

Welcome to PE2theMax!

By the author of *No Standing Around In My Gym*, *PE2theMax I and II*, *PE²*, *HyPEd UP* and *Volumes 1, 2, 3, and 4 DVDs*

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It is my privilege and pleasure to welcome and thank you for attending *PE2theMAX: Maximizing Skills, Participation, Teamwork, and Fun*. It is my desire today to equip you with a more up-to-date look at what physical education has evolved into, which is an exciting and dynamic experience that all children need and deserve.

As physical education teachers, it is our job to promote and develop positive attitudes towards physical activity. Our task is challenging; teaching the value of physical activity and skills acquisition, while making physical education fun for all in the process. Often times, teachers implement lessons and games that are fun to teach, but may be activities that fail to maximize participation, are developmentally inappropriate, or lack originality. Another problem is that some physical educators find their classes too large to even consider many physical education ideas, games, and activities. No question, these are just a few of the major problems facing many physical educators everyday.

This stimulating assortment of fun-packed, educational games and ideas not only focuses on participation and involvement for the large class, but will intrigue, engage, and motivate your students for years to come. Today's presentations provide all inclusive, fun activities, which in turn minimize discipline problems and maximize participation.

Over my teaching experience as a physical education specialist since 1995, I have developed, designed, modified, or obtained from colleagues all of the material presented. The games and activities presented are classroom-tested and have been used successfully with children ages 4 to 14. They maximize participation and ensure that every child is provided with numerous opportunities to succeed while learning basic fitness- and sport-related skills. I have focused special emphasis on many games and activities to include experiences that teach cooperation and encourage teamwork. These values are instilled through motivating and challenging activities that will have all children coming back for more. **Today you will learn....**

- A. a variety of enjoyable, all-inclusive physical activities, designed to build self-confidence, and promote cooperation, fair play, and responsible participation, while encouraging lifetime fitness.
- B. more activities that are action-packed, providing lots of choices and opportunities to challenge your students with countless opportunities for success, no matter the skill level.
- C. to move from comfortable, familiar, and functional physical education to movement education instruction that is rich with opportunities to engage children with fun, challenging, and dynamic experiences.
- D. fun, movement and skill-based games, provided in a context of realistic situations that promote the skills of communication, cooperation and personal responsibility, while learning to apply critical thinking and problem solving; crucial life-skills that are necessary to allow all of us to think for ourselves and be productive human beings. Incorporating these skills in games is the perfect way to teach for transfer by providing children with a hands-on approach to practicing and learning skills of this nature.
- E. to implement games that go beyond exhibiting rote memorization of performing skills to games and activities that present problems, thus requiring students to learn how to brainstorm, collaborate, put into action and evaluate strategies in order to be successful.
- F. to take advantage of the opportunities, especially after attending this workshop, to relate the game's challenges to some real-life situations that students may encounter one day.

May you have greater success in your physical education program and most importantly, the ultimate goal of seeing students getting physically fit and having some fun in the gym. In Christ.

BOUNCE BRIGADE (2-8)

Objective: To reinforce the skills of cooperation, hand-eye coordination, patience, strategy, and teamwork in the wacky, nerve-racking game of Bounce Brigade.

Equipment:

- Wiffle balls or tennis balls (3 per team; preferably colored wiffle balls. For example, three red, blue, green, etc. per team or number the three tennis balls with #1, three with #2, etc.). This helps players keep track of their team's balls.
- 100-110 ounce cans (2 per team; can be found in most school cafeterias)
- 5-Gallon buckets (8)

- Hula Hoop (1 per team to place balls and cans inside)
- Optional: Ricochet ball (1 per team; sometimes referred to as a Z-ball or reaction ball; these balls are small, but bounce all over the place)

Procedure: The following procedures are based on a class of 48 students with 6 players per team. It is recommended that team size be between four to eight players per team. Before classes arrive, set out the eight buckets as depicted in the diagram. Place four hula-hoops at each end of the gym with three tennis balls, two 100-ounce cans, and one Ricochet ball inside each hula-hoop. The object of the game is for all teams to successfully transfer each one of their four balls to each bucket and trashcan located at the opposite end of the gym. Teams will race against each other to determine who will accomplish this feat the fastest. Note: no positions will be assigned. Players are responsible for choosing what equipment to use and how they want to contribute to the game.

Divide the class into eight teams of six and send each team to a hula-hoop to sit down and await further instructions. Explain that each team must decide who will be “throwers” and “Canners.” To Begin: Play begins by standing inside the team’s hoop to advance a ball to a teammate down the court. “Throwers” can toss or throw the balls, but one bounce (no more) must occur before a “canner” can catch a ball. Note: a “thrower/canner” progression must be followed to advance any ball down the court. For example, throwers, starting from inside their hoop must toss the ball and the canner (allowing the ball to bounce one time) must catch it with the can. Note: “Canners” hold the cans and may switch positions with teammates at any time. The canner may then rotate and toss it to the next thrower waiting further down the court. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning. Each team will continue the “thrower/canner” progression until each ball is very close to one of the four buckets. Finally, a score can only be made by a one bounce into the bucket or trashcan. All misses result in going back to the team’s hoop and reentering each ball to start over. The only exception to this rule is with the Ricochet ball. It is advanced the same way as all other balls, but it must be dropped (not bounced) into a bucket or trashcan by a canner.

Teams will need to be encouraged to never give up because patience will be tested due to the sometimes-difficult degree of accuracy needed to get the balls into the buckets. Each team will continue the process of advancing each of the four balls to all four buckets. The team to successfully get one ball into each bucket and trashcan the fastest will be declared the winners for that round. Clean up and start a new round.

Rules and Safety:

1. A ball cannot be exited from a team’s hoop unless a player stands in the hoop to throw to another teammate.
2. Balls can only be advanced by a one bounce to a teammate. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning.
3. All throwers or canners who catch balls may rotate their bodies to then bounce the balls to teammates.
4. Players may not walk or advance toward a bucket while in possession of a ball.
5. Players can make overhand or underhand throws for short or long distances to teammates. Note: make sure players are careful with the Ricochet balls since they are much heavier than the other balls.
6. A player may only be in possession of one ball at a time. A “thrower/canner” progression must be followed to advance any ball down the court.
7. Canners may not shield balls into the can with their bodies and may not touch a ball with their hands.
8. Teammates may use any grouping strategy to accomplish the task of getting balls into buckets. Hint: the “assembly line” method works well, especially when a team gets to the last ball.
9. Each team must score at the buckets located on opposite ends of the gym. A team may not have more than one ball in the same bucket or trashcan. Remember, all balls must be scored with a one bounce with the exception of the Ricochet ball, which must be dropped by a canner into a bucket or trashcan.

BUILDING BLOCKS (2-8)

Objective: To utilize teamwork and critical thinking in a race to earn the most building blocks in order to build the tallest building. The terminology of “building blocks” may also be used to introduce and reinforce the F.I.T.T. Principle.

