

ACTIVE PLAY

On, off & around... On, off & around...

Railyard Obstacle Course

49 EXERCISES

THAT WILL IMPROVE & DEVELOP

Balance • Coordination • Agility • Core & Functional Strength
Endurance & Cardiovascular Fitness • Speed • Strong Stable Joints
Flexibility • Posture • **AND IT'S FUN!**

PLUS:

This manual includes:

- 9 Lesson Plans and Teacher Assessments on the Railyard Obstacle Course
- 5 Lesson Plans and Teacher Assessments using our exercises "on the ground"

Each easy to follow and teach lesson plan includes a variety of exercises professionally designed to provide your students and children a total body functional exercise experience that is developmentally appropriate, exciting and fun!

- All exercises are designed for ages 5 and up
- Teacher Assessments are prepared for K-12 Physical Education

RAILYARD



FITNESS[®]



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BONUS MOVES DONATED BY FRANK FORENCICH OF



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Teacher Assessments

The last pages of the manual are dedicated to teacher assessments. You will find one assessment for each of the 7 Active Play on the Course lesson plans, 2 Active Play Circuit lesson plans, and 4 Active Play on the Ground lesson Plans. The assessments are titled and numbered for the corresponding Lesson Plan found on the page indicated above.

Chapter One: What IS Railyard Active Play?

The best way to describe Railyard Active Play is for you to close your eyes and transport yourself back to when you were 5, 6, 7, 8, 9 or 10 years old. You are playing on the Jungle Gym, monkey bars, a pile of rocks, mound of dirt, on a log or some old tires. Can you see it? You have no inhibitions or restrictions. You duck, jump, crawl, climb, leap, and roll around on whatever it is, and your creativity allows you to make up each move as the challenge presents itself. You don't know you're not supposed to be able to do these things, you just do them. I'll bet this has brought a smile to your face, hasn't it? That's Railyard Active Play!

Railyard Active Play can be for children ages 5 to 105. Everyone who engages in this unique, tried and true exercise program will reap the extraordinary benefits. This is highly effective exercise and fitness designed by PLAY. The movements you used for physical play as a child are the same movements that, when executed as illustrated in this manual, provide the superior results of Railyard Active Play.

These movements have been used by humans throughout history; from prehistoric man to our more recent ancestors who ran, jumped, crawled, climbed and leaped as a part of daily life. Their ability to utilize these talents allowed them to survive their physically demanding and dangerous environments. Luckily, we don't have to outrun predators today for survival. However, the design of the human body has not changed. A body with a history of Active Play will give you the ability to traverse the world in a much more fluid, prepared state of being and wellness, whether that means playing sports or putting something up on a shelf.



But how does all this “play” stuff make you fit?

In traditional terms, we define a complete exercise/fitness program as one that incorporates all the components of fitness and healthy physical exuberance:

- Muscular Strength
- Muscular Endurance
- Cardiorespiratory Endurance
- Flexibility
- Body Composition
- Functional Skill
- Enjoyment
- Interaction

Recently, functional fitness has become the “buzz” word in the fitness industry because we have discovered the necessity for our exercises to be more supportive of the actual movements that we do on a daily basis. Functional fitness involves performing movements that replicate how the body moves while doing real life activities; whether you are dancing, walking, running, climbing, crawling, ducking, jumping, shoveling snow, cleaning house, or playing games or sports in your back yard, on the playground, playing court or field. Functional fitness is improved by adding agility, balance, coordination, and dexterity to a fitness base of muscular strength and endurance, cardiorespiratory endurance and flexibility. Railyard Active Play focuses on creating a relationship with movement. The end result will be a person who embarks on a lifetime journey of Active Play, which will result in greater health, self-concept, and physical as well as mental ability.

Can Railyard Active Play Build Muscular Strength?

Resistance training is fun and more effective when done using your entire body. Railyard Active Play is designed to use your body weight and gravity for resistance; vaults, hip raises, bear crawls, inchworms and alligators all replicate activities that the human body is designed to do in one way or another, because they are integrative in nature. The body was not meant to move only in isolation, or with respect to muscles. It was designed to move as a system.



The development of strength is relative to what you need it for. Athletes, children at play, construction workers, and busy parents who lift children, do housework and load and unload the family taxi - all need strength for different activities. All of these activities require functional strength that incorporates manipulating one's own body weight, along with a variety of obstacles we face in our path, and doing all of this within the control of gravity.

Though your muscles may get bigger, please don't confuse the functional strength created by Railyard Active Play with bodybuilding, which produces the big muscles you see on bodybuilders. Functional strength makes you stronger in every physical plane allowing you to squat, bend, sprint, twist, and lift more efficiently during every aspect of your life with confidence, power and agility. Railyard Active Play, done with attention and focus, can also improve musculoskeletal alignment; which can, in turn, reduce your risk of injury during all sports, work and daily activities.

Can Railyard Active Play Develop Muscular Endurance?

The definition of muscular endurance is the ability to work the muscles at a sub-maximal force for a period of time without fatigue. Railyard exercises involve continual movement that requires the muscles to keep on working. Twenty minutes of a variety of combinations of Railyard exercises requires sustained effort from all the muscles throughout the body and will deliver improvements in muscular endurance.

Can Railyard Play Improve Cardiorespiratory Endurance?

Cardiorespiratory endurance (what most people refer to when they say "cardio") actually should be looked at as two things: 1) The ability of the heart, lungs and circulatory system to deliver more oxygen to the muscle cells and 2) The ability of the muscle cells to be able to take up and use that oxygen to produce more energy to support physical exercise. Aerobic exercise (exercise that involves the use of oxygen to produce energy) is known to increase cardiorespiratory fitness. However, "aerobics" has mistakenly become synonymous with cardiorespiratory fitness. Anaerobic exercise (exercise that does not use oxygen, but uses other energy sources—glycogen and ATP-CP) is often ignored or even forgotten as an important component of developing cardiorespiratory fitness. Sports activities and children's natural play activities are both aerobic and anaerobic; therefore training should include both systems. Railyard Active Play exercises incorporate both aerobic and anaerobic energy systems.

Aerobic exercise is lower intensity and can last for a longer amount of time. Anaerobic exercise is high intensity exercise that only lasts for a few minutes. Both of these systems should be used to make the body more efficient overall. Railyard Active Play exercises engage every muscle in your body like no other exercise program or machine. This creates a non-stop, heart-pumping movement experience that you have to-

tal control over. By simply slowing your pace and modifying the exercises, you can control whether your Active Play experience is aerobic or anaerobic.

Railyard Active Play also engages your brain. Instead of sitting on a bike or walking on a treadmill in front of a TV like a hamster, you will be exercising your brain as you think ahead to your next exercise or formulate how to position your body to execute a bear crawl, or alligator. Sounds like fun doesn't it? It is the playfulness of Railyard that makes you forget about how hard you are working - and therefore allows you to work even harder than you would expect!

Will Railyard Active Play Increase Flexibility?

Flexibility involves the ability to move a joint through the normal, full range of motion as a result of the positioning of the joints in relation to the attachments of the muscles. Railyard Active Play exercises incorporate movements in every conceivable physical plane, thus maintaining normal flexibility. Training in this manner will, as a natural byproduct of the movement, align your musculoskeletal system in its original and correct alignment. When your skeletal system is in perfect alignment, you can experience the flexibility your body was designed for.

Can Railyard Active Play Improve Athletic Performance?

Athleticism, especially for the young, should be separated from the idea of athletic performance for the sake of winning awards and trophies. True athleticism is discovered and nurtured for its own sake first. When combined with a natural desire to compete and improve, this athleticism can be part of an equation for success. But all people, regardless of whether they want careers in sports or not, can be natural athletes. All we have to do is break down the elements of athleticism and practice those elements

The elements of athleticism are: agility, balance, dexterity, speed, and the ability to perform "explosive" movements. In other words - quick, well sequenced muscle action on command. Above, we spoke of the fact that the human body is meant to move as a system. Athletes know this better than most. A tennis player never does anything with his or her biceps, or calves. They hit the ball with the whole body, moving as a pattern. A gymnast does not perform a layout with the lower back muscles, but instead by "understanding" it in their minds and bodies as a movement.

Further, a playful, exploratory spirit is necessary as an athlete, whether recreational or professional, to constantly improve. The "growth" mindset that neuroscientist Carol Dweck so often speaks of is what the Railyard Active Play Course was designed to foster. This desire to always want to learn something new makes a powerful brain!

Railyard Active Play: Perfect for Children

If you observe children at play, they fluctuate back and forth between high intensity and low intensity. This is the general nature of children. Movement programs designed for children need to reflect not only the general movement characteristics of children - short bursts, exploratory level - but also the reasons that they move. Many "youth fitness" programs have a severe conflict of interest: Children aren't looking to become more "fit". They are looking to explore and enjoy! Fitness is merely a side effect of a great childhood.

The more fitness training resembles “play”, the more fun and effective it will be. We are especially thrilled with the potential Railyard Active Play has for kids from 5 and up. First of all, Railyard exercises are fun! Any child can tell you that fun is the most important element of a children’s program. The jumping, crawling, ducking and movement involved in Railyard Active Play will provide a child with strength stamina, balance, and coordination.

Railyard Active Play challenges not only the body, but the mind. Creativity is natural on the Railyard Obstacle Course. Confidence will grow as students experience the thrill of successfully executing Railyard movements, and coming up with new ones!



For children, early success followed by continually progressive challenge is the most effective way to learn something new. Therefore, we have ensured that all the movements can be modified to accommodate each skill and developmental level from 5 years of age and up.

How Do I Learn Railyard Active Play?

We already know how. It’s in our DNA. Remember the earlier mention of our prehistoric ancestors and how they survived in the world then? Remember the visions of you as a child on the playground? All that’s needed is an environment and the support to set those memories, feelings and emotions free. The Railyard Active Play Course can be that environment, and this manual coupled with peers will provide the support. Within minutes of setting up your Railyard Active Play Course, you and the kids will be leaping, ducking and crawling with great exuberance!

This manual presents visuals and explanations of all the Railyard Active Play movements, as well as a variety of equipment configurations with step-by-step movement experience plans as a guide for you to develop a variety of different movement experiences. Then, use your imagination and your body to guide you in playful movement that becomes more and more natural and creative. Overcome your fears and limitations and let your body play again.

Also in this manual are movements and games donated by Exuberant Animal and Move Theory. *Move Theory’s FUNction Method* provides the guidance methodology for instructors.

So, Tell Me More About the Railyard Course!

Railyard Active Play Movements are done on the Indoor Railyard Active Play Conditioning Course, designed and manufactured by TherapyZone. The Course is made of structural, roto-molded polyurethane Rails, Platforms and Platform Tops.

This equipment will provide years and years of use under the most demanding conditions. Whether your Railyard Active Play Course is going to be in a PE class, recreational center, team sports training center,



a college sports program, a health club or private fitness studio, or your basement, you can feel confident your Railyard Active Play Course will be there to support you. Every Railyard Active Play Course includes a one year limited warranty to the original purchaser for indoor use. Use of the Railyard Active Play Course outdoors will void the warranty. If, in the unlikely event, any part of your Railyard Active Play equipment fails, contact TherapyZone for a replacement part.

The Railyard Obstacle Course components can be arranged in a variety of layouts to fit *space, ability level* of the user and *budget considerations*.

RAILYARD PARTS

A **Rail** is seven feet long and is reversible: one side is flat and the other is rounded to create a greater challenge.



A **Platform** is 18 inches high and 24 inches wide and can be stacked 2 high to raise the Rail to 36 inches. Stack the platforms as high as needed for storage. The **Platform Top** fits on the Platform and attaches with four rubber latches to secure the Rail and stabilize the Course.



There are many Railyard Obstacle Course configurations illustrated in this manual. The pictures below show two examples of a Railyard Active Play Course configuration that will accommodate a variety of movement sequences, as well as up to 30 participants at a time.



Basic Railyard Movement Concepts (More On This Later)

There are a variety of ways to interact with our environment to get a fun movement experience. Children instinctively understand this concept and do it on a regular basis wherever they are (unless restricted from doing so by adults). Adults become child-like again by getting out of their comfort zone and letting go of their self-imposed limitations and fears, and allowing their bodies to move the way they were intended to move. Anyone can find success (at their level) with Railyard Active Play. Railyard Active Play endorses the idea that we were all children at one time and that serves as our frame of reference as we begin to play.

The level at which you participate in the Railyard exercises will depend on your fitness level and skill level, but the components of the Railyard Active Play Course are versatile and can be configured to accommodate all body sizes and levels at the same time. The Railyard Active Play Course fits perfectly into school gymnasiums, athletic training centers, recreation centers, private fitness studios, and even health clubs, where people want to participate in a fun, functional fitness program.

There are **six fundamental components** to a Railyard Active Play movement experience:

1. Going up and down or over something
2. Going under something
3. Going around something
4. Challenging and removing your limitations
5. Using multiple environments
6. Having fun!



Using these fundamentals gives you a lot of options. We will give you plenty of foundation to work from in Chapters Three and Four, but remember - you are not *limited* to any rules. Remember, this is all about playing, so use the below in a creative way.

Going Up and Down or Over Something

Climbing is a function of the human body and can be done in various ways. We can use our hands and feet in a unified effort to scale a wall, climb a rocky hill, climb a tree or ladder, get up on the kitchen counter to water the plants above the cupboards, and come back down.

Jumping over things is a function of the human body and can be done in various ways. For example: We can vault our bodies up and over a fence using our upper body as a fulcrum and swinging the legs over the top from one side to the other; we can jump up onto a higher platform and jump back down.

Stepping up onto a bench or rolling over an obstacle can satisfy the requirement as well. Railyard inspires us to do these things.

Moving over an obstacle is commonly seen as different or scary as we get older but is a common way to approach obstacles as a child. Remember when climbing a tree was as natural as walking? Or hopping over a wall or the neighbor's fence? We were conditioned to avoid doing those movements as we got older. We would hear directives like "get off of that" or "don't climb up there" and thus, we were conditioned only to retreat around obstacles, and trees became only for sitting under.



Going Under Something



Modern humans spend plenty of time down on the ground crawling around looking for things we dropped on the floor, playing with our children or we have to duck under obstacles to get from one side to another. Railyard Active Play creates an environment where we are inspired to do these things with greater variety and vigor.

As we get older, we are taught to bend a certain way or we are told to lift with our legs, and we become more and more conditioned to the world above our waist. Just the act of picking something up in this day and age sets into motion an instruction booklet of procedures rather than instincts. When did getting down on the floor or bending over become such a chore? We have come to view move-

ment as something to avoid for fear of injury, or as something to do in a controlled environment to heal injury. No doubt, it has something to do with all of the back pain alarmists and our own fear that bending is somehow an unnatural movement. We begin to believe that the body is not designed to move under things. Or even worse, we think that it is so fragile that it must be supported at all times when bending. As this thinking progresses, it becomes a self-fulfilling prophecy!

Going Around Something

If life were just forward and backward, we would constantly be waiting in lines. Moving side to side or around obstacles is already a part of our common, everyday functions. If we are walking down a sidewalk and someone is walking right towards us, one of us has to go around. Just living in our house or working out at our health club, we have to move around furniture, toys, boxes, or equipment that is in our way. We zig zag in the name of efficiency. So, we need to be agile and be able to switch directions—forward, backward, sideways—with ease. Railyard Active Play makes us do these things.

Challenging and Removing Your Limitations

Limitations may show up as hesitations or a demonstrated, real, physical inability to perform certain movements. As a Railyard Active Play instructor/participant, observing these limits is your first priority. The participants will be well aware of their own limitations and may wish, at least at first, to avoid movements that will exploit these limitations. When this happens, your encouragement is needed for them to attempt the movement again. In a group setting, participants can provide each other with support; at other times it will need to come from the instructor.

