

# Time-bound programs

*“Teach me parkour. In three days.”*

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Non-continuous courses in parkour can come in a wide variety of lengths, but they all have the same goal of achieving both maximum breadth and maximum depth of parkour instruction within a limited amount of time. Unless specialized objectives are explicitly given by the client, your priorities in leading such a course are as follows:

1. Clearly communicate the *principles* of parkour, so that students can continue to practice safely and productively even without full knowledge of parkour content.
2. Effectively teach the *basic movements* of parkour in their simplest, purest form, so that students' independent practice will move them closer to excellent technique.
3. Help students develop their *parkour vision* by both creating and identifying interesting opportunities for movement and practice.

These are in order. In short courses (e.g. birthday parties), you'll find yourself picking and choosing from elements in the second priority and skipping over the third entirely. That's okay.

## **Principles of parkour**

- *Protect yourself.* This is the number one rule of our discipline. Teach students to know the limits of their own bodies, to push those limits slowly, to check their surfaces, to think critically before moving, and to say “no” when necessary. Parkour is dangerous, but *traceurs* can be safe.
- *Move with purpose.* The specific goal is what separates parkour from other physical disciplines like breakdancing or martial arts. The goal is to go places - up and over and around and under and between and beyond. Teach students to pick destinations, to set personal challenges, to ask themselves “Can I?” “How would I?” “What if I had to?” and “Just because I can, should I?”
- *Parkour is progression.* Remind your students that there are obstacles (both literal and metaphorical) that they can't overcome yet, and encourage them to take real steps toward becoming the kind of people who *can* overcome those obstacles. Teach them how to condition their bodies and how to drill effectively for maximum progression in parkour.

- *Have fun.* This shouldn't be a principle that you have to address directly (at least not in depth). It should be assumed by your students and inherent in your attitude and approach at all but your most serious lecture moments.

### Basic movements of parkour

At PKV, we like to classify our movements by the types of obstacles they are used to overcome. So, for instance, rather than saying, "This is a vaulting class!" we prefer to say, "This is a small obstacles class, and we're going to focus on using vaults to overcome them." However, in a time-bound program, you can't always afford to be that subtle or that deep. The shorter the course, the better off you are by simply categorizing classes of movement.

Unfortunately, parkour doesn't lend itself to neat classification. Which elements belong with which depends a lot on how finely you plan to organize. For instance, cat leaps could easily be taught together with tic tacs, running jumps, standing jumps, or wall climbs, or could merit their own category independent of all of the above. If we assume that you can teach (at most) four separate topics effectively in a given hour and a half, then a standalone session requires you to divide parkour into at most four pieces, a three-session program requires you to divide it into twelve, and a six-session into twenty-four. Because of that, **some connections that make sense in a short program should be avoided in a longer one, to allow for better focus on the more fundamental aspects of each movement. Also, some things that come first when you're trying to hit all of the highlights shouldn't be introduced until later if you have the luxury of holding them back.**

That being said, here is a sort-of list of sort-of basics that are sort of in order. Some of these elements will be combined (or further separated) depending on the length of your program:

- *Landing and jumping.* With the possible exception of QM, which is a great warmup and introduction to whole-body movement, *nothing* takes priority over landing and jumping when beginning parkour instruction. This is the core of what makes our discipline more than just running around, and it should always be addressed first. Start with landings to check for good form and to evaluate strength, then move to upward jumps (which don't require lots of absorption at the end, and thus let you focus on just the takeoff), and switch to standing broad jumps to combine the two skills and to teach midair mechanics.
- *Low-commitment vaults.* Although the most efficient way to overcome a small object usually isn't actually a vault, that doesn't change the fact that a) vaults are fun and intuitive and b) they're an iconic movement that outsiders recognize and expect. For that reason, step, chest, lazy-butt, and butt-reverse vaults are the next place to go after landing and jumping, with elements like speeds and kong ups coming soon after.
- *Tic tacs.* Tic tacs are to footwork what vaults are to handwork - primary, intuitive, and versatile. Start students early on both forward (wall pass) and angled tacs so that they can get a head start on developing proper foot placement and force application.
- *PK roll.* The only reason this doesn't come before tic tacs is that, in a single session, you're unlikely to make enough progress to justify the time required. But once we start talking about three or more sessions, the PK roll becomes a skill you want to initiate right

away and build on throughout your program.

