

Toobeez Physical Education Activity Workbook



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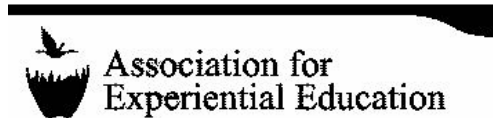
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**Award-
Winning!**



Tested in 2004 by multiple teachers with families, the Toobeez Interactive Family Edition has won a Teacher's Choice Award for 2005. The Interactive Family Edition is what you get when you combine a set of Toobeez with Tom Heck's book, *The Official Toobeez Teambuilding Games and Activity Guide*, and Multimedia Training CD.

**All Project Connect Joint Venture participants are members of
the following organizations**



About the Author

When I first heard of Toobeez, I thought, “Great - another toy for the youth market.” But when I was sent a box and began to experiment with the colored tubes and spheres, I was intrigued about how this product could be utilized in an educational and fun fashion with children.

As a lifelong educator and entertainer, I am always looking for new opportunities to share with teachers and administrators. The concept of Toobeez is an inspiring one, especially since teamwork is a big part of their use. To watch children communicating and working together to accomplish a task is an amazing thing. Toobeez allows the user to learn new concepts while working as a team.

My background is in teaching with a master’s and bachelor’s degrees in Elementary Education from Alfred University and the University of Arizona. With these degrees, I decided to dedicate my life to working with children.

In 1979, I created an educational multi-media company that creates, markets and distributes creative and fun educational materials to the youth market. CDs, books and videos are some of the products we distribute domestically and in the international market. At this time, I was also getting a background in theatre circus arts and magic.

In 1982, I was asked to be the youth ambassador for the McDonald's corporation. This was followed by positions as youth ambassadors with professional sports teams. During this time period, I started noticing how the youth culture was getting overweight.

Upon seeing this, I decided to create T-Bone, a character who would use the tools of circus theatre and magic to empower families to be active and make healthy food choices. As T-Bone, I have touched the lives of millions of children and families with my message. Through my website, www.TboneRun.com, and my personal appearances (200 annually), my mission is shared.



Project Connect thanks the following contributors for their efforts in the creation of this guide.

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Project Connect Joint Venture Manager and inventor of the Toobeez™ giant construction building system. It is our mission to develop innovative and thought-provoking educational products for kids and adults. Please visit us for more information at www.project-connect.net



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Project Connect Training Opportunities

Do you want to:

- Become a more effective educator, teacher or trainer?
- Learn to creatively increase student involvement?
- Develop strategies for creating a dynamic learning environment?

If you answered yes to any of the above questions, then the Project Connect training workshops are for you! We offer two types of workshops:



1. **Train-the-Trainer Workshop**
2. **TEAM Workshop**

Train-the-Trainer Workshop

This workshop is for you if:

- You are an educator looking for new ways of teaching team and leadership skills
- You like learning in a fast-paced and hands-on environment

What to expect

In the Train-the-Trainer workshop, you will learn how to lead activities that develop team and leadership skills. This workshop is fun, empowering and educational. It is also experiential, meaning you will learn by doing.

You will learn activities that promote trust and creative problem solving, as well as encourage purposeful and kind communication. You will experience physical activities, as well as activities which demand high cerebral skills. You will learn how to design everything from a five-minute



icebreaker to a full two-day adventure. Depending on the length of the program you choose, you can even learn how to integrate the activities into an existing curriculum.

You will learn how to deliver important debriefing (processing) skills to learn how to draw out the genius of the group by asking thought-provoking questions. When a debriefing session is delivered properly, groups learn to own the information they generate from the teambuilding activities, providing them with a sense of empowerment, connectedness and success!

This is the perfect workshop for you if you are a:

- Classroom teacher
- School counselor
- Camp counselor
- Human Resources director
- Trainer or workshop presenter
- Therapeutic Recreation Specialist



TEAM Workshop

TEAM = Together Everyone Achieves More

The TEAM workshop is for your team if you are ready to:

- Move quickly from a “good” team to a “great” team
- Have fun and be challenged in a dynamic learning environment
- Be treated with respect and dignity while leveraging the strengths of your group

Over the years, we have worked with thousands of people from all walks of life, including:

- Business teams (from such industries as investing, communications, and insurance)
- Non-profit organizations (such as YMCA, YWCA and Boys & Girls Clubs)
- Educators (including public & private school teachers, school counselors, college students, college teaching staff and international students)
- Alternative education programs (including corrections officers, after-school programs and enrichment programs)

What to expect

In this workshop, you will participate in fun activities and engaging hands-on learning exercises to help your team address vital issues so it can move forward. This workshop focuses on where you are now as a group and where you are going.



For more information about attending or scheduling teambuilding training workshops, call:

1-877-TOOBEEZ

1-877-866-2339



Fostering Connections and Teamwork Through Fun!

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Introduction

Project Connect is dedicated to providing cutting-edge activities and tools for educators. Toobeez are a unique means of teaching academics, social skills, teamwork and problem solving. For the first time, the Toobeez program has been adapted as a useful teaching tool for utilization in schools and educational forums. The activities found in this workbook are designed to challenge students to evaluate concepts from a practical point of view with hands-on learning opportunities.

Project Connect Materials

Project Connect offers the following products:

Toobeez

Toobeez are the incredible construction tubes used to build and create the activities for your group! A one-of-a-kind construction system, Toobeez give you the chance to "connect" as a group while engaging everybody in constructive play. Toobeez are a hands-on, easy-to-assemble and safe product that captivates the imagination of anyone who uses them. You can use them indoors or outdoors to hold a powerful experience anytime!