Using Multiple Environments

You can (and should) do Railyard Active Play Movements in many different environments that evoke a playing atmosphere—parks, hiking trails, playgrounds, gyms, etc. This manual focuses on using the Indoor Railyard Active Play Course, but it also includes plenty of movement ideas that you can use anywhere! Our goal at Railyard Fitness is to provide you with the tools for a well rounded, playful movement experience!

There may be times when a member of the group does not recognize a limitation is showing up as they perform the movement experience. There is a lot of energy being created and used during a Railyard Active Play movement experience, and sometimes we can get carried away with the time we are having and awareness of the actual movements may be lacking. Fun is our overall goal with every movement experience—it is important to not overly correct the form—but it may be necessary to encourage someone's preferences when doing certain movements such as when dismounting from the Railyard Active Play Conditioning Course, or favoring a particular side when doing field work. Once the participant is made aware of his/her preference, it is up to them to try and balance the form, fun, and fear. **FUNction Coachable Moments**, included in **Chapter Three** with the **Railyard Active Play Movement Instructions**, will assist instructors in providing the right type of guidance.

Having Fun!

A belief in our own possibilities as physical and emotional beings is what drives the message of Railyard Active Play. Fun is a universal feeling that allows us to be free of rules and structure, free of judgment, and free of the work associated with being healthy. Our students are “co-teachers” when it comes to having fun and all that is really required of us is that we begin. So, **GO PLAY!**

Chapter Two: Preparation and Safety

Active Play Preparation

Yeah, yeah...we know. We just told you to "GO PLAY" right? Well, first things first. We have to consider preparation and safety first. Believe it or not, once we are comfortable that our environment is safe enough (but not so safe to be restrictive - we feel more free to play!

What do children do when the bell rings for recess? They run out onto the playground and start playing. What do your children do when you take them to the park? They jump out of the car, sprint to the playground to see who can be the first one on the swing set. Then they hop onto the swing and start pumping their legs forward and back as fast and furiously as they can to see who can swing the highest. Did they pause first to do a warm up? Probably not. The nature of play with children reflects the general nature of the way they are designed. Children play hard and they rest. They continuously cycle through high and low intensities all the while they are playing. Should children warm up? The answer is yes, but keeping in line with the Railyard Active Play philosophy of keeping exercise fun, a warm up can be effective and fun. Our warmups, or Active Play Preparations, begin with the same playful spirit of the Railyard, just at lower intensity.

Exercise physiologists recommend that some type of warm up be implemented as an integral part of any movement experience program. In general, it is wise to do a warm up to prepare the body for vigorous activity. The amount and type of warm up would depend on the activity being performed as well as the age and ability of the participants. Therefore, warm ups can vary in design depending on who is doing the activity.

Since this training manual focuses on Active Play, we will discuss a warm up relative to the needs of playful, vigorous movement exploration. Beyond that, participants should be encouraged to "listen" to their bodies. The body knows its own limitations, therefore it will naturally work its way into vigorous activity and slow down when it is necessary.

An Active Play preparation is partly the act of getting the body warm—elevating the body's temperature. The physiological changes that take place as a result of a warm up will not only produce a more effective movement experience, but will help to prevent injuries. Several physical changes occur as a result of a thorough warm up. Understanding these changes instigates the implementation of a thorough warm up. These changes are:

1. **The muscles and connective tissue** are more pliable when they are warm. Think of your tissues as having the elastic properties of a rubber band. When a rubber band is cold, it will break in half when you go to stretch it. If it is warm, it will stretch with no damage. Our tissues act the same way. So, a warm up will make our tissues more mobile and able to move through the normal range of motion with comfort and ease.
2. **The blood system** can deliver the oxygen we breathe more efficiently when the body is warm. The hemoglobin (which is the oxygen carrying component of our blood) is more efficient at releasing the oxygen it carries to the cells for energy production.
3. **The neuromuscular system** is more efficient as a result of a warm up. When the body is warm, the electrical impulse conducted by the nerves to the muscles causes the muscle to contract more effectively.
4. **Warm up gradually increases oxygen consumption** allowing the body to begin to use oxygen for the oxidation of fat for fuel.

But an Active Play preparation is more than that.

This is also a chance, to put it simply, for us to awaken circuits and activation patterns in the central nervous system. This is the part where we “groove” patterns that we plan to use at a higher intensity. This is done by athletes all around the world – tennis players, basketball players, gymnasts, etc.

Further, we can use this time to anticipate how much fun our experience is going to be. We can ask: “What am I going to do new today?”

In other words, we are ***preparing the mind, body, and spirit for Active Play.***

An effective warm up involves starting with low intensity rhythmic movements—keeping the arms and legs at a low level of movement and gradually build up the range of motion involved in the movements, as well as the intensity. Gradually, all joints should be taken through the full range of motion and in a variety of directions to prepare the body for the activities involved in the movement experience.

Railyard Active Play has a functional warm up that incorporates many of the types of movement we employ but at a lower intensity. The strategy of all Railyard Active Play exercises is to involve the participant in a wide variety of movement patterns that involve multiple directions

1. Forward
2. Backward
3. Side to Side
4. Squatting and Lunging

Activities should be selected to make the warm up both effective and fun.

Each of the ***sample movement experience plans in Chapter Four*** provide a **complete Active Play Prep**, and the movements for the Prep are described in Chapter Three.

The “Cool Down”

A cool down takes the body from the stimulation of vigorous exercise back down to its normal resting state by gradually slowing down the moves to get the heart rate back down to resting level and getting the muscles to relax. The end result is eliminating muscle tension that was developed during the movement experience. In addition, this is a good time to practice deep breathing to change the energy flow in the mind and the body.

Tip for teachers: This is a good way to wind them down and get them to relax prior to sending them back to the classroom.

Several examples of cool down sequences will be given later in this manual in our Railyard Movement Instructions, as well as our sample programs.

Basic Configuration and Use

Remember, the Railyard Active Play Course consists of platforms and rails. Platforms can be labeled as first base, second base, third base, etc., and then home base. In other words, if you have 4 platforms or more, the last base is called home base with the rest of the bases being numbered sequentially. But, really, you can choose whatever creative naming system you prefer - countries, states, colors, etc!

The following is a sample configuration of platforms and rails. *Notice the opportunity to use different configurations and heights*



Things to Say That Keep Sessions Safe

“Be aware of the person in front of you at all times!”

“Before you go any further, make sure the person in front of you has left their base”

1. You may step up onto **first base** when the person in front of you **has left first base**.
2. You may **leave for 2nd base** when the person in front of you **has left 2nd base**.
3. You may **leave for 3rd base** when the person in front of you **has left 3rd base**.
4. You may **leave for home base** when the person in front of you **has left home base**.

Organizing Students for Fun and Safety

One effective and fun idea to help all participants excel on the Railyard Active Play Course is to set up a “buddy” or mentoring type system where a more advanced student is paired with a less-skilled student. You can also pair students by interest or just pair friends! Partnerships are a great support system in that self-confidence, improved physical performance, and ability to interact in team work are all accomplished.

Students can progress on the Railyard Active Play Course by observing others, as well as practicing the skill over and over again. Students with good skill will continue to improve their skill. Students with less skill will continue to explore and practice the skill and receive guidance from their more advanced partner or the instructor. It is up to the discretion of the instructor what system to use here. Be aware that some students may NOT benefit, but instead may be stifled by being paired with another that has more skill. So, always pair our ideas with the wisdom you glean from your relationships with your students.

Preemptive Safety Measures

As with all activities in Physical Education, 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. Always check to make sure that the area where Railyard Active Play activities will occur is free from debris, obstructions or any potential obstruction.
2. Always check that rails are locked and secured into proper position on the platforms and platform tops are in place and fastened properly.

When using the Railyard Active Play Course for Modified Pull Ups on a 36" rail, it is recommended that you attach 18" rails (that run perpendicular to the 36" rail) to the bases of the 36" rail. This will give the 36" rail a better base of support. In addition, it is recommended to place mats underneath the Modified Pull Up rail to absorb a fall if the student's hands slip off the edge of the rail.

3. Always monitor students when the Railyard Active Play Course is in use. Constantly reinforce the positive actions of students and redirect any actions that are not acceptable.
4. Set limits with classes before activities begin on the Railyard Active Play Course so students will know ahead of time the outcome of their actions

Example: "We want you to be here, and want you to have fun - but if you choose not to follow the rules and directions set forth, then you are a potential threat to yourself and others, and not being safe will result in not being allowed to participate."

Chapter Two: Railyard Movement *Plus*

Railyard Active Play Instruction and **The FUNction Method**

The whole point of Railyard Active Play is for the teacher to become a happy partner in a meaningful, enriching experience for the student, instead of bending the student to their personal will and goals. Also, this approach is meant to give over, within reason and respectful of safety needs, some control of the experience to the students.

This manual is “powered” by selected elements of **Move Theory’s FUNction Method**, which means that the experiences are designed with the following concepts in mind:

1. The Railyard Active Play experience is meant to be exploratory and fun
2. Provide students with a framework of ideas and concepts
3. Allow students to play with ideas and concepts
4. Have instructors step in as needed with **FUNction Coachable Moments**, which are designed to do one of the following:
 - Put students in the frame of mind to refine skill
 - Help students find a natural skill progression
 - Encourage effort and alertness in students
 - Assist instructors in teaching intuitively and cooperatively

Question: “How will I know when to use FUNction Coachable Moments?”

Answer: *You learn this by developing relationships with and observing your students. Certainly we do not want instructors stepping in on every little mistake. You step in when there is either an issue with behavior, or when the student repeatedly shows a misunderstanding of a movement or significant unsteadiness. But remember that teaching is not just a science - it’s an art. We can give you the framework, but the execution is informed by your wonderful relationship and interactions with your students.*

Some Notes About Using Railyard Active Play Movements

Railyard Active Play is a program based in vigorous play, that can be performed in any environment (indoors or outdoors) where you have a spacious, unobstructed floor. The movements you choose will depend on the actual amount of space available and the number of students present. Gymnasiums used for Physical Education classes are ideal for all Railyard exercises; however the exercises can be adapted to fit smaller areas.

As we have alluded to before, we believe that a full physical education experience should also include variety in movement, some measured guidance, and the outdoors. To that end, we have included other movement and play suggestions from Move Theory and Exuberant Animal in order to further expand your experience. In the following pages, you will learn more about how we instruct movements. In Chapter Four, we will outline some sample experiences for you. Let’s begin with some basic notes about this section of the Railyard Active Play Youth Instructor Training Manual...

These codes are a guide for choosing where the best place is for each movement:

On the ground (G)
 On the Railyard Active Play Course (RAP-C)
 On both (G + RAP-C).

Movement choices are also informed by skill level, as follows:

Everyone
 Intermediate
 Advanced
 High Advanced

Question: "How can I tell what level students are?"

Answer: *This can be done intuitively or by virtue of a standardized motor skill battery. However, the intuitive method is just fine and works well when employed in partnership with students. Ask questions, observe, and guide.*

Important Note:

Example: Conversation from the instructor's end could go as follows: "Do you feel balanced when you do this on the ground? Do you feel like you could repeat it the same way, under control, several times in a row? Let's see!"

Movement choices sometimes specify which type of Rail to use:

Flat Rail (Usually Intermediate)
 Round Rail (Usually Advanced)

Railyard Movements can be done in all directions:

Forward
 Backward
 Sideways (Lateral)
 Stationary

Verbal instructions should **always** be given simultaneously with demonstration, if possible. Instructors should be prepared to **demonstrate movements with high competence and exuberance**. Multi-modal learning is important! The more senses a student uses to learn, the better reinforced the knowledge. Further, your movement will inspire them.

In the remainder of this in this chapter you will find:

Instructions for Railyard Active Play Prep and Cool Down movements

Instructions for Bonus Movements and Games from Move Theory's The FUNction Method and Exuberant Animal

Range of Motion Movements

For Active Play Prep or Cool Downs. These are all done on the ground.

Jumping Jills

G

Start with hands and feet pointing in opposite directions, twist in the opposite direction while pushing the ground away. Continue this, get a rhythm going. You can go fast or slow, and you can use a medicine ball to make this more difficult.

Donated by Exuberant Animal via Dr. Kwame M. Brown

Figure Eights (on two legs or one leg)

G

Stand on two legs or one leg, make big figure eights in the air with your arms. Practice going high and low, or use a medicine ball to make it more difficult.

Donated by Exuberant Animal via Dr. Kwame M. Brown



Hip Rock

G

Sink into a wide, comfortable Squat, hands touching the ground. As possible and comfortable, move hips left and right, supporting as necessary with hands. Explore many movement angles and shapes. Work hands and hips in a circle. This can also be done with the hands on a chair if this depth is too strenuous.

Donated by Exuberant Animal via Dr. Kwame M. Brown

FUNCTION!™ Coachable Moments

- Let your knees and hips bend, and stay loose!



FUNCTION!™ Coachable Moments

- Let your knees and hips bend, and stay loose!
- Really try to make your movements look like the number eight!
- What other numbers and letters can you draw in the air?

FUNCTION!™ Coachable Moments

- Get your bottom down really low, and try to keep your upper body nice and relaxed!



Balanced Touches

G

Standing on the right leg, let the knee and hip bend some, reach down and touch the floor with the left hand and extend the left leg back and parallel to the ground. Repeat with the other foot. Alternate sides five times.



FUNCTION Coachable Moments

- What if you tried bending your knee and hip a little more, using your leg muscles? Does that help your balance?
- Where are your eyes looking? Sometimes, if you pick one spot to look at, this can help you balance.

Cats and Cows

G

Get on your hands and knees. The hands are placed on the floor shoulder-width apart and directly under or slightly in front of the shoulders. The knees are hip-width apart and directly under the hips. CAT: Arch your back like a hissing cat by pushing yourself away from your hands (the shoulder blades will move apart), dropping your head toward the floor and pulling your hips under into a posterior pelvic tilt. Arch yourself as much as you can without pain, and hold for a few seconds. COW: Come out of the arch and go the opposite direction. Lift the head up and back, drop the torso toward the floor drawing the shoulder blades together and take the hips into an anterior tilt creating a sway back position. Hold for a few seconds and repeat the two movements 20 times slowly.

FUNCTION Coachable Moments

- Think about making this movement smooth and relaxed.
- Don't make it about "forcing" your back into place. You want to relax to get the muscles to loosen up.



Child Pose Stretch

G

Start on the hands and knees, placing the hands shoulder-width apart on the ground and out in front of the head about one foot. The knees are directly under the hips. Push the body back away from the hands so the rear end moves backwards. Lower the head to the floor, or stack your fists on top of each other and rest your head there. Continue to walk the hands out farther in front of the body for a bigger stretch. Hold 30 seconds.



Downward Dog to Plank

G

Start on your hands and knees, placing the hands directly below your shoulders and the knees under the hips. Pull your toes under to grip the floor and then proceed to lift your knees off the floor into a piked position. Your arms and knees should be straight. The goal is to pull the hips high to the ceiling while dropping your upper body through your arms toward the floor. Relax your feet and allow your heels to drop toward the floor, but don't force it! Then, slowly drop into a plank position, with the body forming a long straight line like a stiff board. Perform this 10 times

FUNCTION!™ Coachable Moments

- Think about reaching your tailbone backward gently
- Imagine your spine getting longer, with each deep, relaxed breath
- If your neck is uncomfortable, stack your fists and rest your head on top

FUNCTION!™ Coachable Moments

- Do you feel your tailbone reaching up toward the sky?
- Imagine you are folding in half and getting longer!
- You can spread your fingers out to put less pressure on your wrists.
- What if you tried to practice slowing your body down a little bit? Do you feel your muscles working more when you do that?



Hip Circles

Bring your knee toward your chest, then out to the side, then straighten your leg to the front and down toward the floor. Repeat this 10 times on each leg. The same thing can be done on hands and knees (picture on the right)



Happy Baby

This is a standard yoga pose. Gently grabbing the feet or the calves, bring the knees in toward the chest. Keep your back relaxed.



