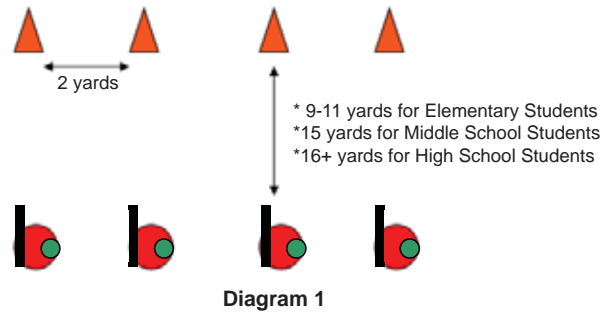


EGG N' CHOPSTICKS

Item #17741

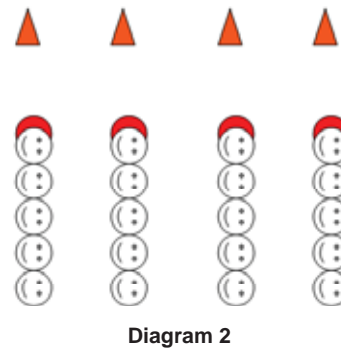
What Are the Educational Applications?

Egg N' Chopsticks is an excellent way to enhance coordination, movement and concentration skills. Egg N' Chopsticks generates excitement and curiosity across all grade levels because of the unique coordination skills needed to participate.

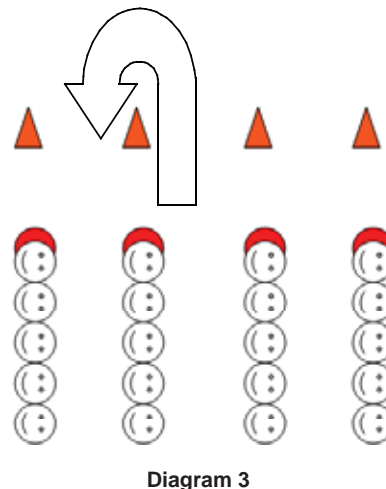


How to Play:

1. Divide the class into four groups.
2. Each group stands in single file line one behind the other with the first person standing by the polypot (Diagram 2).



3. On instructor's "Go" signal, the first student uses the chopstick to roll (push) the egg to and around the cone and back to the polypot (Diagram 3) as fast as s/he can, trying to keep the egg in a straight path.



4. When the first student returns back to the polypot s/

How Can I Use This Product With My Students?

Objective:

Move the egg from a starting point to another point using only a set of chopsticks! This can be done in self space or through performing locomotor skills in general space.

Set Up:

Egg N' Chopsticks can be a simple or a difficult activity depending on the game chosen (i.e. beginner, intermediate or advanced. Refer to the games below).

BEGINNER GAMES

Egg Roll:

The Objective: Be the fastest relay team to roll the egg using a chopstick, from a starting point around a cone placed a distance away, and back to the starting point.

Set Up:

1. Place 4 polypots and 4 cones 2 yards apart (1 yard = 1 step) and approximately these distances in front of and from each other based on grade/developmental level (Diagram 1):
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
2. Place an egg and one chopstick on top of the polypot (Diagram 1).

he must roll the egg back on to the polypspot.

5. The first student passes the chopstick to the next (the second) student in the group and sits down at the end of the group's line.
6. The second student uses the chopstick to roll (push) the egg to and around the cone and back to the polypspot as fast as s/he can, trying to keep the egg in a straight path. When the second student returns back to the polypspot s/he must roll the egg back on to the polypspot. The second student passes the chopstick to the next (the third) student in the group and sits down at the end of the group's line.
7. Play continues in this way until all players have had a chance to participate.
8. The first team to all be seated after rolling the egg using the chopstick from the starting point, around the cone and back to the starting point, is the winner.

Modifications/Extensions:

1. Have the students move from the polypspot to/around the cone and back on a scooter to help prevent back problems.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Leggo My Egg-O:

The Objective: Be the fastest team to pass the egg around from person to person, without having the egg touch any other body part or the floor, using only a set of chopsticks.

Set Up: None.

How to Play:

1. Divide the class into two groups.
2. Have each group sit in a tight circle with legs crossed.
3. One student in each group gets a pair of chopsticks and an egg.
4. The student holds onto the chopsticks and places the egg on the ground in front of him/her.
5. On instructor's signal to start, the student:
 - a. Places the egg that is front of him/her either on top of or in between the chopsticks.
 - b. The student then passes the chopsticks with the egg on top or in between them, to the student on the right (Student #2).
 - c. Student #2 takes hold of the chopsticks trying to keep the egg balanced on or in between the chopsticks.
 - d. Once Student #2 is in control of the chopsticks and the egg, s/he passes it to the next student in the circle on the right.
 - e. Continue in this manner until the chopsticks/egg have made one complete rotation around the circle back to the first student.
 - f. When the first student gets the chopsticks and the egg back, the entire team calls out "Leggo my Egg-O!" This signifies they completed the task

and are the winners.