Each 57 Piece Toobeez Kit contains: (20) 3.4" spheres, (8) 36" tubes, (8) 24" tubes, (8) 16" tubes, (8) 11" tubes, (1) GIANT Toobeez storage bag, (2) red slide-on curtain panels, & (2) blue slide-on curtain panels. Shipping box is 36" x 12" x 6" and weighs 21lbs.



Activity Workbooks

The *Toobeez Physical Education Activity Workbook* includes 10 detailed lesson plans with safety reminders, helpful hints, procedures, discussion questions and more to build and develop the academic skills of your group. Other available products include Math, Science, Language Arts, Occupational Therapy and Teambuilding workbooks. A teambuilding Multimedia Training CD is also available.



The Teacher's Role

The teacher plays a crucial role in the Toobeez program's activities. After selecting the activity, the teacher must aid students in executing the instructions, monitor safety, and observe the group's dynamics. Most important, it is the teacher's responsibility to convey positive leadership and the potential for success to create the best environment for these academic activities.

Motivational Learning Guide

Once the teacher determines that an activity is suitable for a particular group, he or she must make judgments about how the group is working. The teacher is responsible for running the activity; however he or she should not run the group. Instead, the teacher should act as a guide for students and ask probing questions which will help the group to progress in the activity. The teacher should positively motivate students so each individual enjoys the best possible learning experience.

Observer

While running the activity, the teacher must allow students to solve problems on their own. When groups are working, the teacher should take a step away and observe the group's dynamics so he or she can guide the group appropriately if they encounter problems.

Discussion Coordinator

The teacher begins the discussion by asking the questions he or she feels are most appropriate for the group. While considering the lessons learned from the challenge, as well as the possible "failures," the teacher should focus on the group's positive learning experiences while acknowledging both negative and positive issues.

Connections to Education

Teachers can use Toobeez as an innovative tool to implement the current educational practices discussed below. In addition, use of Toobeez in the classroom can play an important role in establishing connections between students, peers and teachers!

Brain-based Research

The Toobeez program activities support brain-based research by engaging learners and providing enjoyable hands-on experiences. The essence of brain research suggests that all learners have emotions, desires and needs. Researchers have found that relaxed, yet active, lessons that completely immerse the participants provide the most authentic learning experiences. This type of environment has been shown to increase retention, enjoyment and positive feelings about learning. The Toobeez program provides activities that challenge each participant at his or her individual level while engrossing them in a fun-filled learning environment.

Multiple Intelligence Theory

Developed in 1983 by Dr. Howard Gardner, the Multiple Intelligence Theory states there are multiple learning styles that maximize the learning potential in children and adults. The theory takes into account the various strengths in individuals, such as linguistic, logical, spatial and kinesthetic skills. It also suggests that different people learn in different ways. The Toobeez program provides a unique way to broaden the learning experience beyond traditional methods. By allowing instructors to offer lessons which address different learning styles, learning increases across the classroom.

Differentiated Instruction

In addition to building on the varying strengths of individuals, the Toobeez program allows instructors to appropriately adapt lessons to the various ability levels in a classroom. Activities can be enhanced for a greater challenge or they can be modified for a simpler activity.

Problem Solving

Lesson plans and activities in the Toobeez program require critical thinking and problem-solving skills. Participants are required to work together to brainstorm, select and execute solutions to each activity challenge.

Character Education Themes

Helping young people develop good character is a goal of many educational settings nationwide. The Toobeez program offers activities that can supplement or launch a character education curriculum. The character themes listed below have been aligned with the activities in this guide, and the first page of each activity associates a character education trait with the activity.

- Perseverance
- Respecting Others
- Communication
- Teamwork/Cooperation
- Citizenship
- Responsibility
- Uniqueness
- Caring
- Trust

Teambuilding & Connections with Others

Research has shown that a sense of “connectedness” to parents and peers is the most influential protective factor in a teenager’s life. If teenagers lack this connection, their chance of engaging in risky behaviors increases. Through increasing teambuilding skills, the Toobeez program brings peers together while boosting the individual’s self-confidence and sense of “connectedness” with others.

Collaborative Hands-On Experience

The Toobeez program centers around a collaborative learning environment. Groups work together to solve each challenge while completing interactive, hands-on activities. Each lesson involves member participation, movement and teamwork for completion of the activity.

National Content Standards

The following National Content Standards are supported by the activities in this book. A physically education person....

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, self-expression, and/or social interaction.

Safety

Please use caution when utilizing Toobeez in your classroom. Studying the material in this activity guide is not a substitute for professional training. Please refer to page 6 for information regarding the training options offered by Project Connect. For additional safety information, as well as product assembly and care, please turn to **page 78**.

Safety Tips!

- Do not allow students to climb on any Toobeez structures
- A first-aid kit should be easily accessible during the activities
- Follow general classroom safety guidelines during all lessons

The information presented in this activity guide is a reference, and the teacher is ultimately responsible for judging the suitability of an activity and safely supervising the activity.

**The teacher's job is to make safety a priority
and to manage the risk.**

The publisher of this document assumes no responsibility or liability for the use of the information presented in this guide, including, but not limited to, errors due to misprinting or omission of detail.

How to Use This Workbook

Lesson Introduction Page

The first page of each lesson contains an outline of information for the teacher. This page includes lesson objectives, links to character education, the activity challenge and setup procedures. An **Activity Plan** box on the page includes information regarding group size and time requirements. Space requirements are defined as follows:

Minimal: The activity can be conducted in the front of the room

Medium: A few desks may need to be moved

Lots: Clear all desks or relocate to the gym or an outdoor area

Helpful Hints

This section provides the teacher with suggestions to help guide the students and avoid possible obstacles during the activity.

Activity Challenge

Each activity presents a specific challenge to the students. Be sure to read this box to the group and clarify their understanding of the challenge.

Activity Instructions

This section explains how to conduct the actual lesson.