Frog

Be sure to have enough padding under the knees to make it comfortable. This is a movement that is not about "forcing", but about exploring the range of motion. Get on your forearms and knees. Split the knees as wide as is comfortable. Move the whole body slowly back and forth to loosen up the groin.



The Railyard Active Play Movements:

Traveling Movements:

1 Leg or 2 Leg Jumps (forward, backward, side)

G + RAP-C (advanced, flat rail)

Stand on one or two legs, drop your hips, and tilt forward a little. Feel balance on the ground, and then push the ground away to hop forward. Swing the arms forward to help you get up and forward.



FUNCTION!™ Coachable Moments

- “Did you feel like you pushed the ground away?”
- “Did you feel balanced on your foot before you pushed away?”
- “Do your arms feel like they are swinging free?”

Bunny “Hops” (Jumps)

G + RAP-C (Advanced, Flat Rail)

Stand with both feet on ground a comfortable distance apart and pointed straight ahead. Keeping the knees slightly bent, push the feet away to hop forward. Short, quick, bouncy hops!

FUNCTION!™ Coachable Moments

- I try to make sure I feel my knees and hips bending a little so I can spring back up! Can you try that?
- Have you tried jumping/hopping in place before travelling?

Bear Crawls (forward, backward, sideways)
G + RAP-C

You could even have the kids watch video of a bear walking so they can just imitate what they see! Bears are unique because they move right leg and right arm together, then left arm and left leg together.

Get in a crawling position with your knees off the floor. Walk both hands out away from the feet to the point where the body is in an arc from hands to feet - get your hips up high (like a bear walks). While keeping the body suspended off the ground, walk both hands and feet forward, drawing the knees toward the chest with each step.

FUNCTION!™ Coachable Moments

- Do you feel like you are controlling your body?
- What if you slowed down a bit so you can really feel what muscles are working?



Crab Walk (forward, backward, sideways)
G + RAP-C (Parallel Rails)

Sit down on the ground with both feet set on the ground a comfortable, stable position and pointed straight ahead. Place the hands directly underneath the shoulders pointing the fingers toward the feet. Lift the hips up off the ground as high as possible and hold this position while walking the hands and feet forward.

Remember, the goal isn't to hurt the shoulders, so anything that causes bad pain, back off a little bit and allow your body to get more flexible over time! Soft landings with the hands – show me control!

FUNCTION!™ Coachable Moments

- Do you feel like you are controlling your body?
- What if you slowed down a bit so you can really feel what muscles are working?
- Make sure you don't push so far up that you hurt your shoulders.



Crocodile

G + RAP-C (Intermediate to Advanced, Parallel Rails)

Get down on your hands and knees. Place hands on ground a comfortable, stable distance apart. The feet are positioned a comfortable, stable distance apart and the balls of the feet are in contact with the floor. Elevate the body off the ground into a push up position—walking the hands away from the feet until the body is in a full push up plank. Bend the elbows as far as you can. Walk forward along the rail in this position. Explore which hand and foot positions work best for keeping your body stable.

FUNCTION!™ Coachable Moments

- Do you feel like you are controlling your body?
- What if you slowed down a bit so you can really feel what muscles are working?
- Do you feel your back sagging?
- Can you use your strong belly muscles to protect your back from sagging?



Duck Walk

G + RAP-C (Intermediate to Advanced)

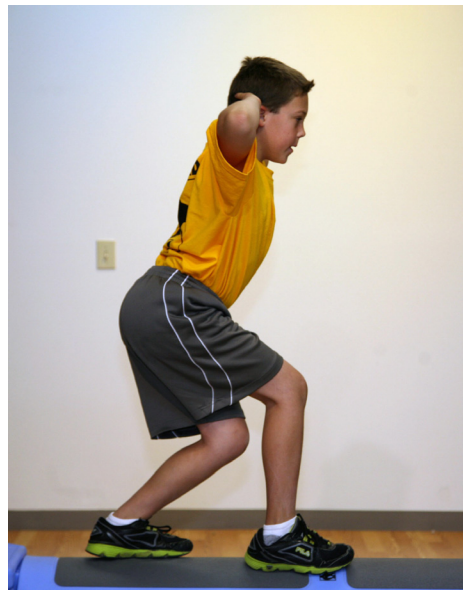
Stand with both feet on the floor about hip-width apart and pointed straight ahead. Place both hands behind the head interlacing the fingers and bring both elbows out wide so that the arms are aligned with the chest. Lower the body down into a squat position like you're sitting in a chair and the torso is tilted slightly forward for balance. Holding the squat position, walk the body forward.

Feel free to make duck sounds while you walk!

Special Note: If kids can drop down all the way (butt to heels) and they feel comfortable doing this, then let them. But never give that as an instruction, because it can be very damaging for some bodies.

FUNCTION!™ Coachable Moments

- Where are you feeling the work in your body?
- Can you drop your butt down and use your strong leg muscles?



Getting Under (forward, back, side)
G + RAP-C (36" Rail)

There are no instructions for this movement - this is all about exploration. Use your Coachable Moments.



FUNCTION! Coachable Moments

- How many ways can we figure out to get under the rail?
- Who can figure out the most different ways and directions?
- Can you go backwards?
- Can you go sideways?

Slow Run
G + RAP-C (Advanced, Flat Rail)

This is a relaxed run forward or backward. Try to relax your arms and allow them to move with your body.

FUNCTION!™ Coachable Moments

- Are you feeling relaxed?
- Which direction is your body moving? Up and down or forward?
- I wonder if you could run like a ninja, so that no one can hear your feet?

Jump ups (forward, back, side)

G + RAP-C (Intermediate to Advanced, Flat Rail)/(High Advanced, Round Rail)

Stand facing a base, rail or bench with feet a comfortable, solid distance apart and pointed straight ahead. Prepare the body to jump up onto the rail by dropping the hips down and swinging both arms along the side and behind the body. Project the body up onto the rail by swinging both arms forward and up, pushing the ground away and hopping both legs up onto the bench. After both feet are secure on top of the rail, hop forward and down off the rail.

If you have no base or rail, just pretend there is a rail in front of you that you are jumping on to--jump up and concentrate on landing soft/through the hips and knees.

FUNCTION!™ Coachable Moments

- Are you pushing the ground away or just lifting your legs up?
- Could you try pushing the ground away really quick, to see if this helps you jump up easier?



Notice whether or not the student seems to be in "on balance" when landing. If not, a Coachable moment here would be to have him try dropping through his bottom more. Maybe it's too high. Add a box for him to jump up from...

Hopscotch

G + RAP-C (Double Flat Rail, High Advanced)

Be really bouncy on one foot! Allow the knee and hip to bend. Do one foot to two feet, and two feet to one foot. How many different patterns can you come up with?

FUNCTION!™ Coachable Moments

- Are you getting that bouncy feeling?
- Can you try letting your knees and hips bend really quick each time you land, like this?
- What if you tried to make your one leg bounces feel just as bouncy as your two leg bounces (while demonstrating)?

Inchworm

G + RAP-C

Stand with both feet on the floor, or one on each rail. From a standing position, bend over from the hips and place both hands shoulder width apart on the ground or on the rails. Keeping the knees and elbows straight, walk the hands forward and away from the body until your body looks like a straight board (plank) - keep your belly tight and your body long in this position. Then walk the feet forward toward the hands. The body will end up in a complete forward bend again. Repeat the forward walkout movement.

FUNCTION!™ Coachable Moments

- How many different speeds can you use without being "shaky"?
- How much can you make your body behave like an inchworm?



Knee Up Run

G + RAP-C (High Advanced)

This is a running forward motion, except you get your knees up really high. Let each leg rise to the point where the thighs are parallel to the floor and the knees are bent at a 90 degree angle. But it's not just lifting the knees; it's driving the leg back down to push the ground away! Drive! Drive! Drive!

FUNCTION! Coachable Moments

- Do you feel like you are getting a good rhythm and keeping your body relaxed?
- I wonder how fast you could go if you really lean forward and let your arms swing?



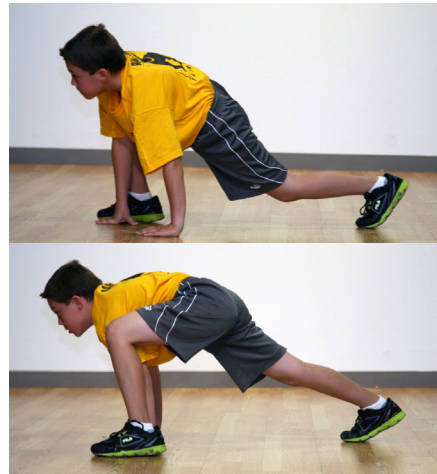
Spidermans

G + RAP-C (Double Rail)

Move like Spiderman! Start on your hands and feet in a crawl position. RIGHT FOOT toward the outside of the RIGHT ARM. **Stretch** the back leg BACK. Now, walk your hands forward starting with your right hand, then left hand and right hand again. The LEFT FOOT to the LEFT HAND with the RIGHT FOOT stretched back. Keep it moving!

FUNCTION! Coachable Moments

- Can you pretend you are really quick and powerful?
- How stealthy (sneaky) can you be?



Walking Lunge

G + RAP-C (Intermediate)

Take big steps, but keep your body under control. With each step, drop as low as you can without hitting your knee. Keep it moving!



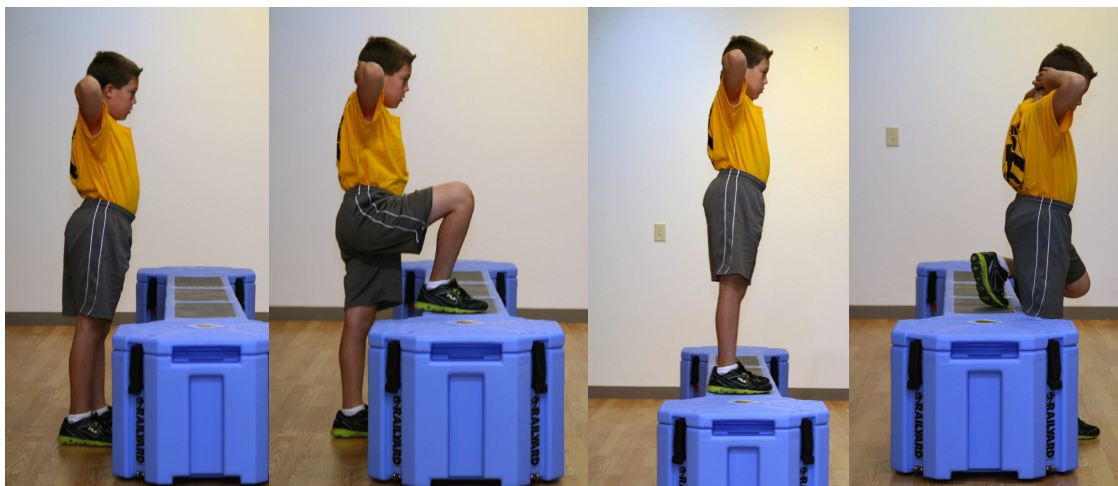
Step Overs (front or side) + Step Ups

RAP-C

Stand facing a rail or base with feet hip-width apart and feet pointed straight ahead. Step up onto the rail or base with the right foot and push your body up onto the platform bringing both feet to a hip-width apart position on top of the rail. Step off the rail leading with the right foot. The next time you come back to this exercise, lead with the left foot instead of the right foot. **For Step Ups**, just perform the first two pictures. For smaller students, use a small box in front of the rail or platform for added height.

FUNCTION!™ Coachable Moments

- What do you need to do with your muscles to stay balanced? What muscles do you need to use more? What muscles do you need to relax?
- What happens when you take bigger or smaller steps?



BONUS: Monster Walk (forward or backward)

G + RAP-C (2 Flat Rails)/(Advanced, 2 Round Rails)

Stand tall and take big, slow, balanced steps like a monster on the roof! Really use your big strong muscles in your big monster legs!



Sideways Movements

Carioca

G + Flat Rail RAP-C

Standing with feet a comfortable distance apart and pointed straight ahead, extend both arms out to the sides holding them parallel to the ground. Slightly bend the knees. Go left by crossing your right leg in front of your left. Then reverse—moving to the right, now your left leg goes in front



FUNCTION! Coachable Moments

- Try to get a good smooth rhythm going. Can you feel the “flow”?
- What happens when you take bigger or smaller steps?
- Do you feel how you’re more balanced if you keep your head right over your feet? If your head goes too far forward or backward what happens?

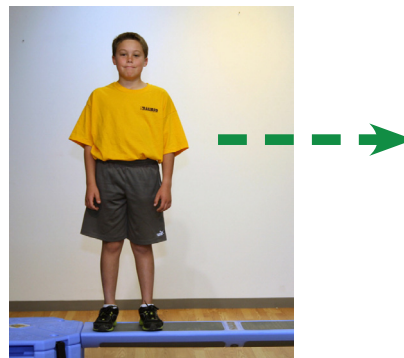
Side Shuffle

G + RAP-C (Intermediate Flat Rail, Advanced Round Rail)

Stand with both a comfortable, stable distance apart and feet pointed straight ahead. Relax your arms in front of you, drop into your hips so that you feel like you could move in any direction really easily. Slightly bend the knees. Stay down and move to the right, by pushing with the left leg and moving the right leg. Shuffle to the right about 10 steps then repeat to the left, pushing with the right leg.

FUNCTION!™ Coachable Moments

- When you are doing this on the Railyard, remember to pay attention to where your feet are.
- Keeping your alertness up, see if you can go quicker and quicker, smoother and smoother.



Over Drills

RAP-C (Intermediate to Advanced, 18" or 36" Rail)

Standing on the left side of a rail or bench—facing the rail at an angle-- place both hands on top of the rail with the left hand in front of the right hand. Hop the body and legs up by lifting the hips up above the level of the head and tucking the knees into the chest. As you hop, push the hands into the rail and swing your whole body over the rail and to the other side landing both feet on the ground. Then, quickly switch hand positions—right hand in front of the left hand on top of the rail and hop back over to the other side. See if you can keep it going, bouncing back and forth!

FUNCTION!™ Coachable Moments

- Do you feel your abdominal muscles working to keep you balanced?
- Try to get a rhythm going. Do you feel your movements getting “smoother” and easier as you practice?



Jump all the way over...



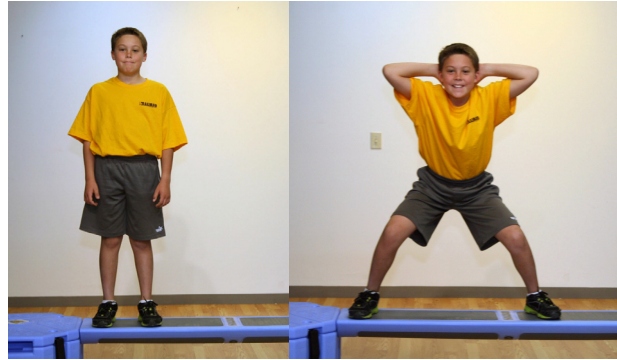
...or do a “modified over drill” where you stop in the middle

Side Squats
G + RAP-C

Stand with your right side facing the direction that you want to move. The feet are set hip-width apart and pointed straight ahead. Step the right leg out to the side about 2-3 feet. Drop the hips down and back, keeping your back straight. Pause in the squat position for a moment and then stand back up lifting the body up through the effort of the right leg. Draw the left leg in toward the right leg back to a starting position.

FUNCTION! Coachable Moments

- See if you can concentrate on dropping your butt lower and lower each time. It might be hard at first, but it will get easier.
- Could you try crawling through to a standing position?



Stationary Movements:

Donkey Kicks
G + RAP-C (Base)

From a standing position, bend over and place both hands shoulder-width apart on the ground or on a Railyard base. Get your body going forward a little bit, then kick both feet up behind the body while keeping the knees bent through the first half of the motion. Once you feel like your hips are pretty high in the air, extend the legs out behind the body, like a donkey rearing up its hind end and kicking both legs back.

