

Tower Transfer

Item #12745

Objective: In this creative group cooperative activity, the group must transfer a tower of different-sized boxes from one starting platform, to its finishing platform place.

Materials:

3 platforms (use 3 different colored Poly-Spots or cones, not included)
6 Tower Transfer multi-sized boxes

Rules: The group must transfer the tower of boxes from its starting platform to its finishing platform, using the following rules:

1. Only one box may be moved at a time
2. Boxes may only be placed on top of each other with the smaller box on top of another box
3. The third platform may be used to temporarily hold boxes
4. The task is finished when the tower is rebuilt on the finishing platform in the correct size order

Creative options for problem solving:

- Blindfold one of the team members
- No one may talk during the process
- Each team member may only use 1 hand to move a tower piece
- Use different locomotor skills while transferring tower pieces
- Designate the number of team members that must transport the pieces:
 - o Tower piece #1 = 1 team member
 - o Tower piece #2 = 2 team members
 - o Tower piece #3 = 3 team members
 - o Tower piece #4 = 4 team members
 - o Tower piece #5 = 5 team members
 - o Tower piece #6 = 6 team members

How Does This Product Relate to Current Educational Thinking?

Tower Transfer is the application of Action-Based Learning based on current brain research. There is great evidence to support the link between movement and learning. In fact, the ability of the brain to move and the learning (sensory input) systems within the body are not only interdependent, they are interactive. When pathways in the brain are stimulated through increased sensory input (e.g. weight on the hands, crossing midline, auditory cues for movement direction), the brain responds by creating stronger synaptic junctions or connections. The more a student practices, the stronger the pathway, increasing learning.

How Does This Product Address Current Educational Standards and Best Practice?

The Council on Physical Education for Children (COPEC) and the Middle and Secondary School Physical Education Council (MASSPEC) have developed position statements related to

appropriate practices. In each of the documents, components of a Physical Education program were identified and developmentally appropriate and inappropriate examples were provided as guidelines for recognizing best practices (appropriate) and counterproductive practices (inappropriate). These guidelines are useful as a decision-making tool for developing quality Physical Education programs. When using the Tower Transfer game concept, the document guidelines below are helpful.

COPEC DOCUMENT GUIDELINES

Development of movement concepts and motor skills – Appropriate Practices

Children are provided with frequent and meaningful age-appropriate practice opportunities that enable individuals to develop a functional understanding of movement concepts (body awareness, space awareness, effort, and relationships) and build competence and confidence in their ability to perform a variety of motor skills (locomotor and nonlocomotor).

Games – Appropriate Practices

Games are selected, designed, sequenced, and modified by teachers and/or children to maximize learning and enjoyment.

Rules governing game play – Appropriate Practices

Teachers and/or children modify official rules, regulations, equipment, and playing space of adult sports to match the varying abilities of the children.

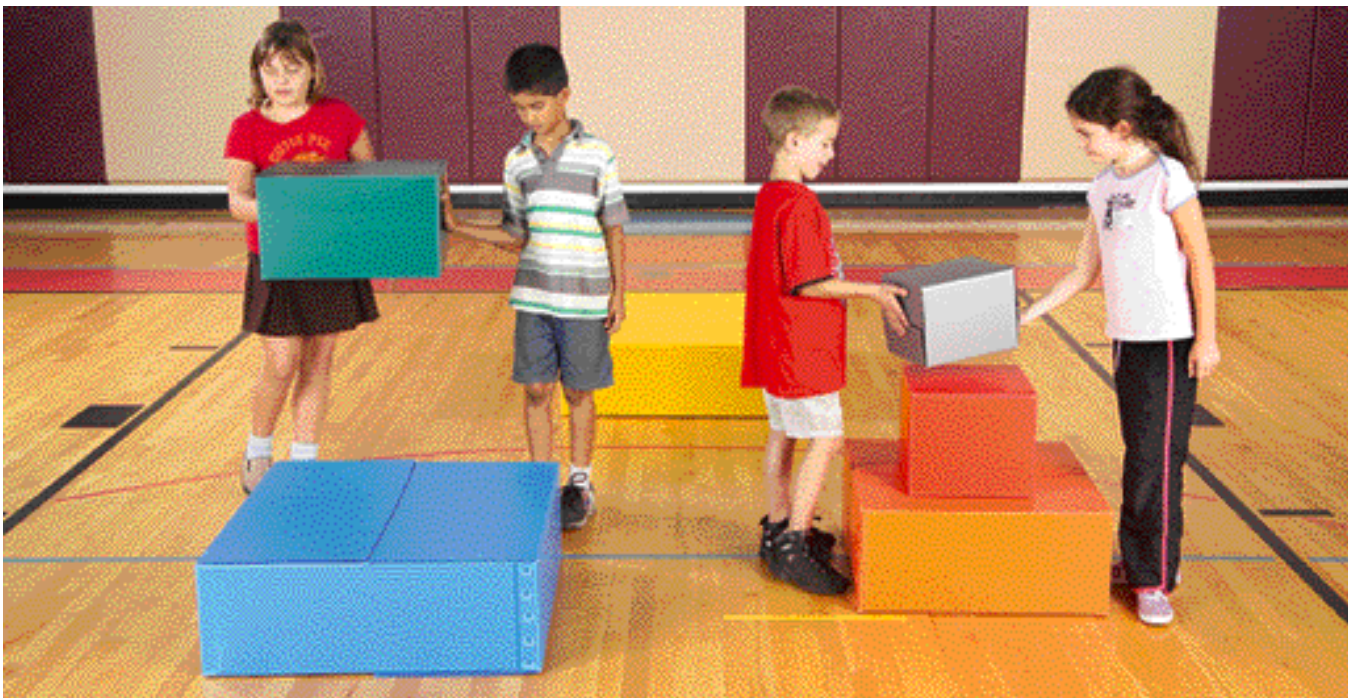
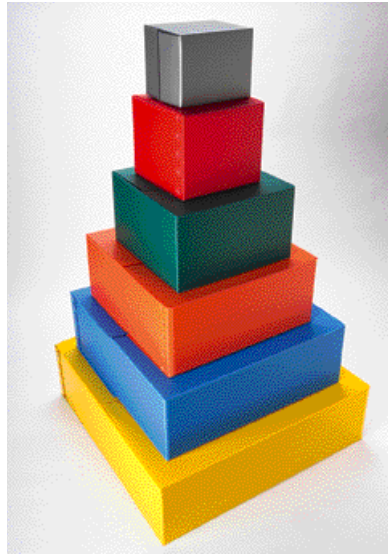
MASSPEC DOCUMENT GUIDELINES

Cooperative Play – Appropriate Practices

The program includes experiences that encourage students to learn the process of working and cooperating with others to achieve a common goal. Appropriate student behaviors that make goal attainment possible include communicating effectively, accepting individual differences, cooperative problem solving, and working within the framework of rules.

Team and Individual Activities – Appropriate Practices

The program includes a wide variety of team and individual activities with ample practice time provided to ensure a sense of student accomplishment. Lead-up and modified versions of the game, as well as the game itself, are all used.



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Do you have an idea for a brand new product or a new game idea? We would be happy to speak with you - contact us at <http://www.FlagHouse.com/NewIdeas>

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

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