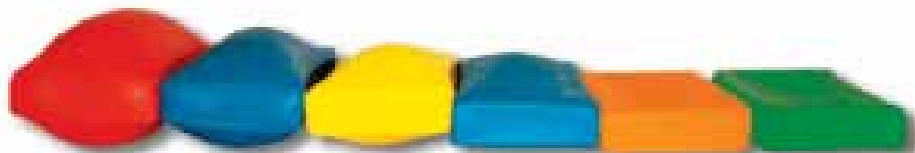


Trial Supersoft Brick Set

(Pronounced "TREE-AL")



Item # 17918

- **Overview of the product.** Trial Supersoft Bricks inflate to create various sizes for multiple challenges! Great for balancing activities, obstacles, and for water use - they float! These soft and safe blocks feature rounded angles and edges. Adjustable valve allows you to easily adjust air pressure.
- **What Are the Educational Applications?** The Trial Supersoft Bricks are an excellent way to enhance coordination, balance, dexterity (agility), concentration and fitness skills through the use of these uniquely designed inflatable bricks. Great for strengthening arms and legs, they can be used in a number of core stability exercises. They generate excitement and curiosity across all grade levels because of the colors and unique design (they inflate to various sizes!). The Bricks can be used by students of all abilities during activities such as aerobics, yoga, pilates and more!
- **How Can I Use This Product With My Students?**
 - **Where:** Indoors, outdoors, or in the pool.
 - **Age:** Five years through adult.
 - **Group Size:** From one person to an entire class.
 - **Basic Skills Needed:** Balance.
- **Set Up/Instructions**
 - When first introducing the Trial Supersoft Brick activities to young and/or beginner learners, allow them to individually play with the bricks. Doing so gives them practice time before they participate in the actual activity. It also allows the teacher to visually observe the students to see if which students are skilled at balancing, concentration, etc. and which students may need extra practice time or help and care when participating in the activity.
 - Supervise students as they participate in the activity. Make sure the students are on task and adhering to the classroom and game rules.
 - 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.
 - Check for student understanding of how to participate in the activity and the rules before allowing the students to participate in the activity.
 - Practice all activities on the floor first before moving to the Trial Supersoft Bricks. Have students create their own Trial Supersoft Brick Standing Balance 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 Trial Supersoft Brick activity.

The Games/Activities

• **Activity #1: Standing Balance, Dexterity & Agility - One Brick**

a. Objective: To improve one's static balance.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. Set Up: Inflate each Trial Supersoft Brick. The amount of inflation is based on each student's developmental ability level; use lower inflation for beginning students.

d. How to Play: Students stand on a Trial Supersoft Brick on their preferred (dominant) foot and perform the following activities five or more times under teacher direction holding the position for 10 seconds, or what the teacher deems as developmentally appropriate:

1. With one foot standing on the Trial Supersoft Brick, bend the other leg 90° off the floor with the knee at waist height in front of the body. Keep the arms outstretched to the sides.

2. Same as above, but twist from the left to the right with arms extended to the sides or in front of the body.

3. Same as above, twisting from the right to the left with arms bent at 90° and close to the body (hands facing forward).

4. Perform the activities above, keeping the non-supported leg to the side (like a stork stand: the non-supported foot rests on the inside of the supporting knee).

5. Same as above, but bend forward at the waist moving the arms down in front of the body to touch toes. The non-supported leg should extend straight behind the body, acting as a counter balance (as in an airplane or arabesque position).

6. Perform all of the activities above switching supporting and non-supporting legs.

7. Stand to the right side of the brick. Hop onto the brick placing just the left foot onto the brick. Balance on the brick and keep the right leg in the air. Push up and off the brick with the left foot, land on the right foot, then place the left foot on the ground next to the right. Continue for "X" number of reps before switching to the other side to perform the activity with the right foot on the brick.

e. Extensions:

1. Perform all of the activities above with the eyes closed; and/or arms over head; and/or on tip-toes; and/or hands on hips (harder).

2. While balancing on one foot:

- Draw numbers, letters and shapes in the air with non-support foot.

- Leap up in the air off the right foot and land on the brick with the left foot with the right leg in the air. Repeat for "X" number of sets.