Activity Discussion and Processing

This section provides the teacher with a discussion topic that relates to the activity, as well as support information to use in guiding a group discussion. Questions are provided for the teacher to help guide the discussion.

Activity Variations

This section provides variations of easier or more challenging versions of the activity.

Notes

Space is provided for the teacher's notes on the activity. Notes can help teachers reflect on the lesson, as well as record possible future modifications.

Learning Strategies

A number of learning strategies can be used in conjunction with the Toobeez classroom activities. Prior to an activity, these techniques serve to prime a student for learning by reviewing, highlighting and sharing relevant material from prior lessons and personal student knowledge. During an activity, these strategies can be used to organize material being taught for easier student recollection and understanding. Following an activity, these educational strategies summarize the learning experience in a useful, learner-friendly format. In all cases, use of these strategies enhances a student's learning experience by reinforcing the need for active, lasting information processing.

- **KWL Charts**

These three-column charts are used to record “What students already know,” “What they want to know” and “What they have learned.” The first two columns can be used as a preparatory strategy, and the last column can be used as a summarizing technique.

- **Concept Mapping**

This technique serves to demonstrate a student's ability to organize knowledge. In this technique, students must be able to demonstrate true understanding of the relationship between various concepts.

- **Venn Diagrams**

These diagrams can be used to compare and contrast different topics from classroom material. This technique can be used to demonstrate interrelation between information from different lessons.

- **Jigsaw/Reciprocal Teaching**

This strategy allows students to become experts on certain topics/aspects of a lesson and share their knowledge. Allowing students to teach sections of a lesson to the rest of the class can be a powerful tool. It enhances student learning and can build student confidence.

- **Reflective Teaching**

Teachers, remember to use your “Activity Notes” section provided in the Toobeez activity workbooks. These notes can be used to improve future lesson implementation by highlighting any encountered challenges.

Acknowledgements

I would like to thank the following for their contributions in the creation of this workbook.

Joe Donahue, Owner/Brand Manager Connectable Color Tubes, LLC

Dr. Gail L. Arem, SUNY Brockport University

Tami E. Judd, Consultant

ACTIVITY

1

Crazy Eights



Objectives

- Improve flexibility
- Improve reaction time
- Coordinate body movements
- Manipulate an object to develop coordination and flexibility
- Improve fine-motor skills
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 1 or more Toobeez sets

Setup:

1. Attach spheres to both ends of all the 24" tubes.

Character Focus

Perseverance

Activity Plan

Time: 45 minutes

Space: Medium

Instruction: Whole class

The Challenge

Students will be able to demonstrate horizontal wand twirling.

Helpful Hints!

Crazy Eights

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Start by holding the end of the 24" Toobeez tube
- Begin with a crazy-eight pattern
- Have students keep their arms in front of their body and use only their wrists to manipulate the wand

See page 6 for available training options!

Activity Instructions

1. Circle up the group. Read the Activity Challenge Box to the group.

Challenge: Students will be able to demonstrate horizontal wand twirling.

2. The teacher should demonstrate this activity first. Holding the end of the tube, straighten the arm and extend tube in front of you. Keeping your arm straight, "write" a figure eight in the air in a horizontal fashion, moving the tube in a clockwise direction.
3. If you are using more than one set of Toobeez, there should be enough for a class of 16. If you are using one set of Toobeez, students should take turns with the eight 24" tubes to demonstrate the horizontal wand twirling.
4. As students perfect the task, have them adjust the activity. Students can practice making larger and then smaller patterns. Students can also change their direction and move in a counter-clockwise motion.
5. Once students have practiced this task, students should grasp the tube at its center with their fingers so they can twirl the tube to develop coordination and fine-motor skills.
6. Finally, students can try to twirl the tube



Crazy Eights

in several ways. They can twirl to their side or they can change hands.

7. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Assessment

- Teacher’s observation of student participation
- Students are able to demonstrate a crazy eight pattern with their dominant hand

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- Did going from a larger to a smaller pattern help?
- Did you find using your non-dominant hand challenging?
- Do you think using the largest tubes (the 36” tubes) would be easier or harder? Why?
- What other variations could you add to this activity?

Activity Variations

1. To increase the difficulty.

Have the students attempt to twirl the tube behind their backs.

2. Decrease the difficulty.

The teacher can model the high and low patterns to help students better understand the activity.

3. Changing hands.

To make this activity harder, have the students change hands as they work through the twirling motion with the tubes.

4. Adjusting the difficulty.

Change the size of the tubes to make this activity harder or easier. Larger tubes will be harder to handle, while smaller tubes will be easier.



Crazy Eights

Activity Notes

ACTIVITY

2

Stretch-O-Mania



Objectives

- Understand the importance of flexibility and stretching
- Lean the stretch and hold the position for 10 to 40 seconds
- Improve flexibility
- Increase coordination
- Improve balance
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 1 Toobeez set

Setup:

1. Provide each student with a Toobeez tube. The tube size can vary for this exercise.

Character Focus

Perseverance

Activity Plan

Time: 10 - 15 minutes

Space: Medium

Instruction: Whole class or individually

The Challenge

This activity will help students to increase their flexibility over the course of the school year.

Use this activity as a fun new way to warm up to more active exercises or activities!

Helpful Hints!

Stretch-O-Mania

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Ideally, stretching exercises should precede and follow exercise
- Never bounce while stretching. Bouncing increases the risk of injury
- Remind students that improved flexibility develops over time
- Engage students in gentle warm-up exercises, such as light jogging, before starting the pre-exercise stretching routine
- Students should stretch to the point that they feel a mild stretch, but not pain
- Perform all flexibility exercises on both sides of the body
- Avoid competition during stretching exercises
- If the Toobeez break away at the ends of the tube, they can be gently snapped back together

Activity Instructions

1. Circle up the group. Review the difference between the “bounce” and the hold stretch. If necessary, model this difference for the group.
2. Read the Activity Challenge Box to the group.