Equipment: (needs are based on a class of 60)

- Mini-noodles (300-1000; the more, the better). Simply cut long foam noodles into one-to-two-inch mini-noodles; an electric carving knife works best. Create mini-noodles by recycling the old, long noodles. Foam building blocks may be substituted.
- Large containers (2; for storing noodle pieces)
- Hula-hoops (12) * Yard stick (1)

Procedure: Before classes arrive, place both containers of noodle pieces at opposite ends of the longest length of the gym against each end wall. Finally, spread out six hoops against the end wall on each end of the gym. When classes arrive,

instruct students to get into groups of five, go to one of the 12 hoops and sit down to await further instructions. The object of the game is for each team to earn as many building-blocks (mini-noodles) as possible to build the tallest building. To Begin: Each group must quickly brainstorm and determine how to travel from their hoop, to the opposite end line and back to collect one building block. Teams must keep in mind the following rules when attempting to earn a building block:

1. All five players from each team must be connected or in contact with each other before traveling to an end line and back.
2. A **new** and **unique** way to travel to an end line and back must be performed each time a team attempts to earn a building block. A team may not perform the same locomotor skill twice. For example, all five players hold hands and skip to the end line and back. Traveling by skipping may not be used anymore by this team. The first four to five skills will be easy, but as the game continues, creating new ways to travel as a team will gradually get tougher, requiring teammates to critically think.
3. One building block per team may be earned at a time with each new team locomotor skill performed. Each team, upon returning to their hoop, must drop their building block inside their hoop before performing a new team movement.
4. **To review:** each team must travel to the opposite end line and back, while staying connected, and upon returning home, send one teammate to collect one block.

Teams at anytime may begin construction of their building by stacking each building block. **Note:** help teams realize that they must be careful when stacking the mini-noodles because most mini-noodles differ in shape and width. Teams must collaborate and work together when attempting to build the tallest and sturdiest building. Note: encourage teams to not spend too much time building because they may lose valuable time necessary to collect more building blocks. Teams must stop building when the designated time limit has expired or when there are no more building blocks. The teacher travel from hoop to hoop measuring each team’s building height to determine which team has the tallest building. Note: a building may not be repaired if it falls down while the teacher is measuring buildings. Clean up and start a new game once a team has been declared a winner.

Rules and Safety:

1. All players in each group must participate and be connected or be in contact with one another to earn a building block. Teams must go down to the end line and back before retrieving a building block.
2. A new and unique way to travel to an end line and back must be performed each time a team attempts to earn a building block. A team may not perform the same locomotor skill twice. For example, all five players hold hands and skip to the end line and back.
3. One building block per team may be earned at a time.
4. Teams at anytime may begin construction of their building by stacking each building block.
5. Teams must stop building when the designated time limit has expired or when there are no more building blocks.
6. The teacher travel from hoop to hoop measuring each team’s building height to determine which team has the tallest building.

Boom, Boom, Pow (Black Eyed Peas)

Part 1: 1-2 Step

- Grapevine R with delay (Step 1 with delay then a quick 2, 3, 4) **4 counts**
- Grapevine L with delay (Step 1 with delay then a quick 2, 3, 4) **4 counts**
- Repeat

Part 2:

- Roll arms out in front of your chest **2 counts**
- Chest pump (imagine you are doing a standing push up-elbows back, chest forward) or place right hand over your chest and chest pump 2 heart beats **2 counts**
- Roll arms out in front of your chest **2 counts**
- Chest pump (imagine you are doing a standing push up-elbows back, chest forward) or place right hand over your chest and chest pump 2 heart beats **2 counts**
- Repeat

Part 3:

- Squat down to the R (legs should be shoulder width apart) and come up with a right a R upper cut **2 counts**
- Squat down to the L (legs should be shoulder width apart) and come up with a right a L upper cut **2 counts**
- Squat down to the R (legs should be shoulder width apart) and come up with a right a R upper cut **2 counts**
- Squat down to the L (legs should be shoulder width apart) and come up with a right a L upper cut **2 counts**

- Do **NOT** repeat

Part 4:

- Step R foot forward and tap twice **2 counts**
- Step R foot back and tap twice **2 counts**
- Step R foot forward and tap once **2 counts**
- Step R foot forward and pivot ¼ turn to the L **2 counts**
- Do **NOT** repeat
- **START OVER AT PART 1**

WHAT DID YOU SAY? (2-8)

Objective: Watch heads turn with a look saying “what did you say?” when you explain this unique, exhilarating, heart-pounding game that will blow their minds when teams not only must cooperate and strategize, but face the ultimate challenge of trying to succeed by only using non-verbal communication.

Equipment: (Needs are based on 16 teams of three to four players per team)

- Hula hoops (16 or one per team)
- Jump Ropes (16 or one per team)
- Deck of cards (5-6; add more decks for classes of 70 or greater)

Scenario: An evil witch has placed a spell on the entire town of Moofaloo. The town’s people are distraught because of this horrible spell. In order for the witch to cast the spell, she had to provide a way to break the spell. So, the witch separated the recipe pages to the potion that are needed to break the spell and then she spread the pages all over town. Finally, she separated other recipes and also spread those pages all over town to make it even harder to find the correct potion. Although seemingly impossible, the town’s people must form search parties to seek out and collect all of the pages of the correct recipe to break the horrible spell. **Note:** the conditions of the witch’s spell will be revealed after the procedures.

Procedure: Spread out 16 hula hoops within the gym boundaries. Next, place one jump rope inside each hula hoop. Finally, scatter all of the decks of cards (face down) on the floor in the center of the gym (see diagram for setup). The **object** of the game is for each team to find and collect all of the recipe pages necessary to create the potion for breaking the witch’s spell.

To Begin: Instruct students to get into groups of three/four and go sit beside a hoop to await further instructions. Read the scenario and explain that each team must work together to seek out and collect all of the pages of the recipe to break the horrible spell. All of the cards, scattered face down in the center of the gym represent the “pages” of the recipe book. First, explain that the spell can only be broken by finding all of the pages to one of the following recipes. **Note:** choose one of the following requirements (or recipe) to be completed during the first round. Choose a new requirement each succeeding round:

1. Find four different cards, but four of each of those cards with a total of 16 cards. For example, a team could win with four aces, twos, fives, and eights.
2. Find three different cards, but five of each of those cards with a total of 15 cards.
3. Find five different cards, three of each of those cards with a total of 15 cards.
4. Find six different cards, three of each of those cards with a total of 18 cards.
5. Find eight different cards, but two of each of those cards with a total of 16 cards.
6. Or, make up your own unique requirement.

For example, to start working on requirement # 1 above, all players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards (recipe pages) or they want to return up to unwanted cards. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym. Players, upon turning over their two cards, may choose to take one or both cards back to their team’s hoop. **Note:** remind students to always turn over all unwanted cards to their original face down position. As teammates begin collecting cards, they must gather at their hoop (at a time of their choice) and collaborate by selecting at least four different cards for which they want to find matches. Again, for this round they must choose four different cards, but four of each of those cards with a total of 16 cards. An important rule that must be followed is that at no time can a team have more than 16 cards inside of their hoop (for requirement # 1). Teammates, after earning a right to make a trip, must remember to return unwanted cards (up to 2 at a time) to the center of the gym so as not to exceed the 16 card limit. **Note:** this rule violation will result in the teacher returning one set of matches to the center. Teams may walk around to see what cards other teams have chosen as their matches. This information may be crucial when deciding on which four different cards to select or if card changes need to be made.

Now, for the head turning, “what did you say,” part of the game. After explaining all of the procedures, reveal the conditions of the witch’s horrible spell. The spell has completely removed all speech, noise, and any form of verbal communication from the people of Moofaloo. Only non-verbal communication can be made once the game begins. **Note:** this rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter. It is fun watching students develop different strategies such as:

1. Hanging out in the center to observe other teams flipping cards until they see cards they need.
2. A teammate flashing cards back to their team's hoop to get visual feedback.

Watch all teams scream in relief once the first team to find four different cards with their matches equaling 16 cards is given credit for breaking the witch's spell. Return the cards to the center, choose a new requirement to be met, and start a new round.

Rules and Safety:

1. Players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards.
2. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym.
3. Teams may walk around to see what cards other teams have chosen as their matches.
4. Players must always turn over all unwanted cards to their original face down position.
5. Unwanted cards must be returned so as not to exceed the requirement number chosen for that round. This rule violation will result in the teacher returning one set of matches to the center.
6. Only non-verbal communication can be made once the game begins. This rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter.