- *Cat leaps & climbups.* At least at the beginning, you want to allow students to focus on just the tic tac/footwork part of their wall pass, and not have them spend half of their attention on the catch-and-pull at the end (which will be frustrating for many anyway). But cat leaps are another iconic parkour movement, and once you're having them jump across for a cat, you should also start the conversation about good hanging form, good knee drives, and climbup progression.
- *Balance and quadrupedal movement.* Again, the priority changes depending on the length of your program, and balance and QM aren't necessarily easy to teach in a single intensive lesson the way tic tacs or some vaults are. It takes a certain amount of immersion before a student is ready to spend half an hour just talking about and working on balance or QM. But if possible, they should be sprinkled in from the very beginning, and should receive some lecture time after the first lesson or two.
- *Precision jumping.* This naturally follows from discussions of balance, and draws on elements from both good jumping form and foot placement/body control, so it's best to hit it intensively only after covering both of those as prerequisites. It can be included discreetly with other challenges from the very beginning, but should be a low priority when it comes to devoting a whole class to it.
- *Target running.* By this, we mean both strides (bounding between obstacles) and precise footwork leading up to wall climbs, gap jumps, or takeoffs. The two can be separated for deeper instruction when you have time to spare, but pair well when time is limited.
- *High-commitment vaults.* Diving kongs, dashes, and reverse vaults are all appropriate even in introductory courses, but only if properly progressed and only when all the priorities listed above have been addressed.
- *Underbars.* This is the very last "basic" technique, and while it's super cool, it's difficult to set up outside of the gym and equally rare in the general environment.
- *Other single techs.* Here we mean things like turn vaults, 180 dismounts, traverses, lachés, and other one-off elements that are appropriate for basics and crucial for a lifelong traceur, but do not deserve time when time is limited. Mix them into courses and games where possible, but do not focus on them until everything above has been covered.

### **Developing parkour vision**

Teaching this explicitly is something coaches often forget to do, assuming that it will simply come with time and experience. It will, but you don't have that luxury in a time-bound program, so create games (e.g. add-on) that force students to attack obstacles at unusual angles, or have discussions where students brainstorm possibilities presented by a given obstacle or location, or plan obstacle setups ahead of time so that they are not entirely single-purpose or mono-directional.

## Overview

### Day 1/1

Landing/jumping  
Step/kong-up/rev  
Tic tac/wallclimb  
Cat leap/underbar

### Day 1/3

Landing/jumping  
PK roll (ground)  
Step/kong up

### Day 2/3

PK roll (drop)  
Strides/plyo  
Speed/lazy/kong  
Tic tac/wallclimb

### Day 3/3

Readiness  
Cat leaps  
Precision/underbars  
Combinations

### **Day 1/6 (“Intro”)**

Landing/jumping  
PK roll (ground)  
Step/kong up

### **Day 2/6 (“Flow”)**

PK roll (drop)  
Tac to precision  
Speed/kong/rev

### **Day 3/6 (“Highline”)**

PK roll (vaultdrop)  
Cat leap/tac to cat  
Climbing

### **Day 4/6 (“Bars”)**

Swing/traverse  
Balance/QM  
Turn/underbar

### **Day 5/6 (“Footwork”)**

Pop/wallclimb  
Splitfoot kong-to  
Precision jumps/strides

### **Day 6/6 (“Speed”)**

Strides  
Running gaps/cats  
PK roll (dive)  
Dash vault

### **Day 1/12**

Landing/jumping/PK roll  
Step/kong up

### **Day 2/12**

Pop/wallclimb  
Cat leap

### **Day 3/12**

Kong/dash/rev  
Tac to precision/crane

### **Day 4/12**

Strides/plyo  
PK roll (dive)

