

INTENSITY CURRICULUM

FOR CHILDREN AGES 5-12



Burke®
PLAY THAT MOVES YOU.®

BCIBURKE.COM

CONTENTS:

Authors and Demonstration Leaders.....	2
Introduction.....	4
Movement Education.....	6
National Association for Sport and Physical Education (NASPE).....	7
Categories of Play Events.....	8
Gliding (Ages 5-12).....	10
Power Climbing (Ages 5-12).....	12
Rope Climbing (Ages 5-12).....	20
Perching, Bouncing and More (Ages 5-12).....	25
Spinning (Ages 5-12).....	28
Upper Body & Coordination (Ages 5-12).....	35
Curriculum for Intensity 2-5 (Ages 2-5).....	43

AUTHORS

DONNA THOMPSON, PH.D.

Dr. Thompson is the executive director of the National Program for Playground Safety. She holds the rank of professor of physical education at the University of Northern Iowa, Cedar Falls. She has been associated with playground development and safety for over 30 years. A nationally known expert in the field of playground safety, she has written numerous articles and given national and international presentations about playground safety. She has served as a consultant and expert witness on playground safety throughout the United States. Dr. Thompson is past president of the American Association for Leisure and Recreation (AALR) and has chaired their Committee on Play. She has received AALR's Meritorious Service Award for her work regarding playgrounds. Dr. Thompson has been certified as a playground safety inspector by the National Recreation and Parks Association. She is a former member of the executive committee of the National Playground Safety Institute. Dr. Thompson is secretary of the American Society for Testing and Materials (ASTM) Playground for Public Use Subcommittee and chair of the Under Two Play Areas for Children. She is also a member of the ASTM subcommittees on: Home Playground; Soft-Contained Play Equipment; Playground Surfaces and Drawstrings. She is recognized by early childhood educators, physical educators, elementary principals, park and recreation professionals and parents for her expertise in playground safety. She received the Honor Award from the American Alliance for Health, Physical Education, Recreation and Dance. She also received the Distinguished Life Time Achievement Award from Western Washington University for outstanding contributions made toward playground safety.

SUSAN HUDSON, PH.D.

Dr. Hudson is the education director for the National Program for Playground Safety. She is the McElroy Professor of Youth Leadership Studies at the University of Northern Iowa, Cedar Falls. She has been associated with the development and design of playgrounds for over 25 years. She has given numerous presentations throughout the country about the design of safe playgrounds and has written many articles on creating playgrounds for children. She is past president of the American Association for Leisure and Recreation and has chaired their Committee on Play. She has been certified as a playground safety inspector by the National Recreation and Parks Association. She has served as an expert witness and consultant throughout the United States and has been recognized for her work by professional organizations at the state, district and national levels. She received the Honor Award from the American Alliance for Health, Physical Education, Recreation and Dance, for the outstanding contributions she has made toward playground safety.

Dr's. Thompson, Hudson and Olsen authored: S.A.F.E. Play Areas: Maintenance, Renovation, Champaign, IL: Human Kinetics, 2007.

DEMONSTRATION LEADERS

LYNN ROETHKE

Lynn Roethke is a two-time judo Olympian and silver medalist from the 1988 Olympics in Seoul. She reigns as one of the most accomplished American woman judo athletes in the history of the sport and was inducted into the Black Belt Hall of Fame in 1987, making her the first woman in the world to earn that honor. She continues to teach and coach judo to children and adults and also provides personal training at Club Olympia in Fond du Lac, Wisconsin, which she owns and operates.

GARY KLEBAR

Gary Klebar has dedicated his professional life to bettering the health and wellness of children through his expertise in physical education and fitness. Utilizing skills learned through gaining both an undergraduate and master's degree in the education field, he has taught students health and physical education as well as coached baseball, basketball and volleyball. Gary stays active and fit in his personal life by taking part in sports, fishing, camping, traveling and remodeling homes.

INTRODUCTION

There continues to be alarming reports regarding the national epidemic of children's unhealthy lifestyles leading to obesity. According to Mayo Clinic, in the last two decades, the percentage of overweight children ages 6 to 11 has doubled. Sadly, these problems are likely to follow these children throughout their lives because overweight adolescents have a 70 percent chance of being overweight or obese adults. We need to make an impact now in order to reverse this trend!

Regular, Vigorous Physical Activity (VPA) has numerous benefits including:

- Reducing the risk for diabetes, colon cancer and cardiovascular disease
- Lowering cholesterol and blood pressure
- Helping develop healthy bones and lean muscle
- Helping prevent premature death
- Increasing self-esteem
- Improving cognitive performance
- Reducing feelings of anxiety and depression

Developing healthy habits early in life is essential to lifelong wellness. With this in mind, the Intensity® fitness play complex was developed to help children become excited about vigorous movement and develop patterns of fitness that will lay the foundation for a lifetime of physical activity and wellness.

Unique and innovative, the Intensity fitness play complex was designed to promote VPA and fitness by enticing children to play energetically as they build strength, balance and coordination. Intensity works the entire body—hands, arms, legs, feet and core torso muscles. As their ability to use each event increases, children work even harder which, in turn, will improve their levels of fitness.



800-266-1250

The Intensity® Curriculum is a guide to help physical education teachers, instructors, recreation leaders and others, who lead children in fitness, to teach on the various uses and interactions with the BCI Burke Intensity® fitness play complex to gain maximum benefit. It provides information for:

- The selection of various play components to incorporate into the movement and physical education curriculum.
- The activity use of each of the Intensity fitness play events with suggestions to increase the VPA complexity.

In addition, activity levels are broken down into beginning, intermediate and advanced to help plan a progression of complexity in using the equipment.

While this curriculum guide looks at individual pieces, it should be noted that by combining various pieces together, new and different activities that promote VPA and fitness can occur. Instructors are encouraged to expand the basic framework that is provided in this curriculum guide as they become familiar with how children interact on these pieces.

We encourage you to let us know what you think of the Intensity fitness play complex and how you are helping kids get and stay fit. Also, let us know if you discover other fitness activities that we should consider adding to our curriculum. Please send all ideas and suggestions to marketing@bciburke.com.



MOVEMENT EDUCATION

Movement Education is an approach to teaching physical education that involves an analysis of movement. Combined with the movement analysis it is a method of instruction that utilizes techniques of “individualization” and “problem solving”.

In a traditional physical education class, the activity itself (volleyball, track & field or folk dance) provides the structural basis for developing a curriculum. Skills within each are arranged from simple to complex and presented to children according to their maturity and readiness. Movement Education utilizes the media of games, gymnastics and dance to foster the child’s physical and emotional development through the movement concepts described as body awareness, space, qualities and relationships. These categories of movement become the framework of a Movement Education curriculum.

In addition, knowing the importance of Movement Education for grades K-2, and its use in analyzing movement for grades 3-6, the curriculum guide also provides information concerning and incorporating various movement experiences with selected pieces of equipment. Movement Education helps children learn actions and activities that allow them to use their bodies effectively in order to move efficiently throughout the environment.

THE FOLLOWING CATEGORIES ARE USED IN THIS GUIDE

	Space	Force	Time	Flow
Level	a. Low b. Medium c. Hard	a. Soft b. Medium c. Fast	a. Slow b. Medium c. Fast	a. Even b. Uneven
Range	a. Near to Far b. Short to Long c. Narrow to Wide			
Direction	a. Forward b. Backward c. Sideways d. Diagonal e. Up f. Down			
Pathway	a. Straight b. Circular c. Zigzag			



NASPE

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

NASPE STANDARDS:

Each piece of equipment is keyed to the appropriate National Association for Sport and Physical Education (NASPE) standards for fitness to instruct teachers to select the appropriate pieces to help in the delivery of their physical education curriculum. Because standards 3 and 4 are external to the equipment use rather than easily observed, they are not included in this guide. However, it is suggested that school officials ensure that children are able to (standard 3) participate regularly in physical activity (at least 30 minutes a day) and (standard 4) help them achieve and maintain a health enhancing level of physical fitness.

