



Climbing Wall Activities

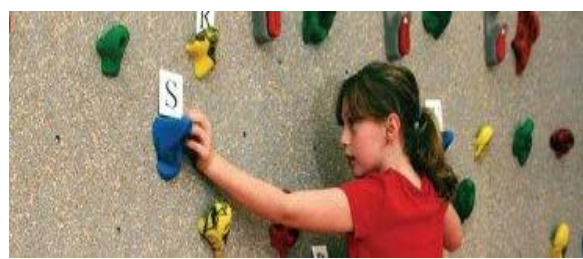
Indoor rock climbing is one of the most innovative physical activities today. There's no better way to develop and enhance physical, social and academic skills. To help develop those skills, our team of educators has written a variety of climbing wall lesson plans to challenge and captivate children of varying ages and abilities. Below you'll find a sampling of climbing wall games and climbing wall activities.

Traverse Wall Activities



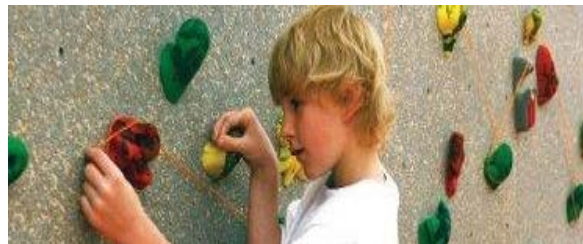
Welcome to the Wall

Participants are introduced to the climbing wall in a non-threatening manner with a simulated climb across the Traverse Wall.



Climbing Wall Scramble

Climbers are challenged to find certain letters on the wall to create words.



Climbers Spiders Web

Climbers create interesting patterns as they climb while unraveling a ball of yarn.



Following a Route Map

Participants learn to read route maps and verbally communicate the route to their climbing partners.



Mirror, Mirror on the Climbing Wall

Climbers "mirror" the actions of their partners on the climbing wall.

Cross-Curricular Wall Activities

Parts of Speech Route

Climbing Recognize different parts of speech while traversing the wall using only certain hand holds.

Place Value Placement

Climbers traverse the wall while placing digits in the correct "place" to create specific numbers.

Discovery Dry-Erase Wall Activities

Climb and Define

Climbers define vocabulary words in this elimination activity.

Fraction Reduction

Climbers traverse the wall while reducing a certain number of fractions along the way.

Climbing Wall Accessory Activities

Magna Flag Activity

Flag Toss Climbers toss flags into buckets while traversing the wall.

Discovery Plate Activity

Greater, Less Than or Equal Climbers traverse the wall while placing the correct sign between numbers on the Discovery Plates.

Discovery Plate Activity

Scrabble Anyone? Climbers make their way to certain letters to spell words.

Challenge Course

Rescue Climbers work as a team to rescue stranded "tree snails" while climbing.

Team Building Activities

All Aboard Activities

Shrinking Platform Students have to fit onto two smaller platforms, needing additional brainstorming, problem solving and action planning.

Marble Maze Activity

Team Marble Maze Students work as a team to get the marble through the maze without it falling into any of the holes.

Safari Jungle Gym Activities

Safari Monkey Bars

Jumping Monkey Students jump their way across the mats under the monkey bars trying to touch as many hanging scarves as they can.

Safari Wild Web Activity

Web Harvest Students pretend to be spiders and "eat" all the "bugs" that have gotten trapped in their web.

StartFIT Activities

K - 2 Classroom Package

Streamer Warmup Students make shapes, letters, and figures using streamers. Lots of crossing the mid-line!

3 - 5 Classroom Package

Inchworm and Apple Ball An activity that gets the whole class moving. Teams pass a ball using different maneuvers.

This shows an example of one of the circuit maps in the Fitness Circuit Package.

This shows an example of one of the circuit maps in the Warm-Up Circuit Package.

Fitness Circuit Package

Quick Feet Circuit

Warm-Up Circuit

Core Circuit



Welcome to the Wall

WELCOME TO THE WALL



Students simulate a climb across the Traverse Wall.

materials needed:

Masking Tape

Endpoint Marker (like a cone)

activity:

This activity is designed to introduce students to the Traverse Wall in a nonthreatening manner. By using this activity as a starting point, you will reduce the anxiety that some students may feel and increase their perception of being supported by their class and teacher.

Have your students form a line parallel to the Traverse Wall. The person at the front of the line starts the activity by walking alongside the wall and doing a simulated climb using only his/her hands while his/her feet walk forward on the gym floor. The purpose is to get the students accustomed to the “feel” and “use” of the hand holds. Have each student do this “walk through climb” several times. On the second and third walk through, have each climber problem solve about how the different shapes and sizes of holds can dictate different finger placement on and around the hold.

To prepare your class for use of their feet on the wall, place several pieces of masking tape or small colored disks at varying intervals on the floor to simulate what it feels like when you have to reach for a foot hold. Have students repeat this simulation several times.