Modifications/Extensions:

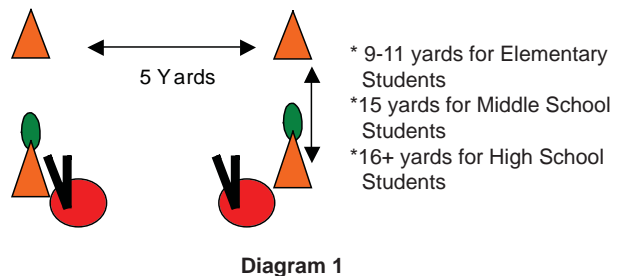
1. Add movement: When student receives the chopsticks/egg, s/he stands up, moves to the outside of the circle, moves as quickly as possible (using a developmentally appropriate locomotor skill: e.g. walking, fast walk, jog) around the outside of the circle holding the egg with the chopsticks trying not to drop the egg, back to his/her original spot, sits down and then passes the egg/chopsticks to the next student on his/her right. Student #2 takes hold of the chopsticks trying to keep the egg balanced on or in between the chopsticks, stands up, and performs the same movement sequence. Continue in this manner until the egg/chopsticks make one complete rotation around the circle back to the first student.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Eggy Weggy

The Objective: Be the fastest relay team to carry an egg from a starting point, place it on top of a cone and get back to the starting point, without the egg being touched by any other body parts or the floor using only a set of chopsticks.

Set Up: (Refer to Diagram 1)

1. Place 2 polypspots and 4 large cones (cones that have an opening at the top that the egg can be balanced on without falling through) 5 yards apart (1 yard = 1 step) and approximately these distances in front of and from each other based on grade/developmental level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
2. Place an egg on top of the starting cone.
3. Place a chopstick set on top of the polypspot.



How To Play:

1. Divide the class into two groups.
2. Each group stands in single file line one behind the other with the first person standing by the polypspot (Diagram 2).

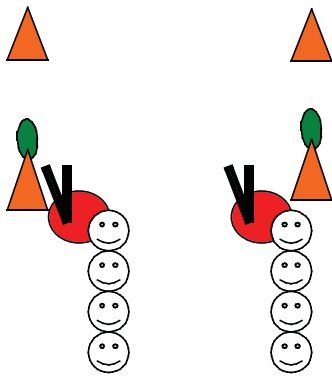


Diagram 2

3. On instructor's "Go" signal, the first student in each line (Student #1) holds the chopsticks in his/her hand and uses them to pick up the egg off the starting point cone.
4. Once the egg is secured in between the chopsticks, Student #1 moves as quickly as possible without dropping the egg or touching it with any other body part to the distant cone in front of the team.
5. Student #1 places the egg on top of the distant cone trying to balance the egg on top of the cone, using only the chopsticks.
6. Student #1 runs back to the starting point, gives the chopsticks to the next student in line (Student #2) and sits at the back of the team's line.
7. Student #2 takes the chopsticks; runs to the distance cone; uses the chopsticks to pick up and carry the egg back to the starting point; places the egg on top of the starting point cone; gives the chopstick to the next student in line (Student #3) and sits at the back of the team's line.
8. Play continues in this way until all the players have had a chance to participate.
9. The first team to all be seated is the winner.



Modifications/Extensions:

1. To make the activity easier, have the students roll the egg to the cones using the chopsticks. Then use chopsticks to pick up and place the egg on top of the cone.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

INTERMEDIATE GAMES

Egg Hunt

The Objective: To be the team with the least amount of eggs in their possession at the end of a round.

Set Up: (Refer to Diagram 1)

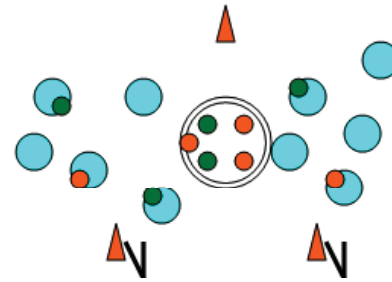


Diagram 1

1. Place 1 hula hoop in the center of the activity space.
2. Scatter 10 polypots randomly in general space around the activity area, keeping clear of the hula hoop.
3. Take 3 green and 2 orange eggs. Place each egg on top of any of the polypots (leaving 5 polypots without an egg).
4. Take the remaining 5 eggs and place them into the hula hoop.
5. Place 3 cones in the activity space (Signifying the starting points for the teams). Two cones are placed on the same side approximately 3 yards (1 yards = 1 step) apart. The third cone is placed on the opposite side of the other cones.
6. Place one set of chopsticks by one cone. Place the other set of chopsticks by the second cone.