For more detailed information regarding the standards visit www.aahperd.org/naspe.

CATEGORIES OF PLAY EVENTS

Each Intensity® play event is categorized into a fitness play experience that contributes to overall child development and physical fitness while incorporating six core play elements:



Swift Glider, page 10

GLIDING:

- Develops kinesthetic awareness and body control.
- Enhances dynamic balance.
- Increases core strength.



Power Peak Climber, page 13

POWER CLIMBING:

- Develops spatial awareness and arm and leg coordination.
- Promotes whole body muscular strength.
- Increases endurance and flexibility.
- Improves dynamic balance.



Nimble Net, page 23

ROPE CLIMBING:

- Develops hand-foot coordination.
- Promotes dynamic balance.
- Enhances spatial awareness.



Dynamic Pad, page 27

PERCHING, BOUNCING AND MORE:

- Increases understanding of superior body positioning and control when standing still or moving about.
- Promotes muscle strength and endurance.
- Teaches mechanical principles such as equilibrium, center of gravity and counterbalance that are important in most sport skills.



Comet, page 29

SPINNING:

- Develops kinesthetic awareness and good posture.
- Improves comprehension of speed, force and direction.



Athletic Arch, page 41

UPPER BODY & COORDINATION:

- Develops muscular strength and endurance.
- Promotes eye-hand coordination.
- Enhances rhythmic body movement.

These materials were developed by the experts at the National Program for Playground Safety (NPPS)
for the exclusive use of BCI Burke Company, LLC.

SWIFT GLIDER

DESCRIPTION:

Plastic event on an angle toward the ground to provide gliding activities with a free and open feeling. It can be ridden different ways with the legs on top, straddling and side-saddle positions.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness, balance and ability to move sideways.

MOVEMENT EDUCATION:

Time: Increase the speed which the children perform the actions on the Swift Glider.

Direction: Add sideways to the direction children perform on the Swift Glider.

APPROPRIATE GAME:

Race to Racine: Have partners perform against each other by starting at the bottom of the event. Climb up to the top by the proper approach and glide down the Swift Glider sideways. Take turns. Whoever is faster, wins.



CURRICULUM:

Beginning:

- Climb to top by way of appropriate fitness play event(s). Sit down and straddle bed of Swift Glider facing toward the ground. Glide down.

Intermediate:

- Sit side-saddle and glide down.
- Sit at top of Swift Glider with legs straight in front of body and glide down.

Advanced:

- Sit sideways with legs hanging from one side (side-saddle) and glide down.

ADA Hint: Child must be able to maintain an upright sitting posture. Have child straddle the Swift Glider and spot the child as they descend. If a child who has difficulty sitting uses this event, it should be with the assistance of an adult to help maintain balance.

Meets NASPE Standards: 1, 2, 5 and 6



RAPID RAILS

DESCRIPTION:

Two parallel sloping rails that provide different challenges of gliding.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness, balance and the challenge of managing increased speed.

MOVEMENT EDUCATION:

Time: Increase the speed which the children perform the actions on the Rapid Rails.

Direction: Move from top to bottom of the Rapid Rails. Next, try placing hips on one rail and legs on the other rail and glide down sideways.

APPROPRIATE GAME:

Birds Fly: Working in groups of three; there will be two gliders and one leader. As a child prepares to glide, a leader gives the name of anything that flies. The child gliding down the event flaps his/her arms vigorously like wings. If something is named that does not fly, then the child is not supposed to flap their arms. Children take turns moving down the event and being the leader.



CURRICULUM:



Beginning:

- Climb to top of Rapid Rails by way of appropriate play event(s). Sit on the bottom rail, hold onto top rail and glide down.

Intermediate:

- Put one leg over one bar and one leg over the other bar. Glide down facing forward.

Advanced:

- Glide down one bar.

ADA Hint: A child who has difficulty balancing in a sitting position will need assistance using the play event.

Meets NASPE Standards: 1, 2, 5 and 6



RUGGED RIDGE

DESCRIPTION:

A horizontal climber designed to challenge the lateral movement of a child's arms and legs.

FITNESS/MOVEMENT COMPONENTS:

Develops hand-foot coordination; leg and arm strength.

Also improves spatial awareness and lateral movement.

MOVEMENT EDUCATION:

Time: Increase and decrease speed moving across the equipment.

Direction: Forward and backward; up and down.

Pathway: Straight.

Range: Near and far.

APPROPRIATE GAME:

Cliff Hanger: Using only arms, grab onto each hand hold as one travels laterally across the equipment. If child rests feet on bottom part, the game is over. See how many hand holds a child can use in one minute. For safety reasons, a child should be facing forward with legs parallel, not over the bottom foot panel.



CURRICULUM:

Beginning:

- Child stands on top of bottom panel and alternates hands in hand holds while moving laterally across the equipment.

Intermediate:

- Child steps up on climber using right foot and right hand; crosses over to the next handle slot with left hand and left foot; crosses over the next handle slot with right hand and right foot combinations.

Advanced:

- Child completes a circuit around the climber by going across on one side and back on the other side.

ADA Hint: A child in a wheelchair or with limited leg mobility can use the lower panel to move across the equipment. Not recommended for a child with limited arm strength.

Meets NASPE Standards: 1, 2, 5 and 6



800-266-1250

POINT CLIMBERS OR POWER PEAK

DESCRIPTION:

Climbers that challenge a child's leg and arm strength as well as coordination. It can also help cognitive decision-making skills.

FITNESS/MOVEMENT COMPONENTS:

Develops hand-foot coordination and improves balance.

MOVEMENT EDUCATION:

Time: Increase the speed which the children climb up and down the climber.

Direction: Climb up; climb down.

APPROPRIATE GAME:

Alternating: Climb up the climber as fast as you can by placing feet on solid space and hands on open bars. If the next move for hands is solid space, feet must be on an open space. Continue alternating up and then down equipment.



CURRICULUM:

Beginning:

- Using the curved pole as a hand hold, climb slowly up and down the climber.

Intermediate:

- Using only the interior bars (not the curved pole) for hand and foot holds, climb up and down.

Advanced:

- Go up on one side of climber and descend on the other side. Repeat for increase in time. Repeat for time using at least six interior surfaces as foot holds.

ADA Hint: A child with limited arm strength can use the first two bars to develop muscle tone by pulling him/herself up. As strength increases, he/she should be able to pull him/herself up the climber using the bottom rungs.

Meets NASPE Standards: 1, 2, 5 and 6

ACTIVE APEX

DESCRIPTION:

A playground version of the always-popular climbing wall that uses virtually every muscle in a challenging climb to the top.

FITNESS/MOVEMENT COMPONENTS:

Develops hand-foot coordination. Improves balance and coordination.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which a child climbs up and down.

Direction: Climb up; climb down.

APPROPRIATE GAME:

Race to the Top: Safely race with another student on the other side of the Active Apex to see which one can get to the top and back down to the bottom first. Must touch at least four hand holds/footholds going up and back. This can also be a team event.



CURRICULUM:



Beginning:

- Climb to the top and down again slowly using both hands and feet.

Intermediate:

- Continue to increase the speed of the ascent and descent. Make sure that each hand hold/foothold is touched.

Advanced:

- Climb to the top; hold on to the top rail with both hands; swing leg sideways to the opposite side and descend. Note: this is a sideways motion, not over the top. Child needs to learn to switch feet on front side while hanging on to top rail to maneuver over to second rail.

ADA Hint: A child with limited arm or leg strength may have difficulty holding on to this event, and may not be able to climb without assistance. Make sure to spot this child.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

HYPER HELIX

DESCRIPTION:

Double-sided, curved ladder that can be used to climb on with hands and feet together or simply used as an overhead event using hands and arms only.

