

Sticky Toss Game Set

Item #17809

What Are the Educational Applications?

Sticky Toss Game Set is an excellent way to enhance eye-hand coordination skills while students play in fun activities.

How Can I Use This Product With My Students?

Set Up:

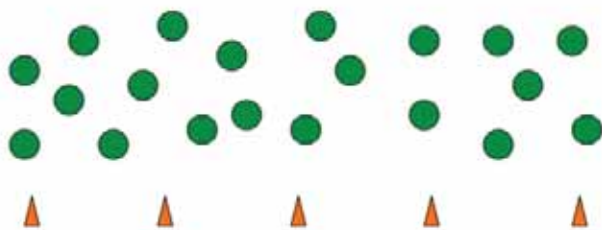
The Sticky Toss Game Set games and activities are divided into two categories: Beginner and Advanced activities (in the "Activities" section). Choose activities from the category that suits your student's development needs and/or your learning objectives.

BEGINNER ACTIVITIES

Beginner Activity #1: Matching Game

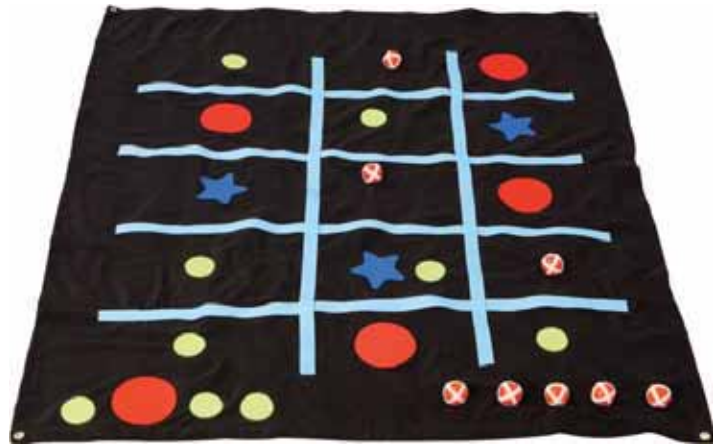
Objective: To find shapes under the polyspots and place them onto the fabric target in the correct corresponding square under the same shape.

Set Up (Refer to Diagram):



Matching Game Diagram

1. Secure the fabric target to the wall or two standards.
2. Place 4 vertical blue lines and 2 horizontal lines onto the fabric target.
3. Place a yellow circle in the first row/column "box," a red circle in the first row/second column "box," a star in the first row/third column "box," a yellow circle in the first row/fourth column "box," and a red circle in the first row/fifth column "box."
4. Scatter 20 or more polyspots throughout the activity space.
5. Place one yellow circle under 4 different polyspots; one red circle under 4 different polyspots; one blue star under 2 different polyspots.



6. Place 5 cones approximately 4 yards (1 yard = 1 step) apart, opposite the fabric target along the perimeter of the activity space.

How to Play:

1. Divide students into 5 groups as they enter the activity space.
2. Place each group behind a cone.
3. On the teacher's signal, the first student in each group:
 - a. Runs (or performs any other locomotor movement) to any polyspot.
 - b. Lifts up and looks under the one chosen polyspot.
 - c. If no shape is under the polyspot, the student puts the polyspot back down and goes to the back of his/her team's line.
 - d. If a shape is under the polyspot, the student:
 - i. Removes the shape from under the polyspot.
 - ii. Replaces the polyspot on the ground.
 - iii. Takes the shape to the fabric target.
 - iv. Places the shape on the fabric target under the same shape.
 - v. Goes to the back of his/her team's line.
4. Once the first student is at the end of the team's line, the next student repeats the process.
5. Continue in this manner until all the shapes are placed on the fabric target.

