

# Water Lily Pad Set

Item #38919, 38920

## What Are the Educational Applications?

The Water Lily Pad Set is an excellent way to enhance coordination, balance, strength, directionality and more, while children find their way over the pond.

## How Can I Use This Product With My Students?

### Objective:

Give children the feeling of really being out on a pond while they learn, practice and develop balance, coordination, strength, and directionality.

### Set Up:

Configure the colorful water lilies, islands and bridges using the diagrams presented in the "Activities" section based on the children's developmental level (choose from beginner or advanced configurations) and your learning objectives. Adjust heights of the island to give children different walking and jumping experiences. In addition, use the easy and difficult activities (in "Activities" section) to choose balance, strength, turns and coordination activities that the students will perform on the Water Lily Pads.

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

This product is appropriate for ages 3 and up and encompasses all developmental levels.

### *1. Choose Appropriate Lily Pad/Island/Bridge Configurations:*

Choose beginner or advanced lily pad/island/bridge configurations. Two of the beginner configurations do not include bridges. This allows the students to concentrate just on balance and coordination as they jump between islands. The third beginner configuration introduces bridges for the students to cross. Advanced configurations introduce uneven levels (only one side of a board is attached to a lily pad), cooperative learning and communication (four students converge onto a center lily pad, each must choose a different path to continue on, all without anyone falling into the pond), and double bridges (balance, strength and coordination are put to the test as students move across parallel bridges).

### *2. Choose Appropriate Movement Activities:*

Decide whether students will move across the bridges using easy walking, crawling, turning and balancing activities (great for beginner students) and/or difficult walking, crawling, turning and balancing challenges (great for experienced students). Refer to the "Activities" Section for more information and descriptions.



### *3. Combine Movement Activities to Create Routines:*

Once the students have practiced the movement activity skills across the bridges, you can combine the movements to create routines. For example, walk to the middle of the bridge, perform a V-seat, dip walk to the end. On the next bridge, bear walk to the middle of the bridge, tip-toe turn, walk backward to the end of the bridge. Allow advanced students to create their own routine based on the skills taught in class.

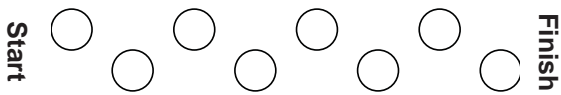
### *4. Introduce Consequences for Falling Off a Lily Pad and into the Pond:*

You can make crossing the pond more difficult by introducing consequences if the student's fall off the lily pad. There are three possible consequences (listed below). The consequence you choose is based on the student's developmental level.

- If a student falls into the pond s/he must go back to the beginning lily pad and start again.
- If a student's toe touches the water and the student is able to recover, s/he is allowed to continue his/her journey without returning to the starting lily pad.
- Setting a limit on how many touches a student is permitted before s/he must return to the starting lily pad (e.g. three touches = back to the beginning to start again).

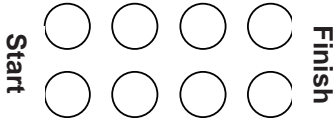
## **BEGINNER Lily Pad Islands and Bridges Configurations**

### Beginner Configuration #1



Students jump from one lily pad to the next by taking off and landing on 2 feet.

**Beginner Configuration #2**

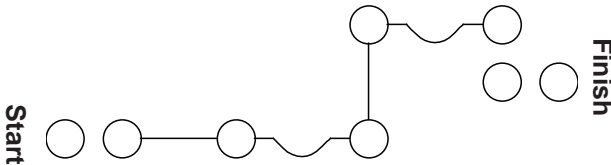


Students jump across the pond in a straddle position, keeping the left foot on the lily pads on the left-side and the right foot on the lily pads on the right-side.

**Modifications/Extensions**

1. Stack 2 islands on top of each other to give students different walking and jumping experiences.

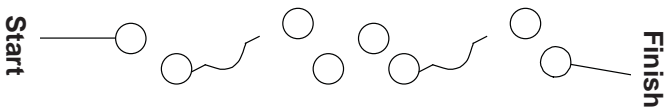
**Beginner Configuration #3**



Students jump by taking off and landing on both feet, between the lily pads that do not have bridges, while performing the activities listed in the "activities" section, across the bridges.

**ADVANCED Lily Pad Islands and Bridges Configurations**

**Advanced Configuration #1**

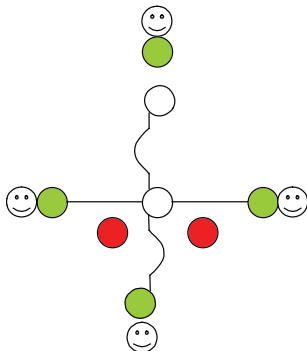


Students walk across the boards and jump onto the lily pads.