FITNESS/MOVEMENT COMPONENTS:

Develops spatial awareness, arm and leg coordination, improves dynamic balance and promotes whole body muscular strength.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move up the Hyper Helix.

Pathway: Move up in a straight pathway. Move up in a curved pathway.

Force: Move lightly up the Hyper Helix, then medium, then use hard force.

APPROPRIATE GAME:

Firefighter Relay: This is a timed event. Have two groups of three to four children. First group accesses the Hyper Helix up and down, one at a time. Second group does the same thing. Group doing the activity the fastest wins. Note: All rungs need to be touched going up and coming down.



CURRICULUM:

Beginning:

- Beginning at bottom of Hyper Helix, climb with hands and feet until the top is reached.

Intermediate:

- Beginning at top, climb down using a sideways motion with hands and feet.

Advanced:

- Beginning at ground level, climb up event backwards until top is reached.
- Move from the inside position, hang on to the Hyper Helix using a hand over hand motion to access the top.

ADA Hint: Child must have arm strength to hold onto and grasp rungs. Spot child closely as they attempt to move across the Hyper Helix.

Meets NASPE Standards: 1, 2, 5 and 6



ODYSSEY CLIMBERS

DESCRIPTION:

Curved, angular climbers for children to climb across, over and between rungs.

FITNESS/MOVEMENT COMPONENTS:

Helps develop climbing skills, hand-foot coordination and whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Child moves up, down, over and through the Odyssey Climber.

Pathway: Children may follow a path on the outside or inside of the climber or weave their way in and out as they climb across.

APPROPRIATE GAME:

Red Light, Green Light: Children climb up, around and through rungs. When the instructor says “Red light,” children “freeze” and balance on the Odyssey Climbers. When the instructor says “Green light,” children continue to climb on the Odyssey Climbers until they reach the top and back down to the ground.



CURRICULUM:



Beginning:

- Move around the inside of the Odyssey Climber.

Intermediate:

- Move around the outside of the Odyssey Climber.

Advanced:

- Move across the Odyssey Climber in a forward direction. Turn around and move in the opposite direction.
- Move around the inside of the Odyssey Climber. Climb through the end rung, turn around and move in the opposite direction.

ADA Hint: Child must be able to balance well enough to move across and through the rungs of the Odyssey Climber.

Meets NASPE Standards: 1, 2, 5 and 6

ODYSSEY LINK

DESCRIPTION:

Horizontal angular climber for children to climb across, up, down and between rungs.

FITNESS/MOVEMENT COMPONENTS:

Helps develop climbing skills, hand-foot coordination and whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Move sideways, up, down, over and through the Odyssey Link.

Pathway: Follow a path on the outside or inside of the climber or weave their way in and out as they climb across.

APPROPRIATE GAME:

Follow the Leader: One child begins climbing across, over, and/or between the rungs. The second child must follow the pattern set by the first child. Once on the other side, the leader becomes a follower.



CURRICULUM:



Beginning:

- Move across the Odyssey Link slowly in a forward direction.
- Crawl between the rung openings to get to the opposite side.

Intermediate:

- Move across the Odyssey Link in a forward direction. Turn around and move in the opposite direction.
- Weave in and out of the rungs while climbing across the Odyssey Link.

Advanced:

- Move up, down and across the Odyssey Link.
- Weave in and out of the rungs while climbing across, up and down the Odyssey Link.

ADA Hint: Child must be able to balance well enough to move across and through the rungs of the Odyssey Link.

Meets NASPE Standards: 1, 2, 5 and 6

POWER PIPES

DESCRIPTION:

Curved pipes parallel to the ground providing climbing challenges at different levels.

FITNESS/MOVEMENT COMPONENTS:

Develops spatial awareness, arm and leg coordination and dynamic balance. Increases endurance and flexibility as well as whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Move across the Power Pipes in a sideward direction; move up, then move down.

Level: Move across on the same level; then move from low to high to low.

APPROPRIATE GAME:

Follow the Pied Piper: Designate one child as a leader. The other children follow the actions and directions of the leader going across.



CURRICULUM:

Beginning:

- Move lengthwise across the Power Pipes with feet on bottom pipe and hands on middle or top pipe.
- Move up to the middle pipe and move across with hands on top pipe.

Intermediate:

- Climb up to middle pipe holding on to top pipe. Climb down to bottom pipe, then back up to middle pipe while moving sideways across.

Advanced:

- Try to climb up, down and across in three motions.

ADA Hint: Child must have arm strength to hold onto and grasp rungs.

Must spot child closely as they attempt to move across. Children with limited leg mobility should be able to sit on bottom pipe, grasp middle pipe and use hand over hand action to move across the pipe.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

VITAL VORTEX

DESCRIPTION:

An A-shaped ladder that helps children reach other play events and acts as a ground level event.

FITNESS/MOVEMENT COMPONENTS:

Develops hand-foot coordination and core body strength, spatial awareness, flexibility and improves dynamic balance.

MOVEMENT EDUCATION:

Direction: Move up the Vital Vortex;

Move across diagonally.

Range: Move hands and feet alternately near one another.

APPROPRIATE GAME:

Alpine Climber: Have one child climb up the Vital Vortex, down, sideways and diagonally. Touch a partner who then follows the same directions. Compete with another set of partners to see which group of two can perform the pattern the fastest.



CURRICULUM:

Beginning:

- Starting at ground level, hold onto rail with hands, climb up.

Intermediate:

- Place hands on highest rung of Vital Vortex with legs outstretched in push-up form. See how many push-ups can be performed.

Advanced:

- Place hands on second highest rung, legs outstretched as one in Intermediate activity. Do as many push-ups as possible. Repeat activity for all lower rungs.

ADA Hint: May be difficult to use by children with hand and leg disabilities.

Meets NASPE Standards: 1, 2, 5 and 6

TWIST NET CLIMBER

DESCRIPTION:

A dynamic rope climber that provides balance and coordination challenges.

FITNESS/MOVEMENT COMPONENTS:

Increases dynamic balance, hand-foot coordination and core body strength.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed that the children move up the twisted rope climber.

Direction: Move up in a forward direction; move down in a backward direction.

Pathway: Move up in a forward direction transitioning to a diagonal pathway.

APPROPRIATE GAME:

Twisted Relay: One child stands on the platform; other members of the team are at ground level. The first team member on the bottom climbs up. He/she must have both feet on the platform to tag the child on the platform, who climbs down the rope. When both feet touch the ground, the next child goes up. Repeat until all children in a team have gone.



CURRICULUM:

Beginning:

- Using both hands and feet, go up in a straight pathway. Not recommended for a beginner to descend Twist Net Climber.

Intermediate:

- Using both hands and feet, go up and down climber using a straight pathway.

Advanced:

- Alternate steps in a diagonal pathway up and down the climber.
- Try to ascend and descend from the underside of the event.

ADA Hint: Child with special needs should be able, with assistance, to make it up and down the first four steps of the climber in a straight line. If that child has the arm and leg strength to complete that challenge, then have the child alternate steps to the point where the rope twists.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

LIMBER LADDER

DESCRIPTION:

A rope ladder with a convex component to provide access between different levels or a place to lean and rest.

FITNESS/MOVEMENT COMPONENTS:

Increases dynamic balance, hand-foot coordination and core body strength.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which the children move up the Limber Ladder.

Direction: Move up in a forward direction; move down in a backward direction.

Pathway: Move up in a straight pathway; move up in a diagonal pathway.

APPROPRIATE GAME:

Simon Says: A child is chosen to be Simon. The group is to follow Simon's commands. Simon: "Simon says climb up the rope one step." Simon continues to give commands. However, if Simon fails to say, "Simon says," before the instruction, the child should not move. If the child moves, the child must get off the ladder.



CURRICULUM:

Beginning:

- Use both hands and feet to climb to a higher level.

Intermediate:

- Increase the speed of ascent.

Advanced:

- Increase the speed of ascent and descent.
- Try to ascend and descend from the underside of the event.