Challenge: This activity will help students to increase their flexibility over the course of the school year.

3. Distribute the tubes to the students.
4. The teacher should now use the Toobeez to demonstrate the proper stretch for touching toes with the students.
5. By holding the tube by both ends, stretch to the left and to the right.
6. Have students repeat this stretch at least two to three times.
7. After the activity, move to the “Activity Discussion and Processing” section of the activity.



Stretch-O-Mania

Assessment

- Teacher's observation of good student participation
- Student discussion of the importance of proper stretching before and after exercise

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group's responses on flip chart paper so all comments are displayed.

- How did your body feel before and after the stretching exercise?
- What was challenging about this activity?
- What did you have to do to become successful at this activity?

Activity Variations

1. Adjusting the activity.

Have the students exchange tubes for another size to change the stretch during the activity.

2. Changing the activity.

Add a stretch and spin of the shoulders to this activity. Have the students stand with their feet shoulder-width apart. While holding the ends of their tube, have the students reach above their heads with their arms fully extended. Repeat this stretch several times.

3. Increasing the difficulty.

Conduct the stretch in Variation #2, but add a slight flex in the knees. After reaching above their heads, have students then bend at the waist to reach toward their toes. Students should feel the stretch in their hamstring muscles. Repeat this stretch several times.



See page 6 for available training options!

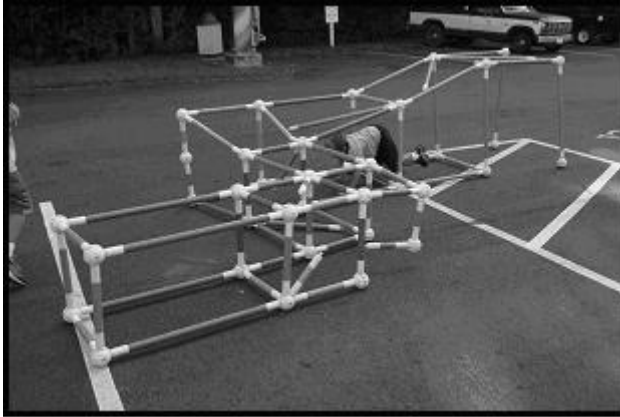
Stretch-O-Mania

Activity Notes

ACTIVITY

3

Laser Maze



Objectives

- Improve balance and coordination
- Increase speed
- Develop flexibility
- Discuss and reflect on the experience

Preparation

Time: 30 minutes

Materials: 1 or more Toobeez sets
Stopwatch

Setup:

1. Use as many pieces of the Toobeez set(s) as possible to construct a maze for the students.

Character Focus

Trust

Activity Plan

Time: 45 minutes

Space: Lots

Instruction: Whole class

The Challenge

Like a mouse, move from one end to the other of the Laser Maze without touching the shapes and/or tubes.

Helpful Hints!

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Remind students to focus on the outcome of the activity, rather than being competitive
- Encourage students to move slowly at first to establish the best pathway

Activity Instructions

1. Circle up the group.
2. Read the Activity Challenge Box to the group.

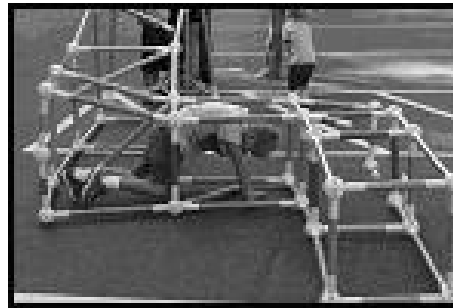
Challenge: Like a mouse, move from one end to the other of the Laser Maze without touching the shapes and/or tubes.

3. Discuss the following guidelines for the activity.

Laser Maze Guidelines

- The object is to obtain the fewest “zings”
- One point is awarded for each touch, or “zing,” that occurs while in the maze
- Each student has three chances to work through the maze
If a student touches the tubes, they receive a “zing”

4. Now, thinking like a mouse, each student may begin their attempt to work through the maze.
5. Use the stopwatch to time each of the attempts, and perhaps have another student record the “zings.”



Laser Maze

6. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Assessment

- Teacher’s observation of student participation
- Class discussion on communication and trust

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- What was challenging about this activity?
- Did it help you to think like a mouse?
- Did the exercise become easier by the third attempt?
- Can you think of any other ways to attempt the maze?

Activity Variations

1. Increasing the difficulty.

This activity can be made quite challenging by this variation. Have each student work with a partner to get through the maze, and blindfold one student. The blindfolded student must work through the maze based on communication and trust of their partner’s (who is outside the maze) verbal directions.

See page 6 for available training options!



Activity Notes

ACTIVITY

4

Limbo Rock



Objectives

- Limbo under a tube
- Improve coordination
- Increase balance
- Develop flexibility
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 1 Toobeez set

Setup:

1. Have one 36” tube ready to use as a Limbo pole.

Character Focus

Respecting Others &
Trust

Activity Plan

Time: 45 minutes

Space: Medium

Instruction: Whole
class

The Challenge

Students will Limbo beneath the Toobeez tube as low as possible.

Helpful Hints!

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Only one person should go beneath the Limbo tube at a time
- Allow enough room between the students
- Make sure everyone has a turn before the tube is lowered
- Students should stop this activity if they feel pain while stretching beneath the Limbo tube

Activity Instructions

1. Circle up the group.
2. Read aloud the following Activity Challenge Box to the group.

Challenge: Students will Limbo beneath the Toobeez tube as low as possible.