FUNCTION! Coachable Moments

- Isn't it cool when you can feel your strong abdominal muscles "kick in" at the top?
- Oh my goodness! You got up really high on that one!
- Keep yourself under control, but do you think you could get up higher?

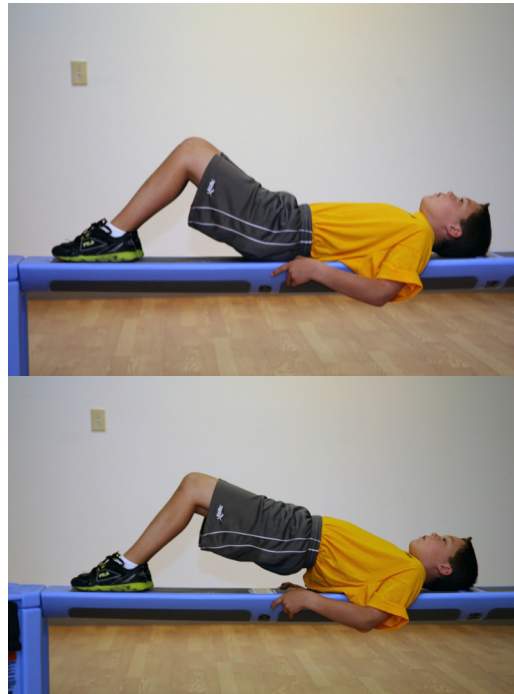


Hip Lifts
G + RAP-C (18" Rail)

Lie on your back with your feet on the floor, or on an 18" Rail. This can be done with two legs, or with one leg up in the air. Put your arms out to the sides, level with the chest and palms up. Relax your shoulders. Press your feet into the ground to raise your hips up.

FUNCTION!™ Coachable Moments

- Do you feel those butt and leg muscles working?
- How long can you hold your hips up in the air?
- Can you keep your legs lined up, or are your knees falling to your sides?



Hop Scotch
G + RAP-C (18" Rail)

This is all about getting that "bouncy" feeling in the legs. Hop from one foot to two, and then from two feet to one. Get a rhythm going, and try to maintain it. You can do this without any markings on the ground at all, or you can draw squares that alternate between one square and two squares.

FUNCTION!™ Coachable Moments

- Do you feel like you are "bouncing" off the ground?
- Try to feel your hips and knees bend a little when you hit the ground.
- To go to the next stop, think about pushing the ground away with your leg (s). Bend and push, bend and push, bend and push!



Incline Plank
RAP-C (18" or 36" rails)

Stand facing the rail with feet hip-width apart and pointed straight ahead. Place both hands on the rail about shoulder-width apart. Walk the feet away from the rail to achieve the desired pushup plank position. Keeping the hands under the shoulders and elbows extended, hold this position for 30 seconds to one minute.

FUNCTION Coachable Moments

- Try to keep your body really long (tall) the whole time
- What if you tried twisting your body back and forth a little during this movement? Which muscles do you feel working?

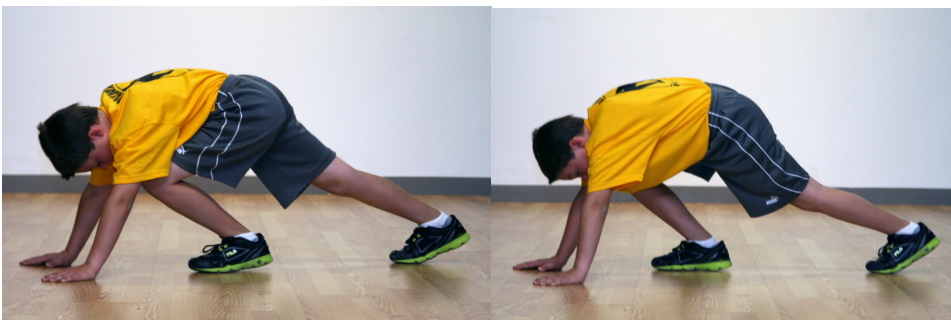


Mountain Climbers
G + RAP-C (Advanced)

Stand with both feet on the floor about hip-width apart and pointed straight ahead. From a standing position, bend over at the hips and place both hands shoulder-width apart on the ground. Walk out half way like you're going to do a Bear Crawl. Holding that position, hop the legs continuously forward and back so the right is drawn toward the chest and the left leg extends behind the body. Be sure to keep the feet pointed straight ahead.

FUNCTION Coachable Moments

- Could you try it slow at first, and then speed up? Then slow back down? What do you feel differently?
- This really makes you sweat doesn't it?!? Are you making sure you breath?



One-Arm Side Bridge

G + RAP-C

Stand facing the rail. First, position the body as if you were going to do a pushup with both hands on the rail and feet on the floor. Once you have the desired pushup plank position, rotate the body so the side of the body faces the ceiling and you are balanced on one hand on the rail and the other hand extended above the body toward the ceiling. One foot shifts to the front of the other foot and the feet are tilted onto the edges of the shoes. Hold this position for 5-10 breaths and then do the same thing on the other side.

If you don't have a Railyard Active Play Course, this can be done on the ground, on a bench, or a secure chair. For a right bridge on the ground, sit on the ground with both legs extended out to the left side of the body and the arms to the right side of the body. Put your top foot in front and turn your whole body sideways. Keeping the right hand on the ground and directly under the right shoulder, reach the left arm up to the sky as you lift the hips up off the ground. Keep your body really long like a stiff board! Hold the body in a bridge or side plank position for 10 breaths. Repeat on the left side.

FUNCTION!™ Coachable Moments

- Try to experiment with keeping your body really long during this movement
- Can you keep all the muscles strong in your side and really push your feet into the floor?
- Don't strain, be strong! This isn't about trying to give yourself cramps or causing pain. It's about using "just enough".



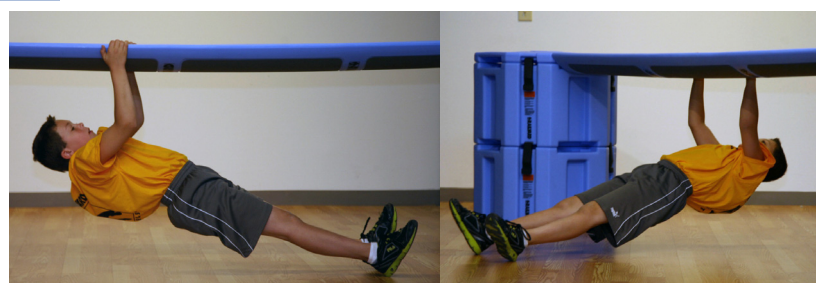
Pull Ups

RAP-C

Sit on the ground under the rail with the length of the body running parallel to the rail. Place the hands on the outer sides of the rail with the palms pointed in. With the effort coming from the arms, pull the body up off the ground toward the rail and then lower the body back down to the ground.

FUNCTION!™ Coachable Moments

- What muscles are you using to pull yourself up? Your arms or your back?
- Could you try using the larger muscles in your upper back? Where are those muscles? Can you point to them on someone else?



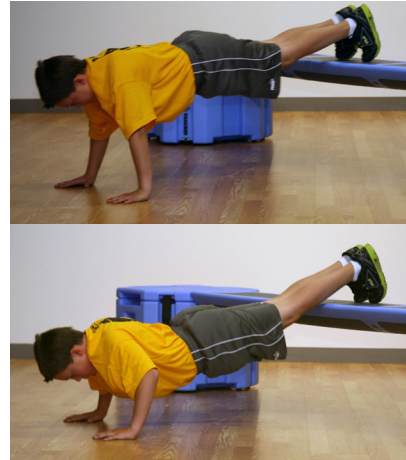
Push Ups (decline)

RAP-C (Advanced, Rail)/Base)

Stand next to an 18" base, rail or bench facing away from the rail. Bend over and place hands a comfortable distance apart on the ground with the fingers pointed straight ahead. Walk hands out away from the feet until they're lined up with your chest muscles. Place each foot, one at a time, onto the rail. Then, continue to walk hands away from the rail to achieve a challenging push-up plank position. Keeping your body long and stiff like a board, do pushups by opening the chest, bending the elbows and lowering the body toward the ground. When you feel that you have dropped down as far as you can, push the body back up to the starting position. Put your hands at a comfortable, stable width.

FUNCTION! Coachable Moments

- Do you feel your elbows moving away from your head?
- Try to feel your chest doing most of the work, and your arms helping
- Can you try to keep your whole body long and straight?



Push Ups (incline)

RAP-C

Place both hands on an 18" or 36" rail about shoulder-width apart. Walk the feet back away from the rail to achieve the desired pushup plank position. Keeping the head, neck and back level, do pushups by bending the elbows and lowering the body toward the rail. When the elbows reach a 90 degree bend, push the body back up to the starting position. Just as with the regular pushup, the hand placement can vary.



Push Ups (plank across) + Plank Shuffle

RAP-C

All of the physical cues from above hold true, except now the "core" muscles are challenged a little more by placing the hands on one rail and the feet on another. For the **Plank Shuffle**, remain in the plank position and "walk" sideways with the hands and feet.



Reverse Plank
G + RAP-C (rail)

Sit on the ground. Place your hands directly underneath your shoulders with the fingers pointed straight ahead. Extend your legs out in front of the body so that the heels are anchored into the floor and the toes are pointed up to the ceiling. With hand and foot support, lift the hips up until the body is in a straight bridge. If this position is too difficult, flex the knees and walk the feet closer to the hands. Hold the bridge for 30 seconds to one minute **OR** move in and out of it.

FUNCTION!™ Coachable Moments

- Remember, we're not trying to hurt our shoulders, so don't "force" the move to hard.
- Keep the body really long here. See how much you can *lengthen* your body.



Sloth
RAP-C (Intermediate to Advanced, Rail)

Sit under the rail. Hold both sides of the rail with hands. Lift one foot at a time up on each side of the rail with heels contacting the rail and set adjacent to the hands. Hold the body off the floor—hanging under the rail. You can even try crawling along the underside of the rail!

FUNCTION!™ Coachable Moments

- Are you being careful to keep your head from falling back?
- Have you tried using your strong belly muscles to keep yourself close to the rail?
- If you feel like you are slipping, make sure your feet and your butt come down first.



Supermans

G + RAP-C (Intermediate)

If this is done on a rail, keep the knees held off of the ground. This should only be done with advanced students, because it is really difficult to hold this position. Get down on your hands and knees. The hands are placed on the ground shoulder-width apart and the knees are hip-width apart and directly under the hips. Keep the head, neck and back level—like a table top. Holding this position and keeping the hips square to the floor, lift the right arm forward and parallel to the floor while simultaneously extending and lifting the left leg back and parallel to the floor. Bring both limbs back to the starting position and repeat this movement with left arm forward and right leg back.

FUNCTION! Coachable Moments

- I wonder if this would feel better with your breathing more relaxed
- What muscles do you think you need to use, at which times, to stay balanced?



Bonus Moves

The Compass Rose

G

On one leg or two legs, reach for different spots all around you. To make it more difficult or unpredictable, get a partner to set up cones in different spots, and move the cones around at random.

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FUNCTION!™ Coachable Moments

- What if you tried bending your knee and hip a little more, using your leg muscles? Does that help your balance?
- Where are your eyes looking? Sometimes, if you pick one spot to look at, this can help you balance.



Hoop Pass

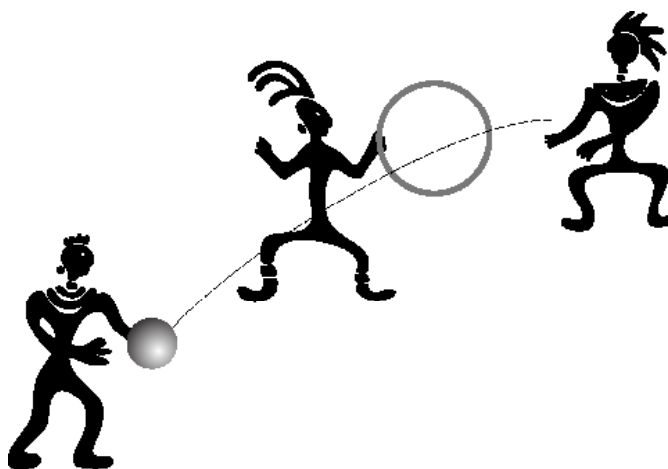
G

Two students (the throwers) pass a Gator Ball or Medicine Ball to each other, and a third holds a hoop (the hoop master). The first two practice throwing the ball to each other through the hoop. The hoop master begins to move the hoop, a little at first, then a lot, to challenge the throwers.

donated by Exuberant Animal via Dr. Kwame M. Brown

FUNCTION!™ Coachable Moments

- Try starting by building a connection throwing the ball. Start easy.
- Remember to keep your eyes alert for the ball all the time!
- If you see a low ball coming, remember you can use your squatting and lunging skills!

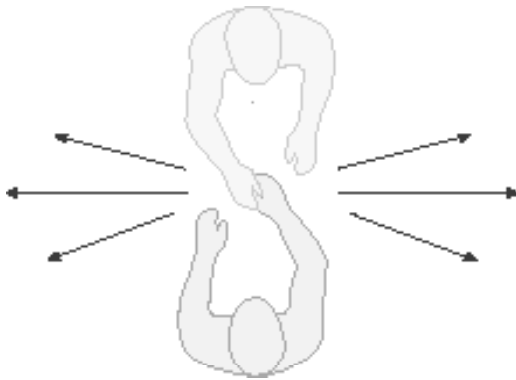


Rainbows (Exuberant Animal)

G

Two students will grasp hands, and resist each other in a high, giant arc, shifting from side to side. Resistance at the right level will allow both to move, but present a challenge

donated by Exuberant Animal via Dr. Kwame M. Brown



FUNCTION: Coachable Moments

- Remember, we're not trying to kill each other here! Start slow - make an agreement with your partner to communicate!
- Once you get used to it, if your partner agrees, you can make it more intense by either going faster or making it harder for your partner.

Partner Target Touch

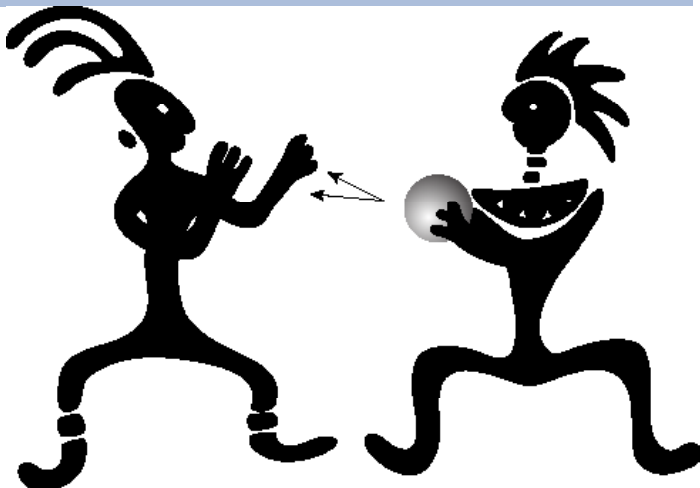
G

Two students pair up. One is the coach, the other the athlete. The athlete stands on one leg or two, while the coach gives him/her targets to touch. The coach starts easy and slow, then increases the range of motion, and maybe the speed. The "target" can be a hand, a foot, a ball, a bullseye, a medicine ball, or whatever else your creative mind can think of!

donated by Exuberant Animal via Dr. Kwame M. Brown

FUNCTION: Coachable Moments

- You can start on two legs, then move on to one leg as you get more comfortable.
- Have you tried it both hopping around and trying to stay still?



