flow, creative movement, and graduation.
- 7. Always End with a Celebration:** The final class should be a showcase. Students should perform, be recognized, and leave feeling proud.

Program Length Planning Guide

Program	Elements	Primary Focus
4 Weeks	A, B, C, D, E	Landings, Rolls, Precision, Vaulting, QM
6 Weeks	A, B, C, D, E, F	+ Balance
8 Weeks	A, B, C, D, E, F, G, H, J	+ Ascending, Descending, Flow
10 Weeks	A, B, C, D, E, F, G, H, I, J, K	+ Swinging, Creative Movement / Free running
12 Weeks	A–K + test week	+ Full program + Test
16 Weeks	A–K full depth	+ Advanced skills + test – repeat priority weeks

Parkour Elements — Coach Reference Cards



Element A: Landings & Impact Absorption

The foundation of all parkour. Students learn to land silently, absorb impact through the ankles, knees, and hips, and protect their body from the forces of jumping and dropping.

Skills to Cover:

- Soft two-foot landing (ninja landing)
- Absorb landing from a low drop – use feet and hands
- Absorb landing from a low drop with momentum – ape crawl landing
- Silent landing challenge

Emphasize body mechanics while landing, keeping joints in alignment and using full range of motion upon landings.



When to Teach: Teach first. Return to this element whenever new drop heights are introduced.



Element B: PK Rolls

Parkour rolls redirect impact energy and protect the body. They are the most important safety skill and should be introduced early and practiced often. This lesson can be combined with Element A.

Skills to Cover:

- Forward PK Roll (both shoulders)
- Drop roll from low platform
- Run → jump → land → roll sequence
- Backward roll intro

Practice on mats or soft surfaces to begin. Pk rolls are learned to eventually use on hard surfaces. Only allow students who have shown adequate rolls to practice on harder surfaces.



When to Teach: Teach in Week 1 or 2. Revisit every 3-4 weeks as a warm-up.



Element C: Precision Jumping

Precision jumps develop accuracy, explosive power, and controlled landings. This skill is tested and refined throughout the entire program.

Skills to Cover:

- Standing precision (ground level)
- Running precision
- Strides and Plyos - jumps in a series
- Elevated precision (raised target)

Begin by using the floor alone, then add flat precision trainers next, and eventually rail trainers. Do not start with rail trainers and only introduce rails when students

 **When to Teach:** Introduce in Weeks 1-3. Revisit and advance difficulty every few weeks.



Element D: Vaulting

Vaults allow parkour practitioners to navigate obstacles efficiently and creatively. Basic vaults are accessible to all elementary-age students with proper progression.

Skills to Cover:

- Monkey-up
- Step vault
- B-Vault
- Speed vault
- Lazy vault (advanced)
- Thief vault (advanced)

Emphasize graceful landings and proper hand/foot placement. Never use knees. There are more vaults to teach than the ones listed. Start with the listed vaults, and if students become proficient in them, then move on to other vaults such as Kong, Reverse, and Dash.

 **When to Teach:** Introduce in weeks 3-4. Continue to apply vaulting to training in weeks thereafter.



Element E: QM & Ground Movement

Quadrupedal movement (QM) builds upper body strength, coordination, and body awareness close to the ground — a key foundation for vaults and climbing. This lesson can be combined with Element D, and/or used as a warmup activity.

Skills to Cover:

- QM forward and backward
- Ape crawl
- Floor kong
- Side-monkey
- Cartwheel and cartwheel progressions
- Handstands and handstand progressions
- Crab walk

Incorporate QM and ground movement into other lessons. It's not advised to use this element as the sole focus of a class.



When to Teach: Can be introduced any time in the first 4 weeks. Great warm-up activity.

**Element F: Balance**

Balance training develops ankle stability, core strength, and the mental focus to move precisely. It is applicable to every other element of parkour.

Skills to Cover:

- Rail walking (forward and backward)
- Rail squats
- Running on beams and rails
- QM across a beam
- Precision to a beam/rail and maintain balance
- Counterbalance techniques



When to Teach: Pair with Element E or use as its own dedicated week after elements A-E have been taught.

**Element G: Ascending**

Ascending skills allow athletes to climb up over obstacles. This includes wall runs, cat leaps, and top-outs — explosive power applied to vertical movement.

