

FLAGHOUSE Activity Guide

Travel Log

Item #11213

What Are the Educational Applications?

The ability to successfully participate as a member of a team is important in athletics and life-roles. In order to develop the skills necessary for successful team membership, students need practice opportunities in the areas of: leading and following, communicating, goal sharing, and problem solving. Today's recreation and physical education professionals are seeking ways to provide experiences that foster the development of these skills in their programs. One strategy used in teaching team concepts is to provide novel activities/situations designed to engage participants in team-building skills.

How Can I Use This Product With My Kids?

Introductory-level challenges require the use of basic team-building skills (i.e., establishing a goal, planning a strategy, revising a strategy, sharing a plan, placing team members in appropriate roles, etc.) and low-level risk taking.

Facilitating Team Building

Use the following questions to encourage the use of team-building concepts. Leading questions can be used before, during, and after an activity.

- What skills must the team use to complete the challenge?
- Do we need an appointed leader in order to successfully complete the challenge?
- What kind of feedback/information should we give our teammates to successfully complete the challenge?
- Should the team change the plan if it is not working?
- If yes, how should the plan change?

How Do I Make This Developmentally Appropriate For My Kids?

The games in this Activity Guide are designed as beginner-level cooperative activities for upper elementary to adult participants learning team concepts. By design, these games are inclusive and noneliminatory, creating a learning environment appropriate for a variety of activity settings.

How Does This Product Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement "Developmentally Appropriate Physical Education Practices for Children". Twenty-three components of a physical education program have been identified. Developmentally appropriate and inappropriate examples are provided as guidelines for recognizing the best practices (appropriate) and the most counterproductive practices (inappropriate). These guidelines are useful as a decision-making tool for developing quality physical education programs. When working with the concept of team building, the following document guidelines are helpful.

Affective Development—Appropriate Practices

Teachers intentionally design and teach activities throughout the year that allow children the opportunity to work together to improve their emerging social and cooperation skills.

Active Participation for Every Child—Appropriate Practices

All children are involved in activities that allow them to remain continuously active. Classes are designed to meet a child's need for active participation in all learning experiences.

Competition—Appropriate Practices

Activities emphasize self-improvement, participation, and cooperation instead of winning and losing.

Gender Directed Activities—Appropriate Activities

Girls and boys have equal access to individual, partner, small group, and team activities. Both girls and boys are equally encouraged, supported, and socialized towards successful achievement in all realms of physical activities.

Safety

As with any stick-type implement, students must be careful with the control sticks and the Travel Log itself. Remind participants not to swing it, throw it, or jab with it. Always cover the ends of the Travel Log with the provided end caps when using the slide.

Due to the number of control sticks supporting it, the Travel Log has a propensity to "float" away. Also, as the group loses control of the Log, they may tend to chase it. Carefully supervise the activity. Call a halt if the Log begins to go out of control.

Travel Log Challenges

Your Travel Log set includes one Travel Log, six control sticks, and one weighted slide with Log end caps. The control sticks are used to support, maneuver, and manipulate the Travel Log; the weighted slide serves as a way to increase the challenge. The slide is placed inside the Travel Log. As the Travel Log is used, the location of the slide inside the Log will change, thus dynamically changing the center of balance for the Log. This requires the participants to adjust their approach to the activity. Always cover the ends of the Log with the included end caps when using the slide.

Basic Rules of Travel Log

The basic objective of this activity is to accomplish a task without dropping the Log. If the Log is touched or dropped, the team must begin again.

- Each participant gets one control stick.
- Participants cannot touch the Log with their hands or bodies—only with the control sticks.
- A touched or dropped Log results in a restart.
- The best results will be had with groups of 6-8 participants.

Remember, the goal is to foster communication and teamwork, not to direct the group to a specific solution. Don't structure the activity too narrowly. If the group comes up with a solution that you did not consider, that's fine! The question will be, "What was the group's experience in arriving at that solution?"

Picking Up the Travel Log

Any goal to be accomplished by the group presents a potential cooperative experience. Place the Travel Log flat on the ground.