Modifications/Extensions:

- Time each round played with the goal being to break a previous time record.
- Each group is responsible for one of the columns. The first group to place both shapes in their column wins the round.
- Perform a sport skill to the polyspot, the fabric target

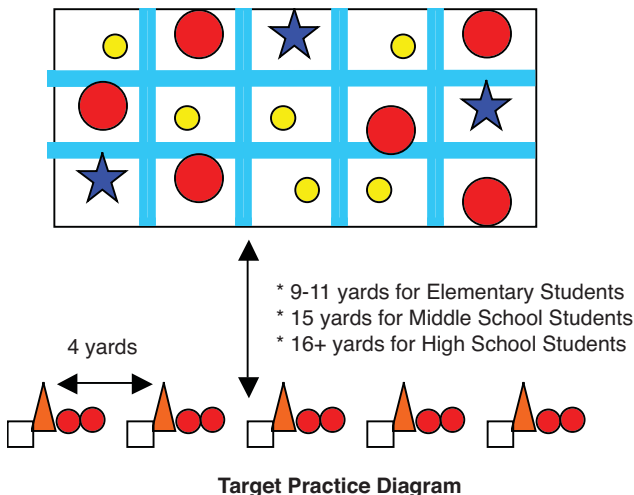
and back to the cone (e.g. hand dribble a basketball; foot dribble a soccer ball, etc.).

- Additional ideas are given in the “How Do I Make This Product Developmentally Appropriate For My Students,” section below.

Beginner Activity #2: Target Practice

Objective: To be the team with the most points at the end of the class.

Set Up (Refer to Diagram):



1. Secure the fabric target to the wall or two standards.
2. Place 4 vertical blue lines and 2 horizontal blue lines onto the fabric target.
3. Use the diagram above to place the shapes in each box on the fabric target.
4. Place four cones 4 yards (1 yard = 1 step) apart, opposite the fabric target along the perimeter of the activity space and approximately these distances from the target based on grade level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
5. Place 2 red balls that came with the set, next to each cone.
6. Place a blank piece of paper and a pencil next to each cone.

How to Play:

1. Divide the students into 4 groups as they enter the activity space.
2. Each group stands one behind the other next to a cone (one group per cone).
3. On the instructor’s signal, the first student in each group picks up and throws each red ball using a developmentally appropriate throw designated by the instructor before class begins (e.g. underhand, overhand, behind the back, freestyle, dominant hand, non-dominant hand, etc.) one at a time toward the fabric target.
4. Student writes down the shape(s) (if any) the ball(s) landed on.

5. When all the balls have been thrown by each group’s first student, the instructor signals the student to retrieve the balls s/he threw.
6. After retrieving his/her thrown balls, the first student then:
 - a. Returns to the group’s line.
 - b. Hands the balls to the next student in line.
 - c. Sits at the back of the group’s line.
7. The second student in line repeats the process.
8. Game continues in this manner until all students in each group has had their turn throwing the 2 balls at the target, recording the results.
9. Instructor gives the point value to each shape:

Shape	Beginner	Advanced
Yellow Circle	1 point	1 point
Red Circle	2 points	Multiply 1 point score by 2 for each red circle (e.g. 3 yellow circles and 3 red circles = 24 points: $3 \times 2 = 6$. $6 \times 2 = 12$; $12 \times 2 = 24$)
Blue Star	10 points	Multiply score by 5 for each star

10. The group with the highest number of points at the end of the round and/or class is the winner.

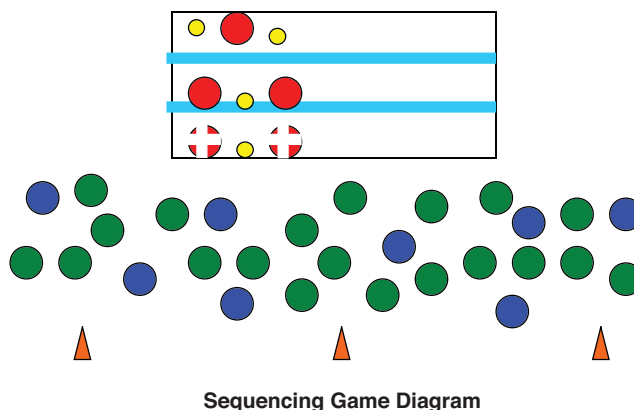
Modifications/Extensions:

- To make the activity harder: use positive and negative values.
- Additional ideas are given in the “How Do I Make This Product Developmentally Appropriate For My Students,” section below.

