

Foam Geometric Shapes

Item #8867



- **Overview.** Foam Geometric Shapes are a great tool for teaching children the different shapes that are important to their world. The shapes include a square, rectangle, diamond, triangle, oval and circle. Students can use these to move through, around and between and they also can be used as targets and game markers.
- **What Are the Educational Applications?**
 - Helps teach shapes and colors to younger students.
 - Offers a great interdisciplinary tool to introduce shapes (geometry) into movement lessons.
 - Provides materials to use in movement lessons involving moving around, between, through, in and out, and over objects.
 - Offers targets for throwing activities.
- **How Can I Use This Product With My Students?**
 - **Where:** Can be used indoors and outdoors.
 - **Age:** Can be used with various ages and skill levels, but recommended for beginners and/or younger individuals.
 - **Group Size:** Varies based on activity.
 - **Basic Skills Needed:**
 - Movement skills of walking and skipping.
 - Spatial awareness skills of going through objects (perceptual skills).
 - Prior to using Foam Geometric Shapes, teachers should teach underhand and/or overhand throwing cues; correct form for various movements such as leaping; hockey shooting cues; and soccer shooting cues.
- **Setup/Instructions**
 - Place in a safe area where students have enough room to move around, between, through and besides the shapes.
 - If practicing throwing from a stationary position, the Foam Geometric Shapes should be firmly planted in the proper place or turned on their side completely.
 - When students are moving in and out of the Foam Geometric Shapes, they should be placed upright.
 - Distance to throw from should be appropriate for the given age group.

The Games/Activities

MOVEMENT

- **Activity #1: Moving Through the Shapes**
 - a. **Objective:** Students perform specified movements around or through a shape.
 - b. **Set Up:** Spread Foam Geometric Shapes throughout the gymnasium. Create cards with different movements such as leaps, hops, jumps, skip, etc. and place them in a bucket in the center of the gymnasium. Turn music on.

c. How to Play: While music is playing, students are to pick a card and move throughout the space doing whatever movement is on his or her card so that the student performs the skill around or through each Foam Geometric Shape. This activity is designed to be a review of basic movements, a warm-up activity, or can be modified as an assessment tool if instead of students picking up a card for movement, the teacher shouts the movement out and then uses assessment rubric while watching students perform movement.

• **Activity #2: Obstacle Course**

a. Objective: Students make their way through the various shapes set up in different configurations.

b. Set Up: After practicing a variety of movement activities, use the Foam Geometric Shapes to create an obstacle course.

c. How to Play: The Foam Geometric Shapes can be placed one behind the other to create a modified tunnel; or spread the Foam Geometric Shapes apart so that movement is necessary between each piece of equipment. Students maneuver through the course.

d. Extensions:

•Line the Foam Geometric Shapes side-by-side, and have students start at one end of the chain and weave throughout the pieces of equipment on a slalom movement pattern.

•Vary the course by placing the Foam Geometric Shapes on their stands or their sides.

• **Activity #3: Group Race**

a. Objective: Cooperation and teamwork play into this new approach to relay racing.

b. Set Up: Place Foam Geometric Shapes at equal intervals around the track or field. Spread students out so some are standing near the different shapes.

c. How to Play: On go signal, the first student with the baton runs toward the next shape. When the runner gets to the shape, the pass is made and the new runner begins toward the next shape. The pattern continues until all students have had their turn to run. The teacher can use this activity to teach goal setting as well if students want to create time goals for themselves.



AIM AND ACCURACY

• Activity #4: Shape or Color Throws

- a. Objective: In addition to working on aim, this activity focuses on sprinting and includes the cross-curricular component of word identification.
- b. Set Up:
 - Discuss proper throwing technique with students using throwing cues prior to activity.
 - Divide class into teams so that each team has a different but equal throwing object such as different colored beanbags.
 - Create note cards of different shapes with the word of the foam geometric shape along with a picture of that shape. Place cards face-down on the opposite end of the gymnasium.
 - Line teams up in center of gymnasium with note cards at one end and foam geometric shapes at the other.
- c. How to Play: Have students run down and pick a card, then run back and try to throw their team's object into that foam geometric shape. If successful, the team keeps that card; if unsuccessful the card must be returned to the pile.
- d. Extension: Instead of shape cards, create note cards of different colors with the word of the shape along with a picture of that shape and follow instructions above.

