

# **FLAGHOUSE** Activity Guide

# Agility Line

## What Are The Educational Applications?

In order to become proficient movers in a variety of physical activities, children require a rich movement history with fundamental motor skills. Fundamental motor skills are often categorized as nonlocomotor skills (bend, stretch, push, pull, etc.), locomotor skills (run, jump, hop, skip, etc.), and manipulative skills (throw, catch, kick, etc.). In addition to experiences with the fundamental motor skills, children need to explore these skills in combination with movement concepts (body awareness, space awareness, effort, etc.).

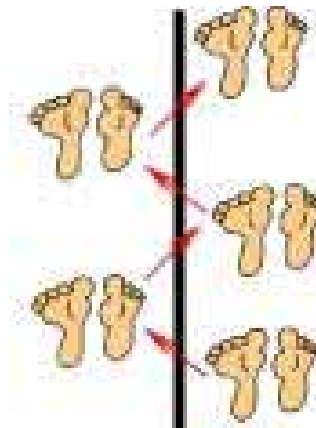
AGILITY LINE is a wonderful instructional tool for providing a vast number of practice opportunities for combinations of locomotor skills and movement concepts. AGILITY LINE can be used independently by one child, with a partner or in a cooperative activity with a small group. Activity challenges can be teacher directed or student directed depending on how you use this product in your instructional episode.

## How Can I Use AGILITY LINE Activities With My Students?

When first using AGILITY LINE, you should introduce your students to the concept of self-paced challenges using locomotor skills, then movement concepts, and finally combinations of locomotive skills and movement concepts. The following challenges are designed to develop confidence in performing combinations of the locomotor skill of jumping and various movement concepts related to directions and pathways. The final activity in this section challenges students to incorporate the manipulative skills of throwing and catching in addition to jumping along a curved pathway.

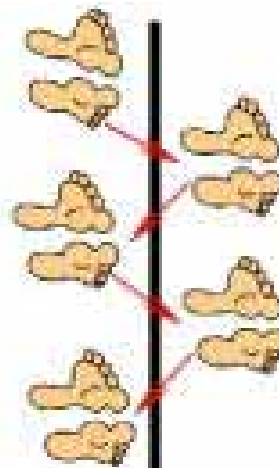
### Activity #1: Z-BOUNCE (zig-zag)

Place the AGILITY LINE on the ground with all 12 sections attached. Students stand at one end with toes pointing down the line. On a signal, the student jumps (starting on 2 feet and landing on 2 feet) to the right and then back to the left. The student works his/her way down the line jumping over the sections in a zig-zag pattern. It is important that the student always faces forward. In addition, the student should land bending the knees slightly and without touching the heels to the ground.



### Activity #2: Z-BOUNCE (forward and back)

Place the AGILITY LINE on the ground with all 12 sections attached. Students stand at one end with toes pointing across (perpendicular) to the line. On a signal, the student jumps forward over the line. Upon landing, the student jumps backward over the line and slightly to the right. Continuing to jump forward and backward, the student moves down the line keeping the feet perpendicular to the line. Once completing the activity to the right, each student should repeat while moving to the left.



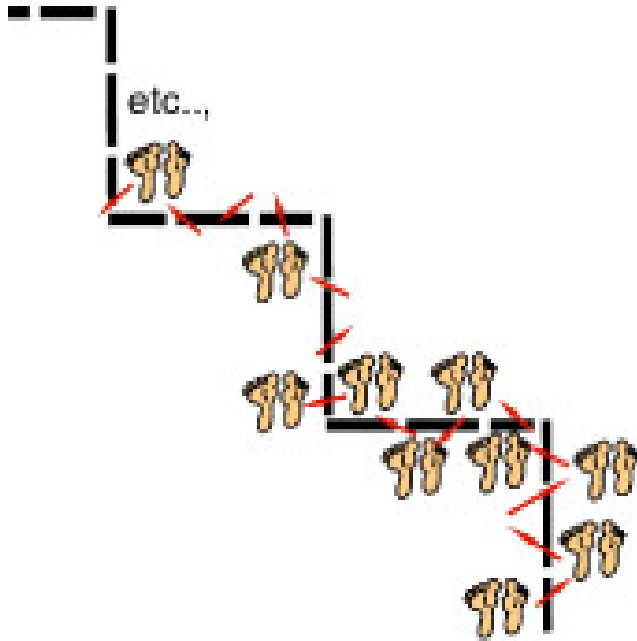
### Activity #3: Z-BOUNCE (forward with a turn)

