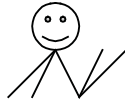
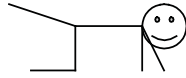


the torso and legs. Students may wish to remove the hands from the rear and lift them out to the sides for balance or use their hands to grasp their ankles.



6. Knee Scale. From a kneeling position with both knees and hands on the boards: balance on the right knee and extend the left leg straight, upward, backward, and as high as possible.



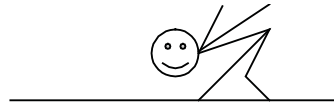
DIFFICULT Activity Walking Trail Activities

Walking

1. Walk Backwards.
2. Walk on Tip-toe Backwards.
3. Walk forward to the middle of the board, perform a tip-toe turn and walk backwards.
4. Backward Step Overs. Walk backwards and step over a beanbag placed on a board.
5. Walk across the board (forward first, then backwards) while tossing and catching an object (ball, beanbag, etc.).
6. Toe Touch and Step. With the weight on left foot, touch right toe forward on board, transfer weight to right foot, touch left toe forward on board, transfer weight to left foot, etc. Perform forwards and backwards.
7. High Kick Walk. Step forward taking high kicks on each step. For example, stand on left foot; kick right leg straight out in front of the body, hip level. Place down on board. While standing on the right foot, kick the left leg straight out in front of the body, hip level. Place down on board, etc. Continue to the other side of the board.
8. Stork Walk. Walk forward with left foot first. Lift right knee so the thigh is parallel to the floor at the top of the knee lift. Place the right foot down onto the board. Lift left knee, so the thigh is parallel to the floor at the top of the knee lift. Place left foot down onto the board. Continue to the other side of the board.
9. Lunge Walk. Stand with feet hip-width apart and feet pointed straight ahead. Step forward with the right foot as in walking forward, but extend the reach of the step about two feet farther out than a normal walking stride. Contact the board with the right foot as the right knee bends to a 90-degree angle and the left leg is extended behind the body. Lift the body forward and up by pushing through the right heel, extending the right knee. The left leg will come forward and repeat the same motion that the right leg just completed.

Balancing

1. Point. From standing position, bend the back supporting leg and extend the forward leg with toe pointed. Bend trunk forward over front leg and push arms back toward the rear.



Lunges

- a. Forward. Stand facing the length of the board, bend the forward knee. The back leg is extended behind the forward leg with the back foot in contact with the board.
- b. Side. Same as the Forward Lunge, but stand facing the activity area.

Turns

1. Crouch Turn. Stand with one foot in front of the other. Squat down. Lift the heels off the board. Pivot around on the balls of the feet performing a half turn, staying in the squat position. Student should be facing in the opposite direction. If the student has the right foot in front, the pivot will be to the left.

Advanced Configuration #3 Activities

1. Forward Crawl Walk: Facing forward, crawl on hands and knees across the boards.
2. Backward Crawl Walk: Facing backwards (looking at the starting point), crawl on hands and knees across the boards to the finish base.
3. Backward Bear Walk: Stand with both feet on the boards and pointed toward the starting base. From standing position, bend over at the hips and place both hands on the boards. Walk backwards across the boards in this arched-like position, moving both the hands and feet together in unison, staying in the arch position, to the finish base.
4. Backwards Inch Worm: Stand with both feet on the boards facing the starting point (backwards). From standing position, bend over at the hips and place both hands on the boards. Move both feet out away from the hands 2 steps. Walk hands toward the feet 2 steps. Repeat taking 2 steps with the feet and the 2 steps with the hands to the finish base.
5. Backward Crab Walk: Sit down on the boards, so both feet are pointing at the starting area and directly under the knees. Place hands directly underneath the shoulders, pointing the fingers toward the feet while sitting on the boards. Lift hips up off the boards as high as possible and hold this position while walking the hands and feet across to the finish base.

Advanced Configuration #4 Activities

1. Crawl Walk: Facing forward, kneel with the left knee and hand on the left-side of board and the right knee and hand on the right-side board. Crawl

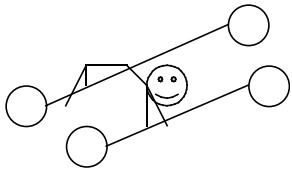
forward on hands and knees across the boards, keeping the right hand/knee on the right-side board and the left hand/knee on the left-side board.

a. Difficult variation: Crawl backwards.

2. Bear Walk: Right hand and foot rest on the right board; left hand and foot rest on the left board. Move forward: balance on left hand and foot; move right hand and right foot on right the right-side board simultaneously, forward. Then, balance on the right hand and foot while moving the left hand and foot simultaneously on the left-side board.

a. Difficult variation: Perform backwards.

3. Sideways Bear Walk: Place hands on the right-side board and feet on the left-side board. Move across the board by balancing on the right hand and foot, moving the left hand and foot to the side, then moving the right hand/foot close to the left hand/foot.



4. Inch Worm: Stand with the right foot and hand on the right-side board and the left foot and hand on the left-side board. Move forward by walking the hands 2 paces (right hand then the left hand)

forward, and then the feet 2 steps (right foot first, then the left foot) forward across the board, keeping the right hand/foot on the right-side board and the left hand/foot on the left-side board.

a. Difficult variation: Perform backwards.

