

FLAGHOUSE Activity Guide

Mini Crawl Tunnel

Item# 11119

What Are the Educational Applications?

FlagHouse Mini Crawl Tunnels are great for providing students with experiences that reinforce physical skills used in all movement. They may be used singularly or joined together to make longer pathways that will challenge the student to create different paths of movement. Creative movement and problem-solving skill can be enhanced through the use of these tunnels. There are no limitations in how many combinations of activities that can be created. The activities in this Guide are meant to give various ways that the tunnels may be used, however, the tunnels are so flexible that there are countless ways that they may be employed.

Safety

It is important to remember that when using any equipment, an appropriate amount of space should be given to the activity. Recommendations are made in certain activities as to the proper spacing of equipment in relation to each other. However, it is important to remember that the total space of the activity and its proximity to walls and other objects must be taken into consideration and kept within accepted safe parameters. When planning obstacle course-type activities, care must be taken to provide a proper directional flow so that if more than one course is being used; the risk of students colliding is eliminated.

How Can I Use This Equipment With My Students?

Obstacle Course

Age Group: Primary

Class Organization: All student moving; change motor skill on teacher-directed cue.

During the course of a movement lesson that emphasizes basic motor skills, arrange the tunnels so that they facilitate the flow of traffic in the gymnasium. Designate the direction that a tunnel can be used with arrows. Direct students to use the color of the tunnel to tell them the movement body position desired, i.e. blue = on stomach, red = on back, green = on the left side, yellow = on the right side. This method can also be used to direct students to go over the tunnel. Sequencing an over and under movement is as simple as assigning the task to a card and placing it by the desired color tunnel. Movement can be directed around a tunnel by color, then through the tunnel. Dry easel white boards work great as they can be modified during the course of a lesson.

**Crawling, sliding,
over, under,
around we go,**



**what fun we'll have,
let's go, go, go!**

Age Group: Middle School

Class Organization: Pre-determined pathway.

The middle grades enjoy the challenge of competing against self or an opponent. The tunnels can be placed in a sequence by color with varying tasks, and combined with other pieces of equipment to create an obstacle course that can be run for time. Designate whether the tunnel is to be traveled through or over, and the method of travel to be used (forward/backwards/stomach/back etc.).

A sample course might consist of the following:

1. Start at one corner of the gym; time begins when the student's foot leaves a spot marker placed on the floor.
2. Run to the yellow tunnel and crawl on your stomach through the tunnel. Crab walk through the cones in a zig-zag pathway to the climbing rope.
3. Swing over the thick mats to the platform made of folding mats.
4. Run to the blue tunnel and go through it on your back.
5. Run to the two volleyball poles with the rope tied between them. Sit on the scooter provided and cross your feet over the rope. Using hands only, pull yourself from one end of the rope to the other.
6. Run to the green tunnel and leapfrog over it.
7. Leap from spot marker to spot marker without touching the floor.

8. Run to the red tunnel and go through it feet first.
9. Run across the gym, grab a foam ball, run to the bucket and place it in (ball must stay in bucket).
10. Run to the original spot marker. Time concludes when student's foot touches the spot marker.

Other students may be started after the preceding student clears five obstacles to facilitate more participation. With large classes, two courses can be set up to handle more students. An obstacle course can be used as a station in a physical fitness circuit.

Station Ideas

Age Group: Primary

Class Organization: Circuit Stations.

The Tunnel Commute

1. Set two cones approximately 12' apart; place a tunnel mid-way between the cones.
2. Place a bucket with six tennis balls at one cone and an empty bucket at the other.
3. A student must start at the first cone with the empty bucket, run, crawl through the tunnel, pick up one ball, run, crawl through the tunnel, and place the ball in the empty bucket. Tag the next "commuter" who will repeat the same pattern.

Road RallyTunnels

1. Place tunnels to form a "road" from one starting spot to a finish spot at the end of the "road".
2. Tunnels may be connected by the use of the hook & loop tabs on the sides to create corners and turns in the road.
3. Place a bar across the face of a tunnel to create an obstacle by clipping the bar to the support bar of the tunnel.
4. Students will follow the road from start to finish using various crawling and locomotive skills.
5. Skills may be changed by placing a "road sign" (task card) at points along the road.

Bowlerooni

1. Place two spot markers approximately 10' apart, with a tunnel in the middle.
2. Place a bucket at each cone with at least one colored ball for each student, i.e. yellow balls at cone #1, and red balls at cone #2.
3. Students will alternate "bowling" through the tunnel until they have transferred all the balls to the opposite bucket.