### **Day 5/12**

QM/traverse  
180 dismounts (prec, roll)

### **Day 6/12**

Rail precisions  
Hurdles

### **Day 7/12**

Tac/stride/plyo combo  
Multivault flow

### **Day 8/12**

Tac to cat/cat to cat  
High wall precision

### **Day 9/12**

Ascents and descents  
Turn vaults/underbars

### **Day 10/12**

Running gaps  
PK roll (dive)

### **Day 11/12**

Pop/wallclimb revisited  
Intro tumbling/wallflip

### **Day 12/12**

Vault-to  
Boosted jumps (cat, roll)

## **One-Day Outline - Principles, jumping/landing, vaulting, tacking, cats/bars**

- 0:00 - 0:05** Welcome your students to parkour. Create a specific tone and atmosphere - friendly? Exploratory? Focused? Intense? Introduce yourself, and begin warm-up.
- 0:05 - 0:10** Learn names as you warm up, including rotations of every major joint, some running/bouncing, and some crouching/QM.
- 0:10 - 0:15** Divide students into lines, and have them practice dropping down from ~24" to a targeted landing, developing good "cannonball" form. Watch for jamming, instability, heel striking, and chest lean.
- 0:15 - 0:20** Add another ~24" element, so that they drop down, pause, then jump up. Look for symmetry and good form/power in takeoff. When ready, combine into one movement.
- 0:20 - 0:25** Remove the central, lower target, so that they are now performing a standing broad jump at ~24". Teach midair tuck and the mechanics of reaching for your landing.
- 0:25 - 0:30** Extend the jumping field with multiple objects, allowing students to jump and stride toward a bar landing at the end. Fix major errors only - things they can remember.
- 0:30 - 0:35** After waterbreak, proceed to setup with two lines of two boxes each. Ask students to overcome the first box. After they've had three tries without help, *then* teach step vault.
- 0:35 - 0:40** Continue practicing step vault, eventually adding the second box. Direct student attention to smoothing out the footwork between boxes. Show how taking two steps in between vs. three steps alters which side the second vault will be on.
- 0:40 - 0:45** Let students continue with step vault, but pause to *briefly* demonstrate kong-up, chest vault, and reverse buttspin. Allow students to experiment.
- 0:45 - 0:50** After waterbreak, put students in two lines facing Novaks up against a sideways Juggernaut. Practice forward tacs, sticking for as long as possible and pushing back with force. Then practice knee driving up to crane on top of the 4' Jug.
- 0:50 - 0:55** Transfer from Novak/Jug setup to concrete wall. Have students enter at a 45° angle, clearing a soft object with good knee drive. When ready, add a broad landing target.
- 0:55 - 1:00** Transfer to sloped wall. Have students practice wall passing to the top. If it's too easy, have them try wall passing high wall or concrete wall (catch, no climbu).
- 1:00 - 1:05** After waterbreak, divide group in two, and briefly demonstrate cat leap and underbar in safe setups (e.g. no bottom rail, slanted wall with bar grip, mats). Half to each station.
- 1:05 - 1:10** Swap stations.
- 1:10 - 1:15** Lead students through an obstacle course combining all techniques taught.
- 1:15 - 1:20** Course cont'd (multiple tries, each faster than the previous).
- 1:20 - 1:25** Give students five minutes for independent practice, emphasizing the principles of safe, thoughtful movement that works toward actual improvement. Alternately, partner up students and have them play add-on, leapfrog, or follow the leader around the gym at a moderate pace.
- 1:25 - 1:30** Reassemble your group and stretch while you debrief. Discuss failures and successes, and teach the "better today" goal. Ask students to visualize places outside of the gym where they might use the techniques they just learned. Kiss them goodbye.