How to Play:

1. Divide the class into 2 groups.
2. One group stands in a single file line, one behind the other by the single cone (Diagram 2). These are the "Hidders."
3. The second group (the "Collector's"), are divided into an additional two groups with each group standing in a single file line, one behind the other, behind one of the remaining two cones (Diagram 2).

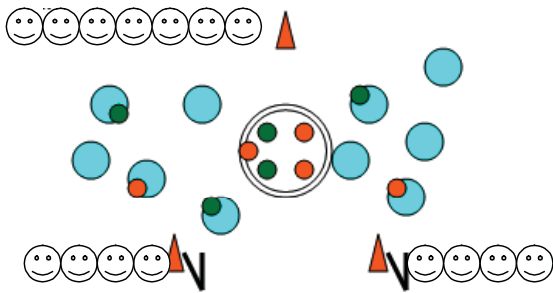


Diagram 2

4. On the teacher's signal to "Go,"
 - a. The "Collector's" Group:
 - i. The first student by each collector group cone (Student #1C) holds the chopsticks in his/her hand.
 - ii. Student #1C runs to any of the eggs on a polypot.
 - iii. Student #1C uses the chopsticks to pick up the egg off the polypot.
 - iv. Once the egg is secured in between the chopsticks, Student #1C moves as quickly as possible without dropping the egg or touching it with any other body part to the hula hoop.
 - v. Student #1C places the egg in the hula hoop using only the chopsticks.
 - vi. Student #1C returns back to the starting cone, gives the chopsticks to the next student in line (Student #2C) and stands at the back of the team's line.
 - vii. Student #2C and all remaining team members perform in the same manner and continue to do so until they hear instructor's "Stop" signal (described below).
 - b. The "Hidders" Group:
 - i. The first student (Student #1H) WALKS BACKWARDS to the hula hoop (this slows down the movement since using the chopsticks is a harder task).
 - ii. Takes 1 egg from the hula hoop.
 - iii. WALKS BACKWARDS to any polypot with out an egg on it.
 - iv. Places the egg on the empty polypot.
 - v. WALKS BACKWARDS to the beginning of the beginning of the line.
 - vi. Tags the next student in line (Student #2H), and stands at the back of the team's line.
 - vii. Student #2H and all remaining team members perform in the same manner and continue to do so until they hear the instructor's "Stop" signal (described below).
5. Instructor decides when to signal students to stop play. Play can be stopped after:
 - a. A predetermined time has passed (i.e. 4-5 minutes).
 - b. The Collector Teams have rotated at least 2 times through the line up.
6. The eggs in the hula hoop and on the polypots are tallied after the instructor's signal to "Stop."

7. The team with the least amount of eggs in their possession at the end of a round is the winner (e.g. If there are more eggs in the hula hoop than on the polypots, that means the "Collectors" are the winners. If there are more eggs on the polypots than in the hula hoop, the "Hidders" are the winners).

Modifications/Extensions:

1. To further slow the "Hidders" movement, have them perform a fitness activity, i.e. 5 jumping jacks, 3 push ups, etc.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Deviled Eggs

The Objective: To be the first relay team to remove and then replace all 5 eggs from on top of 5 cones, using only a pair of chopsticks.

Set Up: (Refer to Diagram 1)

1. Place 2 sets of 5 cones (cones that have an opening at the top that the egg can be balanced on without falling through) in a single file line, one behind the other and approximately these distances from each other based on grade/developmental level:
 - a. 1-2 yards (1 yard = 1 step) for Elementary Students
 - b. 3-4 yards for Middle School Students
 - c. 5-6+ yards for High School Students
2. Place:
 - a. One green egg on top of one set of cones
 - b. One orange egg on top of one set of cones
3. Place a polypot in front of and 5 yards away from the first cone for each set of cones. This is the starting point.
4. Place one set of chopsticks on each polypot.
5. Place one hula hoop next to each polypot/chopsticks.