**Modifications/Extensions**

1. Stack 2 islands on top of each other to give students different walking and jumping experiences.

**Advanced Configuration #2**

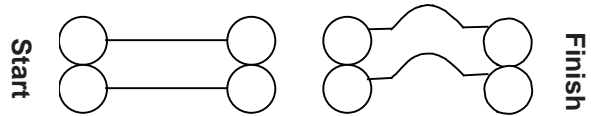


Select four students. Place one student at each of the four lily pads indicated in green (diagram above). On instructor's "Go" signal, students jump up onto the lily pad and move forward across the boards towards the center lily pad. Once they get to the center lily pad, they choose which direction to continue:

1. Continue moving across in a straight path in front of them;
2. Go to the left or right, and/or;
3. Jump onto a floating island (indicated in red in the diagram above); back again to the center island and continue down a bridged path.

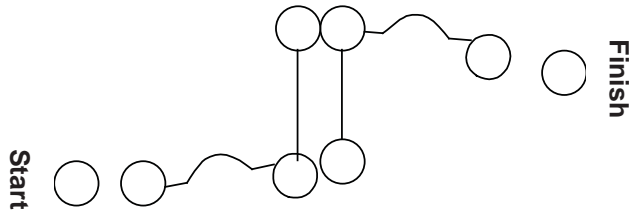
Students have to cooperatively work together and communicate to one another once they get to the center lily pad so no one falls into the pond.

**Advanced Configuration #3**



This double bridge configuration is used with the advanced crawling activities (students must balance on and move across the both bridges simultaneously without falling into the pond). Students will jump from between the lily pads that are not connected to a bridge.

**Advanced Configuration #4**



Use single and double bridges along with jumping between lily pads.

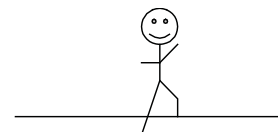
**EASY Bridge Activities**

**Getting Onto The First Lily Pad**

1. Step Up. Use one lily pad first. Increase the difficulty of this task by stacking a second lily pad on top of the first lily pad after students practice and are successful at getting up on one lily pad.

**Walking**

1. Walk Forward.
2. Walk Forward on Tip-toes.
3. Dip Walk Forward. As student walks forward, bend the knee of the leg that is on the bridge while the opposite leg goes below the bridge. A good teaching cue is "Pretend you are dipping your foot into the pond."



4. Chase Forward. Dominant foot always remains forward and the non-dominant foot always trails/ stays behind the dominant foot. For example, right foot forward, left foot in the back. Step forward with the right foot, close left foot to right, right foot forward again, etc.
5. Side Step. Known as "sliding." Students walk sideways on the bridge, facing the middle of the activity space.
6. Forward Step Overs. Walk forward stepping over a beanbag placed on a bridge.
7. Side Step, Step Overs. Walk sideways on the bridge, facing the middle of the activity space and over a beanbag placed on a bridge.

### Crawling

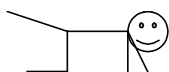
1. Forward Crawl Walk. Facing forward, crawl on hands and knees across the bridges.
2. Forward Bear Walk. Stand with both feet on the bridge and pointed straight ahead. From standing position, bend over at the hips and place both hands on the bridge. Walk forward in this arched-like position, moving both the hands and feet together in unison, staying in the arch position, across to the other side of the bridge.
3. Inch Worm Walk. Stand with both feet on the bridge and pointed straight ahead. From a standing position, bend over at the hips and place both hands on the bridge. Walk both hands out away from the feet 2 paces. Then walk feet forward (toward hands) 2 steps. Repeat, taking 2 steps with the hands and 2 steps with the feet across to the other side of the bridge.
4. Forward Crab Walk. Sit down on the bridge so both feet are on the bridge pointing straight ahead and directly under the knees. On the lily pad, place the hands directly underneath the shoulders pointing the fingers toward the feet. Lift hips up off the bridge as high as possible, and hold this position while walking the hands and feet forward across the bridge.

### Balancing

1. V Seat. Sitting on the bridge, hands behind the body and on the bridge, lift both legs, keeping the legs together/touching one another, up into the air balancing on the buttocks, forming a "V" with the torso and legs. Students may also wish to remove the hands from the rear and lift them out to the sides for balance or use hands to grasp their ankles.



2. Knee Scale. From kneeling position with both knees and hands on the bridge: balance on the right knee and extend the left leg straight, upward, backward, and as high as possible.



### Turns

1. Tip Toe Turn. Stand with one foot in front of the other on the bridge, close together. Rise up on the toes and pivot around on the toes to face the opposite direction. For example, if the right foot is forward, students rise on their toes and will turn to the left.