### **Three-Day Outline (Day 1 of 3) - Principles, groundlink, jumping, small obstacles**

- 0:00 - 0:05** Welcome your students to parkour. Create a specific tone and atmosphere - friendly? Exploratory? Focused? Intense? Introduce yourself, and begin warm-up.
- 0:05 - 0:10** Learn names as you warm up, including rotations of every major joint, some running/bouncing, and some crouching/leg extension.
- 0:10 - 0:15** Continue warming up, going more in-depth with QM (side monkey, cat crawl, ground kong) and adding some light jumping and stretching.
- 0:15 - 0:20** Begin basic roll progression, starting with kneeling-to-standing and kneeling-to-back.
- 0:20 - 0:25** Continue roll progression, going from standing-to-kneeling-to-back-to-roll over.
- 0:25 - 0:30** Continue to forward rolling (from standing, walking, and small hops).
- 0:30 - 0:35** Introduce fox falls/ninja drop falls and connect them to standard forward rolls.
- 0:35 - 0:40** After waterbreak, divide students into lines, and have them practice dropping down from ~24" to a targeted landing, developing good "cannonball" form. Watch for jamming, instability, heel striking, and chest lean.
- 0:40 - 0:45** Add another ~24" element, so that they drop down, pause, then jump up. Look for symmetry and good form/power in takeoff. When ready, combine into one movement.
- 0:45 - 0:50** Remove the central, lower target, so that they are now performing a standing broad jump at ~24". Teach midair tuck and the mechanics of reaching for your landing.
- 0:50 - 0:55** Extend the jumping field with multiple objects, allowing students to jump and stride toward a bar landing at the end. Fix major errors only - things they can remember.
- 0:55 - 1:00** After waterbreak, proceed to setup with two lines of two boxes each. Ask students to overcome the first box. After they've had three tries without help, then teach step vault.
- 1:00 - 1:05** Continue practicing step vault, eventually adding the second box. Direct student attention to smoothing out the footwork between boxes. Show how taking two steps in between vs. three steps alters which side the second vault will be on.
- 1:05 - 1:10** Briefly introduce step vault variants: reverse and pop-step or scramble-step. Allow students to practice these variants individually, with an emphasis on *right, then smooth, then quiet, then fast*.
- 1:10 - 1:15** Take students up somewhere slightly scary (~6ft) with a good, squooshy mat underneath them, and have them practice step vault up (while coming up) and step vault down (to a rolling landing).
- 1:15 - 1:20** Obstacle course including at least one of each: broad jump, precision landing, set of small strides, step vault down to a roll, and multiple different step vaults.
- 1:20 - 1:25** Obstacle course continued, or brief independent practice on one and only one of the day's elements.
- 1:25 - 1:30** Reassemble your group and stretch while you debrief. Discuss failures and successes, and teach the "better today" goal. Ask students to visualize places outside of the gym where they might use the techniques they just learned. Give them a preview of next week's lesson on faster movements (kong, lazy, tic tac, strides). Group hug.