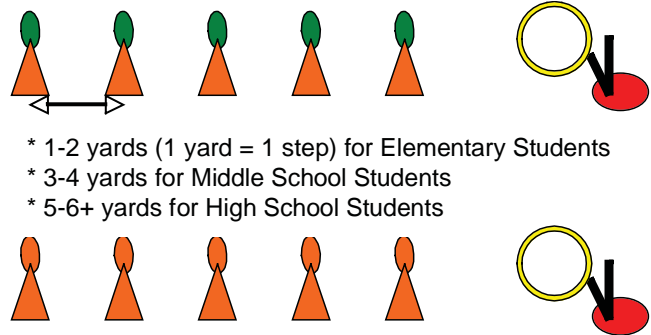


Diagram 1

- * 1-2 yards (1 yard = 1 step) for Elementary Students
- * 3-4 yards for Middle School Students
- * 5-6+ yards for High School Students

How to Play:

1. Divide the class into 2 groups.
2. Each group stands in a single file line, one behind the other by a polypot (Diagram 2).

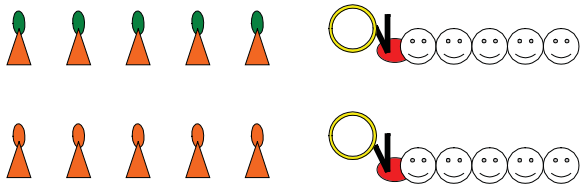


Diagram 2

3. On instructor's "Go" signal, the first student (Student #1) on each team holds the chopsticks in his/her hand.
4. Student #1 runs to the first team's cone.
5. Student #1 uses the chopsticks to pick up the egg,
6. Once the egg is secured in between the chopsticks, Student #1 moves as quickly as possible without dropping the egg or touching it with any other body part back to the starting polypspot.
7. Student #1 places the egg into the hula hoop using only the chopsticks.
8. Student #1 gives the chopsticks to the next student (Student #2) and stands at the back of the team's line.
9. Student #2 takes the chopsticks; runs to the second cone; uses the chopsticks to pick up and carry the egg back to the starting point; places the egg into the hula hoop; gives the chopsticks to the next student in line (Student #3) and stands at the back of the team's line.
10. Continue in this manner until all the eggs are in the hula hoop.
11. Once all the eggs are in the hula hoop, the next student in line uses the chopsticks to pick up an egg; moves as fast as possible without dropping the egg or touching it with any other body part to the first cone; places the egg on top of the first cone using only the chopsticks; runs back to the starting point; gives the chopsticks to the next student in line; and stands at the back of the team's line.
12. Continue in this manner until all the eggs are placed back on top of each cone.
13. The first relay team to remove and then replace all 5 eggs from on top of 5 cones, using only a pair of chopsticks is the winner.

Modifications/Extensions:

1. Refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Egg Nog

The Object: To be the first relay team to move and balance one egg back and forth amongst 5 cones, using only a pair of chopsticks.

Set Up: (Refer to Diagram 1)

1. Place 2 sets of 5 cones (cones that have an opening at the top that the egg can be balanced on without falling through) in a single file line, next to one another, 2 yards (1 yard = 1 step) apart.
2. Place 2 sets of one polypspot each (this is the starting point) in the middle of the set of 5 cones and

approximately these distances in front of the set of cones based on grade/developmental level:

- a. 9-11 yards for Elementary Students
- b. 15 yards for Middle School Students
- c. 16+ yards for High School Students

3. Place one egg on top of the first cone on the left for both sets of cones.
4. Place one set of chopsticks on top of each polypspot.

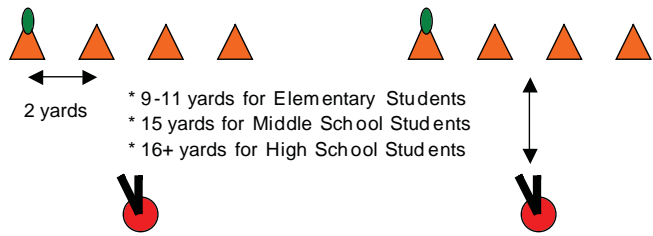


Diagram 1

How to Play:

1. Divide the class into 2 groups.
2. Each group stands in a single file line, one behind the other by the polypspot (Diagram 2).



Diagram 2

3. On instructor's "Go" signal, the first student (Student #1) on each team holds the chopsticks in his/her hand.
4. Student #1 runs to the first team's cone.
5. Student #1 uses the chopsticks to pick up the egg.
6. Once the egg is secured in between the chopsticks, Student #1 moves as quickly as possible without dropping the egg or touching it with any other body part to the second cone (Diagram 3).