Instruct participants to raise the Travel Log from the ground. Be sure to clearly state the rules for manipulating the Log, i.e. “no hands”.

Solution Suggestions

There are several variations, but the basic approach requires that participants line up facing one another on opposite sides of the Travel Log. Players on both sides firmly press the tip of their control stick towards the opposite player’s stick until the Log pops up on top of the control sticks. Alternately, participants can all brace the Log while one person lifts it at one end.

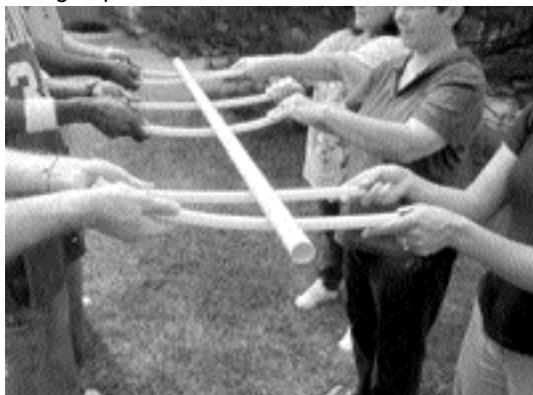
Some participants will try to insert a control stick into the end of the Log and then lift. While this is certainly a solution, the instructor should decide if this is an acceptable solution.

Supporting the Log

There are many ways to support the Travel Log using the included control sticks. Depending upon the group and objectives, the instructor can allow or disallow different methods as they see fit. Allowing participants the opportunity to explore different ways to support the Log with their control sticks before proscribing any particular methods will provide opportunities for communication and appropriate risk taking.

Solution Suggestions

Here are some suggestions of different ways to use the control stick to support the Travel Log. Allow or disallow as best fits your situation and group:



- Hold the control stick flat underneath the Log. Participants can hold one stick on one side or two participants can hold either end of a control stick.



- Participants on opposite sides of the Log cross their control sticks and rest the Log in the crux of the “X”.



- One stick over the top, one underneath. Participants on either side grab both ends of the Log on their side and clamp down, securing the Log.
- What other ways can your group think of to support the Log?

Challenge Changers

Specify one grip or exclude certain grips from use.

Log Levitation

Depending upon the age and skill level of your group, consider giving them some practice in manipulating the Travel Log (this could also be a good opportunity to evaluate the cohesiveness of the group and their readiness for more advanced challenges).

An interesting phenomenon of the Travel Log is its propensity to float away when supported by a number of individuals. Have participants support the Log at shoulder height and then attempt to lower it. Emphasize the need to keep contact between the Log and control sticks.

Holding the Log at shoulder height, instruct participants to lower it to ankle height; then, raise it as high as possible.

Challenge Changers

- Change the number of participants on the Log at one time. Fewer is actually harder!
- Add the slide to the Log. Always cover the ends of your Travel Log with the included end cap when using the slide.
- Limiting communication to non-verbal will add to the challenge.

Solution Suggestions

- Lowering the Travel Log to the ground may require some consideration for position. Do they bend over or squat?
- Raising the Log, how will the group accommodate varying individual heights?
How does the group communicate to accomplish these tasks?

Travel Log Transfer

In this activity, the group is tasked with moving the Travel Log from point A to point B through a challenge course created by the instructor. But, they cannot move the Log forward by walking. Team members whose control sticks are in contact with the Log must remain stationary.

The instructor creates a challenge course composed of a number of obstacles posing varying challenges, i.e., high, low, close quarters, etc. Emphasize that the Log is not to be touched or supported with the hands or body—only the control stick. Participants cannot walk with the Log. If the Log is touched or dropped, or the group walks with the Log, the group must start over.

The Challenge Course

- High obstacles or low obstacles: rope stretched between 2 game standards.
- Low Obstacles: hoop mounted on Hoop Holder (FlagHouse #9105).
- Target obstacles: pass the Travel Log through a defined area like a hoop.
- Place a very tight turn in the course that will require the group to perform a 3-point turn in order to complete the turn.