## **Day 2 of 3 - Fast movement (kong, lazy, tic tac, strides)**

- 0:00 - 0:05** Welcome your students back. Recap previous lesson, and reiterate goals for today's session, for the seminar as a whole, and for parkour generally. Ask if anyone was able to practice outside since the first session. Refresh yourself on names, and set the tone for the lesson.
- 0:05 - 0:10** Warm up, including partner drills (wheelbarrow pushups, leg lifts, holding hands for partner's knees while running in place, partner stretches) and rotations of all joints. At some point, touch briefly on ground kong, especially with only one foot.
- 0:10 - 0:15** Take your group into the cage. Continue warmup with some balance/precision drills.
- 0:15 - 0:20** Introduce them to the purpose, philosophy, and method of strength (push, pull, squat).
- 0:20 - 0:25** Practice drops into rolls from 24"-36" heights onto mat. Pick ONE or TWO cues, the ones you think are most important, and give ONLY THOSE CUES.
- 0:25 - 0:30** Play a quick game, e.g. zombie tag, leapfrog, duck duck goose.
- 0:30 - 0:35** After waterbreak, introduce strides as a concept separate from "just running." Have students stand on a ~8" obstacle, jump with both feet, stride two Curt Jordans on the floor, and land with both feet on another ~8" obstacle. Alternate feet, check form - no braking actions, no wobble, good linkage with swinging foot, sine wave.
- 0:35 - 0:40** Move students back, so that they can run into and out of the stride field (four steps now instead of two). If successful, bring in new obstacles to vary the height.
- 0:40 - 0:45** Add in 4-6 more elements at various distances for an uneven stride field ~8 steps long.
- 0:45 - 0:50** Spread the field out to a more circular or rectangular space, and have students criss-cross it from various directions, changing the challenge based on angle.
- 0:50 - 0:55** After waterbreak, proceed to setup with two lines of two boxes each, arranged in an L. Crossing just one box, refresh step vault and try to progress it to speed vault.
- 0:55 - 1:00** Teach the lazy vault, and have students practice step/speed to lazy across the L.
- 1:00 - 1:05** Teach the beginnings of a kong vault (kong up), REQUIRING split-foot takeoff. Demonstrate how to save a bailed attempt by transforming it back into a step vault.
- 1:05 - 1:10** Have students attempt lazy vault to kong vault (from other side, 7 instead of L).
- 1:10 - 1:15** After waterbreak, put students in two lines facing Novaks up against a sideways Juggernaut. Practice forward tacs, sticking for as long as possible and pushing back with force. Then practice knee driving up to crane on top of the 4' Jug.
- 1:15 - 1:20** Transfer from Novak/Jug setup to concrete wall. Have students enter at a 45° angle, clearing a soft object with good knee drive. When ready, add a broad landing target. Be sure to alternate direction.
- 1:20 - 1:25** Transfer to sloped wall. Have students practice wall passing to the top. If it's too easy, have them try wall passing high wall or concrete wall (catch, no climbup)
- 1:25 - 1:30** Reassemble your group and stretch while you debrief. Discuss the differences between today's movements and yesterday's. Explain the three-part breakdown of good parkour practice (one third conditioning, one third skill drill, one third flowful movement). Ask students to assign themselves a goal for outdoor training before they see you for the third and final session. Gently brush noses.

### **Day 3 of 3 - Whole-body/applied movement (cat leap, precision, underbar, combos)**

- 0:00 - 0:05** Do not warm up; instead, immediately pull them into a moderately challenging, moderately mental follow-the-leader with clear catch-up platforms interspersed throughout. Recommend including rail balance over mats at ~5ft height, 6ft jump at ~4ft height, hanging traverse, QM through ground-level window, ring swing over gap, jump to catch bar, unstable balance, and vault after a ~3ft gap at height.
- 0:05 - 0:10** Course cont'd.
- 0:10 - 0:15** After waterbreak, officially welcome students back to class. Discuss "constant readiness" philosophy of parkour, and ask students to reflect on the relative difficulty of moves done without mental or physical prep. Do brief recuperative warmup (joint rotations, light dynamic stretches).
- 0:15 - 0:20** Briefly refresh fox falls/ninja drops from day 1, and introduce back falls (initial foot contact, reach back with hands but don't jam, create as much roll as possible rather than slap).
- 0:20 - 0:25** Take students to Beast or Shimzilla, pre-set braced against a wall with porto-rail towers flanking, but no rail actually installed yet. Remind students of the tac drill and their stride practice, and have them do a running jump off of Thuglet to plant both feet against diagonal surface (~7ft horizontal, with spade mats for back falls if needed). Emphasize softlanding and not putting feet TOO far out in front.
- 0:25 - 0:30** Insert bar. Using exact same setup, teach cat leap. Once students are getting it, introduce knee drive and climbup (add in step vault atop bar for those who are doing well).
- 0:30 - 0:35** Catleap Stations (2min each): Standing to flat wall with top bar, running to flat wall with vert bar.
- 0:35 - 0:40** Catleap Stations (2min each): Standing to high or concrete wall, running to rock or stair wall.
- 0:40 - 0:45** Strength (push, pull, squat), then waterbreak.
- 0:45 - 0:50** Divide students into two lines in front of elevated precision trainers (~18"). Teach precision landing with both feet from a moderate jog, allowing students to lay their own Curt Jordans for takeoff points.
- 0:50 - 0:55** Transfer group to cage/porto-rail setup for underbars. Have students first try a cat leap with hands on top bar and feet on bottom (from a moderate jog, possibly with Thuglet launchpad).
- 0:55 - 1:00** Teach one-foot-on, one-through method, and allow any who are ready to try full underbar.
- 1:00 - 1:05** Alter the challenge, either by raising the entire window or by bringing the bottom bar higher.
- 1:05 - 1:10** Break for a game in the cage (blind zombies, freeze tag, cap battle).
- 1:10 - 1:15** Fully introduce the concept of focused self-training, including a refresher on the concept of *right, then smooth, then quiet, then fast*. Teach students to think in terms of 10 sets of 1 rather than 1 set of 10, and to strive for perfection on every repetition. Dismiss for 10x10.
- 1:15 - 1:20** 10x10 continued.
- 1:20 - 1:25** Bring students together for a final challenge consisting of a choice between tac-to-cat (rather large, matted) or tac-to-underbar (off Novak, wide window). Set up floor precisions on bar trainers for line.
- 1:25 - 1:30** Pull together for final debrief. Talk over all skills learned in the on-ramp, encourage them to try basics classes. Remind them that even if they don't try basics, they now have the skills required to progress on their own outdoors. Give them a personal takeaway message representing your beliefs about parkour, and make them feel good about themselves and their accomplishments. High-fives all around.