Diagram 3

7. Student #1 places the egg onto the 2nd cone using only the chopsticks.
8. Student #1 runs back to the polypspot and gives the chopsticks to the next student (Student #2) and stands at the back of the team's line.
9. Student #2 takes the chopsticks; runs to the second cone; uses the chopsticks to pick up the egg; once the egg is secured in between the chopsticks moves quickly (without dropping the egg or touching it with any other body part) to the 3rd cone; places the egg

onto the 3rd cone using only the chopsticks; runs back to the polyspot and gives the chopsticks to the next student (Student #3) and stands at the back of the team's line.

10. Continue in this manner until the egg is on the 5th cone.
11. Once the egg is at the 5th cone, the next student in line runs to the 5th cone; uses the chopsticks to pick up the egg; moves as fast as possible without dropping the egg or touching it with any other body part to the 4th cone; places the egg on top of the 4th cone using only the chopsticks; runs back to the starting point; gives the chopsticks to the next student in line; and stands at the back of the team's line.
12. Continue in this manner until the egg is back on top of the first cone.
13. The first relay team to move and balance one egg back and forth amongst 5 cones, using only a pair of chopsticks is the winner.

Modifications/Extensions:

1. Increase the distance between cones from two yards to three or more, depending on the developmental level of the students (increasing distance will make the activity more difficult).
2. Instead of using a polyspot as the starting point, use another cone. Therefore, instead of moving the egg from the 1st cone to the 2nd cone, have the first student move the egg from the 1st cone to the starting cone. The second student moves the egg from the starting cone to the 2nd cone and runs back to the start. The third student runs to the 2nd cone, gets the egg and sets it on top of the starting cone, etc.
3. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

ADVANCED GAMES

Eggspeediency

The Objective: To be the first relay team (who work in pairs) to cooperatively move an egg from one point to another with out dropping it, with each person in the pair manipulating one chopstick each.

Set Up: (Refer to Diagram 1)

1. Place 2 sets of two cones (cones that have an opening at the top that the egg can be balanced on without falling through) opposite one another and approximately these distances from each other based on grade/developmental level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
2. Place an egg on top of a cone that is designated as the "Starting Cone."
3. Place one set of chopsticks next to each starting cone.



* 9-11 yards for Elementary Students
 * 15 yards for Middle School Students
 * 16+ yards for High School Students



Diagram 1

How to Play:

1. Divide the class into 2 groups.
2. Pair students with in each group and stand in a single file line, one behind the other by the starting cone, partners facing one another (Diagram 2).

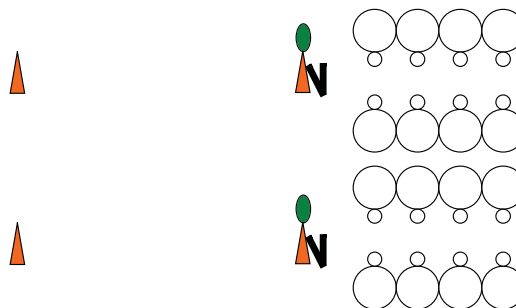


Diagram 2

3. On instructor's "Go" signal, the first pair of students on each team takes one chopstick each in his/her hand.
4. The pair must cooperatively work together to use each individual chopstick together to pick up the egg (Diagram 3).

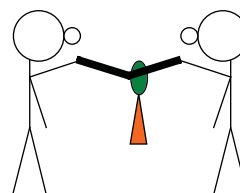


Diagram 3

5. Once the egg is secured in between the chopsticks, the pair moves as quickly as possible without dropping the egg or touching it with any other body part to the team's distant cone.
6. The pair works together to place the egg onto the team's distant cone using only the chopsticks.
7. When successful, the pair runs back to the starting cone and gives the chopstick to the next pair of students and sits at the back of the team's line.
8. The second pair of students takes one chopstick each; work together to use each individual chopstick to pick up the egg; when the egg is secured in between the chopsticks the pair moves as quickly as possible without dropping the egg or touching it with any other body part to the team's

distant cone; they work together to place the egg onto the cone using only the chopsticks; when successful the pair runs back to the starting cone and gives the chopstick to the next pair of students and sits at the back of the team's line.

9. Play continues in this way until all the players have had a chance to participate.
10. The first relay team to all be seated after cooperatively moving the egg from one point to another without dropping it is the winner.

Modifications/Extensions:

1. Refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

Scrambled Eggs

The Objective: To be the fastest relay team to carry an egg from a starting point, through a series of obstacles, and get back to the starting point, without the egg being touched by any other body parts or the floor using only a set of chopsticks.