ADA Hint: Child with special needs may need assistance in climbing. Child needs ability to stand straight and upper arm strength to hold on to Limber Ladder.

Meets NASPE Standards: 1, 2, 5 and 6



WILD WEB

DESCRIPTION:

Flexible rope net climber that provides concave and convex climbing. It also provides dynamic balance.

FITNESS/MOVEMENT COMPONENTS:

Develops upper body and core body strength. Also develops hand-foot coordination.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which the children climb up and down the Wild Web.

Direction: Climb up; climb down; climb sideways across the Wild Web.

APPROPRIATE GAME:

Human Tic-Tac-Toe: Designate three children as X markers and three children as O markers, along with two callers. The X child tells one of his/her markers to stand in a box square. The O caller then does the same thing. The child must take an open pathway to their box. The team that can use the fewest moves to put their X's and O's on the net wins the game.



CURRICULUM:

Beginning:

- Climb to the top on the convex side and down again using both hands and feet.
- Climb to the top and down again on the concave side of the net. Should not climb over the top.

Intermediate:

- Climb horizontally (sideways) one level at a time making sure the foot touches each square before progressing up the Wild Web.
- Climb either concave or convex side on a diagonal. Descend on a diagonal.



Advanced:



- Starting at center, climb up either concave or convex side in a right box, left box direction.
- Have a partner start on the opposite side. Race to top, straddle over and race down. Must step on each rope box going up and down.

ADA Hint: A child with limited arm or leg strength may hold onto the net, but may not be able to climb without assistance. Make sure to spot child on net.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

NIMBLE NET

DESCRIPTION:

An inverted, concave and convex shaped rope climber.

FITNESS/MOVEMENT COMPONENTS:

Develops dynamic balance, flexibility, core body strength and improves hand-foot coordination.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move up the concave and convex sides of the Nimble Net.

Pathway: Move up either side on a diagonal pathway.

APPROPRIATE GAME:

Up/Down Ball Game: Use teams of two or more. One child goes to top of one side and other stays on bottom of opposite side. On a signal, the child from the ground climbs up and passes an object over to the child at the top; that child takes the object down to the ground and may either stop the game at this point or pass to another child on the ground. That child climbs back to the top and passes to the original child on the other side who then takes the object back down to the next child. May be repeated as many times as necessary. Teams may be timed as they perform this event.



CURRICULUM:



Beginning:

- Encourage children to climb on the convex side of the Nimble Net using both hands and feet. Once they reach the top, return to the bottom of the Net.
- Increase the speed which they ascend and descend.

Intermediate:

- Climb on the concave side using both hands and feet.
- Increase the speed which they ascend and descend.
- Go up and down with partners.

Advanced:

- Go up on concave side; straddle top bar and descend on convex side.
- Go up on convex side; straddle top bar and descend on concave side.

ADA Hint: A child with limited arm or leg strength may hold onto the Nimble Net, but not climb without assistance.

Meets NASPE Standards: 1, 2, 5 and 6

AGILE CANYON

DESCRIPTION:

An inverted rope net to use both hands and feet for balancing and use of full body coordination.

FITNESS/MOVEMENT COMPONENTS:

Develops upper arm strength, dynamic balance, hand-foot coordination and core body strength.

MOVEMENT EDUCATION:

Time: Increase the speed which the children perform the actions on the Agile Canyon.

Pathway: Move up in a straight line; Move up diagonally.

Force: See how softly (without displacing rope) children can move up the Agile Canyon.

Direction: Move up, down and sideways.

APPROPRIATE GAME:

Star Relay: Have teams of three children each. One child on each team begins to move up the Agile Canyon. As the child ascends, remove hands from the sides in order to clap them above the head (reaching for the stars) on every other step. The team that finishes the ascent first wins.



CURRICULUM:

Beginning:

- Use both hands and legs to climb up the Agile Canyon. Remind children of the large opening at the top.

Intermediate:

- Increase the speed of the ascent.
- Move sideways across.

Advanced:

- Climb down using hands and legs.
- Move with partner up the Agile Canyon. Move with partner down the Agile Canyon.
- Have one child start at top and another start at bottom and move in opposite directions at the same time.

ADA Hint: Assist a child with special needs to climb up the Agile Canyon.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

HOP SPOTS

DESCRIPTION:

Stool-like discs that combine stationary and bouncy pods.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness, full body dynamic balance and improves coordination.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move across the Hop Spots.

Direction: Move sideways; then backward.

APPROPRIATE GAME:

Jump and Turn: Arms should be held close to the body as the body turns in the air. The body should be fully extended, toes pointed. Return the body to the vertical position for a two-foot landing. All jump styles should be done on the ground before they are used off the equipment. **Statues:** Children step on Hop Spots and assume a one-footed position with arms extended. They need to stay motionless for as long as possible. The child who can balance the longest becomes the leader, assumes another one-footed position and others follow. See how many different statues can be created.



CURRICULUM:

Beginning:

- Step across Hop Spots to discover which ones are stationary and which ones bounce. Walk quickly one way, turn and walk back the other.

Intermediate:

- Jump quickly from one Hop Spot to the next.
- Hop quickly from one Hop Spot to the next.

Advanced:

- Run across Hop Spots taking care to plant feet on each.
- Follow a partner, imitating the partner's movement.

ADA Hint: Have a child try to walk or move from one Hot Spot to the other with supervision.

Meets NASPE Standards: 1, 2, 5 and 6

DYNAMIC PAD CLIMBER

DESCRIPTION:

Freestanding steps used to access and egress other play events or platforms.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness and balance. It can help develop leg strength and coordination.

MOVEMENT EDUCATION:

Time: Increase the speed that the children use to go up and down the steps.

Direction: Use forward and backward movement.

Pathway: Move in a straight pathway.

APPROPRIATE GAME:

Two x Two: Child steps up to the first pad (both feet must be on the pad) and back to the ground level (both feet must be on the ground). Then, the child steps up again to the first pad and then onto the second pad. Next, the child steps back to the first pad, up to the second pad and up to the third pad. Then the child steps down to the second pad, back up to the third pad and to the transition piece attached.

Advanced Game: Child uses alternating feet up and down.



CURRICULUM:

Beginning:

- Use two feet to climb up and down pads using arms out to maintain balance.

Intermediate:

- Climb up and down pads using alternating feet pattern.

Advanced:

- Use a cross-over step going up and down (i.e. right foot steps on left side of pad; left foot steps on right side of pad).

ADA Hint: Provide hand support to steady a child climbing up the pads. Child with limited leg mobility can sit on pad and pull herself/himself up to next level.

Meets NASPE Standards: 1, 2, 5 and 6



DYNAMIC PAD

DESCRIPTION:

A versatile irregular-shaped event that provides both transitions from one play event to another as well as a perfect resting spot.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness and balance.

Can develop leg strength.

MOVEMENT EDUCATION:

Time: Increase the speed which the children perform the actions on the Dynamic Pad.

Range: Improves ability to move arms from near to far.

APPROPRIATE GAME:

The Stepping Game: Have two children step up and down off a low level of the Dynamic Pad as many times as possible in a minute. Can also do this with timed jumps rather than steps. Another variation, if there is room, have child step on one side, jump down on other, run around and step up, jump down,etc.



CURRICULUM:

Beginning:

- Sit on Dynamic Pad. Raise legs up so that child is in a V position.
- Step up with one foot and down with other. Repeat the action ten times before using Dynamic Pad to climb to another event.

Intermediate:

- Jump from ground to the Dynamic Pad; jump to the ground. Repeat action five times prior to moving to next event.

Advanced:

- Sit on edge of Dynamic Pad and hold on while extending legs out in space. Criss-cross legs (right over left, left over right) ten times.
- For a Dynamic Pad that is near ground level, do elevated push-ups.

ADA Hint: Have a child with limited leg mobility sit while reaching with the arms in different levels at different speeds.