MATHLETICS (3-8)

Objective: Mathletics will reinforce and provide multiple practice opportunities to deepen student comprehension of basic mathematical concepts. The combination of math fundamentals, athletics, and teamwork forces teammates to strategize and think while constantly exercising to solve 10 number sentences quicker than the opposing teams.

Equipment: (Needs are based on a class of 36-48 students or 12 teams of 3-4 per team) Hula hoops (12 or one per team)

- Decks of cards with jokers (12; approximately one deck of cards per team)
- Mathletic Task Sheet (one per team; Task sheet A for round 1 and sheet B for round 2)
- Pen/pencil (one per team)
- Optional: one jump rope per team

Procedure: Spread out 12 hula hoops within the gym boundaries. Next, place one jump rope, Mathletic Task Sheet A, and pencil inside each hula hoop. Finally, scatter all of the decks of cards (face up) on the floor around the center area of the gym (see diagram for setup). The **object** of the game is for each team to find and collect the answers to all 10 math problems on the Mathletic Task Sheet. **To Begin:** Instruct students to get into groups of three/four and go sit beside a hoop to await further instructions. Explain that each team must work together to seek out and collect the answers to all 10 math problems on the Mathletic Task Sheet. For round 1, players must answer the problems from **Mathletic Task Sheet A-below**.

All players must first read the Mathletic Task Sheet and determine what cards can be retrieved from the center to solve each math problem. **Note:** *each Mathletic Task Sheet contains 10 math problems that can be answered in any order.* Each player must first earn the right to take a trip to the center of the gym **each time** they want to get a card. A trip to the center to get or return an unwanted card is earned by performing any exercise/skill listed at the top of the Mathletic Task Sheet (See task sheets A and B). **Note:** *the exercises, skills, and math problems can be replaced or modified on each task sheet at the teacher's discretion.* Each player, after earning a trip, may go to the center and choose one card to take back to his or her team's hoop.

Note: *cards 2-10 represent their face value and J's, Q's, and K's, equal 10, and Aces equal 1 or 11. Jokers equal anything, but only one Joker may be used by each team.* Occasionally, teammates must gather at their hoop to make sure the correct cards are being chosen to answer each math problem. **Note:** *remind players at some point to make sure they are solving problems from Mathletic Task Sheet A.* Teammates must place the cards side by side inside their hoop in descending order from 1-10 to match up with each problem (1-10) on the Mathletic Task Sheet. For example, Mathletic Task Sheet A, math problem number one states, "Find three matching numbers, shapes, or symbols." Those three cards must be placed at the very top, side by side, and inside their team's hoop, in order to get credit for math problem number one at the end of the game. **Note:** *the teacher should be able to look inside of each team's hoop and match all 10 answers (1-10 in descending order) with its corresponding math problem.* It is also important that each team remembers that even though they can solve any math problem at any time, all answers must be inside their team's hoop in the correct order (1-10).

A team, after **double-checking** their answers, should let the teacher know when they feel they have all 10 math problems correct. Upon arriving to check a team's answers, the teacher's first step will be to determine if procedures were followed on how to display all 10 answers. Before moving on, the teacher will provide a brief explanation of the rules to the team if procedures were not followed. The teacher will proceed to the second step if it is determined that all procedures were followed. The second step involves checking to see if each math problem was answered correctly. **Note:** *there are a few choices (based on the learning level of each group) the teacher can make at this point if an answer(s) is wrong before moving on to check another team:* 1. the teacher can be extremely vague and say "incorrect" without letting them know which answers are wrong or how many are wrong, 2. the teacher can be somewhat vague and inform the team of how many answers are wrong, or 3. the teacher can be very helpful and inform the team of exactly which answer(s) from 1-10 is wrong. The team to successfully answer each problem from Mathletic Task Sheet A the fastest will be declared the winner for that round.

Optional: before going to the next round, stop and let students share the many possible solutions to some or all 10 of the problems

and place special emphasis on those teams that were thinking “outside of the box.” A few examples would be finding three Kings of Spades for problem #1 instead of just three Kings, or a 2♥ 4♦, 2♥ 4♦, 2♥ 4♦ suited for the AB pattern on problem #5 instead of 2’s and 4’s of any suit. Return the cards to the center, hand out Mathletic Task Sheet B, and start a new round.

Rules and Safety:

1. Players must earn the right to make a trip to the center of the gym **each time** they want to get a card.
2. A trip to the center to get or return an unwanted card is earned by performing any exercise/skill listed at the top of the Mathletic Task Sheet.
3. Teams may walk around to see what cards other teams have chosen to solve their math problems.
4. Teammates must place the cards side by side inside their hoop in descending order from 1-10 to match up with each problem (1-10) on the Mathletic Task Sheet.
5. Any math problem can be solved at any time, but all answers must be inside their team’s hoop in the correct order (1-10).
6. The team to successfully answer each problem from the Mathletic Task Sheet the fastest will be declared the winner for that round.

Mathletic Task Sheet A

- | | |
|--|---------------------------|
| a) Perform 20 jumping jacks | e) Perform 10 sit ups |
| b) Jog 1 lap around the boundaries | f) Perform 10 knee bends |
| c) Perform 10 jumps with your rope | g) Hop on 1 foot 20 times |
| d) Perform 5 forward lunges on each foot | h) Perform 10 push ups |

Perform one of the skills from the list to earn a trip to the center of the gym to collect **one** card. A skill has to be performed for **every** trip made to the center. Do NOT take turns. Everyone should be active at all times. Place the cards side by side inside your hoop in descending order from 1-10 to match up with each problem (1-10) on this task sheet. Also, write your answer in the blank space provided by each math problem. **Note:** all problems have more than one solution. **Hint:** J’s, Q’s, and K’s, = 10, and Aces = 1 or 11. **Jokers** = anything, but only one Joker per team.

- | | |
|---|-------|
| 1. Find 3 matching numbers, shapes, or symbols | _____ |
| 2. Find 6 different cards | _____ |
| 3. Find any cards that add up to the sum of 37 | _____ |
| 4. Create a number sentence that = 11 | _____ |
| 5. Create any AB pattern using 6 cards | _____ |
| 6. Find 3 different even number cards | _____ |
| 7. Find any 4 cards that = the sum of 19 | _____ |
| 8. Create any ABC pattern using 6 cards | _____ |
| 9. Find 3 different Prime numbers | _____ |
| 10. Find 3 different odd numbers | _____ |

After double-checking your answers, raise your hands and let the teacher know that you are ready to be checked.

ROLL WITH IT (K-5)

Objective: Students will practice and reinforce number recognition, number comparisons, and be able to recognize the differences between greater than, less than, more, less, high, low and equal to through the thrilling game of Roll with It.

Equipment:

- Dice (30-40 or two different colored dice per hoop that is on the midline)
- Hula Hoops (15-20 on the midline plus one in opposing corners. **Note:** remove a few hoops and dice for smaller classes, especially if it appears that some students are at hoops by themselves waiting for long periods of time)
- Two buckets with an equal amount of sticks (200+ sticks; the more the longer the game duration)
- Traffic cones (2)
- Optional: jerseys or wristbands to distinguish each team

Procedure: Before classes arrive, place all but two hoops, side by side, on the midline with two different colored dice inside each hoop. Next, place one bucket of sticks at opposing corners along with one hoop in each of the two remaining corners of the gym. The **object** of the game is to win more stick than the opposing team. **To Begin:** Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. On the signal “go,” each player will go meet at any of the center hoops to face-off against one of the opposing team’s players. **Note:** some players may have to wait a few seconds if all hoops are occupied. A “face-off” is when two players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the highest number.