Upon successful completion of these walk throughs, the students are ready to attempt their first climb on the Traverse Wall. Begin by having each student climb for a distance of one panel. Place a cone or other marker at the endpoint and ask each student to step down upon completion. By monitoring closely the distance that each student climbs, you will increase the percentage of students who feel successful and downplay the importance of “who climbed the greater distance!” After the class has climbed the length of the panel, increase the distance by an appropriate length and again climb until the class meets this goal.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES8 - SES9 - CS2 - CS5
CS6 - PS1 - PS2 - PS3 PS5 - PS6**

WELCOME TO THE WALL



after the activity:

Save ten minutes at the end of your class period to process the day's activities. Some possible idea starters for positive reflection include:

- Opportunities for students to say thank you to a classmate who may have supported and encouraged them.
- Opportunities to recognize students for their outstanding effort.
- Recognition of students who showed unusual courage.
- Opportunities to discuss feelings about the activity. Did feelings prior to climbing remain the same after climbing?



welcome to the wall





Climbing Wall Scrabble

**variations of the activity:**

One variation is to have students create their own words instead of choosing words from the box. Another variation is to replace the letters of the alphabet with numbers and have students climb for number totals. Again, students draw from the box to determine the sum total they must reach. (Try number totals beginning with 100 so that students are on the wall for a period of time. The numbers on the wall should be 1-5, spread out randomly across the entire wall to allow for maximum climb time).

■ please note:

This game is fun and challenging and teaches the students about the element of “chance” or “luck of the draw” as well as perseverance.

SAMPLE LIST OF WORDS

The age of your students will help determine an appropriate word list. Spelling words and vocabulary words from other subject areas are excellent sources for word lists.

FOX

SMART

STACK

SPACE

GREAT

HOUSE

RED

KIDS

NATURE

CLIMB

STRONG

SNOW

WISH

YOUNG

TUMBLE

BOOKS

OVER

VOICE

DREAM

UNDER

HAPPY

HAND

BOUNCE

ENERGY

JUMPING

SPLASH

LEARN

QUICK

YELLOW

GREEN

VACATION

ZEBRA

TREE



wall scrabble



Climbers Spiders Web

CLIMBERS' SPIDER WEB



Students create interesting patterns as they climb while unraveling a ball of yarn.

materials needed:

Balls of yarn approximately 50-60 feet in length (one for each team)

activity:

Divide the class into two-person teams. Give each team a ball of yarn that has been prepared prior to class and is comprised of about 50-60 feet of yarn. One partner will hold the ball of yarn while the other climbs on the wall. The non-climber will follow the climber as he/she moves around on the climbing wall. The climber holds the loose end of the yarn in his/her hand and attaches/ties it to the first hand hold he/she comes into contact with. As the climber progresses across the wall, the yarn is attached to each successive hand hold encountered. Students should be encouraged to be creative in their movement, i.e. occasionally backtracking to create geometric designs that resemble a spider's web. The activity ends when the supply of the yarn ends.

One suggestion is to have the instructor tie off the yarn. This way the student can maintain a grip on the hand hold and not lose his/her balance in the process of creating the spider web.

■ **please note:**

We have suggested the use of hand holds only to create the web. If foot holds were also used, students would be required to reach down while being off balance. This risk factor should be avoided to ensure the safety of your students!

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES1 - SES4 - CS1 - CS3 - CS5
PS1 - PS2 - PS3 PS6**



climbers' spider web



Following a Route Map

Students read route maps and verbally communicate the route to climbers.

materials needed:

12 Route Maps

prior to the activity:

Use copies of the Blank Route Map (page 123) to develop 12 different routes of varying difficulty. The routes should have distinct beginning points and end points. All holds should be easily identified. Create a route map for each route.

activity:

This activity focuses on teamwork and communication. Students work in two-person teams, one climbing and one giving verbal instructions. The non-climber on each team will be given a route map by the instructor. After studying the route map, the non-climber will verbally guide his/her partner through the climbing route. The activity is complete when the last hold on the route has been accomplished.

Divide the class into two-person teams and instruct them as follows:

- Decide who will climb first.
- The non-climber receives a route map and is the only one who may look at it.
- Verbal instructions are the only mode of communication allowed. No pointing is allowed.
- After the route has been completed, team members are asked to review the map together and evaluate whether the route was successfully followed. After review and evaluation of the climb has taken place, roles are reversed, a new map is introduced and the process is repeated with the new climber.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES1 - SES4 - SES9 - CS1 - CS2 - CS3 - CS5
CS6 - PS1 - PS2 - PS3 - PS5**



following a route map



Mirror, Mirror on the Climbing Wall

MIRROR, MIRROR



In this activity students “mirror” the action of their partner on the climbing wall.

materials needed:

None

activity:

Begin by dividing your class into two-person teams. One member of the team will be the leader, the other the follower. Only one team is to be on the wall at a time while the remaining teams observe and encourage the climbers. The follower is positioned at least one arm’s length away from the leader. Upon instruction from the teacher, the team mounts the wall and the leader makes an initial move on the wall. The follower attempts to imitate the leader’s actions as much as possible. (The follower must be careful to always maintain the suggested arm’s length spacing). Students should be encouraged to practice moves that are challenging, yet realistic for successful replication. When appropriate, the teacher will instruct the climbers to change roles; the leader becomes the follower and the follower the leader.