Skills to Cover:

- Wall run on slanted and flat surface
- Cat leap (standing)
- Cat leap (running)
- Pop-on from front support
- Top-out from cat hang

Use your environment (with permissions) to help teach ascending skills. This week is challenging for students, be ready to provide spotting and assistance.

 **When to Teach:** Teach after basic vaulting. Great to pair this lesson with Element H: Descending. Use spots on all cat leaps until form is safe.

Element H: Descending

Descending skills complete the cycle of movement — getting back down safely after ascending. These skills reinforce impact absorption in more complex scenarios.

Skills to Cover:

- Step vault down from a wall to absorb landing or roll
- Drop and absorb landing or ape crawl (medium height)
- Drop roll from an obstacle (medium height)
- Reverse top-out to cat hang
- Jump a drop gap to pk roll
- Reverse vault down (advanced)

Provide a thorough warm-up in the legs for this lesson. Make sure ankles, knees, and hips are ready to take impact. Emphasize graceful and quiet landings.

 **When to Teach:** Pair with or follow Ascending week. Always use mats with larger drops.

Element I: Swinging

Swinging develops upper body pulling strength, coordination, and the ability to transfer momentum. It requires significant coaching attention and proper safety setup.

Skills to Cover:

- Dead hang (10 seconds)
- Shoulder shrug hang
- Half pull-up and full pull-up
- Underbar
- Backswing release to land
- Lache release to precision
- Lache half-turn release to absorb landing

Use environment (with permissions) to teach this skill. Not all environments can support this lesson. Test environment and make sure bars are safe and sturdy.

 **When to Teach:** Introduce only after students have demonstrated solid upper body strength. Teach elements A-I before introducing swinging. Mats always required for this lesson.



Element J: Flow & Combinations

Flow connects individual skills into seamless, continuous movement. This is the "art" of parkour — reducing wasted steps, controlling momentum, and moving instinctually.

Skills to Cover:

- 2-skill combos (jump + roll, vault + land)
- 3-skill lines
- Full course runs
- Student-designed lines

Use a blend of the environment (with permissions) and coach's obstacles to create unique parkour lines that are fun and challenging. Emphasize continuous movement, maintaining momentum from one obstacle to the next.

 **When to Teach:** Best used in the second half of any program, once core skills are established.



Element K: Creative Movement & Free Running

Free running introduces expressive and creative elements: spins, flips (with proper matting), and unconventional movement. This element celebrates individual style.

Skills to Cover:

- Butt spin
- Palm spin
- Wall spin (advanced)
- Kip-up (floor version)
- Italian job
- Cartwheel and round-offs
- Front-flip
- Student signature moves

Adding tricks and unique movements is optional. This week is mostly about teaching students to have the creative mind to develop their own parkour lines and integrate unique movements and tricks into their lines. Some students might not be ready for tricks yet, and they should be encouraged to use all of the skills they have learned to come up with their own unique line.



When to Teach: Best in final 1-3 weeks of any program as a reward for hard work all semester.

Safety Standards

Drop Height Limits: Pre-School and Pre-K (Ages 3-4): maximum 12-18 inches. Kindergarten (Ages 4-6): maximum 18-24 inches. Lower elementary (Ages 6-8): maximum 24-36 inches. Upper elementary (Ages 9-11): maximum 36-48 inches. Age ranges overlap by design — use a student's skill level, not just their age, to place them in the right group. These are hard limits for this program. With proper matting, drop height limits may be slightly increased.

Spotting Requirements: Cat leaps, wall runs, swinging, and any new skill at height must be spotted by the coach until the student demonstrates consistent safe technique.

Mat Placement: Mats must be placed under any bar used for swinging. Mats must be in the landing zone for any drop over 24 inches while skills are still being learned.

Footwear: Students must wear closed-toe athletic shoes. No flip flops, sandals, or dress shoes. Socks-only is not permitted on obstacles. Students who prefer training barefoot must have written permission by their parents.

Jewelry & Clothing: No rings, bracelets, or necklaces during class. Hair must be tied back. Avoid baggy pants that could catch on obstacles.

Student Readiness: Never push a student to attempt a skill they are uncomfortable with. Confidence must come before height or distance progression.

Emergency Protocol: Know the location of the first aid kit. Have the school emergency contact number accessible. For any impact injury, follow the school's concussion protocol.

Coach Ratio: Ideal ratio: 1 coach per 8-10 students. Maximum 1 coach per 15 students. Higher ratios require additional adult supervision.