All players with the greater number will go and get one stick from their team’s bucket to be taken and placed inside their team’s hoop located in the other corner. The player with the lower of the two numbers rolled must go to a traffic cone and skip, jog, gallop, etc., one lap around the gym back to the that cone before being allowed to face off against another player. **Note:** make

sure to leave the dice inside each hoop. Players who face off and roll the same number (equal to) are considered winners and get one stick from their team's bucket. Teams will continue this process the entire class and the game is over and a team is declared the winners if the following situation occurs:

1. A team wins all of their sticks from their bucket.
2. One team has more sticks than the opposing team when the teacher stops the game after 10-20 minutes.

Clean up by performing a 10-second count down while students return the sticks to their team's bucket before starting a new round.

Rules and Safety:

1. All players with the greater number get to go and get **one** stick from their team's bucket to be taken and placed inside their team's hoop located in the other corner.
2. Each player with the lower of the two numbers rolled must skip or jog one lap around the gym before being allowed to face off against another player.
3. Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled.
4. Players who face off and roll the same number are considered winners and get one stick from the other team's bucket.
5. The opposing team will be awarded an automatic win if any player is caught taking more than one stick at a time.

The Thriller Dance Modified (Michael Jackson)

Introduction: neck twitch.....tilt head down to the right while simultaneously lifting right shoulder up to towards head. Perform the neck twitch during the lead up into the actual song. Remember, you're a possessed dance creature of the night!

Part 1: "Monster Claws"

- Step to the R while creating monster claws to the R **2 counts**
- Step to the L while creating monster claws to the R **2 counts**
- Repeat R, L, R, L for the remaining 4 counts performing the monster claws **4 counts**

Part 2: "Slide, Shimmy, Clap"

- Step to the R with an exaggerated slide of your L foot until it meets your R foot **4 counts**
Note: as you slide R, shimmy your shoulders up and down in an alternating pattern and bring your arms straight above your head and clap once on the 4th count.
- Step to the L with an exaggerated slide of your R foot until it meets your L foot **4 counts**
 Repeat the slide, shimmy, clap on the 8th count

Part 3: "Breast Stroke"

- Forward.....Shuffle step R, L, R, L as if you are performing the breast stroke swim in waist-deep water. **4 counts**
- Forward.....Shuffle step L, R, L, R as if you are performing the breast stroke swim in waist-deep water. **4 counts**

Part 4: "Zombie Stomp Backwards"

- Backward.....stomp R while performing monster claws, eyes bulging **2 counts**
 - Backward.....stomp L while performing monster claws, eyes bulging **2 counts**
 - Backward.....stomp R, L, R, L with monster claws and eyes bulging **4 counts**
- Note:** remember to make your best zombie impression throughout the dance move!

Part 5: "Dealing Cards"

- Stand with feet shoulders width apart. Bend the right leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your right hand each count. Also, slightly lean further and further to the right with each deal of a card. **4 counts**
 - Stand with feet shoulders width apart. Bend the left leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your left hand each count. Also, slightly lean further and further to the left with each deal of a card. **4 counts**
- * Turn a quarter turn counterclockwise (to face the wall to your left) as you deal the last card to the left on EVERY 8th count.

START OVER

HULA HUT RELAY (3-8) 6 hula hoops per team

The teacher will provide a brief demonstration of how to build a hula hut. To build a hula hut, place 1 hoop on the ground to be the foundation. Place 2 hoops on the inside edge of the foundation, but on opposite sides of each other and **lean** them together at 45 degree angles. Place 2 more hoops on the inside edge of the foundation, but on opposite sides of the other 2 hoops. Again, lean them together at 45-degree angles over the first two hoops. The sixth hoop, which is the roof, is placed on top to hold the walls in place.

Form groups of 4-8 and give each team 6 hula-hoops. On the signal, each group will work together, building their hula hut as quickly as possible. Once the hut is completed, each team must successfully get all team members through one side of the hut and out the other without knocking it down. If the hut is damaged in any way, the team must start completely over from the beginning. The first team to get everyone through the hut and seated on the other side will be declared winners for that round!!! Remember that **EVERYONE** must go through the hut. Play another round and see who can do it the fastest. **VARIATION:** 1. Add blindfolds by making a few students in each group wear them. Teams must now use lots of verbal communication (no touching!) to get their teammates through the hula-huts. 2. Make up your own method of getting through the huts in order to win. For fun, build another hut on the existing hut. Hula hut building also can be a fun activity for all children on Fun Days.

HULA HUT THROW DOWN (2-8)

OBJECTIVE:

Hula Hut Throw Down is a non-stop, action packed game adapted from Hula Hut Relay (No Standing Around in My Gym) and Castle Ball (Larouche, PE Central; Kelly-Cram, Great Activities). Hula Hut Throw Down combines the art of hula hut building, the strategical tactics incorporated in offense and defense, the skills of hitting various targets, along with the “never give up” attitude it takes to be successful.

EQUIPMENT:

- Gatorskin balls (30+; the more the better)
- 36” Hula hoops (36+; the more the better)
- Trashcans or barrels (4)
- Basketball goals (2; set between 8’ to 10’)
- 28” Traffic Cones (2)
- Optional: Jerseys for at least one team are recommended, but not required

PROCEDURE:

Before classes arrive, place all Gatorskin balls in the center of the gym and place half the hoops around one traffic cone at the center of the sideline and the rest of the hoops around the other cone at the opposite center sideline (see diagram). Finally, place one trashcan in each corner of the gym. The **object** of the game is to be the team with the most Hula Huts built when the time expires.

Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. Provide a brief explanation of the Scorer, Builder, Gatherer, Protector, and Destroyer positions (described below), informing students that they can choose and change any position at **any time** during the game. Also, provide a quick, one-time demonstration of how to build a hula hut.

To Begin: On the teacher’s signal, “**Scorers**” (everyone will be scorers at this stage in the game) will begin throwing the Gatorskin balls, trying to score them into the basketball goal or corner trashcans located on the opposite end of the gym. All players who make a shot into the basketball goal are allowed to go and “capture” one hoop from either cone to take and put on their team’s side. All players who score a ball into the trashcan are allowed to go and “capture” two hoops from either cone to take and put on their team’s side.

Note: Encourage scorers to go and get the scored balls out of the trashcans before getting the hoops. Each team will continue the “hoop capturing” process for the entire game, keeping in mind that for every six hoops captured, one Hula Hut may be built. Once a Hula Hut is built, the four positions of Builder, Gatherer, Protector, and Destroyer may be instituted. Each of the positions, other than the Scorer, that can be performed during each game will be defined as: 1. “**Builders**” are any players who choose to help build a Hula Hut each time six hoops have been captured. 2. “**Gatherers**” are any players who choose to cross the

midline and go to the opposing team's side to gather balls to bring back to their team's side. The Gatherer position is important, especially when there are not many balls available on a team's side. 3. **"Destroyers"** are any players from the opposing team who choose to roll or throw balls with the intent to destroy or knock down Hula Huts. Each Destroyer who knocks down a Hula Hut, causing all the hoops to fall to the ground, must cross the midline and gather the six hoops from the fallen Hula Hut and place them back around one of the traffic cones for the chance to be re-captured again. 4. **"Protectors"** are any players who choose to do whatever it takes to defend a Hula Hut from the destroyers' rolled or thrown balls. *Note: nobody, other than the Protectors who guard the Hula Huts, are allowed to play defense by blocking balls or guarding the trashcans at any other time during the game.* Scorers will continue to capture hoops that are still available, Builders will continue building Hula Huts for every six hoops that are captured, Gatherers will continue retrieving balls from the opposing team's side, Protectors will continue protecting as more Hula Huts are built, and Destroyers will continue destroying the opposing team's Huts as long as at least one Hula Hut is still standing until the stop signal (time limit to be determined by the teacher) is given. The team to have the most Hula Huts built when the time expires will be declared the winner for that round. Clean up and start a new round. *Note: remind students that all four positions are available to anyone and that any player can change positions at anytime. Also, mention that all positions are chosen and performed on a voluntary basis, especially Protectors who are at the risk of getting hit by balls while protecting their Hula Huts.*