Off to the Races

1. Create an oval "racetrack" (Churchhill Downs, etc.), using cones, spot marker, or any other floor-marking device. The track should be divided into several lanes.
2. Place tunnels in each "lane" of the track.
3. Provide task cards indexed to the numbers of dice, which contain motor skills to be used for the "race".
4. A student will roll the dice to find out which skill will be raced, i.e. crab, all fours, skip, hop, etc.
5. Students will complete one lap of the track, going through the tunnels.
6. Students will roll again for a different locomotor skill. The same skill may not be repeated; a new roll should be taken if the same number is rolled twice.

Over and Under/Thunder Down Under

1. Arrange three to four parallel lanes of about 20' in distance.
2. Place four tunnels in each lane about 5' apart.
3. Place a spot marker at each end of the lane; designate one as the start. This spot will also function as the finish.
4. Students will kangaroo hop, crawl under the first tunnel, kangaroo hop and leapfrog over the second tunnel. This pattern is repeated with the other two tunnels. The students will then step on the spot and repeat the pattern on the return trip.
5. This activity may be modified to become a relay.

Station Ideas

Age Group: Middle School

Class Organization: Circuit Stations.

Tunnel Bowl

1. Set up two "alleys" with the tunnel at the "foul line" of the bowling lane.
2. Place plastic pins at the end of the alley; allow each student two throws of a foam bowling ball to knock down all pins.
3. A student must bowl through the tunnel for the throw to be counted. Score by most pins knocked down.

Tunnel Crawl Obstacle Relay

1. Set two relay courses with a start cone, stomach crawl tunnel, leapfrog cone or box, back crawl tunnel, and a spot marker that serves as a tag and return.
2. The student must start with a hand on the cone.
3. The course must be completed by running to the first tunnel, crawling through on the stomach, running to the cone or box and leapfrogging over it, running to the next tunnel and going through on the back, running to the spot marker and tagging it with the foot. The student must then go back through the course where a tag of the start cone starts the next student.
4. Both courses will be run simultaneously.

Caterpillar Relay

1. Each relay will have nine students.
2. Each tunnel will have two students assigned to it. The tunnel will be placed between the student's legs, with one student at the front of the tunnel and one student at the back of the tunnel.
3. The tunnels will be lined up, one behind the other, to form a four-color tunnel (red, blue, green, and yellow). The two students without a tunnel to hold will be lined up at the end of the relay.
4. On the command "go", the student without a tunnel crawls through all four tunnels and replaces the first student holding the tunnel at the end of the line. That student becomes the next one to crawl.
5. This student will replace the second student in line after he/she crawls through.
6. The relay continues until the original first student to crawl has been replaced and is sitting in his start position.

Tunnel Hockey Pass

1. Set two spot markers about 5' away from either side of the tunnel.
2. Have each player accurately pass the puck or small foam ball through the tunnel with a gym hockey stick.
3. Score one point each time the puck/ball successfully touches the spot markers on the opposite side of the tunnel.
4. This activity may be modified to make it a cooperative effort by changing the scoring to one point for every time the puck/ball consecutively touches both spot markers.

Soccer Tunnel Pass

1. Set up two cones about 10' apart as a goal.
2. Place a cone about 10' away from the goal at a 45° angle to the far post. Set the tunnel pointing at the far post at about 2' from the cone.
3. Place another cone parallel to the above cone and in line to the far post.
4. The students will line up behind the two cones that are in front of the goal.
5. The soccer balls should be with the students that are at the cone that is 45° from the far post. This is the passing line.
6. The shooter's line is the line parallel to the passing line.
7. The passing line must use an instep pass through the tunnel to the space in front of the far post. After passing, this student will get on the end of the shooter's line.
8. The first student will run onto the pass and shoot the ball through the cones under the height of the goal cones. This student will then get on the end of the passing line.

Push-Up Hockey with Tunnel Goals

1. Each student will have two tunnels arranged one on either side of the student's shoulder when in a push-up position. Students will face each other with about 10' between them.
2. One beanbag is needed as a puck.
3. One point is scored when the beanbag can be slid on the floor into the opponent's tunnel.
4. Use only movement in the push-up position to defend the goals.
5. Only the hands may be used to defend the goal.
6. The beanbag must remain in contact with the floor in order to score.