• Activity #5: Aiming Shots into the Foam Geometric Shape Goals

- a. Objective: Using hockey sticks, students try to get as many shots as possible into the goal before time runs out.
- b. Set Up: Discuss proper technique for shooting using cues prior to the activity.
- c. How to Play:
 - Students will attempt four shots at goal (one of the foam geometric shapes), trying to get as many shots as possible into the goal their team is using before time runs out.
 - Rotate shapes when time runs out. For this activity a variety of objects can be used to shoot at the goal. Students need to rotate between the shapes because the accuracy point varies between shapes, yet the space is large enough. Most students can have success at some level after a couple of tries.
 - Students waiting must remain in the safety hoop - a hula hoop placed in an area where children will be safe being hit by the tossed objects.
- d. Extension: Instead of hockey equipment, use a soccer ball.

• Activity #6: Make the Grade

- a. Objective: This activity focuses on throwing from a stationary position to a designated target. In each situation, the distance between the individual and the target increases. Throwing from a stationary position is an important lead-up to throwing while static or moving because it helps emphasize positioning and gives ample time to work on cues.
- b. Set Up: Place Foam Geometric Shapes side by side with at least 2 feet between each shape. For each shape, using a dome or cone, mark off five spots increasing in distance from the target, i.e. 10', 15', 30'.
- c. How to Play:
 - Have students line up behind the furthest cone to wait for their turn. The closest marker is the lowest grade and the grades increase as the distance increases. Have all students start at the lowest grade. To advance to the next grade (the next closest marker), the student must throw the object through the hole in the foam geometric shape. If the student misses s/he stays at that target's grade level by going to the back of that line and waiting for his or her next turn to try to advance. If the student makes the toss, s/he still goes to the back of the line, however on the next turn the student will throw from the next marker, giving more distance between the student and the marker.
- d. Extensions:
 - Change size, shape, or weight of object thrown to the shapes.
 - Once a student goes through all grades, have him or her try using their non-dominant arm.
 - Instead of using markers, set up the Foam Geometric Shape targets at different distances, i.e. 10', 15', 30'. The students that make the target throw will move up a "grade" and keep moving up and the other students will keep working at their level of ability.

• Activity #7: Throw the Yard

- a. Objective: This activity is another throwing building block. Students are given the option of throwing an object while moving or standing still, even though the target remains stationary. It provides an opportunity to work on offense and defense because both sides aim for the other team's target while guarding their own.

b. Set Up:

- Divide the area into four equal-sized “yards,” using cones if needed.
- Divide the students into teams, choosing students of varying abilities so that the teams are evenly matched. This same game can be played with two team yards instead of four if equipment or space is limited.
- Place the same number of crates, large and small boxes, Foam Geometric Shapes and large garbage cans in similar places in each of the “yards.” Give each team the same number of objects to use for throwing (e.g., yarn balls, “gator” balls, foam balls, etc.).

c. How to Play:

- On the “go” signal, students try to throw balls from their area into the containers and Foam Geometric Shapes in the others’ yards. Students may pick up items from the ground but may not remove objects from Foam Geometric Shapes or containers. On the teachers “stop” signal, have students divide the balls up so each team once again has an equal number of balls, and begin the game again.

• **Safety Issues & Concerns**

- When going in, out, around or through the Shapes make sure they are upright and sturdy. If they fall, stop and reset them up.
- Do not allow students to stand near Foam Geometric Shapes when others are throwing or shooting. Remind students to be aware of each other and the location of the Shapes to minimize bumps and falling.
- Students should only aim tossing objects at Foam Geometric Shapes, not other people.
- Students should be aware and alert when retrieving objects from the area where others are shooting or throwing objects. No one else should be throwing or shooting while a student is retrieving.
- Do not allow students to pull on Foam Geometric Shapes, as this can result in the item coming apart.

Meets These NASPE Standards

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

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