RULES AND SAFETY:

1. Scorers and Destroyers may not cross the midline to roll or throw balls.
2. Gatherers may cross the midline to go and retrieve balls from the opposing team's side, but may not roll or throw balls until they are back on their team's side.
3. Scorers are allowed to capture one hoop for each score into the basketball goal and two hoops for each score into the corner trashcans.
4. Hula Huts may be built anywhere on a team's side, but Builders should strategize and determine the safest and best places to build Hula Huts.
5. All Hula Huts are "free game" to be destroyed once a Builder places the last hoop (roof) on top of the hut. Players may not touch the Hula Huts again once a Builder places the last hoop on top of the hut. Also, a damaged Hula Hut may not be repaired at anytime.
6. Protectors may guard the Hula Hut in any way as long as they do not touch the hut.
7. Protectors are the only players allowed to play defense and their defense is limited to protecting Hula Huts. Defending trashcans or blocking balls that are not directed at the Hula Huts is not allowed.
8. Destroyers may also cross the midline, but only to collect the six hoops of the Hula Hut that they have completely destroyed. All hoops of a destroyed hut must immediately be returned to one of the traffic cones.

Protectors must understand that they are at risk of getting hit by balls since they are guarding the Hula Huts. The teacher may administer a one to five-minute penalty if it is determined that a student is intentionally throwing at another student.

LAUNCH IT! (2-8)

Objective: Watch student teams "Launch It" in a cooperative game that will allow students the opportunity to explore various ways to develop and improve ball manipulation, and slingshot skills of trajectory, force, and accuracy. The game of Launch It is a great prerequisite to the games of Slingshot and Slingshot Golf.

Equipment: (Needs are based on a class of 60 students)

- Flat Resistance Exercise Bands (30± or 15± bands per team). An Exercise Band is a rubber latex flat band that comes in various lengths and resistances. I recommend purchasing a medium resistance roll (usually the color green) and cutting it into lengths of 1.5 to 2.0 feet segments; see Figures 1 and 2).
- Super 70 balls (20-30 or one ball per every group of 2-3 students. Super 70 balls are 2.75" in diameter (approximately the size of a baseball), and are sold in sets of six different colors (red, blue, green, purple, orange, and yellow) at S&S Worldwide; see Figure 3).
- 5-gallon bucket of sticks (200±).

➤ Optional: wristbands (30±; color does not matter).

Procedure: Instruct students to form groups of 2- or 3-Player teams. Each 2- or 3-Player team may now get one ball and one slingshot from the teacher and then go sit down at the end line on one side of the gym. The **object** of the game is for each team to score more points than the opposing team by slingshotting and hitting more walls located on the opposite end of the gym than any other slingshot team. **To Begin:** On the signal “go”, the 2- and 3-Player teams must start from behind the end line and begin experimenting with ways on how to aim and shoot the ball at different angles and trajectories as well as determining fair ways of taking turns on who will hold and who will shoot the slingshot each time (**see the following Slingshot pictures for examples of the slingshot technique and some of the possible 2- and 3-Player ideas**). *Note: teammates must always use caution when pulling back and releasing the slingshots to avoid hitting anyone with the therapy band or ball!!!*

The goal for each team is to slingshot the ball, attempting to hit the wall on the opposite side of the gym. After the first shot and each shot thereafter, teams must retrieve the ball from where it came to a rest and shoot if from “that” spot. The process of launching balls will continue until the ball physically hits the wall. *Note: A score is considered successful if the ball hits the wall in the air.* The captain or one player from each team is allowed to go and get one stick from the bucket after each score against a wall. After the stick is collected, each team will start the process of launching the ball from behind the end line of the wall that was just scored against. *Option: allow teams, each time they collect 10 sticks, to trade them in for one wristband.* Each team will continue the process of slingshotting balls, traveling back and forth across the gym to hit as many walls as possible until the 10-30 minute time limit has expired or a pre-determined score has been reached. Tally each team’s score by adding together each 10-point wristband with the 1-point sticks. The point values at the end of the game will be as follows:

1-10 sticks = your team is alright!

11-20 sticks = your team is cool!

21-30 sticks = your team is awesome!

31-40 sticks =your team ROCKS!

41 or more=Launch It Champions!!!!

Note: modify the point system as deemed necessary...

Rules and Safety:

1. Players may not slingshot a ball if another team is in their “line of fire” or shooting pathway. Encourage teams to wait for the other team to move or to slide to the left or right before shooting.
2. Encourage players to use an upward trajectory when slingshotting a ball. Using an upward trajectory typically slingshots the ball further and avoids hitting others in the line of fire.
3. Teams may not advance towards a wall once the ball has been picked up. The next shot has to be taken from where their team’s ball came to rest.
4. One player from each team is allowed to go and collect one stick from the bucket upon hitting a wall. 10 sticks must be traded in to earn one wristband.
5. Once a wall is hit, teams turn around and begin at the new end line and slingshot at the wall on the opposite end of the gym.

UFO’s (2-8)

Objective: UFO’s is a unique, cooperative game where speed, teamwork, slingshotting, and visual tracking skills are essential to earning a maximum number of points. Like the game of Launch It, UFO’s also provides the opportunity to explore various ways to develop and improve ball manipulation, and the skills of trajectory, force, and accuracy. Played in conjunction with the game of Launch It, UFO’s is a great prerequisite to the games of Slingshot and Slingshot Golf.

Equipment:

- Flat Resistance Exercise Bands (30±).
- Super 70 balls (20-30 or one ball per every group of 2-3 students).
- Traffic cones (8 or 4 per side).
- Bucket(s) of wristbands (200±; color does not matter).
- Optional: 5-gallon bucket of sticks (200±) if wristbands are unavailable.

Procedure: Place four traffic cones approximately 10 yards from each end wall. *Note: One area, between the traffic cones and wall will be the Launch Site and the other area will be the End Zone.* Place both buckets of

wristbands at one intersection of the midline and sideline (See diagram for set up). Instruct students to form groups of 3- or 4-Player teams. Each 3- or 4-Player team may now get one ball and one slingshot from the teacher and then go sit down inside the launch site located on one side of the gym. The **object** of the game is for each Shooter team to slingshot as many balls as possible into the End Zone located on the opposite end of the gym. **To Begin:** On the signal “go”, each 3- or 4-Player team must send one player (Catcher) to the End Zone. The other two to three players on each team must experiment with ways on how to aim and shoot the ball at different angles and trajectories as well as determining fair ways of taking turns on who will hold and who will shoot the slingshot each time (**see the game of Launch It for examples of the slingshot technique and some of the possible 2- and 3-Player ideas**). *Note: teammates must always use caution when pulling back and releasing the slingshots to avoid hitting anyone with the therapy band or ball!!!*

The goal for each Shooter team inside the Launch Site is to slingshot their **UFO (ball)**, attempting to shoot it far enough to cross into the End Zone located on the opposite side of the gym. A shot is considered successful if it rolls on the ground or flies in the air into the End Zone. Once the UFO crosses into the End Zone, the Catcher or owner of that ball is allowed to pick up the ball and go retrieve one wristband to wear. The Catcher will then go to the Launch Site and switch positions with a Shooter teammate to continue the game. The new Catcher will get into the End Zone and wait until his or her teammates shoot the UFO into the End Zone. *Note: Catchers may not touch any other team’s UFO’s that are launched, especially if it is still rolling on the ground.* A shot is considered unsuccessful if it stops in the Dead Zone or does not roll on the ground or fly in the air into the End Zone. When this occurs, a player from the Shooter team, not the Catcher, will go retrieve the ball and return to re-shoot the UFO.