When the first team progresses through the wall and is a safe distance away from the start, the teacher will instruct the next team to mount the wall. As each team completes the challenge, they are encouraged to join the back of the line, and mount the wall when instructed. This time the roles will be reversed.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES5 - SES9 - CS2 - CS3 - CS5
PS1 - PS2 - PS3 - PS6**



mirror, mirror



Parts of Speech Route Climbing

PARTS OF SPEECH ROUTE CLIMBING



Students must recognize different parts of speech while traversing the wall using only certain hand holds.

materials needed:

2 Sets Discovery Plates™ OR

2 Sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (teacher only)

prior to the activity:

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between.

Decide what and how many different parts of speech you are going to practice with students. Then label all plates with words that are nouns, verbs, adjectives and/or adverbs, etc. creating routes as you go. (Keep in mind the age and knowledge of students. “Beginners” should have only two different parts of speech on the wall, like nouns and verbs).

activity:

Inform students what part(s) of speech they are going to practice while climbing. Review, if necessary. Let them know that their hands or feet can ONLY be on holds that are labeled with words that are examples of that part of speech.

Have the whole class line up to one side of the wall. The goal is to successfully traverse the wall using only the holds that are “on the route” (i.e. labeled with the correct part of speech). You should watch for accuracy and ask students to step down and get in line to climb again if an error is made.

Once everyone has traversed the length of the wall, have students start at the beginning again with another part of speech as the new “route.”

variation:

If using Discovery Plates: Instead of writing words in chalk, use magnetic words and have students add or remove certain words as they climb.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES4 - SES5 - CS2 - CS3 - CS5
CS8 - PS1 - PS2 - PS3**



Place Value Placement

DISCOVERY WALL™ MATH ACTIVITY: “PLACE VALUE PLACEMENT”

STUDENTS TRAVERSE THE WALL WHILE PLACING DIGITS IN THEIR CORRECT “PLACE” TO CREATE CERTAIN NUMBERS.



MATERIALS NEEDED:

Colored chalk (teacher only)

Set of magnetic numbers

Three bins

Note cards labeled as described below, one for each climber



PRIOR TO CLASS:

Determine what place value you wish to review. With colored chalk, draw a thick line to divide the climbing wall vertically into sections equal to that number of places. For example, if you are reviewing thousands to thousandths, you will need to divide the wall into seven sections, remembering to make a large decimal point at the top of the wall. Ideally, each section should be a few feet wide. You could also write the name of each place at the top of the wall. Next, label index cards (one per student) with a variety of numbers within your place value range. Finally, divide your magnetic numbers into three bins, labeled 0-2, 3-5, 6-9, and position them away from the Discovery Wall™.



THE ACTIVITY:

Divide the class into partners. Explain that each partnership will be given a note card with a number written on it. Their job is to “create” this number on the Discovery Wall™. After they get their card, students should practice saying the number. Then they can go to the number bins and get magnetic numbers to match each digit on their card.

Partners should line up at the start of the climbing wall and decide who will climb first. The climber’s job is to place the digits in their correct place on the wall, while his/her partner holds the card and numbers. The partner hands the numbers to his/her partner on demand and offers assistance, if needed. Once the end of the wall is reached, the partners return the card to you, get a new card, new numbers and switch roles.



AFTER THE ACTIVITY:

After everyone has climbed once, have the whole class sit down in front of the wall and ask students to recite numbers they see. They could be numbers they created or different numbers. Have them say the number aloud and then point out each digit on the wall.



VARIATION:

At the end of the activity, as a whole group, you could add, subtract and/or round some of the numbers on a black area of Discovery Wall™.



Climb and Define

While climbing, students must correctly give the definition of vocabulary words next to the holds they are nearest or they are “out.”

materials needed:

2 sets Discovery Plates™ OR

2 sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (teacher only)

List of Vocabulary Words with Definitions (optional) - one per partnership

prior to the activity:

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between.