## One-Week Camp Models

The general outline for a camp day is as follows:

0:00 - 0:30	Extensive intro for the day, in-depth warm-up/stretching (including something to get the heartrate up), light topic-appropriate conditioning challenge (e.g. QMs, traverses).
0:30 - 1:00	Topic #1 (a 30-minute, stand-alone module on a given theme)
1:00 - 1:15	High-energy game (e.g. Octopus, Assault, Crosstag)
1:15 - 1:45	Topic #2 (generally somewhat related to Topic #1, although still a stand-alone module)
1:45 - 2:05	Break/Lunch in the kitchen with inspirational videos
2:05 - 2:35	Topic #3 (something fundamentally different from #1 and #2, for a change of pace)
2:35 - 2:50	Second game or supervised open gym (limited to certain areas due to other camps).
2:50 - 3:00	Cool-down and closing reflections (these are MANDATORY - do not let your camp trickle off into nothingness by ending with open gym and having students just disappear as their parents show up).

**Front Runway**

**The Court**

**Freeway+Minicage**

**Cage+Cave**

**Back Runway**

### Basics

	Monday	Tuesday	Wednesday	Thursday
<b>Topic #1</b>	Landing/jumping	Tacs/wallclimbs	Laches/swinging	Stemming/climbing
<b>Game</b>	Octopus	Assault	Zombie tag	STQ/PK Ultimate
<b>Topic #2</b>	PK roll	Cat leaps	Turn/underbar/cast	Basic freerunning
<b>Topic #3</b>	Basic vaults	Advanced vaults/series	Strides/precision	Combos/courses

### Basics+

	Monday	Tuesday	Wednesday	Thursday
<b>Topic #1</b>	Rolls after gaps/drops	Pop vaults/wallclimbs	High balance/precision	Stemming/climbing
<b>Game</b>	Octopus	Assault	Zombie tag	STQ/PK Ultimate
<b>Topic #2</b>	Tight spaces at speed	Kong-cat/tac-cat/180	Cage lowline/scramble	Basic freerunning
<b>Topic #3</b>	Vault series/flow	Dive rolls	Strides/gap jumps	Combos/courses

### Intermediate

	Monday	Tuesday	Wednesday	Thursday
<b>Topic #1</b>	Kong-prec/kong-cat	Pop vaults/wallclimbs	Laches/swinging	Dive rolls (& variants)
<b>Game</b>	Octopus	Assault	Zombie tag	STQ/PK Ultimate
<b>Topic #2</b>	Tac-vault/tac-underbar	Wallflips	High balance/precision	Vault box flips
<b>Topic #3</b>	Multiple gaps	Vault series/flow	Scramble power	High vaults/flight