

Fragile Passage: Spider Agility Web

Item #5070

What Are The Educational Applications Of This Product?

The Spider Agility Web is very popular in physical education programs because it combines skill, agility, and strength while promoting group problem-solving skills and cooperation. It has tremendous visual appeal while it generates curiosity and excitement in children of all grade levels. Students favor this particular activity since a goal is achievable and everyone on the team plays an important part in the group's success.

How Can I Use This Product With My Students?

1. Objective

The entire team must try to maneuver through the Web's openings without touching any part of it. To make it more challenging, an opening can only be used once until all team members are safely through.

2. Rules

- Should a student passing through an opening (or a student helping him/her) touch the Web, that student must return to Home and begin again.
- A Web opening may only be used once.
- The number of students per group should be equivalent to the number of openings on the Web.

3. Safety

- Do not allow students to dive through openings. This can result in serious neck injury, cord burn, or Web destruction.
- Place gym mats on both sides of the Web as precautionary measures.

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

1. For which developmental level(s) is this product appropriate?

Determined by how the rules of the game are set, this product is appropriate for ages 10 through adult and encompasses all developmental levels.

Depending upon the level of the students, the rules governing contact with the Web may be defined in the following manner: whoever touches the Web, and/or all players touching the person in contact with the Web, must begin again, or, any touch sends everyone back to start over.

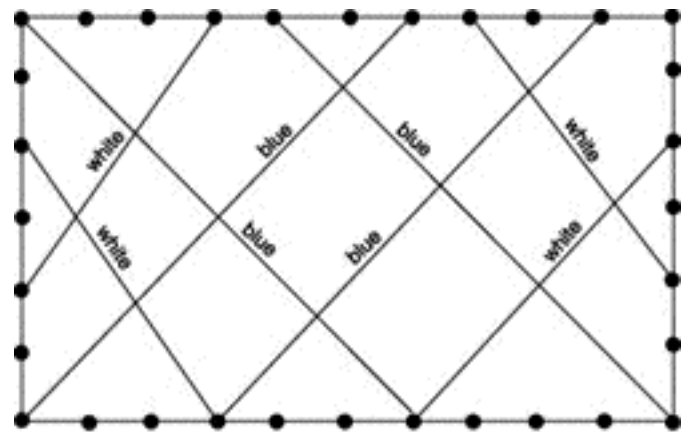
The consequences and goals of each group are defined based upon the group's stage of developmental readiness. This helps determine the appropriate rules for each group.

It is important that the teacher monitors progress, but not to such a degree that the planning process of the teams is undermined. At the start of the Web, the groups realize they must plan and organize a strategy in order to achieve success. The difficulty occurs when plans fail and the teams must regroup to find

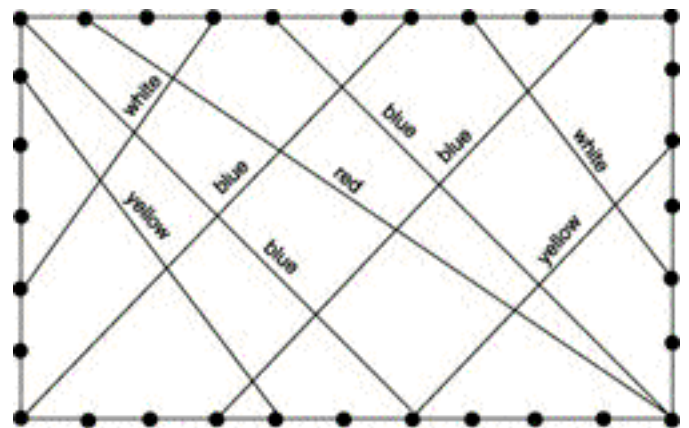
alternative ways to navigate the Web without touching it. Generally, younger students forget to reorganize and simply modify their original plans. Individual needs seem to take precedence over group needs until the students take the time to reflect upon their past actions as group. To avoid conflict within the group, allow the students to assess, reformulate, and restart their efforts if they are not initially successful.

2. How could the reader modify the concept presented in the activity guide to meet the needs of other development levels?

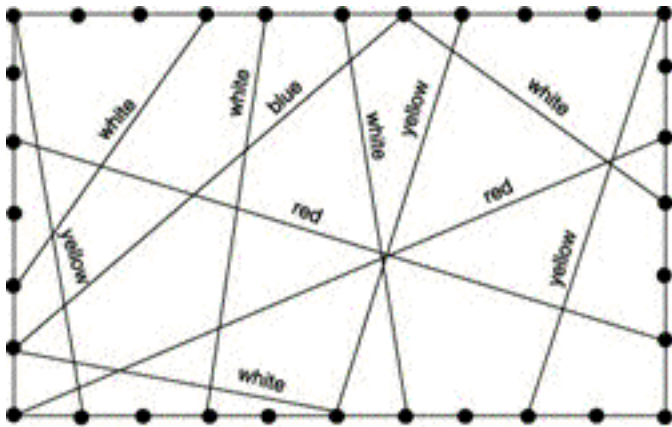
The following webs have been created to start you on your way to building teamwork and cooperation within your gymnasium for students who are at beginner, intermediate, and advanced developmental levels.



Beginner Web



Intermediate Web



Advanced Web

In addition, use the following activities to increase the difficulty level of the Web:

- Present just the frame to the students and allow them to create their own challenge.
- Have the group transport a cup of water (a "life-saving serum") through the Web. The group must start over if a drop should spill.
- Predetermine the number of allowable "safe" touches by an individual before the whole group returns to start. For example, only after 3 touches by the same person must everyone return to the beginning to start over.

How Does This Product Relate To Current Educational Thinking?

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

- Have students:*
 - Discuss the strategies they used in creating the plan that worked.
 - Explain why the plan(s) worked and/or did not work.
 - Express what participating in this activity taught them about cooperation and team work.
 - Describe how they, both as an individual and as a group, felt during the exercise.
 - Share how the group resolved conflicts and/or problems.
 - Finish the sentence, "I'm glad that I . . ."
 - Make a picture of what they did or learned, then display the pictures on a bulletin board for all to see.
- Have one person in the group explain everything that happened in detail.*
If anyone in the group feels that something was omitted, have them continue with what was missed and then finish the story.
- Take Polaroid pictures of the students or use a video camera to tape students in action.*
At the end of the lesson, show the students the photographs/video and compare what you see and what they see.



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Please direct your questions or concerns regarding this product to the appropriate office listed below between the hours of 8AM-6PM Eastern Time

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