With chalk or marker, label all plates with vocabulary words. Decide if you want to provide students with a master vocabulary and definitions list or if definitions should be memorized.

activity:

Divide students into partnerships. One student will climb while the other checks his/her accuracy with definitions. As students climb, you say “freeze” at random and frequent intervals. At that moment it is the climber’s job to define one of the words next to the hand holds s/he is nearest. If the climber is incorrect, s/he is “out” and must step down and become the checker. It is now the partner’s turn to “climb and define.” If the climber is correct, s/he keeps climbing. Once the end of the wall is reached, the climber should step down and partners should switch roles, starting back at the beginning of the wall.

after the activity:

As a final review, have a volunteer go to the wall and climb to various words and call on students to give the definition. Erase the words as they are defined. Challenge the class to define so many words that the wall will be blank at the end of class.

variation:

Write definitions on the plates and have students determine the vocabulary word.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES1 - SES2 - SES5 - SES8 - CS1 - CS2 - CS3
CS5 - CS8 - PS1 - PS2 - PS3 - PS5**



Fraction Reduction

Students traverse the wall while reducing a certain number of fractions along the way.

materials needed:

2 sets Discovery Plates™

OR 2 sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (one per student)

Die

prior to the activity:

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between, keeping in mind students will need to be able to write. Label plates with a variety of unreduced fractions.

activity:

Inform students that for this activity they must traverse the wall, but stop along the way to reduce fractions. The roll of a die determines how many fractions they must reduce while they climb.

To begin, have students form a line to the left of the wall. Pass out chalk or a marker to each student. The first climber rolls a die and will reduce that number of fractions as s/he traverses the wall. The next climber rolls the die and begins climbing when the first climber is a few moves away. If the climber does not reduce to lowest terms or incorrectly reduces a fraction, a subsequent climber may correct it. Once a climber completes the traverse, they should watch/cheer on their classmates. This activity could become more challenging for later climbers who will be doing more “checking/correcting” than reducing. They could place a star next to answers they find correct.

after the activity:

After everyone has had one turn, evaluate work done and discuss. Make corrections as needed.

variation:

Write two fractions on plates, in a variety of ways—both reduced, neither reduced, one reduced, one not. Have students circle the reduced fraction(s) and reduce where possible.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES5 - SES8 - SES10 - CS3 - CS5 - CS8
PS1 - PS2 - PS3 - PS5**



Magna Flag Activity "Flag Toss"

MAGNA® FLAG ACTIVITY

MAGNA® FLAG ACTIVITY: FLAG TOSS #1



MAGNA® FLAG ACTIVITY 1



MATERIALS NEEDED:

30 Magna® Flags
6 5-gallon buckets or wastepaper baskets



PRIOR TO THE ACTIVITY:

Place Magna® Flags across the Traverse Wall®, placing them high and low and evenly spread out. Along the outer edge of the mat, place each bucket or basket at varying distances away from the wall and at 5-foot intervals.



THE ACTIVITY:

Have students line up to one side of the Traverse Wall® to begin climbing. As they climb, they are to remove Magna® Flags and throw them into the buckets/baskets. If they miss a bucket/basket, the instructor places the Magna® Flag back onto the wall. The object is to remove and throw all of the Magna® Flags into the buckets/baskets. Once students have finished a traverse, they should get back in line and keep climbing until the goal is achieved.



VARIATION:

Instructors could time this activity with a stopwatch and the class could repeat the activity and work together to beat their time.



**Discovery Plate Activity "Greater,
Less Than or Equal"**

DISCOVERY PLATE™ ACTIVITY

ACTIVITY 4 — GREATER, LESS THAN OR EQUAL



MATERIALS NEEDED

- 1 or more sets of Discovery Plates™
- 1 Set of magnets “Let’s Build Math Facts, Level 1”
- 2 Dry-Erase Markers
- Stopwatch (optional)

PRIOR TO THE ACTIVITY

Divide your Traverse Wall in half vertically, using colored tape or string. Place your Discovery Plates™ at various points across your entire climbing wall. Make sure that there are an equal number of Discovery Plates™ on each half. Place several sets of two numbers (or equations/inequalities) on each Discovery Plate™ with a blank space in between. For example: $6 _ 18$, $4+5 _ 3+6$, $-5 _ -12$. The ages and abilities of participants will guide the choice of numbers. Participants will be writing the correct greater than, less than or equal signs in the space. Review equal and inequality signs with the class, if necessary ($<$, $=$, $>$).

At the start of class: Divide your group into two teams. Each team will have half of the wall on which to climb. Have people from each team line up to one side of their half of the Traverse Wall. Give each team a dry-erase marker.

THE ACTIVITY

While climbing, participants are asked to place the correct sign between the numbers on the Discovery Plates™. They may complete as many as they can as they traverse their section of the Traverse Wall. Once they have completed their side of the wall, they are to step down and get back in line. The object is to get the most number of correct symbols. The instructor can decide how much of a competition to make this between the teams and whether or not the activity should be timed.

After climbers have placed all their answers or time has run out, teams should count the number of correct answers that they completed and are awarded one point for each correct answer. If errors are found, they may be corrected. Next, opposing teams will “correct” each other’s work. If any errors are found, one point is subtracted from that team’s score. For a less competitive approach to this activity, participants can work towards a goal of cumulative correct answers that they determine prior to climbing.