Tunnel Games

Ultimate Tunnel Ball

Age Group: Middle/Upper School

Class Organization: Teams

Play Space: Group is Size-Dependent

1. Divide the class into teams of five to seven players. Designate teams with contrasting-color jerseys.
2. Arrange two tunnels per team that will act as goals. Goals will form a box playing field of about 20 yds. square. One goal will be in the middle on each side of the square.
3. The game begins with a toss-up. The team that catches the ball has possession and may advance the ball by throwing it to team members moving towards their goal.
4. Once a ball is caught, no steps may be taken. The ball may only advance by being thrown.
5. A thrown ball may be intercepted in the air, in which case, possession changes to the opposing team.
6. A ball that is not successfully caught and is dropped to the ground, is an automatic change of possession.
7. The ball may not be taken out of a player's hands. No blocking of passes is allowed.
8. A goal is scored when two players from the same team successfully kick the ball through the tunnel and receive the ball using a soccer-style trap.
9. Each team can score at any goal.
10. This game can be modified to be played with multiple balls.

Tunnel Croquet

Age Group: Middle School

Class Organization: Individual

Play Space: Gym/Field

This is a variation of the classic game of croquet. The mallet is a gym hockey stick, the ball is an 8 1/4" Dinoskin[®] foam ball, and the wickets are the tunnels. A tall cone may be used as a post. The playing field should be the size of the gym or two courses can be made on the field.

Tunnel Tag

Age Group: Primary

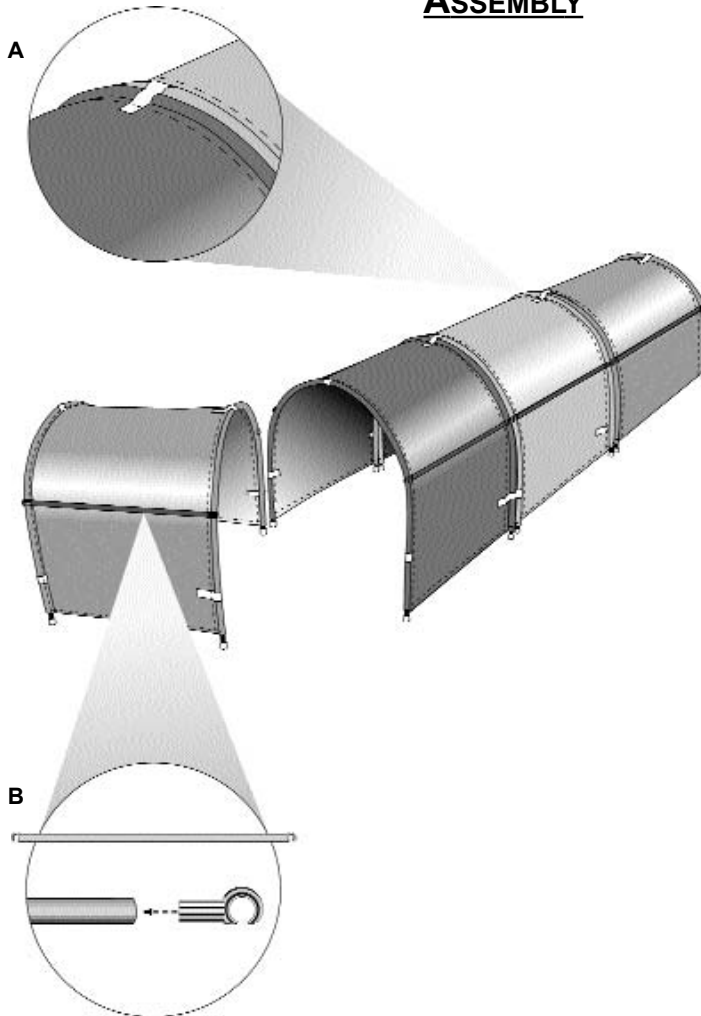
Class Organization: Chase and Flee

Play Space: Gym/Field

1. Designate one tagger for each tunnel.
2. Place the tunnels in a safe area, out of the main playing area, and spread players out along the perimeter of play.
3. The taggers start the game by crawling through their tunnel, the color of which will become their tagging color.
4. After the taggers crawl through the tunnel, they try to tag any runner that they can catch, tagging them and telling them their color.
5. The person tagged then becomes the new tagger and must go to their color tunnel and crawl through before they may begin tagging.
6. A variation is to total up the amount of runners caught by each color to obtain a score.

All activities are compliant with the NASPE National Standards and Appropriate Practices Document.

ASSEMBLY



A Mini Tunnels attach using hook-and-loop fasteners.

B Support bars attach to arches at either end of each tunnel.

1 Place one support bar on each side of tunnel as indicated in diagram.

2 As an extra challenge, place a support bar across the open end of a tunnel. Direct participants to go over or under the bar. Extra bars are provided for this purpose.

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