3. Play a game of catch (with yourself or with another student) using a bean bag.

4. Perform all the activities above holding onto weights:

- Holding one weight (use both hands to hold the weight). Make sure the weight is developmentally appropriate based on the students' skill level (use a lower weight for beginners). Stand with knees slightly bent and shoulder width apart. Hold the weight in the right hand keeping both arms down at the sides. Lift the right leg up at a 90° angle with the thigh parallel to the ground and balance on the left leg. Pass the weight from the right hand to the left hand under and around the leg (right to left hand under the leg; left to right hand over the leg). Perform activity standing on the right leg with the left leg in the air.

- Holding two weights (one in each hand).

5. Ask students to answer the following questions:

- Which was easier: performing the activities with eyes open or closed?(NASPE Standard 2)

- Which was easier: performing the activities with arms out to the side or close to the body? (NASPE Standard 2)

- Why do people work out and the necessity of working out? (NASPE Standard 6)



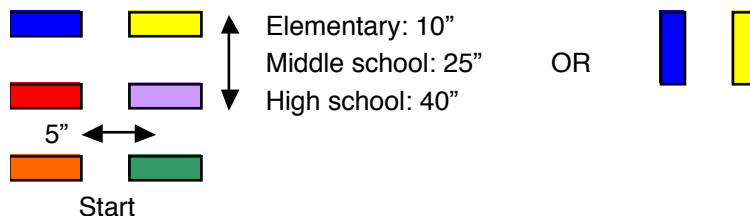
• **Activity #2: Standing Balance, Dexterity & Agility – Two or More Bricks**

- a. Objective: To improve one’s static balance.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Inflate two Trial Supersoft Bricks per student. The amount of inflation is based on each student’s developmental ability level; use lower inflation for beginning students. Place each pair of bricks side by side approximately 4” away from each other.
- d. How to Play: Perform the following activities five or more times under teacher’s direction holding the position for 10 seconds (or what the teacher deems as developmentally appropriate):
 - 1. Students stand on the Trial Supersoft Bricks with each foot on one brick, feeling the feet moving and the torso contracting in order to find balance.
 - 2. Shift weight from foot to foot keeping the arms out to the side for balance. Keep shoulders and hips straight.
 - 3. Bend knees and squat. Keep the back straight, the torso up and extend arms out to the sides help balance. Lower as far as comfortable (but not more than 90°) and straighten back up.
 - 4. March or run on top of the bricks.
 - 5. Place two Bricks side by side using these approximate distances apart:

Elementary	12”
Middle School	21”
High School	31”

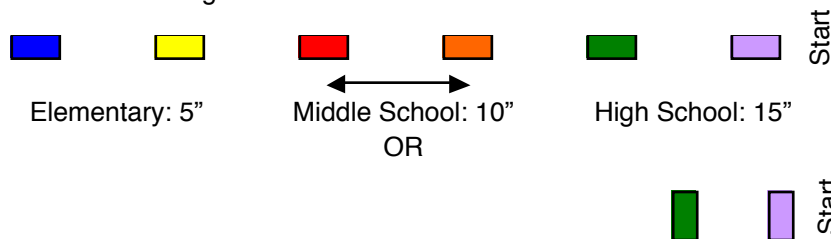
Start with the right foot on the right-side brick and keep the left leg up in the air (either in the front at 90° to the ground or to the side). Keep arms stretched out to the sides for balance. Leap off the right brick with the right foot moving toward the left brick. The left foot should land on the left brick. Keep the right leg up in the air. Continue leaping back and forth laterally between the bricks for “X” number of reps.

6. Set up all six bricks in the following manner:



Students step onto the first set of bricks with the right foot on the right-side brick and the left foot on the left-side brick facing toward the bricks. Students jump forward from one set of bricks to the next.