Each team will continue the process of trading positions and slingshotting balls to score as many points as possible until the 10-30 minute time limit has expired or a pre-determined score has been reached. Tally each team’s score by adding together each team’s wristbands. The point values at the end of the game will be as follows:

1-5 wristbands = your team is alright!

6-10 wristbands = your team is cool!

11-15 wristbands = your team is awesome!

16-20 wristbands =your team ROCKS!

21 or more wristbands =UFO Champions!!!!

Note: modify the point system as deemed necessary...

Rules and Safety:

1. Players may not slingshot a ball if another team is in their “line of fire” or shooting pathway.
2. A shot is considered successful if it rolls on the ground or flies in the air into the End Zone.
3. Once the UFO crosses into the End Zone, the Catcher or owner of that ball is allowed to pick up the ball and go retrieve one wristband to wear.
4. The Catcher will then go to the Launch Site and switch positions with a Shooter teammate to continue the game.
5. Catchers may not touch any other team’s UFO’s that are launched, especially if it is still rolling on the ground.
6. A shot is considered unsuccessful if it stops in the Dead Zone or does not roll on the ground or fly in the air into the End Zone. A player from the Shooter team, not the Catcher, will go retrieve the ball and return to re-shoot the UFO.

Problem-Solving Table/Area:

The problem-solving table is a successful behavior management strategy that places the responsibility of problem solving right in the students’ hands. Most of the inappropriate behavior that typically occurs in class is between two students and typically results in a class disruption and a need for intervention by the teacher. This disruption, better known as tattle telling, is a frustrating but common problem in many elementary schools. If children become dependent on someone else to solve their problems, then they may never develop responsibility to sort out problems for themselves. In order to reduce recurrences of this problem, try implementing the Problem-Solving Table.

Use a teacher led role-play to achieve understanding of the process and to reinforce the significance of

- Hula Hoops (15 or one per 4 students)
- Dice (60 or four per hoop)
- Bucket of tongue depressor sticks (200-400)
- Buckets (15 or one per team; any size buckets to hold sticks)
- Optional: traffic cones (2)

Procedure:

Before classes arrive, randomly place the hoops all over the gym with 4 different colored dice inside each hoop. Next, place one empty bucket beside each hoop. Finally, place the bucket of sticks in the center of the gym. Optional: place one cone at opposite ends of the midline (see diagram for set up). The **object** of the game is to be the team to win more sticks than the opposing teams.

To Begin: divide the class into teams of four and send each team to a hoop to sit down and await further instructions. *Note: create one to two groups of five if there are one to two extra players; otherwise allow one group of three.* On the signal “go,” each of the four players at a hoop will pick up a die and face-off against each other at their team’s hoop (See Figure 1). A “face-off” in Dice Dash is when all four players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the lowest number(s). The player or players who rolled the lowest number (in case of a tie for the lowest number) must immediately report to a cone and jog (skip, gallop, etc.) one lap before returning to their team’s hoop. *Note: remind players to always keep their one die in their possession at all times. It goes with them wherever they go.* The remaining two to three players will face-off again. The player or players who rolled the lowest number must also jog a lap. This process continues each round until one player remains. *Note: a face-off that results in all players tying in that no player has the lowest number will always result in a re-roll or new face-off.* The “last person standing” is rewarded with a Bonus Roll at the center of the gym. A player earning a Bonus Roll is allowed to go to the center and roll the die to collect the number of sticks from the stick bucket based on the number rolled (See Figure 2). The player will then report to her team’s hoop to drop the sticks into her team’s bucket before starting a new round with all four players.

For example, Team 1 consists of players A, B, C, and D. The team faces-off against each other by rolling their dice inside their hoop. Player A rolls a 3, Player B rolls a 6, Player C rolls a 2, and Player D rolls a 3. Player C must jog a lap because she rolled the lowest number. Players A, B, and D face-off again. This time, Player A rolls a 5, and Players B and D roll a 2. Players B and D must leave and jog a lap because they tied with the lowest numbers. Players B, C, and D must wait at their team’s hoop until Player A returns from the Bonus Roll. Player A reports to the center for the Bonus Roll and rolls a 5. Player A will get five sticks from the bucket and return to her team’s hoop to drop the sticks off into their team bucket. *Note: help students realize that although teammates face off against each other to determine a winner, ultimately the sticks won at the Bonus Roll become their team’s overall points.* The process of facing-off to establish a single winner to determine who gets the Bonus Roll will be repeated until the end of class or until the teacher stops the game. Teams will then be given a two to three minute countdown to count their team’s total number of sticks in their team’s bucket. *Note: to avoid arguing or fighting, a warning/reminder may need to be given to implement some type of strategy or come to some kind of agreement to quickly and fairly count sticks.* The team with the most sticks will be declared the Dice Dash Champions (See Point System for levels earned). Clean up by performing a 10-second count down while students return the sticks to the center bucket of sticks before starting a new round.

Point System to recognize all teams: {Modify to meet your team’s point levels}

20-40 = Cool; 41-60 = Awesome; 61-80 = Super Human; 81+ = Champions

Rules and Safety:

1. Players must stand on the outside of the hoop and clearly drop their die.
2. Players may not touch or alter the number in anyway once it is rolled and must wait until all players have seen everyone’s numbers before picking up their dice.
3. A face-off that results in all players tying in that no player has the lowest number will always result in a re-roll or new face-off.
4. All players who roll the lowest numbers, until there is one player left, must immediately report to a cone and jog one lap before returning to their team’s hoop.
5. Players must keep their dice with them at all times.
6. A player earning a Bonus Roll is allowed to go to the center and roll the die to collect the number of sticks from the stick bucket based on the number rolled.
7. A team will be disqualified from playing the game or will forfeit their teams sticks if any player is caught taking more than the rolled number of sticks after making a Bonus Roll.

BLOCKHEADS (K-5)

Objective: The dice game of Blockheads provides a fun, high-energy outlet for students to reinforce fitness skills and practice number recognition, number comparisons, and be able to create and solve various subtraction problems.

Equipment:

- Dice (30-40 or two different colored dice per hoop that is on the midline)
 - Hula Hoops (15-20 on the midline plus one in opposing corners. *Note: remove a few hoops and dice for smaller classes, especially if it appears that some students are at hoops by themselves waiting for long periods of time*)
 - Two storage containers with an equal amount of noodle pieces or mini noodles (200-400 per team; create mini noodles by cutting long foam noodles into 1- or 2-inch pieces--an electric carving knife works best). *Note: two different colored noodle*

pieces (blocks) is highly recommended to help with the redistribution of blocks at the end of the game and to keep teams from using the other team's blocks. For example, return Team 1's blue noodle pieces to one side and Team 2's red noodle pieces to the other side.

Procedure: Before classes arrive, place all of the hoops, side by side, on the midline with two different colored dice inside each hoop. Finally, place one container of noodle pieces at the opposing end walls of the gym (see diagram for set up). The **object** of the game for each team is to win the most "blocks" (noodle pieces) in order to build more 4-block towers than the opposing team. **To Begin:** divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. On the signal "go," each player will go meet at any of the center hoops to face-off against one of the opposing team's players. **Note:** *some players may have to wait a few seconds if all hoops are occupied.* A "face-off" is when two players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the higher number. **Note:** *make sure to leave the dice inside each hoop.* All players who roll the higher number will create and verbalize a subtraction math sentence with both numbers rolled to determine the number of blocks they win and the number of the exercise their opponents must perform. For example, Player A rolls a 6 and Player B rolls a 3. Player A states "6 - 3 = 3" before crossing over the midline to go and retrieve "3" blocks from the opponent's container of noodles. Player B performs three push ups in either "Exercise Area" before going back to perform another face-off. **Note:** *players must perform a re-roll of the dice if they roll the same numbers.* All players who win blocks must take and stack the blocks (like a tower) anywhere near their team's end wall (See Figures 3 and 4). Each team earns one point for every 4-block tower built on their team's side. 3-, 5-, and 6-block towers do not count.