Chapter Four: Planning Experiences

Strategies for Developing Railyard Movement Experiences

Railyard exercise sequences should be designed to engage practice of a variety of movements to keep body and skills in balance; and to keep the experience fresh. The example movement experiences in this chapter are intended to provide a balanced, challenging and fun routine that consists of a variety of movements. There are many possibilities when developing a Railyard Active Play sequence. You can all develop an experience based on their needs and imaginations.

Let's begin with some concepts to keep in mind as you develop your own movement experiences. After all, it is the best of both worlds when we combine creativity and exploration with some knowledge.

Direction of Movement

For our purposes here, we could categorize the Railyard Active Play Movements (including movements done away from the Railyard Active Play Course) into three divisions:

1. Forward and backward movements
2. Sideways movements
3. Stationary movements

Imagine how a session might look if we considered the movements in this way, trying to balance the different directions of movement:

Body Support Focus

Each movement experience should be sequenced so that intense stress is not being placed on one body area for more than two exercises in a row (especially the wrists, shoulders and elbows). For example, it is not recommended to do bear crawls, crab walks, spiders and mountain climbers all in a row because they impose too much stress on the wrists due to fatigue. It would be better to intersperse some exercises that are performed in a standing position to dissipate where the body weight is loaded. In addition, changing the direction of the movements distributes the effort to different muscles throughout the movement experience so that all muscle groups are used.

*The sequence on the next page is an example of using both the **Direction of Movement** and **Body Support Focus** strategies:*



Backward Hops



Side Unders



Stationary Donkey Kicks



Over Drill



Forward Step Overs



Stationary Mountain Climbers

Alternative Approach: The Grab Bag

One alternative approach is to let the students self select the movements from a “grab bag” where you can put pictures of the Railyard Active Play movements in 3 buckets (one for each category). The students can be allowed to pick 1-3 movements each, depending on how many students there are. The group will do that sequence of movements. At the end, the students will work together to put the movements back into the correct buckets according to category.

The General Idea

Each movement experience is designed to take your class through a warm up, a Railyard Active Play Course movement experience and a cool down. Time for each movement experience is based upon a 45 to 50 minute class. Adjust your movement experience and the exercises to fit the needs of your schedule and your students. *We will also include at the end of this chapter some movement experiences for you to have on the “ground” without the Railyard Course.*

Real Talk

Many PE teachers only get about 20 minutes instructional time with kids. So, in this situation, you could cut the warm up and start with lower level movements, then do about half the movements. Then cut the cool down to 30 seconds. This obviously wouldn't be ideal, but neither is only getting 20 minutes with your students! Sometimes, we work with what we have.

Anything can be mixed and matched here. The purpose of this manual is not to provide a rigid formula or recipe that you are bound to, but instead to give you ideas that have been used in the past. This will hopefully spark your own creativity, and more importantly the creativity of your students. Hopefully, students will become more and more autonomous in their use of the Railyard Active Play Course. The more autonomous they become, the more you can step into the role of guide and let them shape their own experience.

Levels and Abilities

The Railyard Active Play Course incorporates most of the Railyard Active Play exercises that are performed on the ground, but we categorized certain movements as easy or difficult to guide the teacher to design their own sequences depending on the ability of the class. Further, variations on some movements can make that particular movement more or less difficult.

Here are some examples below of differences in difficulty between movements:

Standing Easy	Standing Difficult
Walk the Rail	Walking Lunge on the Rail
Side Step	Side Squat
Side Shuffle	Carioca
Step Overs (front)	Jump Ups (front)
Modified Over Drills	Over Drills
Side Unders	Front Unders

Crawling Easy	Crawling Difficult
Bear Crawl Forward	Bear Crawl Backward
Crab Walk Forward	Crocodile
Inchworm	Crab Walk Sideways

Stationary Easy	Stationary Difficult
Incline Pushups	Decline Pushups
Plank	One Arm Side Bridge
Pull Up (parallel to rail)	Pull Up (perpendicular to rail)
Hip Bridge	Donkey Kicks

Quick Tip

Keep in mind that the rails on the Railyard Active Play Course are reversible, therefore you can use a flat or rounded rail to create the necessary challenges for your group. The rounded side represents the more advanced challenge.

Keep It Moving!

In order to minimize inactivity while waiting to get on a Railyard Active Play Course, it is recommended that the students be distributed between enough movement stations to keep everyone involved in some type of activity. There are many possibilities to set up circuits that not only use the Railyard Active Play Course, but include other stations. The stations you can have depend on the types of additional equipment and apparatus in your facility that is available to you. The following are examples of potential stations:

1. Railyard Movements on the Ground
2. Partner Target Touch (Exuberant Animal)
3. Med Ball Wall Toss or Med Ball Hoop Toss (Exuberant Animal)
4. Jump Rope
5. Target Throws (bull's-eyes with different point values)
6. Volleyball peppering (against the wall or with a partner)
7. Basketball Shots
8. Agility Ladder Drills
9. Agility Cones: Creative or Prescribed Running Patterns
10. Short hurdles made from strings attached to cones
11. Balloon or Gator Ball "keep it up" (can be done solo or in groups)

Keeping It Flowing

If a skilled student follows a lesser skilled student, they can wait a few seconds before following or they can modify their pace to match the student in front of them. As with any group exercise class, the instructor will have to monitor the progression of the exercises to keep the class flowing and help each student be successful at their level. If necessary, the instructor can switch the order of play to improve the flow.

All Railyard Active Play exercises can be modified to help each student be successful. As the teacher observes each student moving through a Railyard Active Play sequence, they can offer modifications for the specific need of any child. To create an atmosphere of team work, teachers can partner a less skilled student with a student of greater skill to help everyone improve.

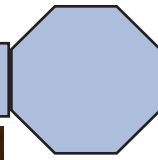
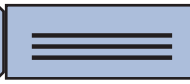
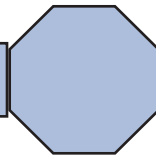
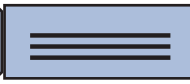
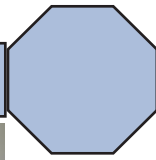
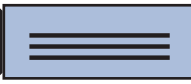
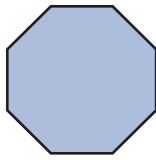
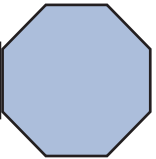
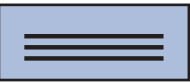
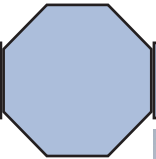
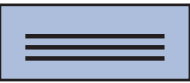
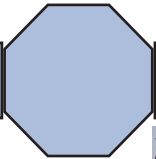
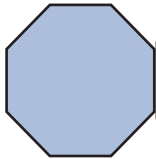
Railyard Active Play Course Plan I



Groups of 2-4 rotate through, taking turns with each movement



Set a time limit for stations. For larger groups, you will need to give more time



Active Play Prep (10 minutes)

- G
- Cats and Cows (p. 19)
- Hip Rock (p. 18)
- Balance Touches (p. 19)
- Downward Dog to Plank (p. 20)

Cool Down

- G
- Downward Dog to Plank
- Hip Rock

Railyard Active Play Course (30 minutes)

Discuss safety rules and procedures for the Railyard Active Play Course. Check understanding of safety by observing the students doing the exercises.

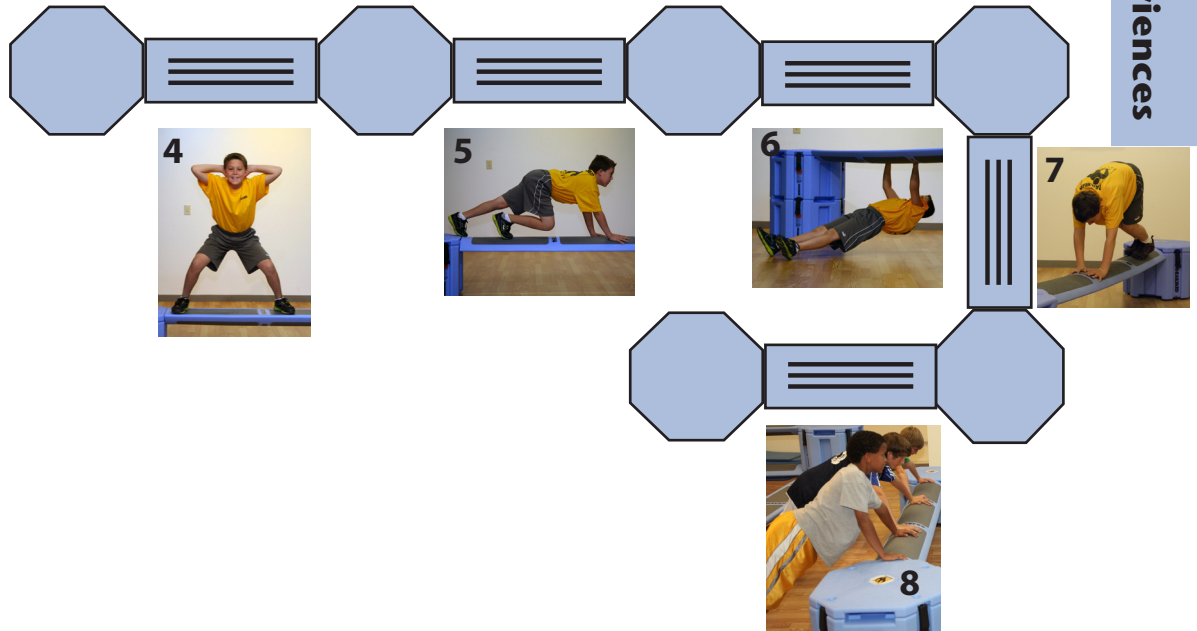
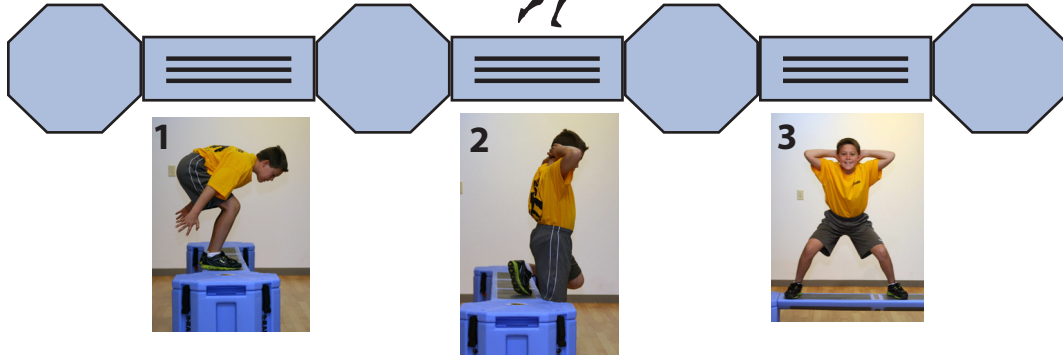
1. One Arm Side Bridge (3x each side) (p. 34)
2. Monster Walk (twice) (p.28)
3. Side Squat right (twice) (p. 31)
4. Side Squat left (twice)
5. Donkey Kicks (p. 31)
6. Bear Crawls, try two different directions (p.23)
7. Step Ups (front, once each leg) (p. 28)
8. Two-Arm Plank Shuffle (once each direction) (p. 34)

Railyard Active Play Course Plan II

Form two lines



When the 1st student gets here, the next goes



Active Play Prep (10 Minutes)

G

- Figure Eights (p. 18)
- Hip Circles (p. 21)
- Jumping Jills (p. 18)

Cool Down (5 minutes)

G

- Cat to Cow (p. 19)
- Downward Dog to Plank (p. 20)

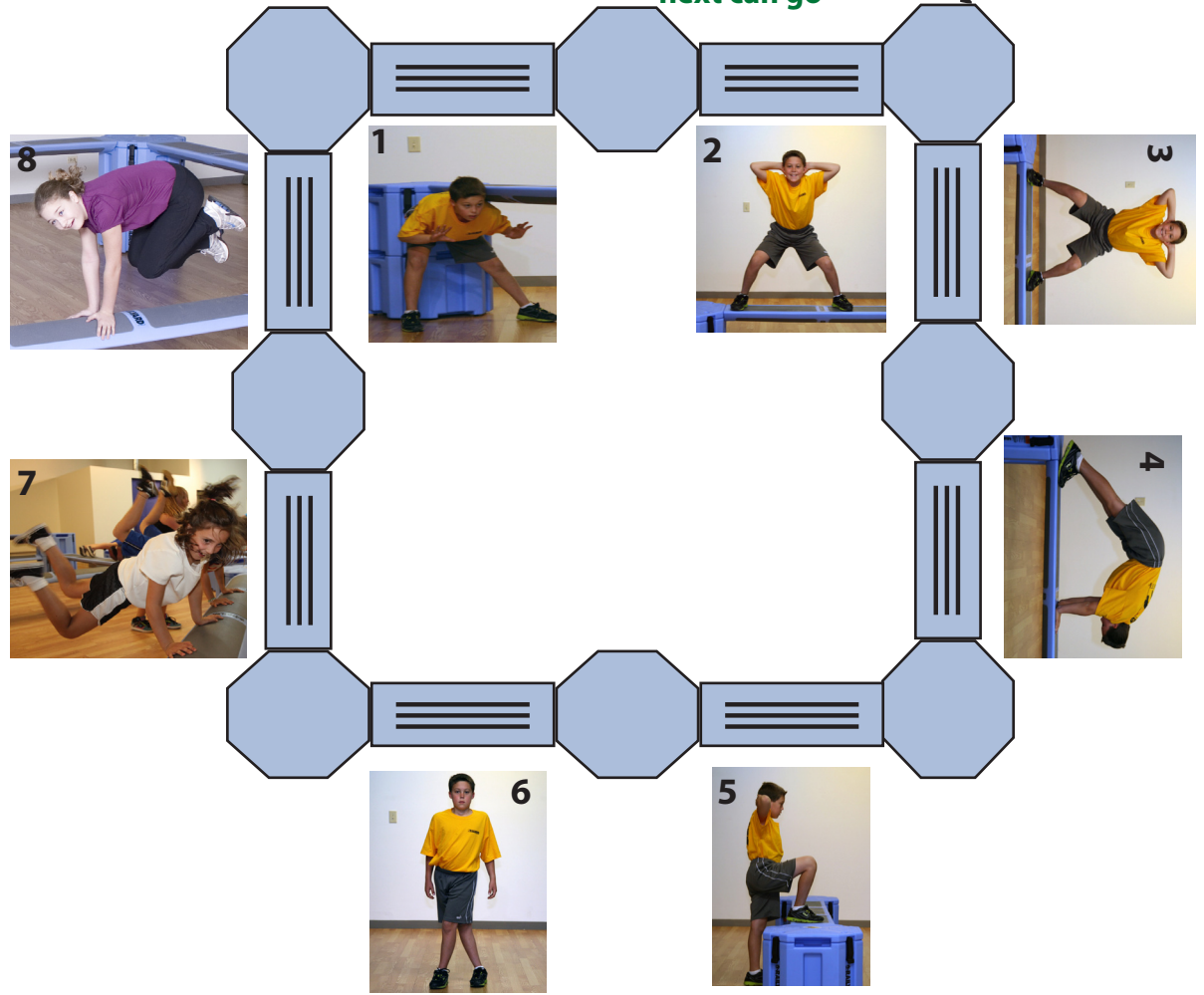
Railyard Active Play Course (15-30 minutes)

1. Jump Ups (1x front) (p. 26)
2. Step Overs (sideways, traveling toward next base) (p. 28)
3. Side Shuffle (right, traveling toward next base) (p. 30)
4. Side Shuffle (left)
5. Bear Crawls (p. 21)
6. Traveling Modified Pullup (2x) (p. 36)
7. Modified Over Drill (p. 30)
8. Incline Plank Shuffle (maintain the incline plank position and "walk" with the hands and feet toward the next base) (p. 35)