Challenge Changers

- The height of the obstacles and their proximity to one another are ways for the instructor to control the level of challenge.
- Add the slide to the Log. Remember to always cover the ends of the Log with the enclosed end caps when using the slide.
- Limiting communication to non-verbal will add to the challenge.

Solution Suggestions

- Participants must pass the Log along in “bucket brigade”-fashion. Participants can work in pairs, shifting the Log in the desired direction to the front to take up a new position.
- Tilting up at one end causing the Log to slide is another possibility, but is more likely to result in the Log being dropped. A player at the back end could release the Log and slide it forward a short distance with his control stick and then proceed to the front of the line to take up a new position.
- Don't make too long a course for this challenge, as it can go slowly. Start with 2-4 obstacles and increase from that point.

There are any number of other possible solutions. Remember to structure the challenge loosely enough to allow for the group to create their own solutions; anything that you don't exclude is fair game!

Threading the Needle



For this activity you will need a hoop of any diameter. The group is tasked with passing the hoop along the Log (or the Log through the hoop) using only their control sticks. Emphasize that the Log is not to be touched or supported with the hands or body—only the control stick. If the Log or hoop are touched or dropped, the group must start over.

Challenge Changers

- Change the number of participants on the Log at one time.
- Add the slide to the Log.
- Allow only non-verbal communication.

- Change the diameter/number of the hoop(s). Larger/more hoops will be more difficult.

Solution Suggestions

- The hoop could be suspended from a control stick and passed along the length of the Log.
- The hoop could rest on the Log and be pushed along the Log by participants using their control sticks. Consider the height at which the Log is held.

Travel Log Tango

Participants position themselves on either side of the Log facing one another. The challenge is to swap sides without dropping the Log. Two variations: the Log can be maneuvered either high (above the head) or low (participants step over). If the Log is touched or dropped, the group must start over from their original positions.

Challenge Changers

- Require that the participants maintain contact to the Log with their control sticks.
- Allow participants to break contact with the Log.
- Use the Slide with the Log. If the slide is touched or dropped, the group must start over from their original positions.
- Allow only non-verbal communication.

Solution Suggestions

- The low challenge tends to be the greater challenge.
- Participants could change sides one at a time. If participants are using an “X” grip, do they keep their control stick or swap sticks with the person with whom they are swapping sides?
- Participants might simply form an “X” grip, bracing the tips of their control sticks on the ground with the Log supported above the ground, lying in the “X’s”.
- Should they switch one at a time, or in pairs?

Remember, the aim is not to guide the group to a particular solution. Structure the parameters to allow the group room to take chances and communicate. If they arrive at a solution that you did not anticipate, that's great!

Travel Log Legs

This activity is similar to Travel Log Transfer but allows the group to walk with the Travel Log. This creates different opportunities for group challenges and interaction. As before, the group is tasked with moving the Travel Log from point A to point B through a challenge course created by the instructor, but this time they may move the Log forward by walking.

The instructor creates a challenge course composed of a number of obstacles posing varying challenges, i.e., high, low, close quarters. Pass the Log through a narrow space such as a doorway, or under a low arch. Does the group pass the Log through or do they all pass through the narrow obstacle? The group can now choose to step over a low obstacle instead of passing the Log under it. As always, the Log is not to be touched or supported with the hands or body—only the control stick. If the Log is touched or dropped the group must start over.

The Challenge Course

- High obstacles or low obstacles: rope stretched between 2 game standards.
- Low Obstacles: hoop mounted on Hoop Holder (FlagHouse #9105), or Multi-Dome Activity Arch Gate (FlagHouse #11159).
- Target obstacles; pass the Travel Log through a defined area like a hoop.

- Place a very tight turn in the course that will require the group to perform a 3-point turn in order to complete the turn.

Challenge Changers

- The height of the obstacles and their proximity to one another are ways for the instructor to control the level of challenge.
- Add the slide to the Log. Create a story about the slide: "It is a fragile cargo that must be delivered quickly and intact."
- Blindfolding one or more participants will add to the challenge.
- If possible, include a stairway in the challenge course.

Solution Suggestions

- How will the group pace themselves and steer?
- At what level will they hold the Log to keep it level?

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