Aligning the body as in the previous activity, the student begins by jumping forward over the line. While in the air, the student turns and lands with toes facing the line. After landing, the student jumps forward at a slight angle, turns the body in the air and lands, facing the line once again. The student continues the pattern along the length of the AGILITY LINE.



the corner, the pattern changes to a Forward and Back Z-Bounce pattern. The pattern changes again at the next corner and so forth, until the end of the line.

*NOTE: For younger ages, use 6 sections creating 1 corner.*



#### **Activity #10: POWER BOUNCE**

Place the AGILITY LINE in a straight line. Challenge the students to jump forward, landing next to each number until reaching the end of the line. After successfully completing this activity, challenge the students to land only on the even (or odd) numbers. Following are a list of subsequent challenges...

*Can you bounce over...*

- 3 numbers at a time?
- 4 numbers at a time?
- 5 numbers at a time?
- 6 numbers at a time?

#### **Activity #11: SKIP ONE, BACK ONE**

Place the AGILITY LINE in a straight line. Using a forward jump, skip one number. Upon landing, jump backward one number. Jump forward again, skipping one number. Jump back one. Continue the pattern.

#### **Activity #12: CIRCLES**

Place the AGILITY LINE in a circle. The student picks one number where the pattern will start. Using the Forward and Backward Z-Bounce pattern, the student works his/her way around the circle. For a cooperative activity, add more students to the circle.

#### **Activity #13: CIRCLES WITH PASSING**

This is a cooperative group activity. Two or more students start in the AGILITY LINE which is formed in a circle. Using the forward and back jump, the

students begin to pass a ball while working their way around the circle. Try adding more balls to pass.

#### **How Do I Make AGILITY LINE Activities Developmentally Appropriate For My Students?**

You may find that the students in your physical education classes are not ready to use jumping in the AGILITY LINE activities, or that jumping is too easy for some students. Subtle changes in the task criteria can be used to change the complexity of the activity in order to meet the differing developmental levels of the students. Use the following suggestions to create both less challenging and more challenging activities.

- Vary the locomotor skill students must perform to complete the task. Walking, running, hopping, and leaping are skills that can be utilized with the AGILITY LINE.
- Use combinations of locomotor skills to complete the task. For example, students can alternate jumping and hopping while moving along the AGILITY LINE.
- Explore other movement concepts (i.e. pathways, speed, force, etc.) individually and then in combination with locomotor skills.

#### **How Do AGILITY LINE Activities Relate to Current Educational Thinking?**

The council on Physical Education for Children (COPEC) developed the position statement "Appropriate Practices for Elementary School Physical Education". Twenty-three components of an elementary physical education program have been identified, and appropriate and inappropriate examples are provided as guidelines for recognizing best practices (appropriate) and counterproductive practices (inappropriate). These guidelines are useful as a decision-making tool for developing quality elementary physical education programs. When working with the AGILITY LINE activities contained within this guide appropriate practices for the following components are supported.

#### **Designing Learning Experiences - Appropriate Practices**

Teachers design lessons that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experiences and maturation. These experiences enable individuals to develop a functional understanding of movement concepts (body awareness, space awareness, effort, and relationship) and provide opportunities for children to build competence and confidence in their ability to perform a variety of motor skills (locomotor, nonlocomotor and manipulative).

#### **Success Rate - Appropriate Practices**

Teachers facilitate opportunities for children to

practice skills at high rates of success adjusted for individual skill levels within a “try again” environment.

Children are provided opportunities to work toward common standards at individual rates of development and are recognized for their success at their individual levels.



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