Meets NASPE Standards: 1, 2, 5 and 6



KIDFORCE SPINNER

DESCRIPTION:

A bowl installed at an angle to provide perpetual motion to spin the body. Spinning is created by sitting position in the bowl or on top of the bowl. It also rocks the body slightly.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness. Improves comprehension of time, pathway and direction.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which the children spin on the KidForce Spinner.

Direction: Move to the left; move to the right.

APPROPRIATE GAME:

Coffee Grinder: Place one hand on the edge of the KidForce Spinner, the other on the hip. Straighten arm and extend the body so that it is on a straight plane. Walk around in a circle, hand used as a pivot. Walk backwards. Keep the head back, body straight. Change hands and repeat. Walk backwards.



CURRICULUM:

Beginning:

- Sit in bowl and hold on as KidForce Spinner spins around.
- Try to change direction of spinning motion.

Intermediate:

- Sit on rim and hold on underneath rim as KidForce Spinner spins in one direction.
- Sit on rim to spin in opposite direction.

Advanced:

- Lay across KidForce Spinner and hang on as it spins. Spin in opposite direction.
- Have a child gently push the KidForce Spinner to increase the spinning action.

ADA Hint: Place child with limited mobility in KidForce Spinner. Have them hold on tight as it spins. Spot child with limited arm mobility (May have to slow spinning action to allow them to stay in bowl).

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

ENERGY ORBITER

DESCRIPTION:

A large, angled disc that provides a great cardiovascular workout while encouraging teamwork.

FITNESS/MOVEMENT COMPONENTS:

Develops arm strength, leg strength and an ability to walk and balance on a moving object.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which children spin.

Direction: The direction of the walking stride is usually forward, but the Orbiter may move in the opposite direction.

Range: Determine the range of distance between feet as they move around the Orbiter.

APPROPRIATE GAME:

Circle the Earth: Have each child put on a pedometer and stride on the Energy Orbiter for two minutes. Check the number of steps that they used. After children have done this solo, have two children work together. Check the number of steps that they used. Add three children to the game. Check number of steps. Discuss how increasing the number of children, decreases the number of steps needed to Circle the Earth.



CURRICULUM:

Beginning:

- Get on the Orbiter and hang onto the center area with one hand. Begin to stride on the piece in a forward direction.
- Continue to increase the speed with which a child moves.

Intermediate:

- Stride on the Orbiter in the opposite direction that the piece is moving.
- Increase the number of children using the Orbiter by one to develop teamwork.

Advanced:

- Increase the number of children on the Orbiter to 4 and have them communicate ways to increase the speed of the movement of the orbiter.

ADA Hint: Children who have difficulty with speed and coordination may have trouble with the Energy Orbiter. They will need adult assistance to use this play event.

Meets NASPE Standards: 1, 2, 5 and 6

FIERCE OR EXTREME CYCLONE

DESCRIPTION:

Spinning platform that causes children to use momentum to spin.

FITNESS/MOVEMENT COMPONENTS:

Develops kinesthetic awareness and good posture while Improving comprehension of time, direction and pathway. Provides and enhances arm strength and flexibility.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which children spin.

Direction: Circular motion either in a forward or backward direction.

Pathway: Use a circular pathway.

APPROPRIATE GAME:

Spin Master: Have children take turns to see how many complete revolutions they can make in 1 minute, one child counts as one child spins. Once a spin master is declared, see if she/he can retain the title going counterclockwise. The ultimate spin master wins by combining the clockwise and counterclockwise spins together.



CURRICULUM:

Beginning:

- Step on circular platform and grab onto two vertical bars as the instructor gently turns the spinner. Once a child is accustomed to the motion, the instructor should allow the child to try to spin the platform by adjusting the arms and legs.

Intermediate:

- Child grabs onto two vertical bars, placing one foot on the center circular platform and uses the ground foot to start a spinning action. Leaning in and out of the device, the child attempts to keep the spinning action going.

Advanced:

- Allow two children on the spinner at the same time to increase spinning action and promote coordination, cooperation and socialization.

ADA Hint: Have a child with limited leg mobility sit on the circular disc and hold onto two vertical poles while an adult gently turns the spinner.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

ORBITRON

DESCRIPTION:

A round wheel that spins around a metal post.

FITNESS/MOVEMENT COMPONENTS:

Builds arm strength and coordination and improves comprehension of time, pathway and direction.

MOVEMENT EDUCATION:

Time: See how long children can hang onto the moving spinner.

Direction: Circular pathway clockwise and then counterclockwise.

Pathway: Move to the left; move to the right.

APPROPRIATE GAME:

Wheeling: Two children start simultaneously on opposite sides of wheel to move the same way. Working together, they try to keep the spinning motion going as long as possible. When one drops out, the game is over.



CURRICULUM:

Beginning:

- Grasp onto the high end of the spinner to start the motion and swing the body to try to complete one revolution.

Intermediate:

- Swing the body to complete at least five revolutions.

Advanced:

- Try to change directions. Add another child to the spinner to enhance the spinning motion and teach cooperation.

ADA Hint: Lift child with mobility problems up to the spinner. Carefully spot the child as she/he holds on and starts to spin. Not recommended for children who have upper body disabilities.

Meets NASPE Standards: 1, 2, 5 and 6

SWIFT TWIST

DESCRIPTION:

Freestanding spinning platform to encourage and challenge children to spin.

FITNESS/MOVEMENT COMPONENTS:

Develops upper arm and core body strength. Improves comprehension of time, pathway and direction.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which the children spin on the Swift Twist.

Direction: Move to the left; move to the right.

Level: While moving, change the level of body from high to low to high.

APPROPRIATE GAME:

Human Top: While spinning, squat down on disc and then slowly come up half way and then to top. Repeat this motion while trying to maintain the spinning action.



CURRICULUM:

Beginning:

- Place one foot on disc and push off with other foot while holding on to pole with both hands.
- Change direction of spinning motion.

Intermediate:

- Start the spinning action clockwise and extend left arm and leg out.
- Start the spinning action counterclockwise and extend right arm and right leg out while revolving around.

Advanced:

- Try to maintain the spinning action by extending then pulling arms close to pole.

ADA Hint: Have child sit on disc and gently push child to allow them to experience the spinning motion.

Meets NASPE Standards: 1, 2 and 5

800-266-1250

ZIPPY WHIRL

DESCRIPTION:

A large suspended metal steering wheel that spins.

FITNESS/MOVEMENT COMPONENTS:

Builds arm strength and coordination. Improves comprehension of time, pathway and direction.

MOVEMENT EDUCATION:

Time: See how long children can hang onto the Zippy Whirl. Increase the speed which the children use the Zippy Whirl.

Pathway: Move in a circular pathway to the left; then move to the right.

APPROPRIATE GAME:

Pull-up Challenge: Grasp the Zippy Whirl with both hands. Spin 180° from platform and stop. Perform two pull-ups then drop to ground. Increase the number by two each time a child tries the activity. Have a contest with a partner or small group.



CURRICULUM:

Beginning:

- Grasp Zippy Whirl and launch out, swinging legs to help complete the circle, landing back on Dynamic Disc platform.
- Change direction of spinning motion.

Intermediate:

- Try to keep spinning without stopping on platform.
- Change direction of spinning motion.

Advanced:

- Move hands closer together and try to keep spinning using lower body action by swinging legs.

ADA Hint: Lift child with mobility problems up to Zippy Whirl. Carefully spot child as they hold on. Not recommended for children who have upper body disability.

Meets NASPE Standards: 1, 2 and 5



STRENGTH STEPPER

DESCRIPTION:

A balancing event combining angled steps with a railing for hand stability.

FITNESS/MOVEMENT COMPONENTS:

All muscles are engaged with this unique event.

Promotes core muscle strength, balance, coordination and endurance.

MOVEMENT EDUCATION:

Direction: Move in a straight direction with one foot on each side of the Strength Stepper, then change so one foot is on either side of the railing.