Railyard Active Play Course Plan III



When the first student gets here, the next can go



Active Play Prep (15 minutes)
G
 Cats and Cows (p. 19)
 Hands & Knees hip circles (p. 21)
 Carioca (right and left) (p. 23)
 Hip Lifts (p. 32)

Cool Down (5 minutes)
G
 Child's Pose (p. 20)
 Frog to Happy Baby (p. 21)
 Downward Dog (p. 20)

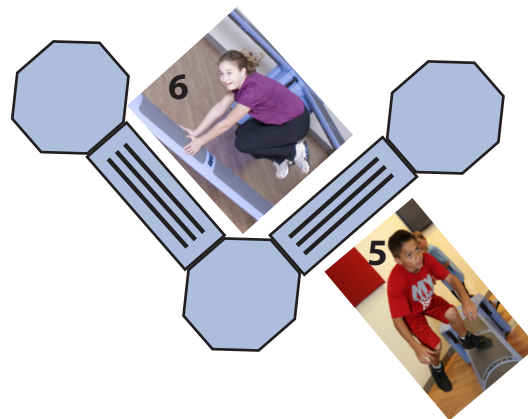
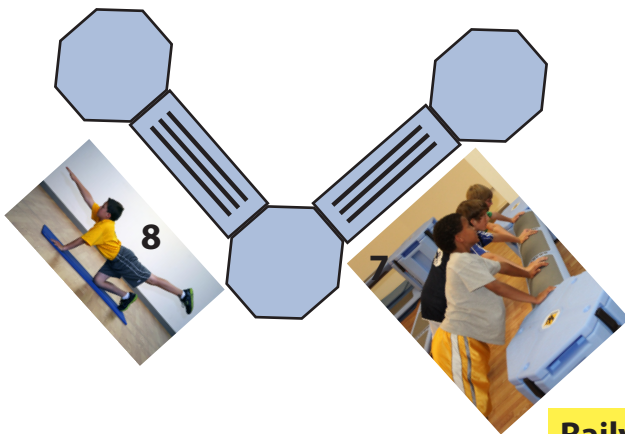
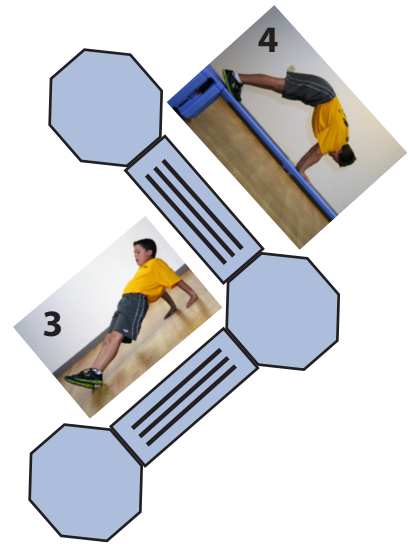
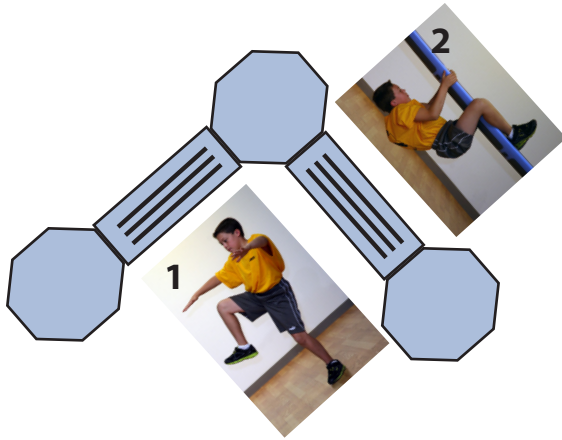
Railyard Active Play Course: (15-30 minutes)
 Review safety rules and procedures for the Railyard Active Play Course. Students will go through this course one at a time.

1. Getting Under (3 x - you choose how!) (p. 25)
2. Side Squats (to the next base, going right (p. 31)
3. Side Squats (to the next base, going left)
4. Inch Worms to the next base (p. 26)
5. Step Ups (2x each leg) (p. 28)
6. Carioca (to the next base) (p. 23)
7. Traveling Donkey Kicks (donkey kicks while moving to the next base (p. 31)
8. Over Drill (or Modified Over Drill) (to the next base (p. 30)

Bright Idea – The Randomizer!

Write the movements on strips of paper, and hide them behind numbers. Have a representative from each team pick a strip. That's the movement they start with.

Railyard Active Play Course Plan IV



Active Play Prep (10 minutes)

G

Hip Rock (p. 18)

Single Leg Figure Eight (p. 18)

Hands & Knees Hip Circles (p. 21)

Cool Down (5 minutes)

G

Child's Pose (p. 20)

Downward Dog (p. 20)

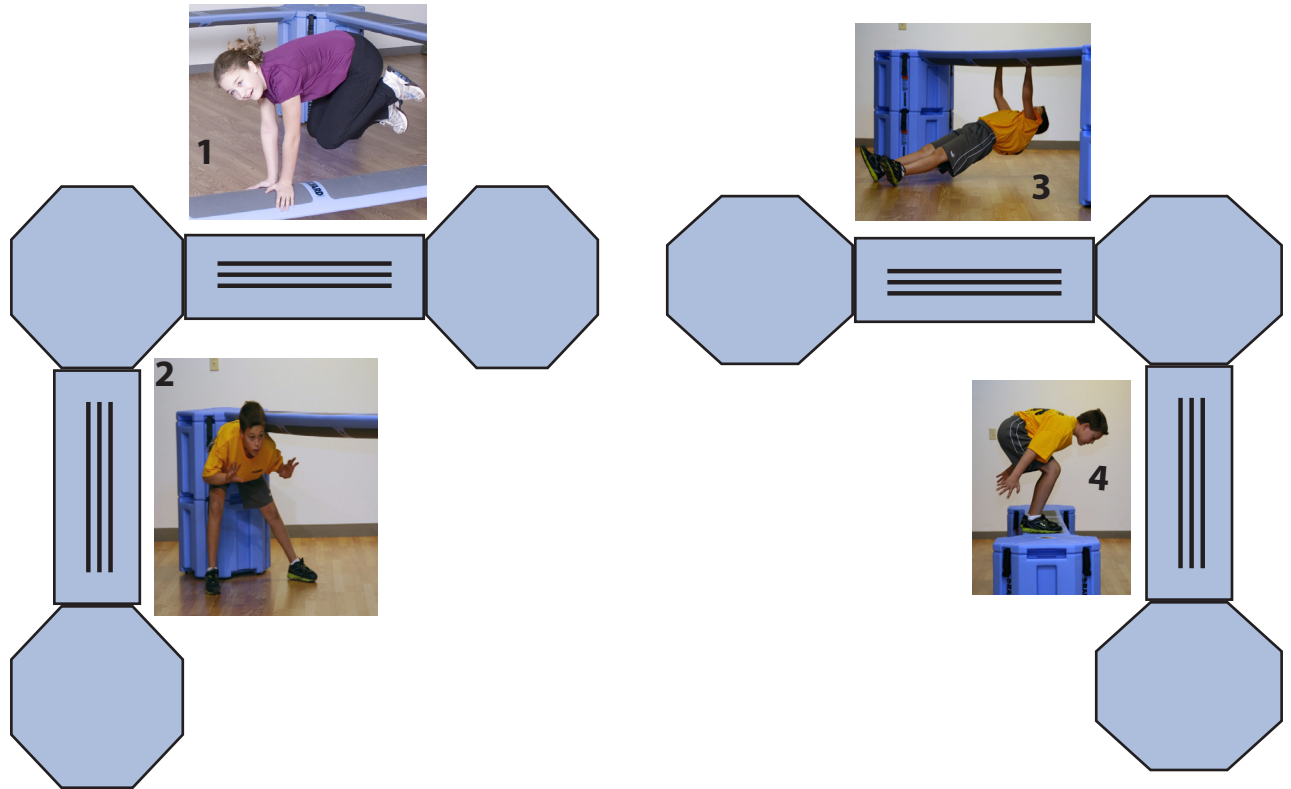
Railyard Active Play Course (15 - 30 minutes)

Students will be split into groups of 2-4, and will switch to the next station in order when called.

Every once in a while, call out "random", and each group has to find a station as quickly as possible. If two groups end up at the same station, pick a group and let the other group know they will get to use it soon!

1. Monster Walk (1x up and back) (p. 28)
2. Sloth (1x) (p. 23)
3. Reverse Plank (6x) (p. 24)
4. Inch Worms (1x) (p. 26)
5. Jump Ups (sideways right and left on 18" rail)
6. Over Drill or Modified Over Drill (1x up and back) (p. 30)
7. Push Ups (incline - 6x) (p. 35)
8. Supermans (2x each side) (p. 37)

Railyard Active Play Course Plan V



Active Play Prep (10 minutes)

G

Hip Rock (p. 18)

Single Leg Figure Eight (p. 18)

Lying Hip Circles (p. 21)

Cool Down (5 minutes)

G

Child's Pose (p. 20)

Downward Dog (p. 20)

Railyard Active Play Course (30 minutes)

Obstacle Course arranged in *two zig zag or L configurations* with *some rails flat side up and the others round side up*. Configuration will depend on the number of bases and rails available to you. Split the students into 4 groups of 3 - 7.

This one is called "Show Me"

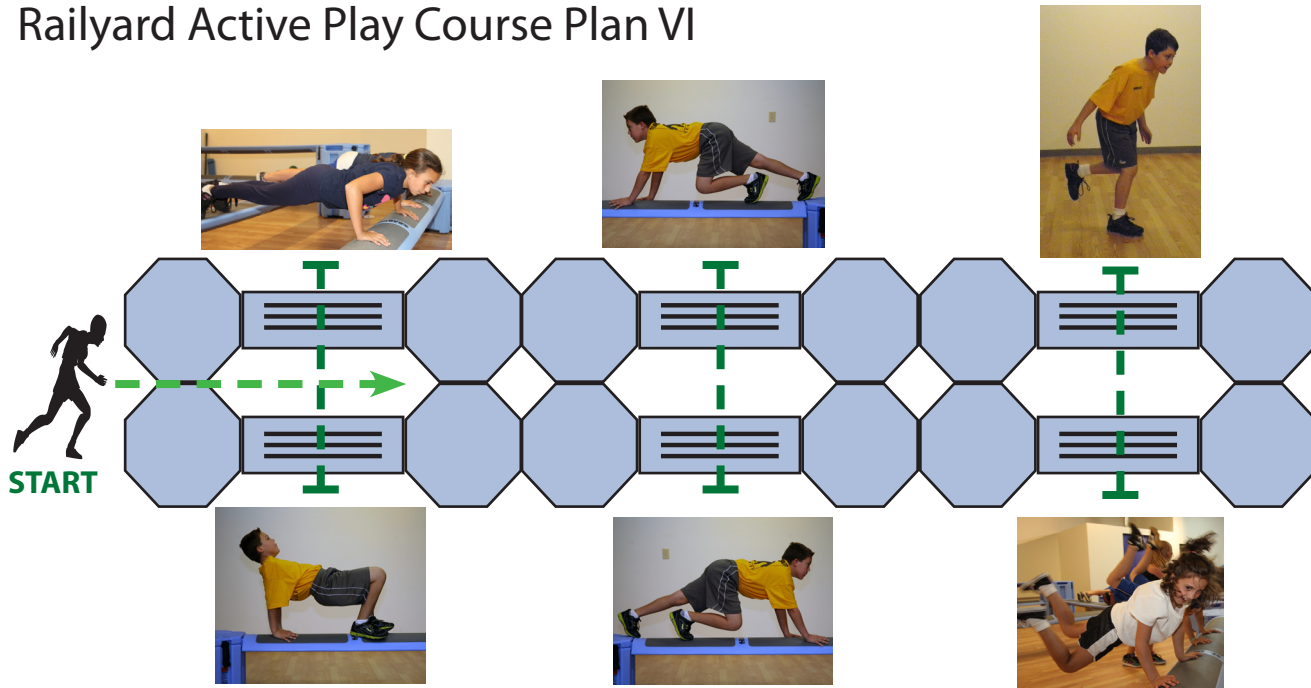
Now it's time for the kids to get creative with the movements. Each will get three tries to show how many different ways they can perform the movement, then the next teammate will go.

This idea comes from the "b-boy/b-girl" tradition (and you can follow this tradition back to Africa) of showing moves and riffing off of what's created.

Only 4 movements are done here in order to open up more ideas and a deeper exploration.

1. Over Drills (p. 30)
2. Getting Under (p. 25)
3. Modified Pullups (p. 34)
4. Jump Ups (p. 26)

Railyard Active Play Course Plan VI



Active Play Prep (15 minutes)

G

- Cats and Cows (p. 19)
- Hands & Knees Hip Circles (p. 21)
- Carioca (right and left) (p. 23)
- Hip Lifts (p. 32)

Cool Down (5 minutes)

G

- Frog to Happy Baby (p. 21)
- Downward Dog (p. 20)

Railyard Active Play Course (15 - 30 minutes)

Everyone will line up and go one at a time. If you have enough rails and bases, and a large group of students, set up 2 or more of these courses. The base/rail combinations will be set up in parallel, either 8" apart (smaller students) or 16" apart (larger students).

All movements will be done across both parallel rails. Keep going until the kids want to stop!

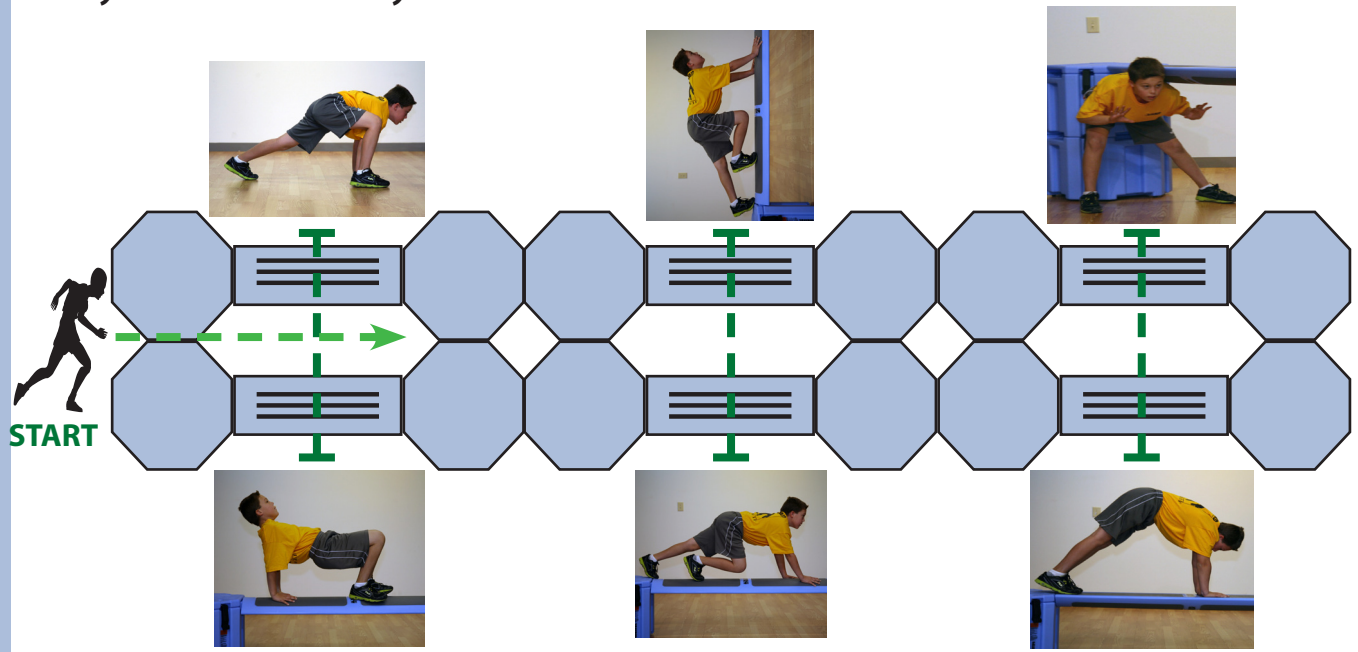
First Pass

1. Plank Shuffle (feet on left rail and hands on right rail) (p. 35)
2. Backward Bear Crawls (right hand, right foot on right rail and left hand, left foot on left rail) (p. 23)
3. Hopscotch (use right or left rail for one foot, both rails for two feet) (p. 32)

Second Pass

4. Forward Crab Walks (right hand, right foot on right rail and left hand, left foot on left rail) (p. 23)
5. Forward Bear Crawls (right hand, right foot on right rail and left hand, left foot on left rail)
6. Donkey Kicks (on right or left rail, traveling toward the next base) (p. 25)

Railyard Active Play Course Plan VII



Active Play Prep (10 minutes)

G

- Superman (p. 37)
- Single Leg Figure Eight (p. 18)
- Lying Hip Circles (p. 21)

Cool Down (5 minutes)

G

- Child's Pose (p. 20)
- Frog (p. 21)

Railyard Active Play Course (15 - 30 minutes)

Everyone will line up and go one at a time. If you have enough rails and bases, and a large group of students, set up 2 or more of these courses.