### Getting Off the Last Lily Pad

1. Step Off.
2. Jump Off. Take off and land on both feet at the same time. In all jumps, body weight should be forward, knees should bend and then straighten after a safe landing.

## **DIFFICULT Bridge Activities**

### Getting onto the First Lily Pad

1. Jump Up. Project the body up onto the lily pad by bending both knees and swinging both arms along the side and behind the body.

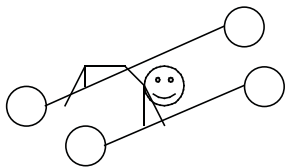
### Walking

1. Walk Backwards.
2. Walk on Tip-Toe Backwards.
3. Dip Walk Backwards.
4. Walk forwards to the middle of the bridge, perform a tip-toe turn and walk backwards.
5. Backward Step Overs. Walking backwards stepping over a beanbag placed on a bridge.
6. Walk across the bridge (forward first, then backwards) while tossing and catching an object (ball, beanbag, etc.).
7. Toe Touch and Step. With the weight on left foot, touch right toe forward on bridge, transfer weight to right foot, touch left toe forward on bridge, transfer weight to left foot, etc. Perform forwards and backwards.
8. High Kick Walk. Step forward taking high kicks on each step. For example, stand on left foot; kick right leg straight out in front of the body, hip level. Place down on bridge. While standing on the right foot, kick the left leg straight out in front of the body, hip level. Place down on bridge, etc. Continue to the other side of the bridge.
9. Stork Walk. Walk forward with left foot first. Lift right knee so the thigh is parallel to the floor at the top of the knee lift. Place the right foot down onto the bridge. Lift left knee so the thigh is parallel to the floor at the top of the knee lift. Place the left foot down onto the bridge. Continue to the other side of the bridge.
10. Lunge Walk. Stand with feet hip-width apart and feet pointed straight ahead. Step forward with the right foot as in walking forward, but extend the reach of the step about two feet farther out than a normal walking stride. Contact the bridge with the right foot as the right knee bends to a 90-degree

angle and left leg is extended behind the body. Lift the body forward and up by pushing through the right heel and extending the right knee. The left leg will come forward and repeat the same motion that the right leg just completed.

### Crawling

1. Backward Crawl Walk: Single Bridge. Facing backwards (looking at the starting point), crawl on hands and knees across the bridges.
2. Backward Crawl Walk: Double Bridge. The right hand and knee rest on the right-side bridge; the left hand and knee rest on the left-side bridge. Crawl backwards keeping the right hand/knee on the right-side bridge and the left hand/knee on the left-side bridge.
3. Backward Bear Walk: Single Bridge.
4. Forward Bear Walk: Double Bridges. The right hand and foot rest on the right bridge; the left hand and foot rest on the left bridge. Move forward: balance on left hand and foot; move right hand and right foot on right the right-side bridge simultaneously, forward. Balance on the right hand and foot while moving the left hand and foot simultaneously on the left-side bridge.
5. Sideways Bear Walk: Double Bridges. Place hands on the right-side bridge; feet on the left-side bridge. Move across the bridge by balancing on the right hand and foot, moving the left hand and foot to the side, then moving the right hand/foot close to the left hand/foot.



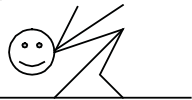
6. Backward Bear Walk: Double Bridges. Same as Forward Bear Walk: Double Bridges, but moving backwards on the bridges.

7. Backwards Inch Worm: Single Bridge. Stand with both feet on the bridge facing the starting point (backwards). From a standing position, bend over at the hips and place both hands on the bridge. Move both feet out away from the hands 2 steps. Then walk the hands toward the feet 2 steps. Repeat taking 2 steps with the feet and the 2 steps with the hands across to the other side of the bridge.
8. Forward Inch Worm: Double Bridges. Stand with the right foot and hand on the right-side bridge and the left foot and hand on the left-side bridge. Move forward by walking the hands 2 paces (right hand then the left hand) forward and then the feet 2 steps (right foot first then the left foot) forward across the bridge keeping the right hand/foot on the right-side bridge and the left hand/foot on the left-side bridge.
9. Backwards Inch Worm: Double Bridges. Same as Forward Inch Worm: Double Bridge, but facing and moving backwards across the bridge.
10. Backward Crab Walk: Single Bridge. Sit down on the bridge so that both feet are on the lily pad pointing at the starting area and directly under the knees. On the bridge, place the hands directly underneath the shoulders pointing the fingers toward the feet. Lift the hips up off the bridge as high as possible and hold this position while walking the hands and feet across the bridge to the other side.
11. Forward Crab Walk: Double Bridges. The right hand and foot rest on the right-side bridge; the left hand and foot rest on the left-side bridge. Move forward by walking the hands and feet forward across the bridge keeping the right hand/foot on the right-side bridge and the left hand/foot on the left-side bridge.
12. Backward Crab Walk: Double Bridge. Same as Forward Crab Walk: Double Bridge, but facing and moving backwards across the bridge.
13. Sideways Crab Walk: Double Bridges. Same as the Sideways Bear Walk: Double Bridges, but in the Crab Walk position.