Level: Begin from the bottom and move to top; move from top to bottom.

Range: Move with bases of support near each other, then lengthen the distance between bases of support.

APPROPRIATE GAME:

Alpine Racing: One child starts on one side of Strength Stepper, the other starts on the other side. Children race up, slowly descend, then change sides and race up again. Children can do it four times to determine winner.



CURRICULUM:

Beginning:

- Starting at ground level on flat, lower side of Strength Stepper, hold onto hand rail and climb up using a shuffle foot motion.
- Starting on top, place hands on rails and slide feet down the flat side.

Intermediate:

- Starting at ground level on elevated side, climb using alternating hands and feet.

Advanced:

- Do a circuit by climbing up the elevated side and foot sliding down the flat side. Time the children to see how many circuits they can make in 30 seconds; 1 minute; etc.

ADA Hint: May be difficult to use by children with hand and leg disabilities.

Meets NASPE Standards: 1, 2, 5 and 6



AGILITY ARC

DESCRIPTION:

These sturdy, curved metal bars provide essential balance or simply give something to swing or lean on between fitness play events.

FITNESS/MOVEMENT COMPONENTS:

Develops spatial awareness, promotes whole body muscular strength and increases endurance.

MOVEMENT EDUCATION:

Time: See how long the children can hang on the Agility Arc.

Direction: Hang on the Agility Arc with one hand and change to the other hand to hang as they face the opposite direction.

Range: Hang onto the Agility Arc and try to move other body parts.

APPROPRIATE GAME:

Mirror Images: Where two Agility Arcs are directly across from each other, have two children mirror each other's actions as they hang from the Agility Arcs.



CURRICULUM:

Beginning:

- Cross from one Agility Arc to another with alternating hands. Count the number of times each child needs to grip the piece while alternating hands as they move across.

Intermediate:

- Encourage children to lengthen the distance between grips as they move across.

Advanced:

- Have children attempt a chin-up in the middle of the bar.
- Perform the same action in all three levels but increase speed.

ADA Hint: Child must have arm strength to hold onto and grasp rungs. Spot child closely as they attempt to move across the Agility Arc.

Meets NASPE Standards: 1, 2, 5 and 6

TWISTING TRAVERSE

DESCRIPTION:

Two horizontal bars with vertical ropes placed in the pathway to provide dynamic movement across the bars.

FITNESS/MOVEMENT COMPONENTS:

Improves full body coordination and balance. It can also develop upper body strength and agility.

MOVEMENT EDUCATION:

Time: Increase the speed which children traverse from one end to the other.

Direction: Move from one end to the other in a forward direction. Perform spinning loops to go from one end to the other.

APPROPRIATE GAME:

Loopy-Loopy Walk: Spin 360° on the first rope clockwise; step to the second rope and spin 360° clockwise; step to the third rope and spin 360° and then finish on the fourth rope going 360° counter clock-wise. To increase difficulty, once the last spin is completed on the fourth rope, continue back in the same clock/counterclockwise pattern until the initial starting point is reached. This will add three more loops to the movement.



CURRICULUM:

Beginning:

- Using the ropes to balance, stop on horizontal bar and swing body around rope in alternating fashion as one traverses to the other side.

Intermediate:

- Using rope as hand holds, step across the bar on the inside with alternating feet.

Advanced:

- Using the ropes to balance complete 360° spins around each rope as you traverse the bar.

ADA Hint: A child with limited leg mobility, but has upper arm strength can straddle rope connector and sway body in space. A child who is in a wheelchair can pull the chair along the bottom bar as long as there is an accessible safety surface underneath.

Meets NASPE Standards: 1, 2, 5 and 6

POWERFUL PODS

DESCRIPTION:

Moving pod suspended in a straight line providing balancing and coordination challenges for nimble feet.

FITNESS/MOVEMENT COMPONENTS:

Improves kinesthetic awareness, balance and coordination abilities. It helps build core body strength and agility.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move across the Powerful Pods.

Direction: Move forward, back and sideways.

Pathway: Straight, circular.

Range: Near and far.

APPROPRIATE GAME:

Orbiting: Step on the first disc and spin 360° clockwise then step to second disc and spin 360° counter clockwise. Turn around when reaching support pole and repeat the spinning pattern before stepping on the original launch pad. See how quickly a child can complete the four “orbits.”



CURRICULUM:

Beginning:

- Step to the first Pod, gain balance, then step to second. Step to the Launch Pad on support post. Turn and repeat the action back to the first pod.

Intermediate:

- Alternating feet, step to side of first pod, then step to the opposite side of the second pod. Step to the Launch Pad on the support post. Turn and repeat.

Advanced:

- Step to the first pod and spin 360°, then step to second, spin 360°, then step to Launch Pad. Turn and repeat. **Variation:** For a more vigorous work out, combine intermediate and advanced patterns.

ADA Hint: Assist child onto pod and help child spin around. A child with limited leg mobility can sit on pod and move support with arms. Child with limited arm strength will need assistance with support sway.

Meets NASPE Standards: 1, 2, 5 and 6

DYNAMIC DISCS

DESCRIPTION:

Discs placed in successions attached to ropes providing both a swaying motion and tilting of the discs.

FITNESS/MOVEMENT COMPONENTS:

Improves full body balancing and coordination.

Can also develop core body strength as well as agility.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move across the Dynamic Discs.

Direction: Perform the actions in a sideways direction.

APPROPRIATE GAME:

Crazy Walk: Spin 360° on first Dynamic Disc then step to second; spin 360° then step to third; spin 360° then step to fourth; spin 360°. See how fast a child can move from spinning to stepping.



CURRICULUM:

Beginning:

- Step up and attempt to spin on one Dynamic Disc.
- Balance with both feet; reach with hand and foot to move to second.

Intermediate:

- Get on the first Dynamic Disc with one foot; go to second with other foot. Continue to alternate feet as you move from one to the other.

Advanced:

- Have child try to move from one Dynamic Disc to another as fast as they can.
- Step over one Dynamic Disc to another. (i.e. go from 1-3 and 2-4)

ADA Hint: Have child with limited leg mobility sit on Dynamic Disc and maintain balance by holding on to rope. If a child has limited arm strength spot child and gently sway rope back.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

ROBUST ROCKER

DESCRIPTION:

Rectangular metal bars that rock from side to side arranged in monkey bar style.

FITNESS/MOEMENT COMPONENTS:

Develops upper body strength, especially triceps, biceps and forearms.

MOVEMENT EDUCATION:

Direction: Moving in a forward direction.

Range: Increase the distance from near to far between the hands.

Time: Increase the speed which a children move across the Robust Rocker.

APPROPRIATE GAME:

Off Your Rocker: Safely race across the rocker and back by alternating sides. This can be a timed event. It can also involve team competition. **Alternative:** Have one child race across on one side; another child race back on the opposite side. Continue until all children have safely raced up and back on both sides.



CURRICULUM:

Beginning:

- Begin moving across the rocker with one hand and then the next on one side.

Intermediate:

- Use the Rocker by reaching with one hand on one side and the other hand on the other side. Move forward by reaching with alternate hands.

Advanced:

- Increase the speed with which the child moves their hands alternately in a forward direction.
- Use only the first two rungs on one side then switch over to the two other rungs on the opposite side. Repeat the action.

ADA Hint: A child with limited arm strength may have difficulty hanging on the Robust Rocker. Be sure to spot the child.

Meets NASPE Standards: 1, 2, 5 and 6

ATHLETIC ARCH

DESCRIPTION:

Rectangular metal events arranged in even successions in monkey bar style.

FITNESS/MOVEMENT COMPONENTS:

Develops upper body and arm muscular strength and endurance. Promotes eye-hand coordination and enhances rhythmic body movement.

MOVEMENT EDUCATION:

Time: Increase the speed which the children move across the Athletic Arch.

Direction: Perform the actions in an upward direction; descend to a lower level.

Bases of Support: Alternate hands as you ascend.