Beginner Activity #3: Sequencing Game

Objective: To be the first team to complete the shape sequence.

Set Up (Refer to Diagram):



1. Secure the fabric target to the wall or two standards.
2. Place 2 horizontal lines onto the fabric target (refer to diagram).
3. In the first row, place a yellow circle, a red circle and a yellow circle. In the second row, place a red circle,

- yellow circle, and a red circle. In the third row, place a ball, yellow circle, and a ball.
- Scatter 25 or more domes (and/or cones, small buckets, etc. Anything the balls can fit under) throughout the activity space.
 - Place one yellow circle under 6 different domes; one red circle under 4 different domes; one ball under 2 different domes.
 - Place 3 cones approximately 4 yards (1 yard = 1 step) apart, opposite the fabric target along the perimeter of the activity space.

How to Play:

- Divide students into 3 groups as they enter the activity space.
- Place each group behind a cone standing one behind the other in single file.
- Assign each group to a row sequence (first group is assigned to the first row; the second group is assigned to the second row; the third group is assigned to the third row.
- Explain the idea of sequencing to the students (i.e. The following of one thing after another).
- On the teacher's signal, the first student in each group:
 - Runs (or performs any other locomotor movement) to any dome.
 - Lifts up and looks under the one chosen dome.
 - If no shape is under the dome, the student puts the dome back down and goes to the back of his/her team's line.
 - If a shape is under the dome, the student:
 - Decides if the shape under the dome is the next shape in the sequence the group needs (e.g. First row group is looking for a red circle).
 - If the shape is the correct shape, the student removes the shape from under the dome.
 - Replaces the dome on the ground.
 - Takes the shape to the fabric target.
 - Places the shape on the fabric target in the group's row sequence.
 - Goes to the back of his/her team's line.
- Once the first student is at the end of the team's line, the next student repeats the process.
- Continue in this manner until all the shapes (4) are placed on the fabric target.
- The team that finds and places all shapes in correct sequence order is the winner of the round.
- The sequencing pattern for each row is as follows:

	Original Sequence on Target			Student Shape Sequence Placement			
Row 1	Yellow	Red	Yellow	Red	Yellow	Red	Yellow
Row 2	Red	Yellow	Red	Yellow	Red	Yellow	Red
Row 3	Ball	Yellow	Ball	Yellow	Ball	Yellow	Ball

Modifications/Extensions:

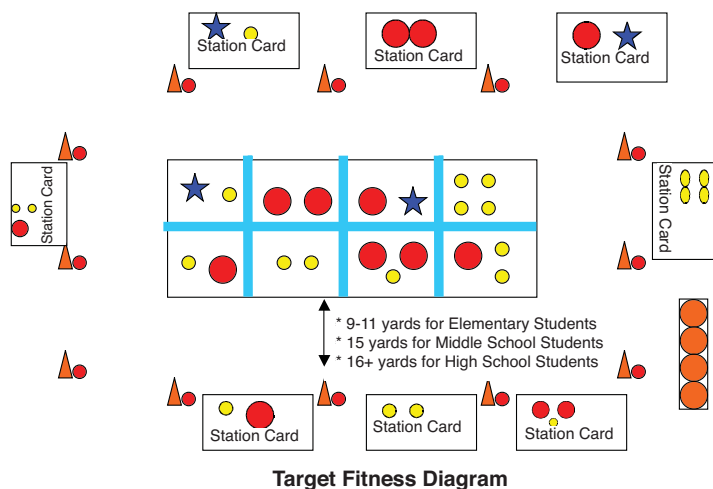
- Time each round played with the goal being to break a previous time record.
- Perform a sport skill to the dome, the fabric target and back to the cone (e.g. hand dribble a basketball; foot dribble a soccer ball, etc.).
- Additional ideas are given in the "How Do I Make This Product Developmentally Appropriate For My Students," section below.

ADVANCED ACTIVITIES

Advanced Activity #1: Target Fitness

Objective: To successfully throw the red ball using the proper throwing technique so that it lands on the fabric target indicating what station the student should go to in order to perform basketball related fitness skills.