**Discovery Plate Activity
"Scrabble Anyone?"**

DISCOVERY PLATE™ ACTIVITY

ACTIVITY 1 — SCRABBLE ANYONE?



MATERIALS NEEDED

- 1 or more sets of Discovery Plates™
- 1 Set of magnets “Fun With Letters”
- 50 3” x 5” index cards or cardstock
- Small box or bag

PRIOR TO THE ACTIVITY

Place two or three magnetic letters on each of the Discovery Plates™ on the wall. The letters of the alphabet should be randomly placed so that there is a variety at each site, across the entire length of the climbing wall. Next, create a series of words (approximately 50) that can be formed from the individual letters on the wall. Write these words on index cards or small pieces of cardstock paper. Place the words into a box/bag.

THE ACTIVITY

Create partner groups or have each participant choose a partner to:

- Hold their word while they are climbing
- Cue them about what the next letter they are looking for is (if necessary)
- Hold onto each letter they retrieve from the wall

Partners should line up along one side of the climbing wall. The non-climber picks out a word from the box/bag, reads it aloud and the climber heads off in search of the letters needed to spell that word. Two or three groups can climb at one time. However, climbers should maintain one panel of distance between each other and should make forward progress only so as not to climb over other climbers. When climbers find a letter, they remove it from the Discovery Plate™ and hand it to their partner. If they cannot find all of their letters, they must draw another word and try again. Once the word is spelled, the partners should switch roles and start over. This activity is a great review of spelling words. It's also fun, challenging and encourages perseverance.

Note: It may be necessary to replenish magnetic letters periodically during the activity.

VARIATION

Instead of placing letter magnets on the Discovery Plates™, write the letters. Have climbers erase any letter they use with their finger.



Challenge Course Activity "Jungle Rescue"

CHALLENGE COURSE ACTIVITY

CHALLENGE COURSE ACTIVITY: JUNGLE RESCUE



CHALLENGE COURSE ACTIVITY 4



MATERIALS NEEDED:
Complete Challenge Course Set



PRIOR TO THE ACTIVITY:
Set up a series of “toxic tangled vines” across the length of your Traverse Wall. The tangled vines can be circular in shape and created by plugging both ends of a long noodle into separate holes on the same large hold. Vines can also be starburst in design by plugging just one end of short and medium noodles into large holds. Leave an empty hole at the top of some of the large holds for placing five activity balls (a.k.a. “tree snails”). Position the “tangled vines” so that they are strategically located to offer safe challenges over the expanse of the Traverse Wall.



THE ACTIVITY:
The goal of this activity is for participants to save the “tree snails” (activity balls) from the “toxic tangled vines.” They must traverse the wall while carefully removing each of the snails. The challenge is that the vines are “toxic” so no part of the climber’s body can touch a noodle. They must climb carefully around each vine and remove any snails, without touching any vines. After snails are removed, they can be tossed onto mats for the instructor to place back on the Traverse Wall for the new rescuer. If a climber accidentally touches a toxic vine, he/she must return to the end of the line and start the challenge over again.



VARIATION:
Randomly place a variety of plastic rainforest animals/insects on hand holds across the length of the Traverse Wall to offer additional creatures to save from the toxic vines.



AFTER THE ACTIVITY:
Process the activity using some of the following stem sentences:

- Prior to this activity, I thought that...
- My favorite part of this activity was...
- The most challenging aspect of this activity was...
- If I could change one part of this activity, I would change...
- Some words of advice that I would give to students who have never climbed this course before would be...



SKILLS DEVELOPED:
This activity is designed to develop the following skills: flexibility, agility, muscular endurance, creative problem solving, positive risk-taking, patience, perseverance and hand-eye coordination.



All Aboard Activities "Shrinking Platform"

SHRINKING PLATFORM

STUDENTS ARE CHALLENGED TO FIT THEMSELVES
ONTO EVER-SHRINKING PLATFORMS.



ALL ABOARD ACTIVITY 2



MATERIALS NEEDED:

All Aboard Platforms, all three sizes (included)
Stopwatch (optional)
Mats, large enough to cover the space around the platforms in the event of a fall



PRIOR TO ACTIVITY:

Determine the number of students who should participate. Typically, 6-10 students (depending on age and size) are appropriate for this task. Place mats under or around platforms. Platforms should be a distance of two feet from one another.

Note: It is assumed that students have completed All Aboard Activity 1 prior to attempting this challenge. If, however, students have not had this previous experience, the beginning of this activity should be modified accordingly.



THE ACTIVITY:

Begin by reviewing what happened with the All Aboard challenge activity. Inform students that they are now going to attempt an even greater challenge. They'll start by repeating the All Aboard challenge and then work towards progressively fitting on two smaller platforms. The rule is the same: all feet on the platform. Inquire whether they will use the same strategies as the last time to get on the platforms. For the smaller platforms, encourage additional brainstorming, problem solving and action planning. Again, assist as necessary to keep students safe from falling. Count to five or time students once they are all aboard. (Note: Not all students will fit on the smallest platform. Work towards the greatest number possible.)