5. Crab Walk: The right hand and foot rest on the right-side board; the left hand and foot rest on the left-side board. Move forward by walking the hands and feet forward across the boards keeping the right hand/foot on the right-side board and the left hand/foot on the left-side board.

a. Difficult variation: Perform backwards.

b. Difficult variation: perform sideways (hands are on the right-side board the feet are on the left-side board).

How Do I Make This Product Developmentally Appropriate For My Students?

This product is appropriate for ages 3 and up and encompasses all developmental levels.

1. Choose Appropriate Activity Walking Trail Configuration:

Choose from beginner or advanced Activity Walking Trail configurations. Beginner configurations are easy to follow, direct pathways where students travel forward from a distinct starting point to a clear ending point. Advanced configurations introduce cooperative learning and



communication (four students converge onto a center base, each must choose a different path to continue on).

2. Choose Appropriate Movement Activities:

Decide whether students will move across the boards using easy walking, crawling, turning and balancing activities (great for beginner students) and/or difficult walking, crawling, turning and balancing challenges (great for experienced students). Refer to the "Activities" Section for more information and descriptions.

3. Combine Movement Activities To Create Routines:

Once students have practiced the movement activity skills across the boards, combine the movements to create routines. For example, walk to the middle of the board, tip-toe turn, walk backwards to the end of the board. On the next board, walk sideways to the middle of the board, perform a half turn jump, walk sideways in the new direction to the end of the board. Allow advanced students to create their own routine based on the skills taught in class.

4. Introduce Consequences for Falling Off a Trail Board:

You can make crossing the trail more difficult by introducing consequences if the student's fall off the board. There are three possible consequences (listed below). The consequence you choose is based on the student's developmental level.

- a. If a student falls off the trail s/he must go back to the beginning board and start again.
- b. If student's toe touches the trail floor and the student is able to recover, s/he is allowed to continue his/her journey without returning to the starting board.
- c. Setting a limit on how many touches a student is permitted before s/he must return to the starting board (e.g. three touches = back to the beginning to start again).

How Does This Product Relate to Current Educational Thinking?

Depending on the developmental level of your students, use one or more of the following items to assess student learning at the end of the class or at the completion of the activity.

1. Have students comment (either written or verbally):
 - a. What did participating in this activity teach them about balance, coordination, and directionality skills?
 - b. Allow students to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
2. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show them the photographs/video and

compare what you see to what they see.

3. The best learning environment is one where students are involved in the learning process. Students learn best when they are allowed to make choices and are given numerous opportunities for learning. Help them learn and assert their individualism and use higher order thinking skills by having them create their own Activity Walking Trail configurations and/or balance, coordination, directionality activities, and/or routine to perform on the Activity Walking Trail. Students can perform this individually or in groups. In allowing them to explore a problem (i.e. create their own routines or challenges) in terms of how it relates to their own experiences and ideas as well as those of their group members, you are introducing the teaching/educational philosophy known as progressivism. Students will take the knowledge from their own individual experiences and ability levels to create something uniquely their own based on their own and/or groups' abilities.

In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

1. When first introducing the Activity Walking Trail to young and/or beginner learners, allow them to explore on the equipment. Doing so gives them practice time before they participate in the actual activity. Through this practice time, students learn what it takes and how to balance on the boards and bases. Also, it allows instructor to visually observe students to see which students are skilled at balancing/coordination and which students may need extra practice time or help and care when participating in the activity.
2. Students move through the movement activities in sequence. They should start and be successful with beginner activities before they move onto advanced activities. Progressively moving the students from easier to more difficult games keeps them motivated and interested in the task. It also allows them to be successful before moving onto something more difficult before they are ready.
3. Set up the Activity Walking Trail BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious PE time and an invitation for trouble to start.
4. Supervise students as they participate in the activity. Make sure they are on task and adhering to the classroom and activity rules.
5. Give positive reinforcement and feedback to the students as they participate in the activity this

motivates the students and lets them know you are watching and paying attention to their hard work.

6. Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
7. Check for student understanding of how to participate in the activity and the rules before allowing them to play.
8. Stand where everyone can hear when you talk which will save you having to repeat yourself. It will also eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow students to sit close to you in a semi-circle formation when you need to say something.

Safety Issues & Concerns

As with all activities in PE, safety and making sure the environment is safe and conducive to learning is critical to the student's well being and success. Follow these steps before and during each class to greatly reduce the chance of an accident occurring.

1. Check to make sure that the area where Activity Walking Trail activities will occur is safe from debris, obstructions or any potential obstructions.

Tell students before they play:

1. Always be aware of the person in front of you at all times.
2. You may step up onto first base when the person in front of you has left first base.
3. Only move toward the next base when the person in front of you has left that base.
4. It is OK if you fall off a board or base. This is a magical trail, so you do not fall, you float in the air! Just get back on and keep going! (if not using consequences for falling off, mentioned above).



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