The base/rail combinations will be set up in parallel, either 8" apart (smaller students) or 16" apart (larger students).

All movements will be done across both parallel rails. Keep going until the kids want to stop!

The movements will be performed in the following order:

First Pass

1. Spidermans (right hand, right foot on right rail and left hand, left foot on left rail) (p. 27)
2. Side Bear Crawls (right hand, right foot on right rail and left hand, left foot on left rail) (p. 23)
3. Getting Under (under both rails) (p. 25)

Second Pass

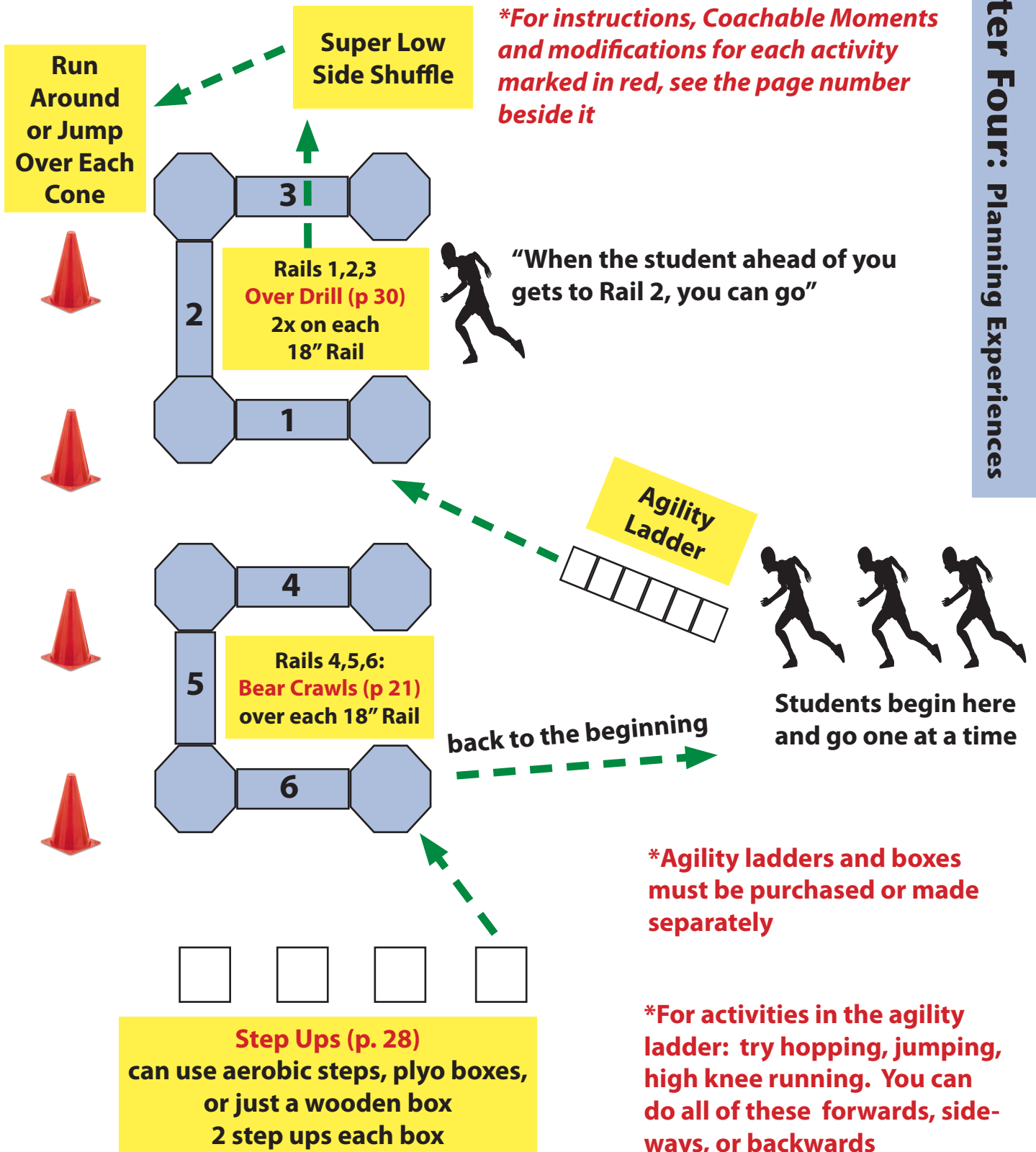
4. Side Crab Walks (hands on right rail, and feet on left rail) (p. 23)
5. Forward Bear Crawls (right hand, right foot on right rail and left hand, left foot on left rail)
6. Inch Worms (right hand, right foot on right rail and left hand, left foot on left rail) (p. 25)

Railyard Active Play Course Circuit I



= One Student, Ready to Go!

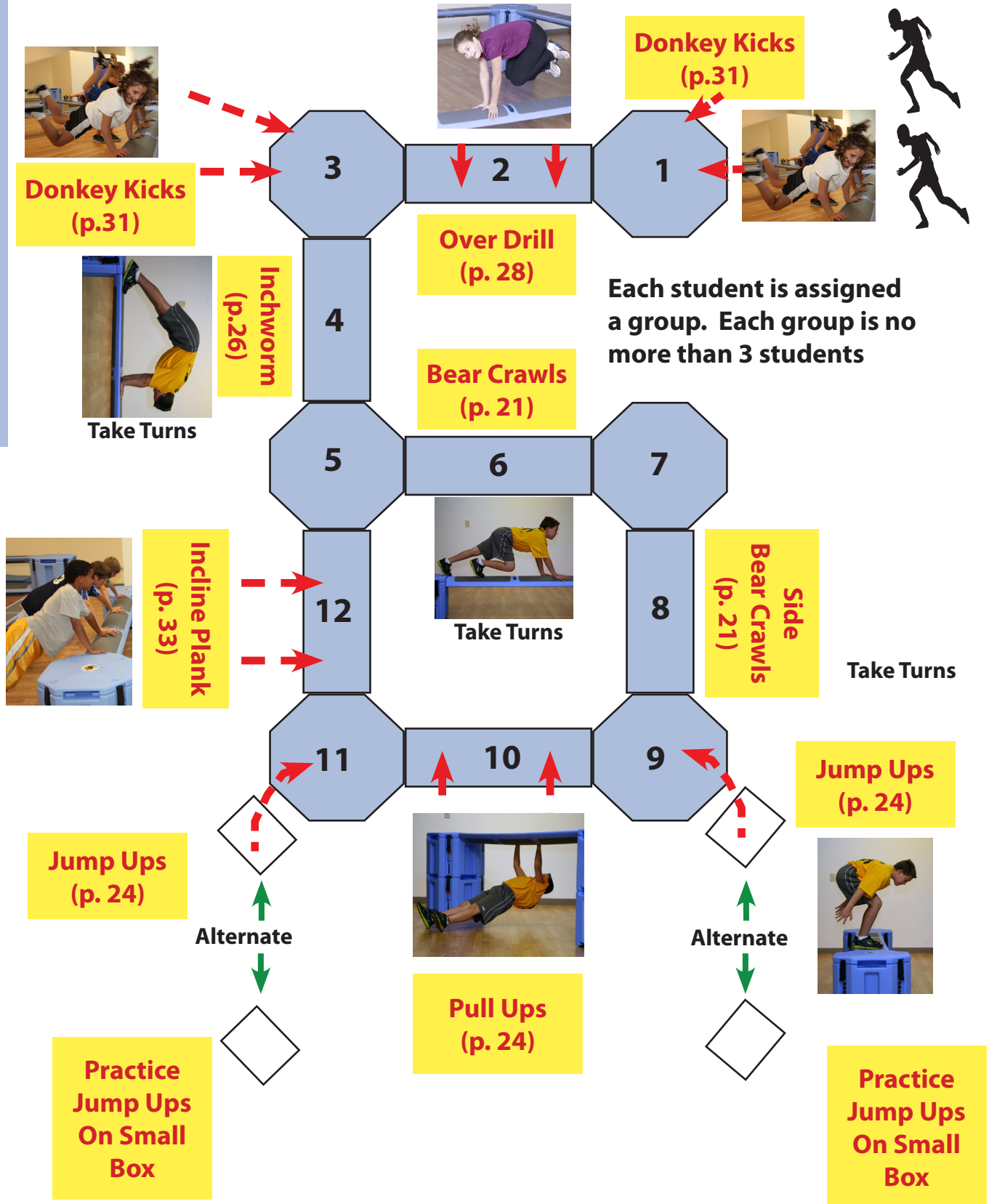
Total Time: 15 to 18 minutes



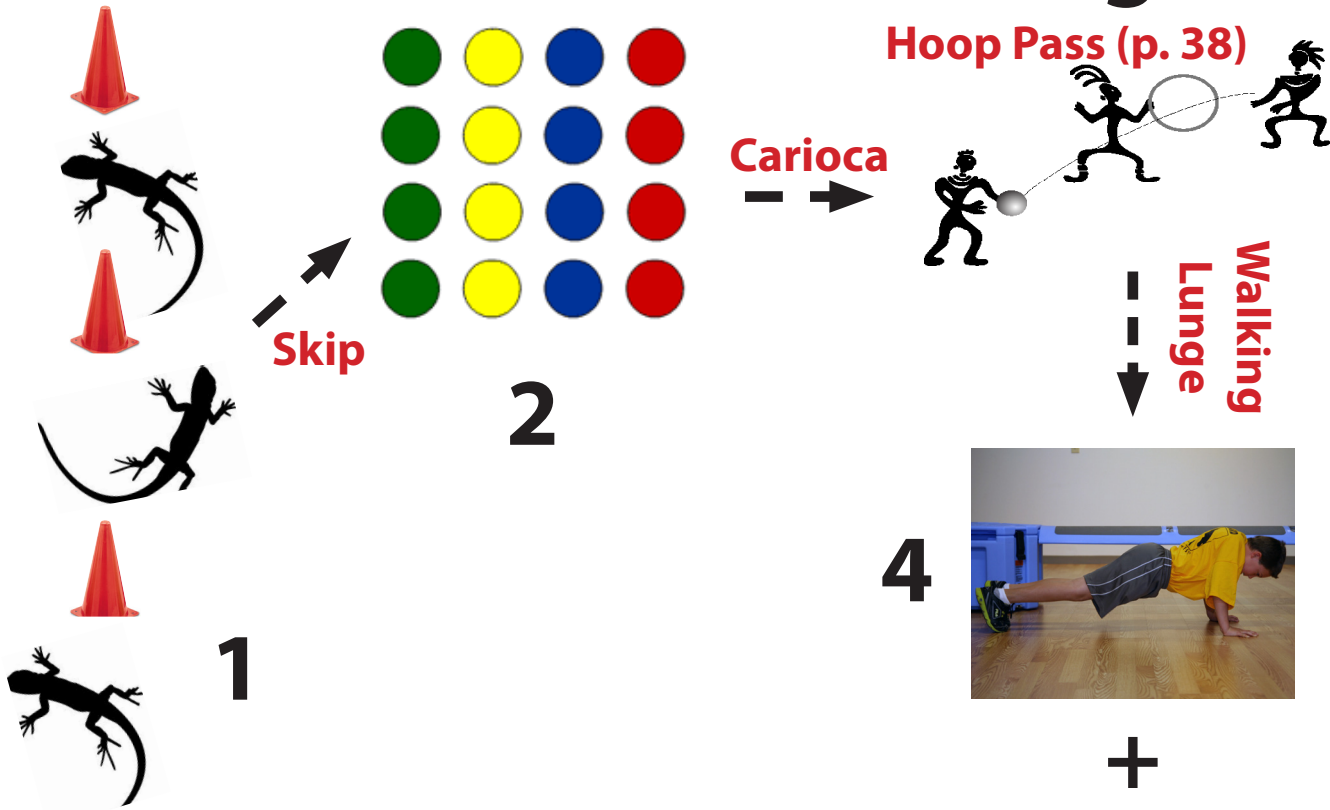
Railyard Active Play Course Circuit II

Total Time: 18 to 21 minutes (varies by class level)

Each group spends 2 to 3 minutes practicing each exercise and rotates to the next exercise on the teacher's command. Students should be given the option to break away for rest or water at any time, and can then rejoin their group when they are ready. **Remember this is play, not forced exercise.**



Railyard Active Play Ground Plan I - Stations



Railyard Ground Plan Using Stations

1. Set up each of the above as a station. Spread all the stations around the gym/outdoors
2. Split the students into groups of 3
3. Each group will play at each station for 3 minutes
4. Follow the transitions at the arrows
5. Go through once, twice, 3 times!

Station 1: Animal Crawl!
Crawl like an animal of your choosing through the cones. Take turns!

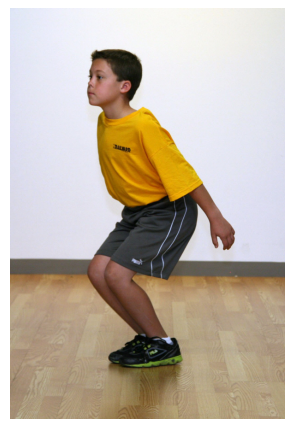
Station 2: Play Twister!
Spin the spinner, and do what it says until you fall! Then start over again!

Station 3: Hoop Pass (p. 38)
One partner takes the hoop, the other two throw the ball (or med ball) through the hoop. Keep switching!

Station 4: Crocodiles + Monster walks + bunny hops
Be "random" with your friends. Pick one person to randomly call out "monster walk", "crocodile", or "bunny hops". Keep switching who the leader is!



+



Railyard Active Play Ground Plan II - *Every-1 Plays*



Every-1 Plays 3 Ball Soccer

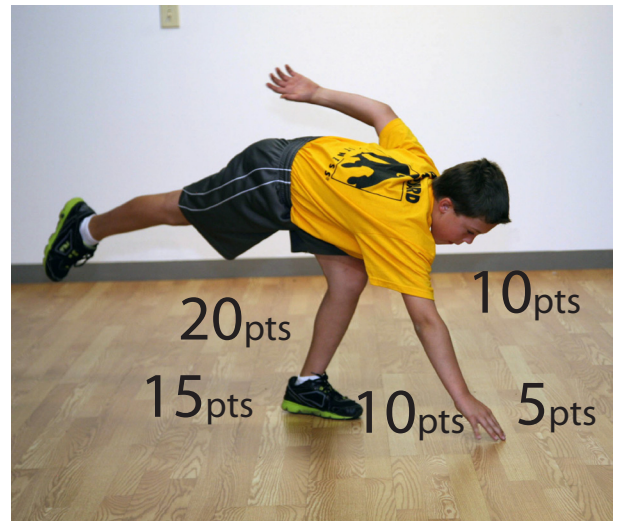
1. Set up 4 soccer goals, and throw in 3 balls. Separate the kids into 4-6 teams. It doesn't matter how many are on each team. Experiment!
2. Each team has a goal to protect (using defense), and there are **no goalies!** **More than one team can be assigned to protect a certain goal**
3. Each team has to keep track of how many goals they score.
4. Play for as long as the kids like or limit it to 15 minutes!
5. You can also use 1 ball and 4 goals, or 2 goals and 3 balls. Experiment with all sorts of configurations that involve everyone!