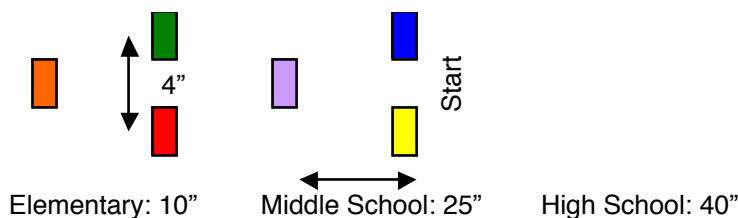
7. Set up all six bricks in the following manner:



Students step onto the first brick and balance on their favorite (dominant) foot facing the brick.

- Hop (and/or jump) from brick to brick on the same leg. Perform the same activity using the non-dominant leg.
- Hop (and/or jump) from brick to brick alternating legs.

8. Set up all six bricks in the following manner:



Students step the first set of bricks with the right foot on the right-side brick and the left foot on the left-side brick facing toward the bricks. Students jump forward and land on the single brick on one foot (either dominant or non-dominant foot) as in hopscotch. They jump to the next set of bricks landing with the right foot on the right-side brick and the left foot on the left-side brick. Continue to the end of the bricks.

e. Extensions:

1. Move backwards (only if developmentally appropriate).
2. Increase/decrease number of repetitions and/or time in seconds holding a balance skill (only when and if it is developmentally appropriate).

• **Activity #3: Strength/Core Stability - One Brick**

a. Objective: To improve one's core strength.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

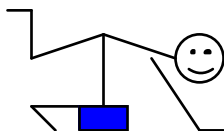
c. Set Up: Inflate one Trial Supersoft Bricks per student. The amount of inflation is based on each student's developmental ability level; use lower inflation for beginning students.

d. How to Play: Perform the following activities five or more times under teacher's direction holding the position for 10 seconds (or what the teacher deems as developmentally appropriate):

1. Legs: Place one foot on the brick. Step back with the other foot keeping the foot flat on the floor as a contact point. Bend the knee of the foot on the brick so the knee is at a right angle to the floor. Bring hands out to the side for balance. Hold the lunge position for "X" amount of time before switching legs.

- Make the activity easier by moving the back leg closer to the brick. Make the activity harder by placing hands on hips.
- As the student presses up from the lunge position, jump up and switch legs in the air, landing with the opposite foot on the brick, and the foot that was originally on the brick is on the floor. Continue jumping and switching legs.

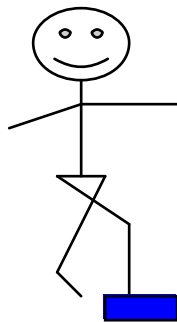
2. Hip Extensions: Get on all fours with one knee on a brick, keeping the hands on the floor in front of the brick. Lift the opposite leg up to hip level keeping the knee bent, and press the heel towards the ceiling. Lower and repeat for "X" amount of reps before switching sides (refer to diagram below).



- Make the activity harder by holding a light weight behind the knee.

3. Abdominals: Sit on the brick and place hands on the floor behind the body. Lean the torso back, keeping back straight and lift the legs up and together keeping the knees bent into a "V" position. Contract abdominal muscles. Make the activity more difficult by performing crunches.

4. Legs: Stand to the right side and slightly behind of the brick. Raise right foot, push off the left foot and land on the brick with the right foot (The right leg is crossing over the left leg since you are starting on the right side). Balance on the brick keeping the arms out to the sides for balance. Push off the brick with the right foot and land on both feet slightly behind and to the left of the brick. Raise the left foot in the air, push off the right foot and land on the brick with the left foot. Balance on the brick keeping the arms out to the sides for balance. Push off the brick with the left foot and land on both feet slightly behind and to the right of the brick. Make the activity harder by placing the hands on the hips.



e. Extensions: Increase/decrease number of repetitions and/or time in seconds holding a skill (only if it is developmentally appropriate).