Note: For groups that have quick success, time how quickly they can move from largest to smallest platforms. Have them work to "beat" their record while maintaining safety.



SAMPLE PROCESSING QUESTIONS:

1. How did this task change from start to finish?
2. How did each "change" challenge your group?
3. As the task changed, how did you adjust to the changes? What did the group need to do differently?
4. As the task changed, what choices did you make in order to successfully share the space?
5. How were decisions made in your group? Did you arrive at your decisions with input from several/many group members, or did one or two individuals decide for the group?
6. What might have happened if people had refused to share the space?
7. What are some examples that you have experienced of people who want to try one thing while others want to try something else? Why could that happen and what are some ways the group could respond to this challenge?



CONCEPTS:

Teamwork, Problem Solving, Responding to Change, Trust Building, Communication, Perseverance, Shared Vision and Shared Space.



**Marble Maze Activity "Team
Marble Maze"**

MARBLE Maze

STUDENTS WORK AS A TEAM TO MOVE A LARGE MARBLE THROUGH A MAZE



MARBLE MAZE ACTIVITY #1



MATERIALS NEEDED:

Marble Maze Base, included
Marble Maze Insert(s), included
Marble (large), included



PRIOR TO ACTIVITY:

Choose which Marble Maze insert you wish students to use.



THE ACTIVITY:

Show students the Marble Maze and where the maze begins and ends. Their job is to work as a team to get the large marble from the start to the finish without it falling into one of the six holes. If the marble falls into a hole, someone must remove it and place it back at the start. Students may only hold onto the handles. The marble may only be touched when removing it from a hole is required. Once students have success, they should attempt Activity #2.



SAMPLE PROCESSING QUESTIONS:

1. Describe how your group worked together on this task.
2. Give several examples of group cooperation that you observed/experienced.
3. What was the most challenging thing about this activity?
4. What did you learn from this activity?
5. If you were to do this again, what would you do differently?



CONCEPTS:

Problem Solving, Teamwork, Patience, Communication, Perseverance and Cooperation.



VARIATIONS:

1. Place a time limit for successfully completing the Marble Maze.
2. Use a stopwatch and have students try to complete the maze more quickly.
3. Try a different Marble Maze insert.
4. Place a Magna® Peg on the side of the Marble Maze base each time a marble falls into a hole. In other words, the marble can fall into a hole only six times.
5. Place two Magna® Pegs next to each other inside the maze to shorten the maze or to create a "pause point" in the activity.
6. To increase difficulty, do not allow students to speak to one another.
7. Allow only one person to speak and direct the group.



WARNING: CHOKING HAZARD - This product contains a marble. Not for children under 3 years. This product contains small magnets. Do not ingest or inhale.



**Safari Monkey Bars "Jumping
Monkey"**

ACTIVITY TWO: JUMPING MONKEY



In this activity, children are asked to jump their way across the mats under the Monkey Bars. As they jump, they try to touch as many of the hanging scarves as they can. Younger children can pretend they are picking bananas!

MATERIALS NEEDED

- Safari™ Monkey Bars with safety mats in place
- 10-12 juggling scarves

ADVANCE PREPARATION

Tie juggling scarves in various locations on all rungs so that they are hanging down at varying lengths. Keeping in mind the heights and ability levels of participants will help you determine appropriate scarf lengths.

ACTIVITY

Beginning at the first rung, have children jump up and touch a hanging scarf. Challenge them to jump as high as they can. Once a scarf is touched, they should hop to the next rung and jump to touch a scarf. They can take as many jumps as needed until a scarf is touched. Continue in this fashion until a scarf on the last rung is touched.

MODIFICATIONS/VARIATIONS

- Instead of jumping to touch scarves, have children toss a beanbag and try to hit one scarf on each rung.
- For an advanced challenge for taller children, remove scarves and have children jump up and grab the first rung with both hands and hang for a count of five. Then, with control, drop, step forward and repeat for the rest of the rungs.



**3 - 5 Classroom Package
"Inchworm and Apple Ball"**



Time: 20 Minute Activity



Grouping: Two Groups



Focus: Cardio Strength, Core, Flexibility



Playing Area: Open Activity Space



Activity Level: Moderate to Vigorous



Materials: Kickball



Pedometer Friendly

Activity Description

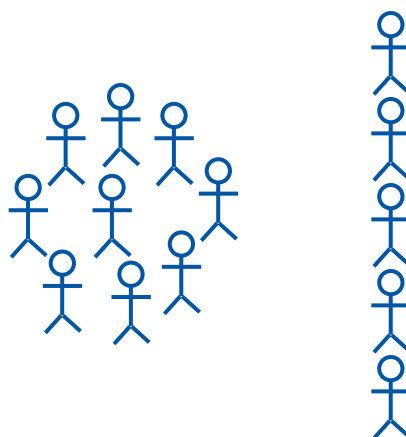
Divide the class into two teams. Have the first group stand in a single file line facing forward with the kickball. This team is the Inchworm. The second group of students must assemble themselves into a tight bunch. This team is the Apple. The Apple team must pick one player to be the runner.