3. Review general safety procedures and tips from the “Helpful Hints” section above.
4. The teacher and one other student should hold each end of the Toobeez tube approximately three feet above the ground.
5. Select one student to demonstrate the Limbo, and answer any questions students have about moving beneath the Limbo pole. Students should know that hands, arms, etc. can not touch the ground or the pole to help them under the tube.
6. Arrange the remaining students in a line perpendicular to the tube.
7. Students can begin moving under the pole one at a time.
8. When a student falls or touches the ground or the pole, they are to leave the line and become a positive cheerleader for the remaining students.
9. Continue this activity until only one student remains.
10. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Limbo Rock

Assessment

- Teacher observation of student participation
- Students demonstrate respect for other by displaying good attitudes toward others during the activity
- Discussion of different techniques used in their Limbo attempt

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group's responses on flip chart paper so all comments are displayed.

- How did you feel when you first saw the Limbo pole?
- How did you feel while you were doing this activity?
- Did your level of trust change during this activity?
- What would you change about your approach next time?
- Did your level of respect for others change from the start of this activity to the end?

See page 6 for available training options!

Activity Variations

1. To change the activity.

Have students attempt to Limbo sideways.

2. To increase the difficulty.

Have students attempt to Limbo with their eyes closed.



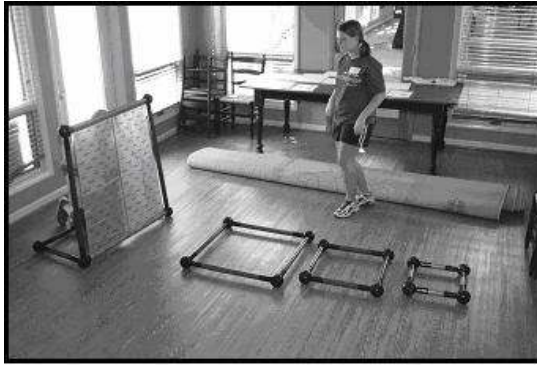
Limbo Rock

Activity Notes

ACTIVITY

5

Skill Shooter



Objectives

- Improve coordination
- Practice utilizing and understanding trajectory pathways
- Improve concept of speed
- Increase problem-solving skills
- Discuss and reflect on the experience

Preparation

Time: 10 minutes

Materials: 1 Toobeez set
3 bean bags

Setup:

1. Construct a wall with the tubes.
2. Construct six rectangular shapes with the tubes: two small, two medium and two large. These will serve as the targets.
3. Place three of these rectangular shapes (one of each size) on each side of the wall. The largest shape should be closest to the wall; the medium shape is next; and the smallest shape is furthest from the wall.

Character Focus

Cooperation

Activity Plan

Time: 45 minutes

Space: Medium

Instruction: Pairs

The Challenge

Toss the bean bags over the wall to score points by landing in the targets.

Helpful Hints!

Skill Shooter

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Remind students to think about height, speed and distance before launching the bean bags over the wall
- Students may only toss one bean bag at a time over the wall
- Have the students remain two feet from the wall for each toss

Activity Instructions

1. Circle up the group.
2. Read the following Activity Challenge Box to the group.

Challenge: Toss the bean bags over the wall to score points by landing in the targets.

3. Review the following guidelines with the students for this activity.

Skill Shooter Guidelines

- The closest rectangles to the wall (the largest shape) represents one point; the medium shape represents two points; and the smallest shape (the furthest from the wall) represents three points
- Each student gets three tosses
- Students will work in pairs and should calculate points for one another

4. The first pair of students should stand on opposite sides of the wall.
5. The first student will toss the three bean bags over the wall, and the partner will observe where they land and award the appropriate points.



Skill Shooter

6. Continue with this activity until all pairs of students have participated.
7. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Assessment

- Observe consistency of student tosses
- Teacher’s observation of student participation
- Students’ discussion of problem solving

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- What did you find challenging about this activity?
- What adjustments did you make during the game?
- What variations of this game could you invent?
- How did your partner assist you during this activity?

Activity Variations

1. Vary the tossed object.

Provide students with other objects (such as Koosh balls®, clay, ping pong balls, etc.) and see how a change in object affects how the object is tossed.

2. To increase the difficulty.

Vary the shapes of the targets, the height of the wall or the distance between targets to make this activity more challenging.



Activity Notes

See page 6 for available
training options!

ACTIVITY

6

Speed-Beez



Objectives

- Demonstrate a sprint activity to improve agility
- Communicate with team members
- Use listening skills to follow directions
- Develop speed and agility
- Improve cardio-respiratory endurance
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 1 Toobeez set
cones

Setup:

1. Place three 36" tubes in a line on the floor three feet apart.
2. Place cones where the teams will line up across from one another.

Character Focus

Teamwork

Activity Plan

Time: 45 minutes

Space: Lots (Half of a gymnasium)

Instruction: Whole class divided into two teams

The Challenge

The object is to be the first team to finish and be seated at the end of the activity.

Helpful Hints!

Speed-Beez

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Follow general safety guidelines
- Remind the students to watch where they are going to avoid a collision
- Students should stay to the right of the tubes to avoid contact
- If teams are uneven, the other team may have one member go twice to even out the numbers of participants

Activity Instructions

1. Circle up the group and inform them they will be participating in a sprinting relay exercise.
2. Read the following Activity Challenge Box to the group.

Challenge: The object is to be the first team to finish and be seated at the end of the activity.

3. Demonstrate how to run and touch the tubes before returning back to the start of the line.
4. Inform students to give a soft “high-five” to the next person in line.
5. Inform students that the race is over when every team member has touched the tube in a relay fashion, and all students are seated behind the cones.
6. Divide the class into two teams.
7. At the teacher’s signal, the race will begin.
8. After the activity, move to the “Activity Discussion and Processing” section of the activity.



Assessment

- Teacher's observation of student participation
- Class discussion on speed and agility as it relates to life, sports and fitness

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group's responses on flip chart paper so all comments are displayed.