APPROPRIATE GAME:

Racing Monkeys: One child starts at one end on one side, the other child starts at opposite side. Using different methods outlined above (two hand clutch or alternating hands), they try to make it across as fast as they can.



CURRICULUM:

Beginning:

- Reach for the front of the first rung with the preferred hand and let the other hand join it. Reach for the back of the first rung with preferred hand letting the other hand join it.

Intermediate:

- Reach for the front of the first rung with non-preferred hand. Let other hand join it. Reach for the back of the first rung with preferred hand.
- Reach for the front of first rung with preferred hand and the back of first rung with other hand swinging body.

Advanced:

- Reach for the front of the first rung on right side, then with other hand reach for the back of first rung on left side with other hand.

ADA Hint: Child must have arm strength to hold onto and grasp rungs. Must spot child closely as they attempt to move across.

Meets NASPE Standards: 1, 2, 5 and 6

TRIANGLE TRAVERSE

DESCRIPTION:

A challenging overhead device that demands strong upper body strength to get from one side to the other.

FITNESS/MOVEMENT COMPONENTS:

Develops upper body strength, especially triceps, biceps and forearms.

MOVEMENT EDUCATION:

Direction: Move in a forward direction.

Range: Increase the distance from near to far between the hands.

Time: Increase the speed with which a child moves across the Triangle Traverse.

APPROPRIATE GAME:

Triangle Chin-Up Challenge: One child starts at one end; another child starts at the other end. They both do a chin-up on the first triangle and second triangle; the child reaching the third triangle first has to complete a third chin-up to win. If not able to do so, the other child gets a chance as she/he had hung onto the second triangle while the other child attempted her/his chin up.



CURRICULUM:

Beginning:

- Begin moving across the triangles with one hand and then the next one.

Intermediate:

- Use alternating hands move across the triangles and back.

Advanced:

- Use alternating hands; stopping in the middle to do a chin-up; then continuing across. **Variation:** Use three triangles as three chin-up stations for children.

ADA Hint: A child with limited arm strength may have difficulty hanging on to the triangles. Be sure to spot the child.

Meets NASPE Standards: 1, 2, 5 and 6

INTENSITY CURRICULUM

FOR CHILDREN AGES 2-5



Burke®
PLAY THAT MOVES YOU.®

800-266-1250

NAESP: ACTIVE START

This is a statement of physical activity guidelines for children from birth to age 5.

Physical activity is critical to the development and maintenance of good health. The goal of active movement is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. An appropriate physical activity environment provides important opportunities to foster a child's development of movement skills. Research shows that stimulating experiences, in which the child participates actively, affect positive brain development.

Guideline 1: Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.

Guideline 2: Toddlers should engage in at least 60 minutes and up to several hours per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.

Guideline 3: Toddlers should be given ample opportunities to develop movement skills that will serve as the building blocks for future motor skillfulness and physical activity.

Guideline 4: Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.

Guideline 5: Those in charge of toddlers' well-being are responsible for understanding the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

NASPE STANDARDS:

Each piece of equipment is keyed to the appropriate National Association for Sport and Physical Education (NASPE) standard for fitness to instruct teachers to select the appropriate pieces to help in the delivery of their curriculum. Because guidelines 2 and 5 are external to the equipment use rather than easily observed, they are not included in this guide. However, it is suggested that child care providers encourage children to engage in structured activity at least 60 minutes per day (2) and that they understand the importance of physical activity and movement experiences (5).

For more detailed information regarding the standards, visit www.aahperd.org/naspe.

NAEYC

National Association for the Education of Young Children has one standard in particular that deals with the Physical Environment: Standard 9. It indicates that a program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. This should include providing a variety of age and developmentally appropriate materials and equipment and arranging the area so that staff can supervise the children by sight and by sound.

For more detailed information regarding the guidelines, visit www.naeyc.org.



ROCKIT™

DESCRIPTION:

A plastic rock-like climber that allows children to climb up, down, across and around.

FITNESS/MOVEMENT COMPONENTS:

Develops balance, spatial awareness and endurance.

MOVEMENT EDUCATION:

Time: See how quickly children can climb from one step to another.

Direction: Children climb around the RockIt and up, over, then down.

Bases of Support: Children move from one step to the next alternating feet.

APPROPRIATE GAME:

Scale the Mountain: Have two children start on opposite sides of the rock and see who gets to the top first. **Variation:** One child starts at top and one child starts at bottom. This will prevent overcrowding at top.



CURRICULUM:

Beginning:

- Climb from the bottom to the top of the RockIt.

Intermediate:

- Climb from the bottom to the top of the RockIt. Climb over the top and back down the other side.

ADA Hint: Child must be able to walk, alternate feet, reach across to the next hand hold and move from the ground up to the piece.

Meets NASPE Standards: 1, 2, 5 and 6

DYNAMIC PAD CLIMBER

DESCRIPTION:

Sturdy climbing Pads arranged in an ascending order.

FITNESS/MOVEMENT COMPONENTS:

Develops spatial awareness, promotes whole body muscular strength and increases balance and endurance.

MOVEMENT EDUCATION:

Time: See how long it takes children to go from top to bottom.

Direction: Move in a forward direction from one Dynamic Pad to the next one.

APPROPRIATE GAME:

Lily Pad Hop: Children become frogs hopping up from one pad to the next by placing hands on Pads and then bringing their feet up behind them.



CURRICULUM:

Beginning:

- Cross from one Dynamic Pad to another with one hand used for balance and move in a forward direction.

Intermediate:

- Cross from one Dynamic Pad to the next alternating feet without using hands for balance.

ADA Hint: Child must have balance in order to move from one Pad to another.

Spot children closely as they attempt to move across the Dynamic Pads. They must also be able to use the play event connected to the Dynamic Pad Climber.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

DYNAMIC DISCS

DESCRIPTION:

A very stable stepping Disc base for feet with flexible rope hand supports that allow the child to move from one Dynamic Disc to the next.

FITNESS/MOVEMENT COMPONENTS:

Develops whole body muscular strength and increases balance. Allows the child to experiment with upper body movement while keeping their feet stable.

MOVEMENT EDUCATION:

Direction: While hanging onto the ropes children move their balance sideways from one disc to the other, then stop and move in the opposite direction.

APPROPRIATE GAME:

Disc Race: See how quickly children can move from the beginning of the Dynamic Discs to the end without stepping down.



CURRICULUM:

Beginning:

- Move across the Dynamic Discs slowly using the ropes for balance.

Intermediate:

- Move across the Dynamic Discs faster in one direction. Turn around and move in the opposite direction.

ADA Hint: Child must have arm strength to hang onto the Dynamic Disc. Must spot child closely as they attempt to move across.

Meets NASPE Standards: 1, 2, 5 and 6

TWISTING TRAVERSE

DESCRIPTION:

Curved round balance beam providing climbing challenges through rope hand supports.

FITNESS/MOEMENT COMPONENTS:

Develops spatial awareness, hand-foot coordination and dynamic balance. Also promotes endurance, flexibility and whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Children move sideways across the Twisting Traverse using the ropes for balance.

APPROPRIATE GAME:

Crossing the River Relay: Appropriate for teams of 2-4. First child crosses the river (Twisting Traverse) using ropes to balance; the second child goes in opposite direction (continues until all members of the group finish). Time the group and compare to other teams. This game is good for four and five year olds to teach group interaction. For two and three year olds, the crossing should be done as an individual event.



CURRICULUM:

Beginning:

- Move across the Twisting Traverse with feet on the bottom pipe holding onto the ropes for support.

Intermediate:

- Move across the Twisting Traverse with feet on the bottom pipe holding onto the ropes for support while increasing speed. Turn around and move in the opposite direction.

ADA Hint: Child must have arm strength to hold onto and grasp the ropes. Must spot child closely as they attempt to move across.

Meets NASPE Standards: 1, 2, 5 and 6

ODYSSEY LINK

DESCRIPTION:

Horizontal angular climber for children to climb across, over and between rungs.