Set Up (Refer To Diagram):



- Secure the fabric target to the floor.
- Place 1 horizontal blue line and 3 vertical blue lines onto the fabric target (refer to diagram).
- Use the diagram above to place the shapes in each box on the fabric target.
- Place 12 cones around the fabric target and approximately these distances from the target based on grade level:
 - 9-11 yards for Elementary Students.
 - 15 yards for Middle School Students.
 - 16+ yards for High School Students.
- Place 1 red ball that came with the set, next to each cone.
- 1 Basketball per student.
- 8 "Target Fitness" Station Cards (Refer to the "Target Fitness" Chart below. You have to create and print them) taped on the walls around the activity space (make sure the 2 shooting stations are under basketball hoops).

“Target Fitness” Station Cards

<div style="text-align: center;">★ ● Bounce Passes</div> <p>Wait for a partner and perform bounce passes</p> <p>Level 1: Perform 4 bounce passes (partner & back =1)</p> <p>Level 2: 6 bounce passes</p> <p>Level 3: 10 passes</p>	<div style="text-align: center;">●● Rebounders</div> <p>Use the wall to practice rebounding and boxing out</p> <p>Level 1: 3X</p> <p>Level 2: 5X</p> <p>Level 3: 7X</p>
<div style="text-align: center;">●★ Chest Passes</div> <p>Wait for a partner and perform chest passes</p> <p>Level 1: Perform 4 chest passes (partner & back =1)</p> <p>Level 2: 6 chest passes</p> <p>Level 3: 10 passes</p>	<div style="text-align: center;">●● Turnovers</div> <p>Wait for a partner and take turns: one partner dribbles while the other tries to get the ball away (turn over).</p>
<div style="text-align: center;">●● Dribbling</div> <p>In a standing straddle position, dribble the ball around and through your legs in a figure 8 pattern</p> <p>Level 1: Perform activity 2 X</p> <p>Level 2: 5 X</p> <p>Level 3: 10 X</p>	<div style="text-align: center;">●● Jump Shots</div> <p>Level 1: Take 4 shots. Try to get at least 1 in the hoop</p> <p>Level 2: Take 5 shots. Try to get 3 in</p> <p>Level 3: Take 5 shots. Try to get 4 in</p>
<div style="text-align: center;">●●● Foul Shots</div> <p>Level 1: Take 4 shots. Try to get at least 1 in the hoop</p> <p>Level 2: Take 5 shots. Try to get 3 in the hoop</p> <p>Level 3: Take 5 shots. Try to get 4 in the hoop</p>	<div style="text-align: center;">●●● Crunches</div> <p>Level 1: Perform 5 sit-ups</p> <p>Level 2: 10 X</p> <p>Level 3: 15 X</p>

How to Play:

1. Divide students into 12 groups as they enter the activity space.
2. Place each group next to a cone.
3. Each student gets a basketball.
4. On the instructor’s signal, the first student at each cone picks up and throws the red ball using a developmentally appropriate throw designated by the instructor before class begins (e.g. underhand, overhand, behind the back, freestyle, dominant hand, non-dominant hand, etc.) toward the fabric target.
5. If the ball does not land on the fabric target, the student retrieves the ball, goes back to the cone and continues to throw the ball until it lands on the target.
6. If the ball lands on the fabric target, the student:
 - a. Retrieves the red ball.
 - b. Takes note of the shape combination the red ball landed on.
 - c. Replaces the red ball next to the cone.
 - d. Hand dribbles the basketball to the station card with the shape combination the ball landed on (half the fun is in the search!).
 - e. Reads the station card, chooses the level s/ he will perform the station card task at, (there are 3 levels to choose from. Students are to perform the level they feel comfortable doing!

Tell students they will have a number of trials at each station, so they can try all the levels), and perform the station card task.

- f. When the station task is completed the student hand dribbles the basketball back to any cone, picks up and throws the red ball toward the fabric target, and repeats the process listed above until: (1) Students have participated at each station; or (2) A predetermined time has elapsed and the activity needs to stop.
7. The next student in line repeats the process.