•Activity #4: Strength/Core Stability - Two Bricks

- a. Objective: To improve one's core strength.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Inflate two Trial Supersoft Bricks per student. The amount of inflation is based on each student's developmental ability level; use lower inflation for beginning students. Place each pair of bricks side by side approximately 4" away from each other.
- d. How to Play: Perform the following activities five or more times under teacher direction holding the position for 10 seconds (or what the teacher deems as developmentally appropriate):
 1. Hip Abduction: Step onto the bricks with the left foot on the left brick and the right foot on the right brick. Bend knees slightly. Bring hands out to the side for balance. Abduct (raise the leg up and out to the side) the right leg while balancing on the left foot. Place the right foot back onto the brick. Abduct the left leg while balancing on the right foot. Perform multiple repetitions on one leg (e.g. five times) before performing reps using the other leg.
 - Easy: Alternating between right and left legs.
 - Harder: Alternating between right and left legs, and add visual effect by turning the head and looking to the same abducted leg side (i.e. turn the head and look to the left when the left leg is abducted).
 2. Hamstrings: Lie down on back and place the right foot on the right brick and the left foot on the left brick. Lift the hips a few inches off the floor and keep them there as the student presses on the bricks forward and then back.
 3. Arms: Place the right hand on the right brick and the left hand on the left brick. Place the body in a push-up position. Keep the body straight as the elbows become bent as the body lowers into a push-up position. Push back up and repeat.
 4. Easy: Perform push up from a kneeling (modified push-up) position.
 5. Harder: Perform the push up putting one's weight on the toes.
- e. Extensions: Increase/decrease number of repetitions and/or time in seconds holding a skill (only if it is developmentally appropriate).

•Activity #5: Aquatics

- a. Objective: To improve one's core strength while in the pool.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Inflate two Trial Supersoft Bricks per student. The amount of inflation is based on each student's developmental ability level; use lower inflation for beginning students.
- d. How to Play: Perform the following activities under teacher direction:
 1. Give each student two bricks once they are in the pool. Challenge the students to stand on one or both bricks in the water (shallow end for beginners; deeper end of advanced skill students) and see how long they can stand on it with out falling over. Try performing the same activity holding onto the bricks, one in each hand, keeping the arms to the sides and the hands under water.
 2. Same as above, but the students are grouped with a partner, facing one another, holding onto each other's hand as if shaking hands. Students try to move their opponent off the brick(s).
 3. Place each brick 3' away from the pool's edge and 5' away from each other. On the teacher's signal, students try to jump over the brick. If successful, move the brick 1-2' away from original position. If unsuccessful, move the brick 1' closer to the edge. Also practice diving, or performing flips (advanced students only in deeper water).
 4. Each student gets a brick. On the teacher's signal, students must use their nose to push (or mouths to blow) the brick to the other end of the pool. They are not allowed to bite or touch the brick with any part of their body in order to get the brick to other end of the pool. The first one to get his duck (brick) to touch the other end of the pool (while obeying the rules) is the winner. To make the game harder: players can "distract" one another by splashing water in their faces or splashing water toward their bricks to knock the bricks backward. They just can't actually TOUCH the other players or the other players' bricks.
 5. Scatter the bricks throughout the middle of the pool. Divide the students into two teams, with one team wearing pinnies. Each team is assigned a pool side (home base). On the teacher's signal, students swim, try to get a brick and bring it back to their home base without being tagged by a member of the other team. If tagged, the brick must be returned to the middle of the pool. Students are NOT allowed to conceal the brick - they must hold it in the hand, or in between their feet (harder). An extension is to allow students to throw the brick to a team member to avoid being tagged.
 6. Divide the students into two teams (using smaller teams of four students per team works best). One team is in the water (fielding team); the other team (batting team) stands on the pool edge. Give each student on the batting team a number - this is their batting order. The first batter stands at the pool's edge (or on the diving board if appropriate) with a brick, and jumps into the water. While in mid-air the

batter must “skip” the brick (like skipping a stone) across the water. The throw is not good if the brick does not hit the water first, or the batter makes contact with the water before s/he throws the brick. The batter tries to swim to the other side to touch the wall before a player on the fielding team gets the brick and swims to touch the same wall. One point is scored for the batting team if the batter reaches the wall first, and out is recorded if the fielding team gets to the wall first. Three outs (or if the batting team goes through the lineup) signals a change of team positions, where the fielding team becomes the batting team.

• **Safety Issues & Concerns:**

- To decrease the likelihood of students twisting their ankles while participating in the activity, perform ankle warm-up exercises prior to starting activities on the bricks.
- Aquatics-based activities should be practiced in accordance with the appropriate safety standards.

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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