- What was challenging about this activity?
- How did you feel after you did the first relay?
- Through communication, did your team increase or decrease your speed?
- How do you feel you contributed to your team?
- Would you add any other types of relay next time?

Activity Variations

1. Changing the activity.

After the teams have had a chance to go through their line running forward, have the teams attempt this activity while running sideways with side-step running to increase their agility.

2. Additional variations.

Have students complete this relay by skipping, hopping or leaping.

3. Increase the difficulty.

Lengthen the course to the entire length of the gymnasium. Use more tubes to create a longer course.

4. Increase the difficulty.

Have students weave in and out of the tubes in a "figure eight" pattern. This can be done by starting at one end and weaving in and out until they reach the other end. Then, students will return through the tubes in the same fashion to end up where they started.

Speed-Beez

Activity Notes

See page 6 for available
training options!

ACTIVITY

7

Plyo-JUmp



Objectives

- Increase cardio-respiratory endurance and flexibility
- Understand the benefits of jumping and how it relates to other skills through plyometric exercises
- Differentiate between a set and a repetition
- Demonstrate a hop, a leap and a jump over an obstacle
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 2 or more Toobeez sets

Setup:

1. Place the various Toobeez tubes on the floor.
2. Placing the Toobeez end-to-end, create an S-shaped line. This line will represent the Toobeez “river.”

Character Focus

Cooperation/Teamwork

Activity Plan

Time: 45 minutes

Space: Lots

Instruction: Whole class

The Challenge

Students will use agility and plyometric exercises to jump over the Toobeez “river.”

Helpful Hints!

Poly-Jump

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Jump slowly to start the exercise; speed can increase with practice
- These exercises are moderate-impact to high-impact. They can cause stress to the muscles, bones and joints
- Progress slowly. Do not try these exercises more than two or three times in a week
- Start by using both feet to complete one to two sets (with ten repetitions per set)

Activity Instructions

1. Circle up the group, and discuss with students the difference between sets and repetitions while exercising.
2. Read the following Activity Challenge Box to the group.

Challenge: Students will use agility and plyometric exercises to jump over the Toobeez “river.”

3. Gather students around the Toobeez that are on the floor and discuss the term “plyometric exercise.”

Plyometrics are exercises that involve rapid stretching then shortening of a muscle group during movements. Plyometric exercises help build basic muscle strength, power, and speed.

4. Discuss proper form with the students: The feet should be shoulder-width apart and the hands should be placed on the hips. Students’ knees should remain bent slightly so they use their calf muscles.
5. The teacher should select a student to demonstrate the calf jump. The volunteer should jump slowly back and forth over the tube.



Poly-Jump

6. At this point, the teacher should point out the use of the calf muscles during the demonstration.
7. Now each student can take a turn to jump over the tube. Have each student work their way along the river. Stagger the students so they avoid colliding with one another.
8. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Assessment

- Students will discuss the importance of jumping and *plyometric exercises
- Teacher’s observation of student participation
- Discussion of adjustments made during jumping activities

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- How was your body affected by completing these exercises?
- How did this activity help you to work with your partner?
- What steps did you follow to build the mini hurdles?
- What were the differences you experienced by doing the various kinds of movements?
- How did you feel after you completed your set of ten repetitions?

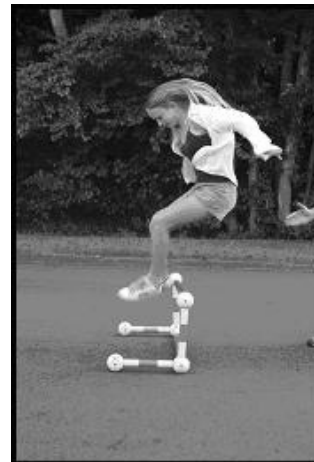
Activity Variations

1. One-legged hop.

Complete this activity in the same way, but have the students lift one leg off the ground when jumping.

2. Calf jump spins.

Have the students attempt to spin as you jump. The goal is to spin 360 between jumps using both feet.



Poly-Jump

3. Hurdle jumps.

After the students experience success, have them create a mini-hurdle using the 11” and the 16” tubes. A demo should be completed prior to this variation so the students can duplicate the movements for their pair. With their partners, have students take turns jumping, leaping and hopping over the hurdle. Each student should complete one set of ten repetitions. Students can then advance to attempt a one-legged calf jump or a calf jump spin over the hurdle.

Activity Notes

See page 6 for available training options!
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ACTIVITY

8

Obstacle Organism



Objectives

- Build and navigate a five-part course
- Improve balance
- Increase flexibility
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 2 or more Toobeez sets
stopwatches (one per group)

Setup:

1. Have the Toobeez arranged in piles so they are easy to pick up.
2. Provide one stopwatch to each group.

Character Focus

Teamwork

Activity Plan

Time: 45 – 55 minutes

Space: Lots

Instruction: Small groups of four

The Challenge

Navigate all obstacle courses that classmates create.



Helpful Hints!

Obstacle Organisms

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- To save time, provide each group with the same number of Toobeez pieces
- It may help to discuss the components of or examples of an obstacle course prior to this activity

See page 6 for available training options!

Activity Instructions

1. Circle up the group, and review with students what makes a good obstacle course.
2. Discuss with students what it means to have confidence as a group and how making good choices is important for the group.
3. Read the following Activity Challenge Box to the group.

Challenge: Navigate all obstacle courses that classmates create.

4. Tell students that each obstacle course must include elements for jumping, running and crawling to be complete. For example, high-low levels, curves, tunnels, etc.
5. Answer any questions students may have prior to continuing.
6. Group students into small groups of four.
7. Inform students that they have 30 minutes to create their courses.
8. When the courses are completed, students are to complete their own course. Using the stopwatch, groups should time themselves.
9. Once their own course is completed, have the groups trade with other groups until they have experienced all the courses and timed each other.