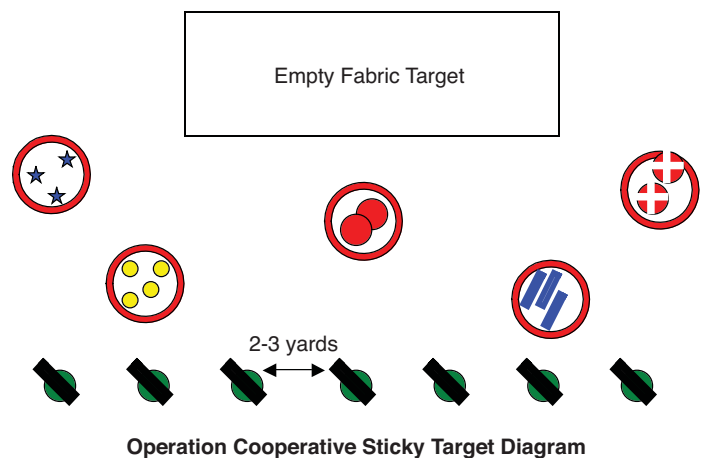
Modifications/Extension:

Use any sport and related skills for the students to perform at each station (e.g. Lacrosse, Soccer, Volleyball, etc.).

Advanced Activity #2: Operation Cooperative Sticky Target

Objective: To work cooperatively as a class as sighted partners lead blindfolded partners to find and place the shapes in proper order given a picture, design, or sequence onto the fabric target.

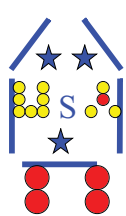
Set Up (Refer to Diagram):



1. Secure the fabric target to the floor or wall with tape (so it does not move).
2. Scatter five hula hoops in general space.
3. Place all the star shapes in one hula hoop; yellow circle shapes in one hula hoop; red circles in one hula hoop; blue lines in one hula hoop; and red balls in one hula hoop.
4. Place enough polyspots for ½ the class, opposite the fabric target approximately 2-3 yards (1 yard = 1 step) from one another.
5. Place a blindfold on top of each polyspot.
6. Create and place “Operation Cooperative Sticky Target” posters (presented below) to the side of the empty fabric target face down (so the students can not see them).

Operation Cooperative

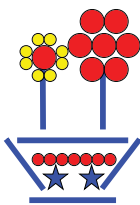
Sticky Target Posters



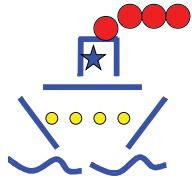
Poster 1: Rocket



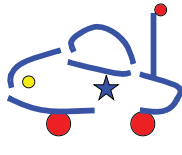
Poster 2: Clown



Poster 3: Flowers



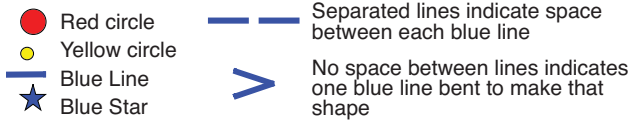
Poster 4: Boat



Poster 5: Car



Poster 6: Cat



How to Play:

1. Partner students as they enter the activity area.
2. Place each set of partners next to a polyspot.
3. One of the two partners' puts on the blindfold to cover his/her eyes.
4. When all the blindfolds are secured, the teacher shows the first poster to the sighted students.
5. The sighted students must keep the identity of the poster drawing a secret from the blindfolded students.
6. On the instructor's signal, each sighted partner verbally navigates the blindfolded partner to a hula hoop with a shape that is necessary to create the picture on the poster.
7. The sighted partner gives directions verbally to the blindfolded partner on picking up the shape from the hula hoop (e.g. "Bend down. Place right hand on floor in front of you. Move your hand to the right and up." Etc.)
8. Once the shape has been picked up, the sighted partner gives directions verbally leading the blindfolded partner to the fabric target.
9. When both partners are standing in front of the fabric target, the sighted partner verbally directs the blindfolded partner on placing the shape on the fabric target as designed on the poster (have the poster next to the fabric target for easy reference during the activity). The sighted partner **MAY NOT** touch the shape at any time during the activity.
10. If a set of partners have a shape that is no longer needed to create the picture (e.g. they have a star and all the stars that should be in the picture are already placed) the sighted partner must verbally redirect the blindfolded partner back to the hula hoop that had the shape, replace the shape into

the hula hoop, and verbally redirect the blindfolded student to another hula hoop to get a different shape needed for the picture.