Set Up: (Refer to Diagram 1)

1. You will need:
 - a. Two sets of 7 cones (cones that have an opening at the top that the egg can be balanced on without falling through)
 - b. Two sets of 2 chairs
 - c. Two sets of 2 long jump ropes
 - d. Two scooters
 - e. Two eggs
 - f. Two sets of chopsticks
 - g. Two sets of 2 polyspots
 - h. Two small mats (optional)
 - i. Two sets of seven 8" x 10" double headed arrows (made out of paper and laminated so paper does not tear)
 - j. One roll of painter's tape
2. Set up two identical courses side by side and approximately 4 yards (1 yard = 1 step) apart, maintaining a safe distance between courses.

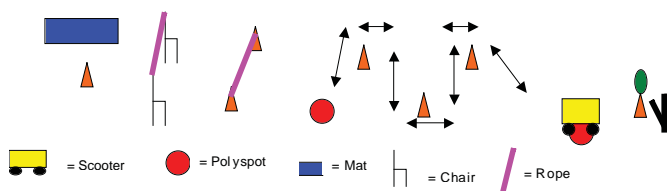


Diagram 1

3. The distance between each obstacle is determined by student's developmental level. Generally, the closer the obstacles are to one another the easier and faster the course. However, make sure there is enough space for the students to be safe as they maneuver through the course.
4. Place an egg on top of the cone (the starting cone).
5. Place a set of chopsticks by the starting cone.
6. Place the scooter on top of the polyspot and place at least 2 yards away from the starting cone (Use

more space in between to increase the challenge of the course).

7. Tape the laminated arrows to the floor using the painter's tape (painters tape is easier to remove than masking tape). The arrows are visual cues to guide the students as they scooter through the cone pathway.
8. The distance between the 3 cones in the cone pathway is determined by the student's developmental level. Generally, the closer the cones are to one another the easier and faster they are to maneuver. However, make sure there is enough space for the students to be safe as they maneuver through/around the cones.
9. The second polyspot is a visual cue for the students to place the scooter after they go through the cone pathway, and will be described further in the section "How to Play," below.
10. Secure one long jump rope across the 2 cones (or provide another developmentally appropriate and safe item for the students to JUMP OVER).
11. Secure the other long jump rope between the tops of the two chairs (or provide another developmentally appropriate and safe item for the students to CLIMB UNDER).
12. Place the mat (if using) next to the furthest cone away from the starting cone. The mat is for the student's comfort when performing sit-ups (described below in the section "How to Play").

How to Play:

1. Divide the class into 2 groups.
2. Each group stands in a single file line, one behind the other by the starting cone.
3. On instructor's "Go" signal, the first student (Student #1) on each team holds the chopsticks in his/her hand.
4. Student #1 uses the chopsticks to pick up the egg off the starting cone.
5. Once the egg is secured in between the chopsticks, Student #1 moves as quickly as possible without dropping the egg or touching it with any other body part to the scooter.
6. While still holding onto the egg with the chopsticks, Student #1 sits on the scooter and scoots through the cone pathway using the arrows to guide him/her.
7. Upon clearing the last cone in the cone pathway, Student #1 scoots to the polyspot at the end of the cone pathway and rests it on top of the polyspot.
8. While still holding onto the egg with the chopsticks, Student #1 jumps over the long rope supported by 2 cones.
9. While still holding onto the egg with the chopsticks, Student #1 crawls under the long rope supported by 2 chairs.
10. While still holding onto the egg with the chopsticks, Student #1 runs to the last cone placed at the end of the course and balances the egg on top of the cone using only the chopsticks.
11. Student #1 places the chopsticks down next to the

- cone, sits on the mat and performs 5 sit ups.
12. After completing the 5 sit-ups, Student #1 picks up the chopsticks, uses them to pick up the egg off the cone.
 13. Once the egg is secured in between the chopsticks, Student #1 goes back through the obstacle course as quickly as possible without dropping the egg or touching it with any other body part. That is:
 - a. Crawls under the long rope supported by 2 chairs.
 - b. Jumps over the long rope supported by 2 cones.
 - c. Sits on the scooter and scoots through the cone pathway using the arrows to guide him/her, to the polyspot at the end of the cone pathway (nearest the starting cone) and rests the scooter on top of the polyspot.
 - d. Runs to and balances the egg on top of the starting cone using only the chopsticks.
 - e. Gives the chopsticks to the next student (Student #2) and sits at the end of the team's line.
 14. Student #2 (and the rest of the team) repeats all steps through the obstacle course until the egg is back on top of the starting cone and the last student on the team is sitting at the back of the line.
 15. The first relay team accomplish this is the winner.