## Balancing

- 1.Point. From standing position, bend the back supporting leg and extend the forward leg with toe pointed. Bend trunk forward over front leg. Arms back toward the rear.



## 2.Lunges

- a.Forward. Stand facing the length of the bridge, bend the forward knee. The back leg is extended behind the forward leg with the back foot in contact with the bridge.
- b.Side. Same as the Forward Lunge, but stand facing the activity area.

## Turns

- 1.Crouch Turn. Stand with one foot in front of the other. Squat down. Lift the heels off the bridge. Pivot around on the balls of the feet performing a half turn, staying in the squat position. The student should be facing in the opposite direction. If the student has the right foot in front, the pivot will be to the left.

## Getting Off the Last Lily Pad

- 1.Jump Off,  $\frac{1}{4}$  Turn. As students jump off, they perform a quarter turn in the air and land with their shoulder parallel to the bridge.
- 2.Jump Off,  $\frac{1}{2}$  Turn. As students jump off, they perform a half turn in the air and land facing the bridge.
- 3.Straddle Jump. As students jump off, they perform a straddle (legs straight and away from each other) in the air and land with their legs together.

## **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 balance, coordination, strength skills?
  - b. Allow students to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
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. 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 learning. Help students learn and assert their individualism and use higher order thinking skills by having them create their own Water

Lily Pad configuration and/or balance, strength, coordination, etc. activities, configurations and/or routine to perform on the Water Lily Pad Set. Students can perform this individually or in groups. In allowing students to explore a problem (i.e. create their own routines or challenges) in terms of how it relates to their own experiences and ideas as well as those of their group members, you are introducing the teaching/educational philosophy known as progressivism. Students take the knowledge from their own individual experiences and ability levels to create something uniquely theirs, based on their own and/or 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. When first introducing the Water Lily Pads to young and/or beginner learners, allow them to explore the equipment. Doing so gives them practice time before they participate in the actual activity. Through practice time, they learn what it takes and how to balance on the lily pads and bridges. Also, it allows the teacher to visually observe the students to see if which students are skilled at balancing, coordination, and strength and which students may need extra practice time or help and care when participating in the activity.
2. Students move through the movement activities in sequence. Students should start and be successful with the beginner activities before they move onto the difficult activities. Progressively moving the students from easier to more difficult games keeps the students motivated and interested in the task. It also allows them to be successful before moving onto something more difficult before they are ready.
3. Set up the lily pads and bridges 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.
4. Supervise students as they participate in the activity. Make sure the students are on task and adhering to the classroom and activity rules.
5. 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.
6. 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.
7. Check for student understanding of how to participate in the activity and the rules before allowing the students to play.

8. Stand where everyone can hear when you talk which will save you having to repeat yourself. It will also 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.

7. If available, use floor mats (yoga or thin gym mats) on either side of the bridges. This will help the students from getting hurt if they do fall off a lily pad/island or bridge. Also, if blue mats are used, it adds the effect of water around the pond!

### Safety Issues and Concerns

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.

1. Practice all activities (easy and difficult) on the floor first before moving to the Water Lily Pads and bridges.
2. Check to make sure that the area where Water Lily Pad activities will occur is safe from debris, obstructions or any potential obstructions.
3. Check bridges to make sure they are locked and secured into proper position on the islands and that the lilies (island tops) are in place and fastened properly.
4. Monitor students when the Water Lily Pad set is in use. Constantly reinforce the positive actions of students and redirect any actions that are not acceptable.
5. 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.
6. Novice students performing easy or difficult movement activities may need a spotter. A spotter is someone who stands/walks besides the performing student offering a hand to the student if s/he needs to keep his/her balance. The spotter must not take the student's hand, for this may pull him/her off balance.

### Tell students before they play:

1. Always be aware of the person in front of you at all times.
2. You may step up onto first pad when the person in front of you has left first pad.
3. Only move to a pad when the person in front of you has left that pad.
4. It's OK if you fall off a bridge or lily pad. This is a magical pond so you do not fall, you float in the air! Just get back on and keep going!

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*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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