The activity begins when the teacher says, "Inchworm". The Inchworm team passes the kickball down the line from beginning to end. The ball must go over the first player's head to the second player. The second player must pass the ball between his/her legs to the third player. The third player must pass the ball over his/her head to the fourth player...and so on down the line. Meanwhile the runner from the Apple team runs around his/her teammates as quickly as possible. Each lap completed scores one point for his team. The team should count aloud and the teacher will keep track.

As soon as the last player in the Inchworm touches the ball s/he yells, "Apple". This will signal the runner from the Apple team to stop running. When s/he yells, "Apple," s/he will throw the kickball in any direction. The Apple will need to un-bunch and run to where the kickball lands. The Apple team must then form a line and become the Inchworm and the Inchworm team must become the Apple. The activity resumes as described above with the teams switching roles.

Variations

Use a medicine ball instead of a kickball.





**Fitness Circuit Package "Quick
Feet Circuit"**

CIRCUIT 4 — QUICK FEET

STATION 1 — POWER WALKERS:

- Walking Lunges

STATION 2 — BALANCE DISCS:

- One Hand Push Up

STATION 3 — AGILITY POLES:

- Zig Zag

STATION 4 — AGILITY LADDERS:

- Hop Scotch Drill

STATION 5 — JUMP ROPES:

- Rocking Horse

STATION 6 — HURDLES:

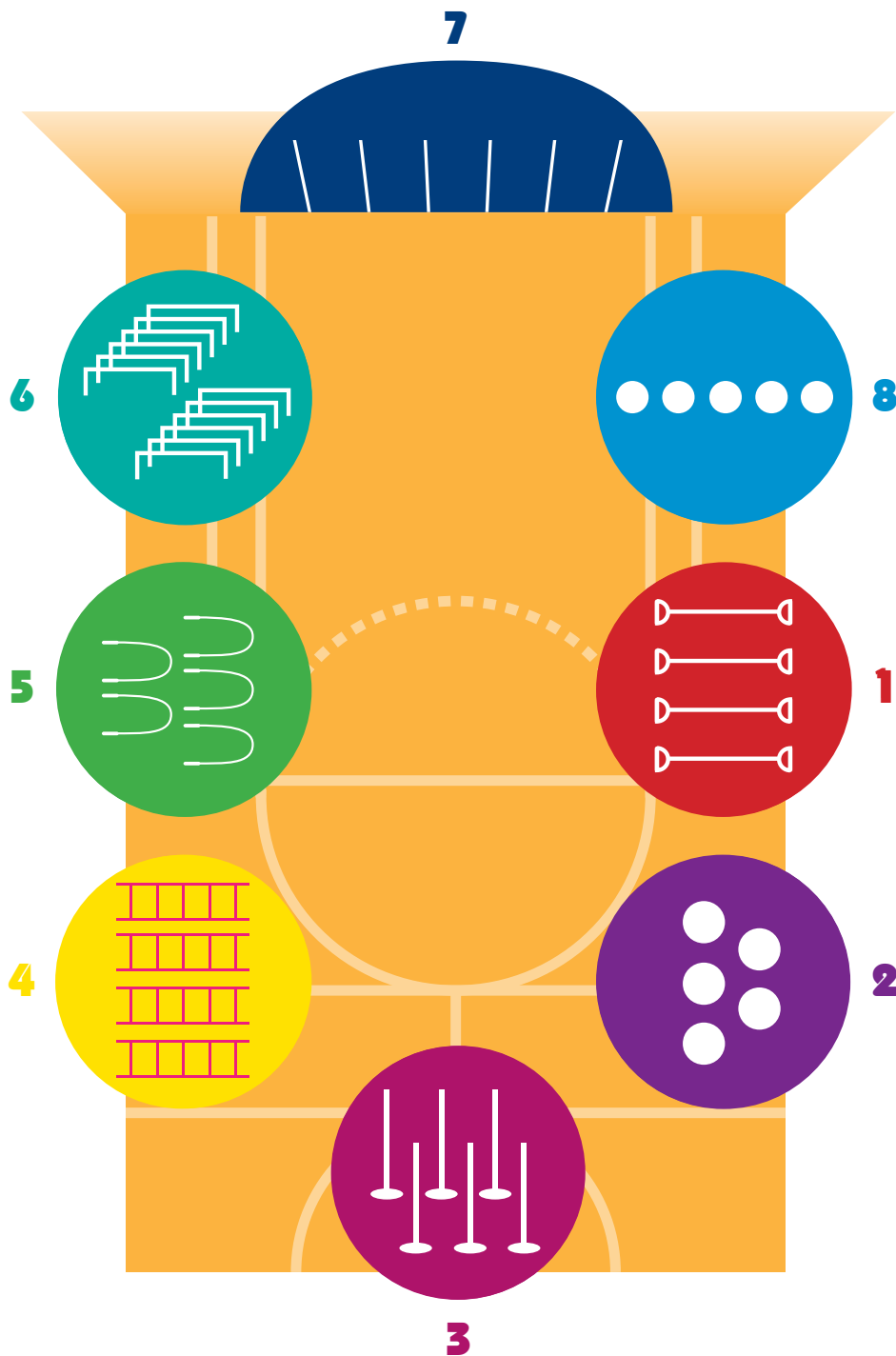
- Overs

STATION 7 — TRAIN STATION:

- Bicep Curl

STATION 8 — MEDICINE BALL:

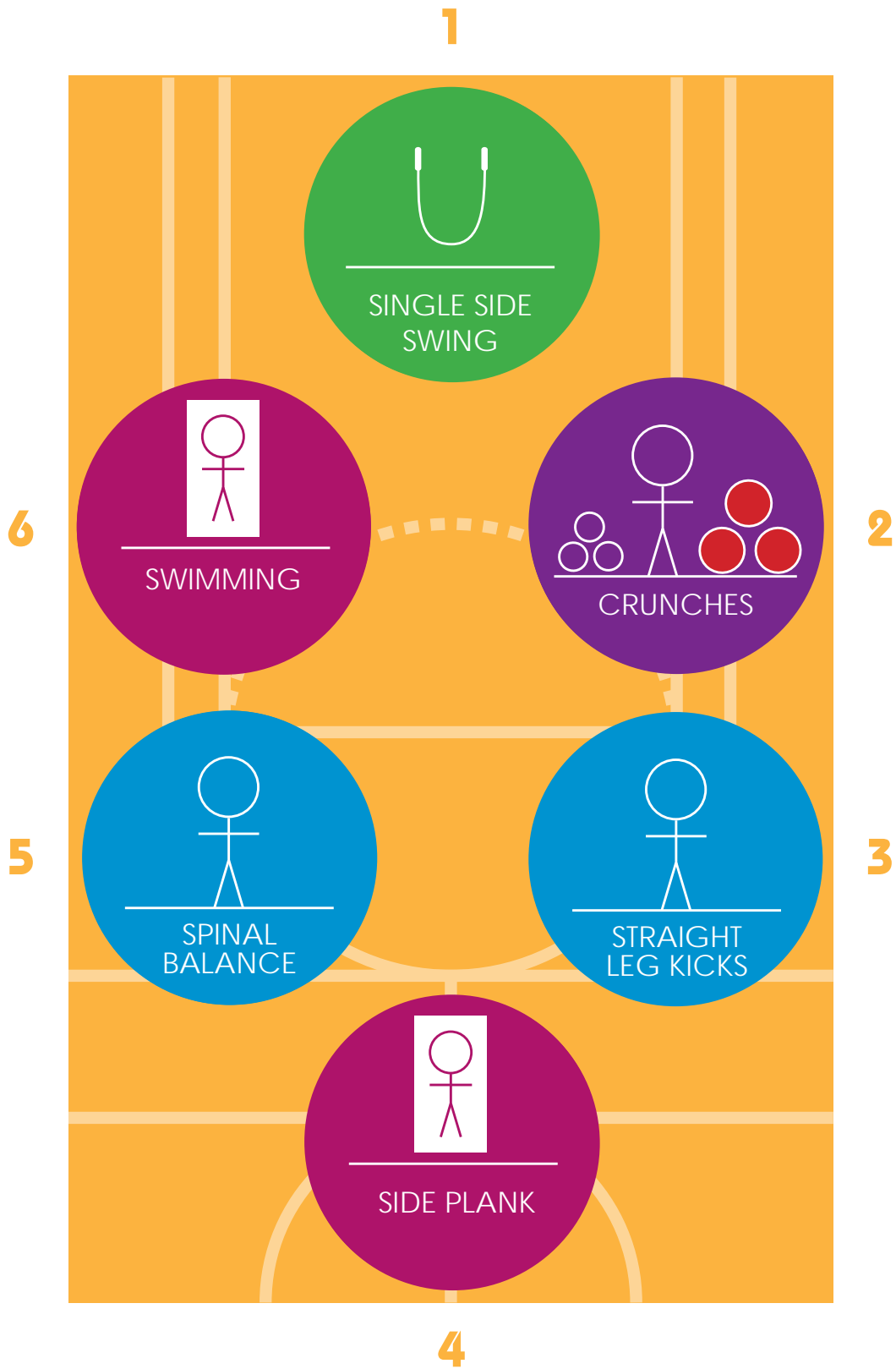
- Russian Twist





Warm-Up Circuit Package "Core Circuit"

CIRCUIT 8 — CORE



Check out the collection of hiking & climbing gear we offer.