Every-1 Plays

Travelling Partner Target Touch

Instructions and Coachable Moments found on page 39

1. Everyone finds a partner
2. One is the athlete, the other is the coach
3. The coach gives the athlete a target to touch and keeps moving around
4. The athlete has to either hop, run, or lunge to get the target
5. Want to make it harder? Add a medicine ball!
6. Play for as long as the kids like, or limit it to 15 minutes



Every-1 Plays: *Reach for Points!*

1. On one leg, try to touch different pre-determined spots, switching legs when they choose. Play for as long as the kids like, or limit it to 15 minutes
2. Assign point values to each spot - more points for greater difficulty. **Balance must be held on a spot for 3 seconds to get the point value!**
3. Everyone keeps track of their points
4. Every time someone gets to 100 points, they can jump up and yell "100!"

Railyard Active Play Ground Plan III: *Transitions*

START: Throw a medicine ball against a paper target on the wall 5 times (from 5-10 yards away)

Bear Crawl Forward
(p. 21)



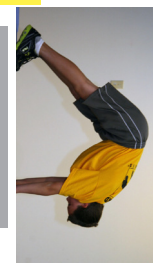
10 pushups

2 Leg Jumps or 1 Leg Hops Backward

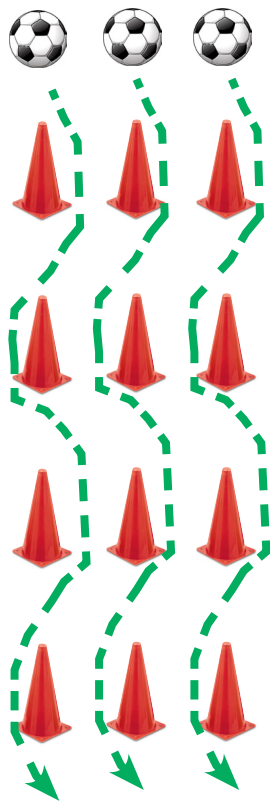


10 squats

Inchworms
(p. 26)



END: Soccer Dribble



Duck Walks Backward
(p. 24)



Basketball dribbles 10 each hand

Monster Walks Forward
(p. 28)



10 jump ups on to a box

Instructions
Form 3 Lines for each activity. The students will be assigned to groups of 3 and will go through 3 at a time. When the first group reaches the "10 pushups", the next group can begin.

For the medicine ball throw, students should pick a weight that they can control, and that lets them control their bodies. Teacher will choose a distance based on the most likely chance of success.

Keep going through until everyone has gone. If the students want to continue, go for it!

Students should feel free to take a break at any time, and can just rejoin their group when ready. Remember, this is play, not forced exercise!

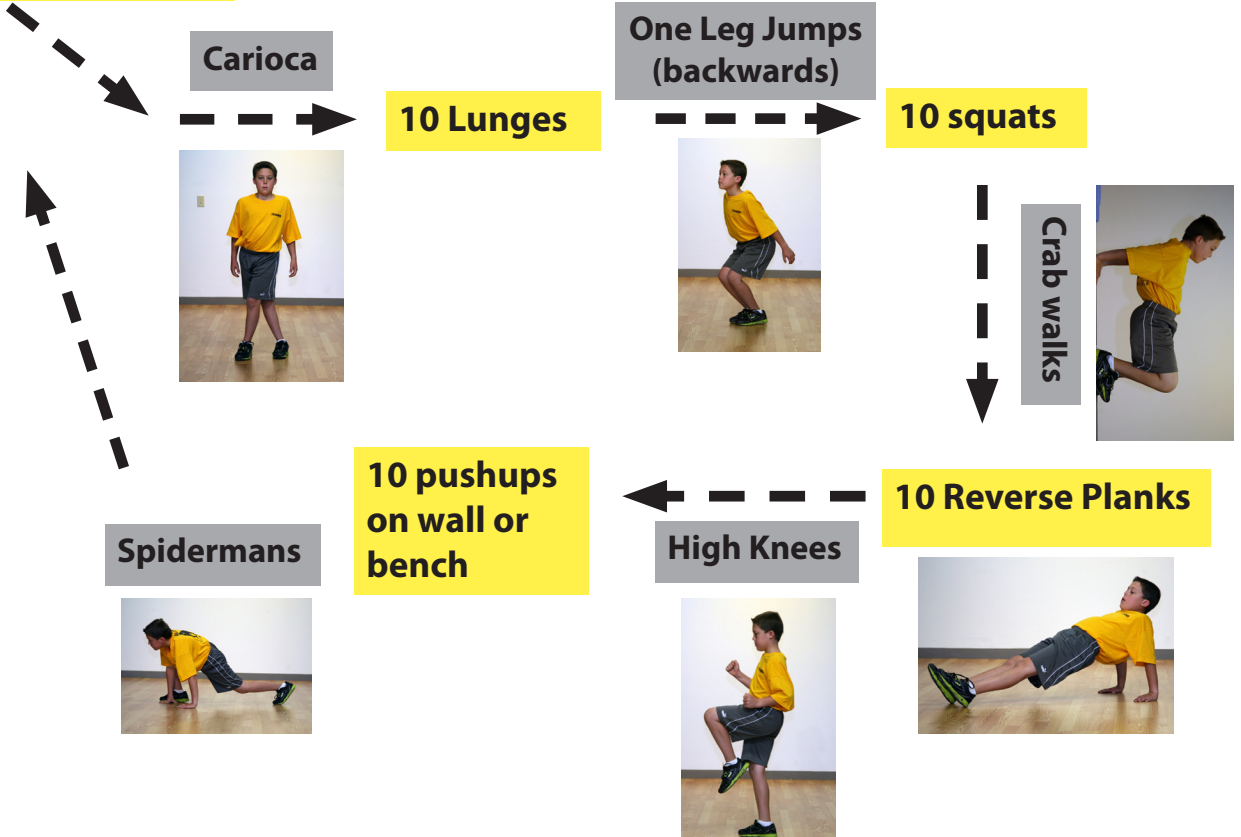
Equipment needed:

- 3 basketballs
- 12 cones
- 3 soccer balls
- 3 boxes (can be sturdy wooden boxes, plyo boxes, or aerobic steps)

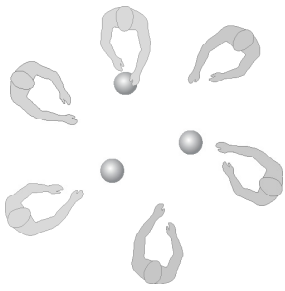
Railyard Active Play Ground Plan IV: **Transitions**

Volleyball volleys back and forth until it's your turn!

If some of the kids are not familiar with volleyball, take a few moments here to go over the forearm pass, dig, and set



- Students will partner up in twos, and will go through each activity together.
- Once the first partner set reaches one leg hops, the next partner set can go.
- Create a "rest stop" that students can go to when they feel overwhelmed.

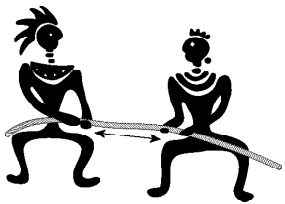


Attention Deficit

Start playing catch in a circle with a Gator ball or something similar. As you develop a rapport, add in more balls, until it gets **crazy!**

FUNCTION Coachable Moments

- “Be sure to throw underhanded, otherwise people won’t be able to react in time”
- “Remember to keep your head and eyes alert! A ball could be coming at all times. Keep looking around”



Squat Pull

This is kind of like tug of war. You and your partner create a rapport pulling back and forth, but not to pull each other over. The idea is to give each other just enough challenge

FUNCTION Coachable Moments

- “Remember, we are not trying to make each other fall. Just the opposite - this is about cooperating to make each other stronger.”
- “Try going really slow and strong, then fast. Try up high, then down low. Try letting your body twist back and forth”



Gorilla Game

Draw a circle, then try to get your partner out of the circle. **One thing though - no hands!**

FUNCTION Coachable Moments

- “The idea here is to use trickery and balance, not brute force. Try to out-smart your opponent.”
- “Can you use your squatting skills here? Do you notice that your balance is better if you don’t let your head fall too far forward.”



Hop and stop

practice launching yourself from one foot and landing on the other. Then try landing on the same foot. The idea here is to “stick” the landing.

FUNCTION Coachable Moments

- “Try letting your knee and hip bend a little when you stop. It might help you.”
- Get with a partner and get them to “test” your balance by giving you light pushes.”

Now It's Your Turn!

How many different combinations can you come up with? What creative ideas can the kids bring to the table? If you find a winning combination, write and tell us about it. Better yet, film it and show the world what play looks like!

You can ***combine different elements*** of two or more of these experiences. You could even do a ***“Half Course Plan” + “Half Ground Plan”!*** Really, the sky is the limit!

To learn more about integrating skill development and play - contact Dr. Kwame M. Brown or Lee Spieker about learning

The
FUNCTION!TM
Method

Lee Spieker

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Dr. Kwame M. Brown

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What people have to say...

"Every PE program in the country should have a Railyard in their program. Students enjoy exercise on an Obstacle Course – it gets them moving in ways they have not moved before – the exercises makes them stronger – improves their strength – provides cardiorespiratory conditioning, agility, and body balance."

Phil Lawler, *Former PE4life Director of Education and Training*

"Every child is challenged at their own level, without others realizing they are at different levels of fitness. It truly is an inclusive workout that all ages and skill levels can do without feeling left behind or holding up the group."

Doug Stebbins, *M.S. Physical Education, Egoscue PAS, NASM Personal Trainer*

"The Railyard provides a dynamic environment for the professional athlete to go up, over, around and under an obstacle, thus improving the agility, strength, and power needed for them to succeed in practices and games."

Carol Hahnstadt, *NFL Trainer*

"We were fortunate enough to be able to put our student-athletes through multiple Railyard work-outs and our kids loved it!! Our athletes felt like they were improving their strength, flexibility, and athleticism all while having fun! I think the Railyard is a great addition to any PE class or athletic program. The exercises, drills, and movements that can be performed on the Railyard are endless! I would highly recommend this exciting training tool!"

Kevin T. Uhlig, *Cherry Creek HS, Dean of Students, Director of Strength Enhancement /Varsity Football Defensive Coordinator*

"The addition of the Railyard Course has added variation and more importantly, elements of fun and excitement to their fitness activities. While playing, they are developing areas of strength, balance, range of motion, and overall athletic ability."

Lance Layman, *IYCA Youth Fitness Conditioning Specialist*

"If I went into a new school and could only buy one thing, I would buy the Railyard. It's versatile and meets the various needs of our program. (Maybe we should say it supports the PE4life principles we implement in our program.)"

Elaine Alexander, *PE4life Academy Director, and Kansas City, MO School District*

"One of the great aspects of using the obstacle course is that both sides of the brain are utilized to perform the challenges the course offers, when students have to move across the midlines of their bodies. Students actually have fun meeting the challenges of the course, which disguises the fitness benefits derived by participation."

Paul Zientarski, *Instructional Coordinator, Physical Ed., Health, Dr. Ed., Naperville Central HS*

"We have an obstacle course and I use it with my K-6 elementary PE classes. I incorporate it into my stations. The kids love it!"

Mary Cromer, *Cass Midway School, and Cleveland, MO*

"The Railyard provided all the students with individual challenges as they accomplished movement and tasks, while having fun."

Susan Slocum, *Physical Education Dept., Hill Campus, Denver, CO*

"We've been using the Railyard Active Play system. The kids found it a lot harder than they thought it was going to be. They didn't realize how much balance was involved in fitness. And, I think that's probably one of the biggest values of it."

Deb Swan, *Physical Education Teacher, South HS, Denver, CO*

"The young athlete (or for that matter, any human), should be developing a broad base of athleticism by doing activities that we used to do including running, jumping, crawling and climbing. This is far more likely to develop the bio-motor abilities like strength, speed, mobility, agility, balance, coordination, and power. I have found implementing an obstacle course with its creative potential can touch all these components while having fun in the process."

Billy Corbett, *CSCS, S.S.C., C.H.E.K.*

"My Railyard Fitness journey started after a co-worker let me read his book called "Pain Free Workout" by Pete Egoscue. After reading this book and other articles of functional fitness I decided to write a grant and I won. I also wrote another grant for more Railyard Fitness and won again. The movements the students perform on the Railyard course help them get a total body workout. These movements will give students a strong foundation that will prepare them for a state of life-long wellness. Our students love the Railyard Fitness and help design the layout when we set it up. We use the Railyard and exercise signals every week. The Railyard Fitness has helped boost students' self-esteem and feeling of accomplishment. I look forward to adding on to the Railyard course in the near future and hope other schools in my district get one too."

Brett Lingle, *Seagert Elementary School, Killeen, TX*

Getting the Railyard at Chestnut Mountain was such a blessing! It is an incredible piece of fitness equipment. It's amazing how so many fitness activities can be encompassed in one simple piece of equipment. Another advantage of the Railyard is how easy it is to incorporate into lesson planning. All I have to do is demonstrate a few easy-to-learn moves to my students and then connect those moves together to form an obstacle course. The kids love for me to play upbeat music while they work their way around the course over and over again. It is incredibly satisfying for me to see them having so much fun while getting their little bodies fit and healthy at the same time. I'm thankful that I found the Railyard and look forward to many years of using it with my students!"

Betsy Elrod, *Chestnut Mountain Elementary*

Directions: Teacher Assessment for Railyard Active Play Course

Each Railyard Active Play Course Plan has one of two types of teacher assessments: (1) Rubric, or (2) Exit Question. Prior to class: (a) print/copy the assessment forms for your classes, (b) complete all pre-assessment information (i.e. Class, Date, Student names), and (c) become familiar with the rubric criterion for each rubric level. This makes observation and assessment much easier.

RUBRIC DIRECTIONS:

The Rubric Criterion consists of a task analysis (description of what steps it takes to perform the task) of each skill to be evaluated.

The Rubric Level is a scale used to judge performance. There are four rubric levels to each criterion task: Level 4: Exceeds expectations (most proficient, exemplary, superior); Level 3: Meets expectation (excellent/good); Level 2: Progressing (acceptable, fair); and Level 1: Needs work (least proficient, unacceptable).

1. Observe students while they perform the activities.
2. After observing each student's performance, identify the **Rubric Level** of performance for each of the Rubric Criterion.
3. Record each student's rubric level number in the corresponding **Criterion Score Column**.
4. Continue in this fashion for each criterion column for each student being assessed either during or immediately after class.
5. Add **Comments** as needed in the column provided.
6. Add all the criterion numbers in each column for each student and write the total in the **Score** column.
7. Use the scoring key in the **Total** column to determine if a student passed or not and place a check mark (√) in the "Yes" column for students meeting or exceeding expectations (Level 2) or "NO" column for students who did not meet expectations.

EXIT QUESTION DIRECTIONS:

1. Have students line up in a single file in front of the teacher before exiting the activity space.
2. Before leaving the activity space, each student has to answer one of the questions on the teacher assessment.
3. If s/he does not answer the question correctly, either:
 - a. Ask the student again by giving him/her hints to the answer, or
 - b. Ask the student another question on the list, or
 - c. Dismiss the student, and move on to the next student.
4. Note on the assessment sheet if each student was successful in answering the question.
5. The student receives a passing grade if s/he answers a question correctly.
6. Add comments as needed in the space provided on the teacher assessment.

RAILYARD



FITNESS®



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