Obstacle Organisms

10. After the activity, move to the “Activity Discussion and Processing” section of the activity.

Assessment

- Teacher’s observation of student participation
- Groups’ structures should have the three exercise elements of jumping, running and crawling
- Discussion of class structures and their differences

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- How did you feel knowing that you had to build something from scratch?
- Was working in a group helpful in coming up with ideas?
- Did you try different ideas?
- What did your group have to do in order to be successful?
- How can we overcome obstacles in our daily lives?



Activity Variations

1. Changing the activity.

Have the students attempt the course backward from the finish to the start.

2. Increase the course.

Have two groups combine their courses to create a larger, more demanding course.

3. Increase the difficulty.

With the help of a partner, have students use listening and communication to work through the course blindfolded.



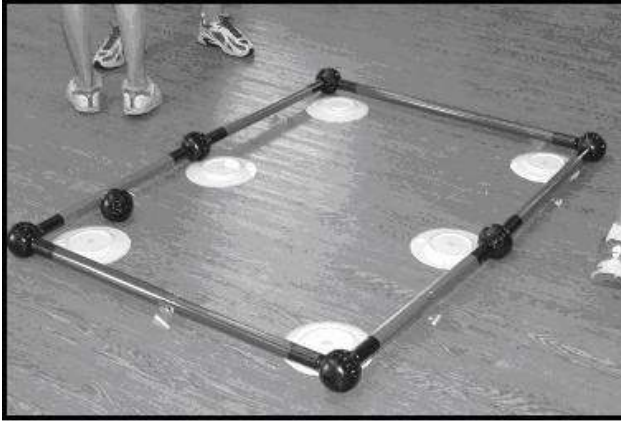
Obstacle Organisms

Activity Notes

ACTIVITY

9

Bodacious Pool



Objectives

- Improve coordination
- Develop pathways
- Utilize problem-solving skills
- Discuss and reflect on the experience

Preparation

Time: 15 minutes

Materials: 1 Toobeez set
six plastic plates
tape

Setup:

1. Construct a pool table using Toobeez.
2. Tape the tubes to the floor so they do not move during the game.
3. Place the plates upside-down to serve as pool pockets.
4. Reserve two 24" tubes to serve as pool sticks.

Character Focus

Perseverance

Activity Plan

Time: 45 minutes

Space: Medium

Instruction: Pairs

The Challenge

Students will sink as many spheres into the pockets using the pool stick.

Helpful Hints!

Bodacious Pool

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Remind students to watch the pathway of the sphere
- Remind students to follow through when striking the sphere with the pool stick

See page 6 for available training options!

Activity Instructions

1. Circle up the group.
2. Read the following Activity Challenge Box to the group.

Challenge: Students will sink as many spheres into the pockets using the pool stick.

3. The game is similar to billiards and will be played on the floor while on their knees or stomach.
4. In pairs, students will take turns hitting the spheres into the pockets.
5. If a student gets a sphere into a pocket, one point is awarded and that student receives another turn.
6. Players will keep score of their own points.
7. After the activity, move to the “Activity Discussion and Processing” section of the activity.



Assessment

- Teacher's observation of student participation
- Students demonstrate knowledge of ball speed and angles

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group's responses on flip chart paper so all comments are displayed.

- Why was watching the pathway of the ball important?
- What did you like about this activity?
- What did you find challenging about this activity?
- How did you solve the problem of getting the sphere into the hole?

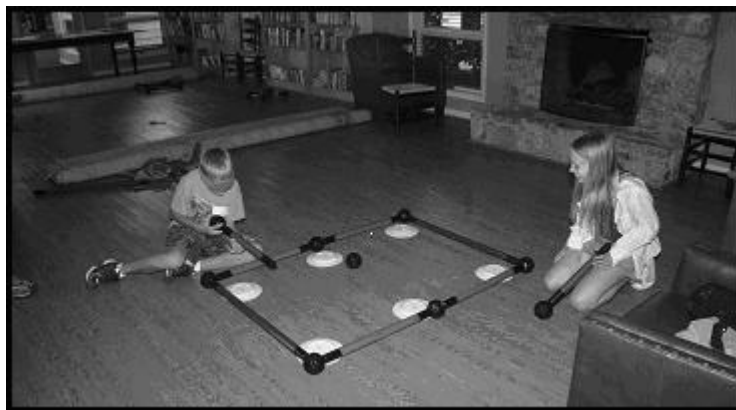
Activity Variations

1. Changing the activity.

Have the students use smaller balls or a smaller pool stick for the activity.

2. Increase the difficulty.

Use plates of various sizes to increase the challenge of this activity.



Bodacious Pool

Activity Notes

ACTIVITY

10

Wicked Wands



Objectives

- Improve coordination and balance
- Develop flexibility
- Develop reaction time
- Discuss and reflect on the experience

Preparation

Time: 5 minutes

Materials: 1 Toobeez set

Setup:

1. Have the 24" tubes ready (one tube per pair).

Character Focus

Trust

Activity Plan

Time: 45 minutes

Space: Medium

Instruction: Pairs

The Challenge

Students will use various balancing and flexibility techniques with their wands.

Helpful Hints!

Wicked Wands

Be sure to review these tips prior to beginning the activity, and if necessary, share reminders with the group during the activity.

- Remind students to visually focus on the top of the tube to aid in balancing
- Encourage communication between partners

See page 6 for available training options!

Activity Instructions

1. Circle up the group.
2. Read the following Activity Challenge Box to the group.

Challenge: Students will use various balancing and flexibility techniques with their wands.