11. The activity continues in this manner until the picture is completed.
12. When the picture is completed:
 - a. Remove the poster picture from the wall.
 - b. Tell the blindfolded students to remove their blindfolds.
 - c. Have the blindfolded students guess what the picture is of.
 - d. The round is over when the blindfolded students correctly guess the picture, or when the teacher tells the answer after a predetermined amount of time has passed and the blindfolded students have not guessed the picture correctly.
13. Play multiple rounds alternating sighted and blindfolded partners (i.e. Round 2 would have the previously sighted partners wearing the blindfold).

Modifications/Extensions:

Easier: Remove some of the extra circles in the picture so there are fewer items to collect and place to create the picture.

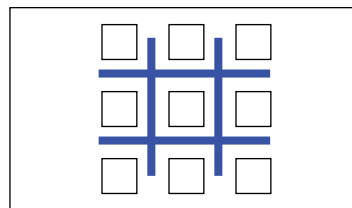
Harder: Instead of using hula hoops to corral the shapes, scatter one polyspot per shape in general space and then place one shape under each polyspot. Sighted partners must direct blindfolded students to a polyspot and turn it over to reveal a shape. If there is no shape under the polyspot, then the partners move to another polyspot.

Harder: Tell sighted students the spaces in between the blue lines on the poster indicates each separate blue line needed to create the picture. However, when they verbally give directions to their blindfolded partners, to make sure the lines are touching to make a continuous, complete picture.

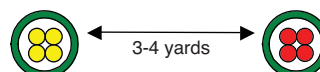
Advanced Activity #3: Fitness Tic-Tac-Toe

Objective: Be the first team to make a row of three yellow or red shapes.

Set Up (Refer to Diagram):



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



Fitness Tic Tac Toe Diagram

1. Secure the fabric target to the floor with tape.
2. Place 2 horizontal lines and 2 vertical lines onto the fabric target in a tic-tac-toe pattern.
3. Create and place 9 developmentally appropriate "Fitness Tic-Tac-Toe" cards (examples presented below) in each of the 9 boxes on the Tic-Tac-Toe board.
4. Place 2 hula hoops approximately 3-4 yards from each other and these distances from the target based on grade level:
 - a. 9-11 yards for Elementary Students
 - b. 15 yards for Middle School Students
 - c. 16+ yards for High School Students
5. Place 6 yellow circles in one hula hoop and 6 red circles in the other hula hoop.

Fitness Tic-Tac-Toe Cards

Where "X" is a developmentally appropriate amount of exercise repetitions:

- "X" abdominal crunches
- "X" different Yoga stretches held for "X" amount of seconds
- "X" push-ups
- "X" arm circles
- "X" jumping jacks
- "X" scissor kicks (on your back)
- "X" body twists
- Touch toes (with legs straight) for "X" seconds
- "X" high-knee steps
- "X" leg squats (straight back, arms forward)
- Balance one leg for "X" seconds and repeat with the other leg
- Hula hoop for "X" seconds
- Jump rope for "X" seconds

How to Play:

1. Divide students into 2 teams as they enter the activity space.
2. Place each team next to a hula hoop.
3. Number each student in sequence starting with the number one, for each team.
4. Instructor decides which team goes first.
5. The first team chosen works together to determine which box to place their first game piece (i.e. yellow or red circle) on the tic-tac-toe board.
6. Once they determine the box, the student numbered "One," in the group takes the team's circle (i.e. yellow or red), performs a locomotor movement to the fabric target (tic-tac-toe board), picks up and hold onto the fitness card, places the circle on the board in the box that was agreed upon by the team, and performs the same (or different) locomotor movement back to the team's hula hoop.
7. Once student "One" returns, s/he shows the fitness card to the team. The entire team performs the fitness activity.
8. To keep students moving (i.e. decrease waiting time), have the second team decide where to place their circle on the tic-tac-toe board when they see

the first teams circle placement on the tic-tac-toe board. As soon as student "One" from the first team returns to his/her team, have the other team send their student "One" to the tic-tac-toe board with their color circle, pick up and hold onto the fitness card, place the circle on the board in the box that was agreed upon by the team, and perform the same (or different) locomotor movement back to the team's hula hoop.