All towers must be built in stacks of four. **Note:** *remind players that they can build their own 4-block towers or add to existing towers that are in need of one or more blocks.* Teams will continue this process the entire class and the team with the most 4-block towers, when the time expires or there are no more blocks, will be declared the Blockhead Champions for that round or for the day. Clean up by performing a 10-second count down while students return the blocks to each team's container before starting a new round. **Note:** *push ups can be substituted with any exercise or list a variety of exercises so that each child will have a choice in what exercise to perform.*

Rules and Safety:

1. A "face-off" is when 2 players meet at a hoop w/ each player picking up a die and rolling the die inside the hoop to determine who has the higher number. **Note:** *make sure to leave the dice inside each hoop.*
2. All players who roll the higher number will create and verbalize a subtraction math sentence with both numbers rolled to determine the number of blocks they win and the number of the exercise their opponents must perform.
3. All exercises must be performed inside either "Exercise Area" before going back to face-off.
4. All players must perform a re-roll of the dice if they roll the same numbers.
5. All players who win blocks must take and stack the blocks anywhere near their team's end wall. Each team earns one point for every 4-block tower built on their team's side. Players can build their own 4-block towers or add to existing towers.
6. Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled. A roll still counts if the die goes out of the hoop.
7. The opposing team will be awarded an automatic win if any player is caught destroying the other team's towers or for taking more blocks than what he or she won.

SLINGSHOT GOLF (2-8)

Objective: Slingshot Golf is the final, culminating golf-like game from the series of games that include Launch It! and Slingshot. "Slingshot Golf" too is designed as a cooperative game that will allow students the opportunity to explore various ways to develop and improve ball manipulation, and slingshot skills of trajectory, force, and accuracy. Students must focus special attention on accuracy and finesse, while scoring hits at a faster pace than any other team to be declared the Slingshot Golf Champions.

Equipment: (Needs are based on a class of 60 students)

- Flat Resistance Exercise Bands (30± or 15± bands per team). An Exercise Band is a rubber latex flat band that comes in various lengths and resistances. I recommend purchasing a medium resistance roll (usually the color green) and cutting it into lengths of 1.5 to 2.0 feet segments).
- Super 70 balls (30+; the more the better. These Gatorskin Super 70 balls are 2.75" in diameter (approximately the size of a baseball), and are sold in sets of six different colors of red, blue, green, purple, orange, and yellow at S&S Worldwide).
 - Traffic Cones (10; I recommend using 18" to 36" in height traffic cones)
 - Numbered Cone Covers (set of 1-10 to place on traffic cones).
- Bucket of tongue depressor sticks (200±)

Procedure: Before classes arrive, place the cones covers on each of the 10 traffic cones and randomly place all 10 traffic cones all over the gym (see Figures 1 and 2 for examples of set up). Place the bucket of sticks somewhere out of play. Instruct students to form groups of 2- or 3-Player teams. Each 2- or 3-Player team may now get one ball and one slingshot from the teacher and then go sit down at one of the 10 traffic cones. **Note:** *the teacher should not allow more than 2-3 teams per traffic cone.* The **object** of the game is similar to the game of golf; to hit as many traffic cones (in order) with the least amount of shots to be able to score more points than all other opposing teams. **To Begin:** On the signal "go", the 2- and 3-Player teams must stand up and shoot from the first traffic cone they started beside. Teammates must begin experimenting with ways on how to aim and shoot the ball at different angles and trajectories as well as determining fair ways of taking turns on who will hold and who will shoot the slingshot each time **Note:** *teammates must always use caution when pulling back and releasing the slingshots to avoid hitting anyone with*

the therapy band or ball!!

The goal for each team is to slingshot the ball, attempting to hit the numbered cone that comes after the previous traffic cone they were standing beside. For example, Team 1 starts the game at traffic cone #2. Team 1 will now aim and shoot at cone #3 trying to make a “hole in one” which in this game means hitting cone #3 by way of the ball rolling and contacting the cone or by a direct hit from in the air (See Figure 3). After the first shot and each shot thereafter that results in not hitting cone #3 (which will happen most of the time), teams must retrieve the ball from where it came to a rest and shoot if from “that” spot. The process of launching balls will continue until the ball physically hits or makes contact with cone #3. **Note:** *take the opportunity to introduce golf etiquette, ask questions that relate to why golfers use different sized golf clubs, and if golfers care how many shots it takes to get the ball in the hole.* The captain or one player from each team is allowed to go and get one stick from the bucket after each score against the correct numbered traffic cone. After the stick is collected, each team will start the process of launching the ball from beside the cone that was just hit, trying to hit the next number cone (in the example, the team will now shoot for cone #4). **Option:** *allow teams, each time they collect 5 sticks, to trade them in for one wristband.* Each team will continue the process of slingshotting balls, traveling in number order, attempting to hit as many traffic cones as possible until the 10-30 minute time limit has expired or a pre-determined score has been reached. **Note:** *Any team shooting beside traffic cone #10 should shoot for traffic cone #1.* Tally each team’s score by adding together each 5-point wristband along with the 1-point sticks. The point values at the end of the game will be as follows: 1-5 sticks = your team is alright! & 6-10 sticks = your team is cool! 11-15 sticks = your team is awesome! & 16-20 sticks = your team ROCKS! & 21 or more = Slingshot Golf Champions!!!!

Rules and Safety:

1. Players may not slingshot a ball if another team is in their “line of fire” or shooting pathway. Encourage teams to wait for the other team to move before shooting.
2. Teams may not advance towards the numbered traffic cone once the ball has been picked up. The next shot has to be taken from where their team’s ball came to rest.
3. One player from each team is allowed to go and collect one stick from the bucket upon hitting their number traffic cone. Five sticks must be traded in to earn one wristband.
4. Once the numbered traffic cone is hit and stick has been retrieved, teams must aim for the number following the numbered traffic cone just scored.

GOBBLE, GOBBLE (K-5)

OBJECTIVE: Students will practice and improve kicking and soccer-style dribbling, defensive and offensive strategy, and cardiovascular endurance in the throwback, Pac Man-like game of Gobble, Gobble.