Modifications/Extensions:

1. Add more obstacles to increase the difficulty; remove obstacles to decrease the difficulty.
2. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

I Ordered the Eggs

The Objective: To be the fastest relay team to carry, place and balance all 5 eggs from a starting point onto the serving tray, without the egg being touched by any other body parts or the floor and without the serving tray toppling over, using only a set of chopsticks.

Set Up: (Refer to Diagram 1)

1. Place 2 cones (that have a flat top to balance a plastic serving tray on easily) at one end of the activity space approximately 7 yards (1 yards = 1 step) apart.
2. Place sturdy plastic serving tray (from the cafeteria, party store, etc.) on top of each cone.
3. Place a polyspot (starting point) in front of and approximately these distances from the cone based on grade/developmental level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
4. Place a hula hoop next to each polyspot.
5. Place all 5 green colored eggs into one of the hula hoops.
6. Place all 5 orange eggs into the other hula hoop.
7. Place a set of chopsticks on top of each polyspot.

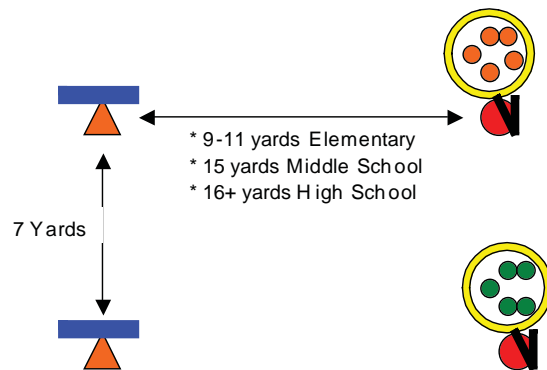


Diagram 1

How to Play:

1. Divide the class into 2 groups.
2. Each group stands in a single file line, one behind the other by the polyspot.
3. On instructor's "Go" signal, the first student (Student #1) on each team holds the chopsticks in his/her hand.
4. Student #1 uses the chopsticks to pick up one egg from the hula hoop.
5. Once the egg is secured in between the chopsticks, Student #1 moves as quickly as possible without dropping the egg or touching it with any other body part to the serving tray.
6. Student #1 places the egg onto the serving tray using only the chopsticks. The object is to place the egg in such a manner that it stays on the tray with out the tray toppling over.
7. Student #1 runs back to the starting polyspot, gives the chopsticks to the next student (Student #2) and sits at the end of the team's line.
8. Student #2 (and the rest of the team) repeats all steps until all the eggs are balanced on the serving tray and the entire team is sitting by their polyspot.
9. The first relay team accomplish this is the winner.

Modifications/Extensions:

1. For larger classes, and/or an added challenge, after the last egg is balanced on top of the serving tray, continue play by having the students now relay back to the serving tray and remove one egg at a time, replacing the egg back into the hula hoop. The first team to balance all the eggs on the tray and then take them off the tray and back into the hula hoop, is the winner.
2. Have students move from the polyspot to the cone and back on a scooter to increase difficulty.
3. For additional ideas, refer to the section "How Do I Make This Product Developmentally Appropriate For My Students?"

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

1. Choose Appropriate Level Game:

This product is appropriate for ages 4 through adult, and encompasses all developmental levels, depending upon the game chosen (refer to the

“Activity” section below).

- a. Beginner Games are designed to familiarize students with coordination, movement and concentration skills.
- b. Intermediate Games challenge the students as they work individually on intermediate coordination, movement and concentration skills.
- c. Advanced Games are the most difficult. Students work individually or in teams as they master coordination, movement and concentration skills. One of the games is a cooperative activity where students must work together and communicate with one another in order to be successful.

2. Introduce Consequences:

You can make the games more difficult by introducing consequences if an egg is dropped and or touched with any other body part (e.g. hand, fingers, etc.). There are three possible consequences (listed below). The consequence you choose is based on the groups’ developmental level. For example, if an egg is dropped or touched with anything other than the chopsticks:

- a. The student/team is allowed to continue without returning to the starting point (Easy).
- b. After a certain amount of drops/touches, the individual/team returns to the starting point (e.g. three touches = start again) (Intermediate).
- c. The student/team returns to a starting point and starts again (Advanced).

3. Adjust Distance Between Starting Point and End Point:

You can make the games easier or more difficult by changing the distance between the starting point and the end point. Easier = decrease the distance; Harder = increase the distance.

4. Change the Locomotor Skills Being Performed:

Beginner students can first perform the activity while sitting down (Activity 1). This allows the students to practice using the chopsticks to balance/ move the egg with out having to worry about physically moving their bodies through/in space. As coordination improves, students can perform locomotor skills from a starting point to an end point. For example, students can walk, run, hop, skip, and/or slide. Advanced movers can perform the locomotor skill backwards and/or in pathways such as straight, curved and zig-zag.