9. Continue in this manner in student order (student number 2 would be next to place the circle on the board, etc.) until one team has a row of three same colored circles (yellow or red). The team that accomplishes this is the winner, and another round is played. If neither team accomplishes this task, a draw is called, neither team receives the "winner" title, and another round is played.

Modifications/Extensions:

1. **Incorporate throwing skills:** Create a small paper grid with the fitness card information written in each box. Have one student from the first group throw (using a developmentally appropriate throwing technique) the red ball at the fabric target. The teacher calls out the fitness task corresponding to where the ball landed on the fabric target. For example, the red ball lands in the third column, second row. The teacher looks at his/her paper grid and sees that box has "20 jumping jacks" written in it. The teacher calls out "20 jumping jacks!" The throwing group performs 20 jumping jacks. Remove the red ball from the fabric target and place that group's circle in its place.
2. Place the harder fitness exercise in the center of the game board since that is the most desirable box.
3. Use sport related skills instead of/in conjunction with the fitness cards.

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

1. **Choose Appropriate Movement Activities:**
Decide whether students will perform the easier beginner games/activities that develop eye-hand coordination, matching and sequencing tasks and throwing skill, or the harder Advanced games/activities that develop specific sport skills, fitness concepts, critical thinking, and cooperative learning. Refer to the "Activities" Section for more information and descriptions.
2. **Adjust the Distance Between the Starting Point And The 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.
3. **Change the Locomotor Skills/Sport Skills Being Performed:**
Beginner students can perform locomotor skills from the starting point to an end point. For example,

beginner 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, or perform sport related skills such as hand dribbling a basketball, foot dribbling a soccer ball, etc. Also, use dominant hand to make the task (e.g. throwing) easier and non-dominant hand to make the task more difficult.

4. Include A Fitness Component:

You can add a fitness component to most of the games. For example, students are told to perform a predetermined amount of a predetermined exercise before and/or after the students place an object on the fabric target (e.g. 5 sit ups, 3 push ups, run 1 lap around the activity space).

5. Add Cones/Domes In Between The Starting Point and Where The Fabric Target Is:

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

6. Use Listed Activity 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.

How Does This Product Relate to Current Educational Thinking?

Depending on the developmental level of your students, 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 eye-hand coordination, throwing, striking with long implements, fitness concepts, etc.?
 - b. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
 - c. What did participating in this activity teach them about cooperation and teamwork (if the cooperative games were played)?
 - d. How did they feel, both as an individual and as a group, during the experience?
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 Sticky Toss activity. 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

Sticky Toss activity. 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. Set up the activity 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.
2. Supervise students as they participate in the activity. Make sure they are on task and adhering to the classroom and game rules.
3. Give positive reinforcement and feedback to the students as they participate in the activity this motivates the students and lets them know you are watching and paying attention to their hard work.
4. 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.
5. Check for student understanding of how to participate in the activity and the rules before allowing the students to participate in the activity.
6. 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

1. As with all activities in PE, safety and making sure the environment is safe and conducive to learning is critical to the student's well being and success. Follow these steps before and during each class to greatly reduce the chance of an accident occurring.
2. Check to make sure that the area where the activities will occur is safe from debris, obstructions or any potential obstructions.
3. Monitor students when they participate in the activities. Constantly reinforce their positive actions and redirect any actions that are not acceptable.
4. Set limits with classes before activities begin. Explain if they choose not to follow the rules and directions then they might hurt themselves or others. Not

following the rules means they will not be able to participate.

5. If playing “Advanced Activity #2: Operation Cooperative Sticky Target:”

- a. Some students may not like to have blindfolds on so trust them to close or cover their eyes with their hands.
- b. Explain safety issues including the need to walk slowly, avoid other students, etc.

Explain repercussions of breaking a safety rule (e.g. partners sitting out, writing a letter of apology, etc.).

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