

**Name/Title:** Through the Forest

**Purpose of Event:** To be able to grasp the concept of personal space, direction, using locomotor skills, and different pathways.

**Suggested Grade Level:** K-2

**Materials Needed:** 40 dome cones, 40 polypots, 10 aerobic steps, and 10 noodles

### Description of Idea

Students begin on one side of the gym. The teacher explains the gymnasium is a "forest" filled with thorns (cones), rocks (polypots), broken tree limbs (noodles) and small bridges (aerobic steps). Their goal is to find their own pathway through the forest without touching any of the obstacles (thorns, rocks, or tree limbs). They can cross the bridges (aerobic steps) when they come to them. Students focus on personal space (by not being next to someone), correctly performing various locomotor skills (skipping, walking, running, etc.), and finding different pathways through the forest. Once they arrive safely on the other side of the forest, they have successfully completed the task. If students touch anything on the ground, besides the bridges (steps), they go back to the beginning to try again. Once students have successfully completed the task, they are encouraged to find a different pathway through the forest, or they travel through the forest using a different locomotor skill.

**Variations:**

When needed, simplify the task for students, or increase the difficulty for others.

**Assessment Ideas:**

Assess students on their locomotor skills, different directions (front, backwards, side to side), and personal space (being aware of their surroundings). Videotape students to observe their progress from the first time through to the last time. Ask students if there is a better way to go through the forest.

**Adaptations for Students with Disabilities:**

Some possible adaptations for students include: (1) using a jumprope instead of an aerobic step for a bridge (student in wheelchair, using crutches, or other locomotor disability). Some students may need more room between obstacles if they have difficulty moving without touching obstacles or others. Some students may need to be allowed a specified number of touches before going back to the beginning. Make developmentally appropriate adaptations for

students with developmental delays.

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Submitted by **Drew Burris** who teaches at La Monte R-IV School in La Monte, MO. Thanks for contributing to PE Central! **Posted on PEC: 11/3/2012.**

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