FITNESS/MOVEMENT COMPONENTS:

Helps children to develop climbing skills, hand-foot coordination and whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Children move sideways, up, down, over and through the Odyssey Link.

Pathway: Children may follow a path on the outside or inside of the climber or weave their way in and out as they climb across.

APPROPRIATE GAME:

Follow the Leader: One child begins climbing across, over, and/or between the rungs. The second child must follow the pattern set by the first child. Once on the other side, the leader becomes a follower.



CURRICULUM:

Beginning:

- Move across the Odyssey Link slowly in a forward direction.
- Crawl between the rung openings to get to the opposite side.

Intermediate:

- Move across the Odyssey Link in a forward direction. Turn around and move in the opposite direction.
- Weave in and out of the rungs while climbing across the Odyssey Link.

ADA Hint: Child must be able to balance well enough to move across and through the rungs of the Odyssey Link.

Meets NASPE Standards: 1, 2, 5 and 6

LATERAL LINK

DESCRIPTION:

Horizontal bars with vertical rungs creating climbing challenges.

FITNESS/MOVEMENT COMPONENTS:

Promotes increased endurance and hand-foot coordination.

MOVEMENT EDUCATION:

Direction: Children move in a forward direction to get across or between the vertical rungs.

Time: Children as slowly as needed to get from one rung to the next.

Bases of Support: Children use hands and feet to climb across the Lateral Link. Be sure they have a good grip before moving their feet to the next base of support.

APPROPRIATE GAME:

Red Light, Green Light: Children climb across and/or through rungs. When the instructor says “Red light,” children “freeze” and balance on the Lateral Link. When the instructor says “Green light,” children continue to climb across the Lateral Link until they reach the end.



CURRICULUM:

Beginning:

- Climb across the Lateral Link in a forward direction.

Intermediate:

- Move across the Lateral Link in a forward direction. Turn around and move in the opposite direction.
- Weave in and out of the rungs while climbing across the Lateral Link.

ADA Hint: Child must be able to balance well enough to move across and between the rungs of the Lateral Link.

Meets NASPE Standards: 1, 2, 5 and 6

POWER PIPES

DESCRIPTION:

Curved pipes parallel to the ground providing climbing challenges at different levels.

FITNESS/MOVEMENT COMPONENTS:

Children develop spatial awareness, hand-foot coordination and dynamic balance. Can also help to increase endurance and flexibility as well as whole body muscular strength.

MOVEMENT EDUCATION:

Direction: Children move sideways across the Power Pipes, balancing on the bottom pipe and using the top pipe for their hands; move up and then down.

Level: Move across on the same level; then move from low to high and high to low.

APPROPRIATE GAME:

Power Pipes Challenge: Climb across the Power Pipes with feet on the bottom pipe and hands on the top pipe. When the child gets to the curved part of the pipe, they duck under the top pipe to climb across on the opposite side.



CURRICULUM:

Beginning:

- Move across the Power Pipes with feet on the bottom pipe and hands on the top pipe.

Intermediate:

- Move across the Power Pipes. Duck under the top bar and turn to climb back in the opposite direction.

ADA Hint: Child must be able to balance well enough to move across.

Meets NASPE Standards: 1, 2, 5 and 6

ENERGY DISC

DESCRIPTION:

Round disc chained to the ground to sit or stand on with flexible rope for hand support.

FITNESS/MOVEMENT COMPONENTS:

Develops whole body muscular strength and increases endurance and balance.

MOVEMENT EDUCATION:

Direction: See how children can move from sitting to standing using hands and feet.

Pathway: Children move in a circular pathway.

Time: Increase the speed which children move.

APPROPRIATE GAME:

Twister: See how many times you can complete a circle going right; going left.



CURRICULUM:

Beginning:

- Sit on the Energy Disc using the rope for support. Move the Energy Disc by rocking back and forth.

Intermediate:

- Sit on the Energy Disc, place foot on the disc and use the rope to pull yourself up to a standing position.
- While standing on the Energy Disc, tip feet to increase movement from side to side on the disc.

ADA Hint: Child must have strength to hang onto the rope and balance. Hold the Disc steady while child sits holding onto the rope.

Meets NASPE Standards: 1, 2, 5 and 6

800-266-1250

AGILITY ARCS

DESCRIPTION:

Curved bars used individually or arranged in groups for climbing or hanging.

FITNESS/MOVEMENT COMPONENTS:

Promotes upper body muscular strength and balance.

MOVEMENT EDUCATION:

Direction: Children start from the base of the piece to pull in an upward direction.

Range: Children hold onto the first crossways bar and put their feet on the second bar.

Bases of Support: Move the feet from one bar to the next or the same direction on the same bar.

APPROPRIATE GAME:

Monkey Hang: Have child grip the higher Agility Arc with hands and lift legs to hang from the Arc. Time the child to see how long they can hang like a monkey from the Agility Arc.



CURRICULUM:

Beginning:

- Start with hands on higher bar. Lift legs to hang from the lower bar.

Intermediate:

- Grip the higher bar and rest feet on lower bar. Pull the body upwards to do a pull-up.
- Grip the higher bar with hands and rest feet on the bottom to hang from the Agility Arcs. Climb across gripping the higher bar with hands while moving feet across the lower bar.

ADA Hint: Child must have arm strength to hold onto and grasp the rungs.

Meets NASPE Standards: 1, 2, 5 and 6

ATHLETIC ARCH

DESCRIPTION:

Rectangular metal rungs arranged in even successions at different heights.

FITNESS/MOVEMENT COMPONENTS:

Develops endurance and upper body muscular strength.

MOVEMENT EDUCATION:

Time: See how long children can hang on the Athletic Arch

Bases of Support: Hang from hands.

APPROPRIATE GAME:

Monkey Hang: See how long the child can hang from the bar while holding on with two hands. Next, try one hand.



CURRICULUM:

Beginning:

- Hang from two hands.

Intermediate:

- Hang from two hands and pull body up to hang from legs.
- Pull body up with arms to complete a pull-up.

ADA Hint: Child must have arm strength to hang onto the bars.
Must spot child closely.

Meets NASPE Standards: 1, 2, 5 and 6

COMET

DESCRIPTION:

A spherical globe that provides a unique twist on spinning.

FITNESS MOVEMENT COMPONENTS:

Develops arm strength, leg strength and an ability to walk and balance on a moving object.

MOVEMENT EDUCATION:

Time: Increase and decrease the speed which children spin.

Direction: Circular motion either forward or backward direction.

Pathway: Circular pathway.

APPROPRIATE GAME:

Circle the Globe: This game combines geography with movement. It can be used to learn state capitals, world capitals, time zones, oceans, etc. Need a minimum of five children. Four children stand at four equal points around the Comet, representing four points of the earth that one would see going around the world (i.e. North America, Europe, Asia, Pacific region). A child (or two) makes it more challenging to call names and use Comet) sits or stands on Comet and makes one complete revolution. At the end of the complete revolution, the child standing outside the Comet shouts out a name of a region (i.e. North America); the next complete revolution, the second child standing shouts out another region (i.e. Europe) as the Comet passes. When all names have been called (five complete revolutions) children rotate positions.



CURRICULUM:

Beginning:

- Stand in the middle of the platform and grab two handholds while the instructor gently turns the globe. Once a child is accustomed to the motion, the instructor should allow the child to try to spin the globe by shifting his or her body weight.

Intermediate:

- Child places feet on platform while hanging on the outside bars and swings body back and forth to provide the spinning motion.

Advanced:

- Allow two children on spinner at the same time to increase spinning action and promote coordination, cooperation and socialization.

ADA Hint: A child with limited mobility can sit on the platform and grab onto the bars and rest the back on the circular bar. The instructor can gently turn the globe. The partial ring style may make access and egress easier for the child.

Meets NASPE Standards: 1, 2, 5 and 6