



LEVEL 1

EASY

Relaxed itineraries that include some light physical activity, as well as cultural and enrichment activities.

Activity:
1-4 hours some days

Distances:
Walking/hiking/paddling 2-4 miles maximum most days; cycling 3-10 miles

Conditions:
Flatter terrain on generally even surfaces

Elevation change:
little to none

Maximum altitude:
up to 3,000 ft



LEVEL 2

MODERATE

Moderate physical activity and often also some cultural and enrichment activities

Activity:
2-5 hours most days

Distances:
Walking/hiking/paddling 4-8 miles maximum most days; cycling 5-15 miles

Conditions:
Flat or rolling terrain with limited steep ascents/descents and calm, flatwater for paddling

Elevation change:
500 to 2,000 ft/day

Maximum altitude:
up to 7,000 ft



LEVEL 3

ACTIVE

Heightened physical exertion most days, as well as the occasional cultural and/or enrichment activity

Activity:
4-6 hours of daily activity

Distances:
Walking/hiking/paddling 6-10 miles maximum most days; cycling 10-30 miles

Conditions:
Uneven trails and terrain, including mountains, deserts, and forests; for paddling currents/rapids may be present and portaging may be required

Elevation change:
1,000 to 3,500 ft/day

Maximum altitude:
up to 10,000 ft



LEVEL 4

DIFFICULT

Sustained and heightened physical exertion most days, typically for multiple, back-to-back days

Activity:
5-8 hours of daily activity

Distances:
Hiking/paddling 8-15 miles maximum most days; cycling 20-50 miles

Conditions:
Uneven trails and terrain with regular steep ascents/descent and for paddling, there may be currents, waves, and windy conditions.

Elevation change:
2,000 to 5,000 ft/day

Maximum Altitude:
up to 14,000 ft



LEVEL 5

STRENUOUS

Demanding and intense physical activity most days, typically for multiple, back-to-back days

Activity:
5-10 hours of daily activity

Distances:
Hiking/paddling 10-18+ miles maximum most days; cycling 30-60+ miles

Conditions:
Challenging and technical terrain most days with regular steep ascents/descents and for paddling technical conditions with experience required

Elevation change:
3,000 to 6,500+ ft/day

Maximum Altitude:
may exceed 14,000 ft

Trampoline Level 2 Activity

Michal Rosen-Zvi



Trampoline Level 2 Activity:

Groupwork with Children Aged 3-5 with Autistic Spectrum Disorder Ayson Eggett, Christina Howe, Liz Ann Davidson, 2018-10-24 Groupwork for Children with Autism Spectrum Disorder Ages 3 5 is the first of three books promoting a multidisciplinary approach to working with children on the autism spectrum The author team of speech Socialisation Play Sensory Motor Behaviour and Emotional Case studies working examples photocopyable checklists assessment forms and session sheets are provided for group facilitators to assess individual needs set individual targets create personalised programmes plan evaluate progress and carry out peer reviews Forty photocopyable activities differentiated according to the developmental area being targeted as well as the developmental level of the child are also included Groupwork for Children with Autism Spectrum Disorder Ages 3 5 provides an invaluable resource for speech language therapists occupational therapists physiotherapists play therapists family therapists teachers support staff and all those working to develop the children s skills in small groups Parents and carers are actively encouraged to participate in groupwork with their child I enjoyed joining in the group and being part of my child s therapy

Developing Ocular Motor and Visual Perceptual Skills Kenneth Lane, 2024-06-01 With over 20 years of experience Dr Kenneth A Lane has designed Developing Ocular Motor and Visual Perceptual Skills An Activity Workbook to help occupational therapists optometrists and other professionals develop the ocular motor and visual perceptual skills of learning disabled children To establish a framework for understanding each chapter begins with the scientific theories used to develop the activity forms Insightful suggestions are included on how to solidify the program s success The easy to follow activity forms are then presented along with numerous illustrations that help develop ocular motor and visual perceptual skills The forms are divided into as many as five levels of difficulty so both children and teenagers can benefit from each activity Developing Ocular Motor and Visual Perceptual Skills contains daily lesson plans and practical tips on how to successfully start an activities program Other helpful features include a glossary of terms and a reference list of individuals and organizations that work with learning disabled children to develop these skills The first of its kind Developing Ocular Motor and Visual Perceptual Skills utilizes a learning approach by linking the theories with the remediation activities to help learning disabled children improve their perceptual and fine motor skills All professionals looking to assess and enhance a variety of fine motor and visual perception deficiencies will welcome this workbook into their practices Topics include Complexity of reading Ocular motor Gross motor Visual motor perception Visual memory Laterality Reversals

Methods in Physical Education for the Secondary School Arthur George Miller, M. Dorothy Massey, 1963 [A Dynamic Concept of Physical Education for Secondary Schools](#) Arthur George Miller, M. Dorothy Massey, 1963

Netter's Sports Medicine, E-Book Christopher Madden, Margot Putukian, Eric McCarty, Craig Young, 2021-12-24 With comprehensive highly visual coverage designed for sports clinicians team physicians sports medicine fellows primary care physicians and other health care professionals who provide care to athletes and active individuals

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USA Gymnastics Safety Handbook for Gymnastics and Other Sport Activities USA Gymnastics, 1994 [CAHPER Journal](#) Canadian Association for Health, Physical Education and Recreation, 1978 **Journal of Health, Physical Education, Recreation**, 1963 [The Clumsy Child](#) Daniel D. Arnheim, William Andrew Sinclair, 1979 **Aussie Sports Activities Manual for Children with Disabilities** Australian Sports Commission, 1990 **Fallon V. Indian Trail School**, 1987 **School Activities**, 1964 **Curriculum Bulletin**, 1946 **Sport Bibliography: Sports** Linda Wheeler, Coaching Association of Canada. Sport Information Resource Centre, 1983 *Physical Education Activities for College Men and Women* Kenneth Dayton Miller, 1963 *The Journal of Physical Education*, 1962 **Sport Bibliography**, 1983 *Physical Education Activities Handbook for Men and Women* Dennis Keith Stanley, Irving F. Waglow, Ruth Hammack Alexander, 1973. Contains rules, skill improvement techniques, safety tips, and drills for 41 different physical activities. Appendix I contains skill tests for each activity. **Bibliographie Du Sport** Ingrid Draayer, Coaching Association of Canada. Sport Information Resource Centre, 1981 **Index to Educational Overhead Transparencies** National Information Center for Educational Media, 1975

Reviewing **Trampoline Level 2 Activity**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Trampoline Level 2 Activity**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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