3. Place the students with a partner. Each pair will receive one 24” tube.
4. Have student pairs attempt the following balancing techniques:
 - Balancing while standing still
 - Walking while balancing, following the path of the wand
 - Use both hands to walking in different directions
 - Balance the wand on different body parts
 - While balancing the wand, exchange the wand with your partner (Provide pairs with an additional wand. One student balances the wand in front of them, and on a signal, each person goes to the other’s wand and catches it before it hits the floor)
5. After the activity, move to the “Activity Discussion and Processing” section of the activity.



Assessment

- Teacher’s observation of student participation
- Class discussion on flexibility and types of balance

Activity Discussion and Processing

To close the lesson, end with a group discussion about what was learned during the activity. Circle up the group, and work through the following questions. If possible, record the group’s responses on flip chart paper so all comments are displayed.

- Why is being active good for your?
- How can you achieve a balance between activity and inactivity?
- Is being flexible important? Why?
- What was challenging about this activity?

Activity Variations

1. Increasing the difficulty.

During the partner exchange of the wands, have the students increase the distance between each other. Students can attempt to perform stunts such as a full turn before catching the wand.

2. Increase wand movements.

Hold the wand in both hands near the ankles. Without letting go of the wand, step over the wand and through the space between the arms.



A variation of this is to pass the wand under the feet from side to side, one foot at a time, or to hold the wand behind the body to step over the wand.

Wicked Wands

Activity Notes

References

The following title was used as a resource for this book.

Darst & Pangrazi. Dynamic Physical Education for Secondary School Students. San Francisco, CA: Benjamin Cummings, 2002.

Important Safety Information

Visit www.toobeez.com/safetyinfo.htm for the latest safety information & product updates.

ATTENTION ALL USERS OF THIS PRODUCT:

- This product has been tested and approved for use with participants 4+ years of age
- Please inform all users of this product of this very important information
- Failure to obey or understand these legal disclaimers could result in bodily injuries
- This product was not designed to be a “climb-on” that you may see in a playground or schoolyard
- Using excessive weight or force on a structure could cause it to break and may void the warranty
- It is highly recommended that all structures be built on a flat and even surface at all times
- Do not use this product as a baseball bat, sword or any type of weapon. Please inform all users of this information
- Do not use this product to harm other people, animals or other personal property
- This product was not designed or manufactured as a “water toy” or as a water-safety flotation device. The tubes on this product will absorb water which will cause it to sink. Use of product in water is at your OWN RISK
- Please use this product in a safe manner to ensure years of fun

Product Information

This product is made of a high quality polypropylene and ABS thermoplastic material. This product also includes an ultra violet (UV) stabilizer to help minimize color fading due to excessive and direct sunlight. It is not recommended to leave this product in direct sunlight over long periods of time.

Product Care

Outdoor use: It is not recommended to leave this product in direct sunlight over long periods of time. Doing so will shorten the life of the product and possibly cause the plastic to become brittle, in turn causing the plastic to break. If this product is left in direct

sunlight for extended periods of time, thermoplastics will absorb the heat. This product could become too hot to handle with bare hands. Please be cautious.

Storage: It is not recommended to store this product in a place where the temperature is not regulated, such as in a car on a hot day for an extended period of time. To avoid injury, try to avoid storing this product in places where heat can build up and be absorbed by the product.

Do not climb: Toobeez were intentionally designed as a "non-climbable" structure/building product. It is primarily used for building framework. That is why the ends on the tubes may come apart if you stand on the product or try to bend the ends forcefully into a sphere. This is a built-in safety feature and is not advertised (it is our patent-pending "company secret").

First-time Use

When using this product for the first time, it is highly recommended that an adult instruct all users how to properly assemble and disassemble a structure. Start building from the bottom up to complete your structure. When you are ready to disassemble a structure, you must always begin by removing pieces from the top and working your way down to the bottom. Please review the set up and take down instructions for more information.

As an educational tool, it is suggested that teachers, parents or guardians work with and teach the children who use this product how to build safe structures and other creative forms.

Assembly

It is very important that every time a tube is inserted into a sphere, the rotating end of the tube should be turned to secure (or semi-lock) the tube to the inside of the sphere. This is accomplished by turning the rotating end of the tube $\frac{1}{4}$ of the way around (or 90 degrees) in either direction. You should feel the "key" (located on the end of the tube) roll over the speed bumps located inside of the sphere. **Note:** This is not a 100% secure lock, and therefore this product is marketed as a "do not climb construction/structure product." If you do not feel the "key" roll over the speed bumps (located inside of the sphere), try using another "key hole" on the sphere until you have achieved success. If you still cannot feel the speed bump "semi lock" into the sphere, please do not use that

particular piece. It may still be under warranty or have reached the end of its product lifecycle.

Never attempt to remove the screws from the sphere(s), or the rotating ends from the tubes. This will permanently damage the product and will void the warranty. The ends of the tubes are to be used only at certain angles when in use with the spheres. If you try to force the tubes into a bad angle, this puts unwarranted stress on the sphere and on the tube ends and can cause one of the following actions:

- Pressure on the screws to become loose on the sphere (Screws can be re-tightened with a #10 Torx screwdriver (previous models) or by using a Phillips or flathead screwdriver – be careful not to over-tighten the screws)
- Pressure on the "T," located on the rotating tube ends, may become bent or damaged if excessive weight and pressure is applied. If this occurs when you are attempting to lock a tube into a sphere, you may not feel the "T" rollover the bumps inside of the sphere
- The rotating ends may become separated from the tube. To fix, simply re-insert it into the tube and be careful not to pinch your hand

If any of these actions occur, we will conclude the product was "possibly" being used in an inconsistent manner for which it was designed or manufactured.

We encourage you to contact the Toobeez™ Project Connect Joint Venture members for more product information or additional services. Additional contact information is available on pages 4-5 of this guide.

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