5. Use Listed Game Modifications/Extensions:

These modifications/extensions can be used for all ability and skill levels. Included are modifications, extensions and/or adaptations that make the task easier as well as harder for students.

6. Vary How Students Hold the Chopsticks:

- a. Beginner student will do better and feel more comfortable if they use their preferred (dominant) hand when using the chopsticks to pick up, hold and move the egg from the starting point to the end point. Intermediate and advance students will enjoy the challenge of using their non-dominant hand to pick up, hold and move the egg from the starting point to the end point.
- b. Allow the students having difficulty keeping the egg on or in between the chopsticks to use two hands (either one hand on each chopstick or two hands together on the set) to hold the chopsticks (using two hands provides a greater force) and/ or use one hand to hold the chopsticks while a finger on the other hand is used to help hold the egg in place.

7. Include a Fitness Component:

You can add a fitness component to most of these Egg N’ Chopsticks games. For example, students are told to perform a predetermined amount of a predetermined exercise before and/or after the students pick up the chopsticks to retrieve an egg (e.g. 5 sit ups, 3 push ups, run 1 lap around the activity space).

8. Add Cones/Domes in Between Starting Point and Where the Eggs Are:

For some of the Egg N’ Chopstick games, there is a distance between the starting point and where the eggs are. Adding cones in between the starting point and where the eggs are for the students to zig-zag / weave through will make the activity more challenging.

How Does This Product Relate to Current Educational Thinking?

Depending on 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 at the completion of the activity.

1. Have students comment (either written or verbally):
 - a. What did participating in this activity teach them about coordination, movement and/or concentration skills?
 - b. What did participating in this activity teach them about cooperation and teamwork (if the team games were played)?
 - c. How did they feel, both as an individual and as a group, during the experience?
 - d. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
2. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show the students the photographs/video and compare what you see to what they see.
3. Have students create their own Eggs N’ Chopstick Game. The best learning environment is one where students are involved in the learning process.

Students learn best when they are allowed to make choices and are given numerous opportunities for cooperative learning. Help students learn and assert their individualism and use higher order thinking skills by having them create their own Egg n' Chopstick Game. Divide students into equal groups. Present each group with a pair of chopsticks and an egg and allow them to create their own game with rules how to play the game. You can also tell the group to create a game that uses up to 12 eggs and up to 2 pair of chopsticks. In doing this, you are introducing the teaching/ educational philosophy known as progressivism. Progressivism allows students to come together and explore a problem in terms of how it relates to their own experiences and ideas as well as those of their group members. Students will take the knowledge from the groups' discussions on game development and create something uniquely their own based on the groups' abilities.

In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

1. When first introducing Eggs N' Chopsticks to young and/or beginner learners, allow them to individually play with the chopsticks and eggs. Doing so gives them practice time before they participate in the actual activity. Through this practice time they learn how to use the chopsticks, how the chopsticks and egg feels, how the chopsticks and egg react to one another, etc. Also, it allows the teacher to visually observe the students to see if which students are skilled at balancing, coordination, concentration, etc. and which students may need extra practice time or help and care when participating in the activity in partners or in a team.

2. Students move through each game in sequence. Students should play and be successful with the beginner games before they move onto the intermediate games. Students should be successful in the intermediate games before playing the advanced games. Progressively moving students from easier to more difficult games keeps them motivated and interested in the task. It also allows them to be successful before moving onto something more difficult before they are ready.
3. Set up the game BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious physical education time and an invitation for trouble to start.
4. Supervise students as they participate in the activity. Make sure they are on task and adhering to the classroom and game rules.
5. Give positive reinforcement and feedback to the students as they participate in the activity. This motivates them and lets them know you are watching and paying attention to their hard work.
6. Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
7. Check for student understanding of how to play the game and the rules before allowing the students to participate in the activity.
8. Stand where everyone can hear when you talk. It will save having to repeat yourself. It will eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow the students to sit close to you in a semi circle formation when you need to say something

Safety Issues and Concerns

Remind students that even though the chopsticks are safe because of the foam padding, the chopsticks are not to be used in any other way other than to pick up and transport an egg.

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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

In the US: FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey 07604-3116 Phone 800.793.7900 201.288.7600 Fax 800.793.7922

In Canada: FlagHouse Canada, 235 Yorkland Blvd., Suite 105, North York, Ontario M2J 4Y8 Phone 800.265.6900 416.495.8262 Fax 800.265.6922

International Customers: FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey, 07604-3116 USA Phone 201.288.7600 Fax 201.288.7887