EQUIPMENT: (needs are based on a class of 60)

- Super 70 balls (50+; the more the better)
- Small, plastic buckets (30 or one bucket for every two players)
- Large containers or buckets (2)
- Stop watch or game clock

PROCEDURE: Before classes arrive, place all balls in the center of gym (See Figure 1). Place one container at each intersection of the midline and sideline. When classes arrive, divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. Give each player on one side of the gym a bucket. The **object** of the game for the Gobblers is to capture all of the balls in the shortest amount of time and for the Minions to lengthen the time it takes for the Gobblers to capture all of the balls. **To Begin:** The **Minions** will be given a 10-second head start and have the responsibility to continually disperse all of the balls by foot dribbling or kicking the balls all over the gym (See Figure 2). Minions may not use their hands, bend over to hold a ball, or step on the balls. The **Gobblers**, after the Minions 10-second head start, may begin gobbling up or capturing any ball by placing the bucket over the ball to trap the ball (See Figure 3). Once a ball is trapped, the Gobbler must carry the ball in the bucket and travel to one of the containers and drop the ball into the container before going to capture another ball. **Note:** *Gobblers may only trap one ball at a time.*

Minions will continue trying to disperse the balls while Gobblers capture balls until the last ball has been dropped into the container or until given the stop signal by the teacher. **Note:** *the teacher may want to stop the clock when there are five or less balls left to avoid crashes or fighting over the last few balls.* The teacher, after stopping the class and getting the student’s attention, will share the Gobblers’ time it took to capture the balls and dump the containers of balls back into the center before starting a new round. The Gobblers will be instructed to switch roles by giving their buckets to the former Minions. The new Gobblers will be challenged to beat the lowest time established and the new Minions will be challenged to keep the balls moving to increase the new Gobblers time. The Gobblers will be declared the champions of a round if they establish a new time to beat or maintain the best time. The Minions will be declared the champions of a round if they do not allow the Gobblers to establish a new, best time to beat. The team to establish the lowest time of class will be declared the Gobble,

Gobble Champions for the day.

RULES AND SAFETY:

1. The Minions will be given a 10-second head start to continually disperse all of the balls by foot dribbling or kicking the balls all over the gym.
2. Minions may not use their hands, bend over to hold a ball, or step on the balls. Minions may not kick a bucket that a Gobbler is using to capture a ball.
3. Gobblers, after the Minions 10-second head start, may begin gobbling up or capturing any ball by placing the bucket over the ball to trap the ball.
4. Once a ball is trapped, the Gobbler must carry the ball in the bucket and travel to one of the containers and drop the ball into the container before going to capture another ball.
5. Gobblers may only trap one ball at a time.

1-2 Step (Ciera)

Part 1:

Step R together, then step L together while raising hands high to the R doing the “Car Wash” (palms up or down) on counts 3, 4, and 7,8.

Repeat 3 more times for a total of two 8 counts

Part 2: “Old School” Arm swing or “Step Show”

Step, swing R, step, swing L (with closed fist) **4 counts**

Step, swing R, step, swing L (with closed fist) **4 counts**

Repeat, but pivot on L, while turning to the R only on counts 7 and 8 to lead into the Grapevine on Part 3.

Part 3:

Grapevine R **4 cnts**

Grapevine L **4 cnts**

Repeat

Part 4: 1-2 Step

Grapevine R with delay

(Step-delay on 2, 3, 4) **4 cnts**

Grapevine L with delay

(Step-delay on 2, 3, 4) **4 cnts**

Repeat

Part 5: Repeat all 4 Parts again for the entire song

START OVER

STACK ATTACK (2-8)

OBJECTIVE:

Students will practice and improve throwing and bowling for accuracy, defensive strategy, and cardiovascular endurance in the intense game of Stack Attack. Stack Attack combines the art of cup stacking, the strategical tactics incorporated in defense, the skill of bowling and throwing to hit various targets, along with the “never give up” attitude it takes to be successful.

EQUIPMENT: (needs are based on a class of 48)

- Gatorskin balls (30+; the more the better)
- Small, plastic buckets (36 to 48 total or 18 to 24 per team; divide the buckets into two groups by color. For example, Team 1 will have the combination of the red, orange, and yellow buckets for a total of 18 buckets and Team 2 will have the combination of the blue, green, and purple buckets for a total of 18 buckets).

PROCEDURE: Before classes arrive, place all balls in the center of gym. Separate and place Team 1’s buckets on the ground against one end wall and separate and place Team 2’s buckets on the ground against the opposing end wall. When classes arrive, divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. The **object** of the game for each team is to collect and stack as many buckets as possible in order to earn the most points when the time expires.

Provide a brief explanation of the Scorer, Builder, Gatherer, Protector, and Destroyer positions (described below). Inform students that they can choose and change any position at **any time** during the game. **To Begin:** On the teacher’s signal, “**Scorers**” (everyone should be scorers at this stage in the game), starting at the midline, will begin crab walking to the opposing team’s wall where their team’s buckets are located. **Note:** *each team will want to collect buckets because getting buckets is the only way to earn points.* All players, each time they get a bucket, must crab walk, balancing the bucket on their bellies until they cross back over the midline (See Figure 5). **Note:** *a redo is necessary if the bucket touches the ground before the player crosses back over the midline. A redo involves standing up and taking the bucket back to the wall before returning to your team’s side to start over.* The Scorer position can be played as long as there are buckets to be earned. As buckets cross over the midline, the positions that can be implemented will be defined as: 1. “**Builders**” are any players who

choose to help stack buckets, within their team's boundaries, each time buckets are earned (See Figures 1 through 4 for the stacking examples and their point values.

2. **“Protectors”** are any players who choose to do whatever it takes to defend a bucket or stack of buckets from the destroyers' rolled or thrown balls (See Figure 6). Protectors must always stand and may not touch the buckets while protecting. 3. **“Destroyers”** are any players from the opposing team who choose to roll or throw balls with the intent to destroy or knock over buckets or bucket stacks. Each Destroyer who knocks a bucket over on its side must cross the midline and only gather the bucket or buckets that were knocked over (See Figure 7). After retrieving the buckets, the Destroyer must place them back at the opposing team's end wall to be re-earned. *Note: sometimes a stack of buckets will get hit, but a Destroyer may not capture the bucket unless it was knocked over on its side.* 4. **“Gatherers”** are any players who choose to go anywhere, even crossing the midline to go to the opposing team's side, to gather balls to bring back to their team's side. The Gatherer position is important, especially when there are not many balls available on a team's side.

Scorers will continue to earn buckets that are still available, Builders will continue stacking buckets, Protectors will continue protecting as buckets are stacked, Destroyers will continue destroying the opposing team's buckets or bucket stacks, and Gatherers will continue retrieving balls until the stop signal (time limit to be determined by the teacher) is given. The teacher will quickly add up points based on the types of stacks built and the team with the most points will be declared the winner for that round. Clean up and start a new round. *Note: remind students that all five positions are available to anyone and that any player can change positions at anytime. Also, mention that all positions are chosen and performed on a voluntary basis, especially Protectors who are at the risk of getting hit by balls while protecting their bucket stacks.*

RULES AND SAFETY:

1. All Scorers, each time they get a bucket, must crab walk, balancing the bucket on their bellies until they cross back over the midline
2. Bucket stacks may be built anywhere within the boundaries on a team's side, but Builders should strategize and determine the safest and best places to stack buckets. All bucket stacks are “free game” to be destroyed once a Builder places the last bucket on a stack.
3. Destroyers may not cross the midline to roll or throw balls, but Destroyers may cross the midline to capture buckets that have been knocked over on their side.
4. Protectors must always stand and may not touch the buckets while protecting.
5. Protectors must understand that they are at risk of getting hit by balls since they are guarding buckets. The teacher may administer a one to five-minute penalty if it is determined that a student is intentionally throwing at another student.
6. Gatherers may cross the midline to go and retrieve balls from the opposing team's side, but may not roll or throw balls until they are back on their team's side.

Behavior and Classroom Management

Establish the Class Signal:

Explain that each day follows the same procedure: When the children arrive, the physical education class begins immediately after the teacher gives the signal and everyone is seated, listening attentively. For example, the teacher can say one-two-three, and students immediately sit down and respond by yelling Hoo! as loud as they can, which is then followed by complete silence. The loud signal (Hoo!) gets the attention of all the other students who may not be aware that the teacher is ready to begin class. Basically, all students should Stop! Drop! and Hold! The teacher gives the signal only:

- at the beginning of class to get everyone ready to begin,
- during class when it is time to discuss a new activity or skill,
- to stop the class and reinforce particular rules, or to initiate the 10-second countdown.

10-Second Countdown:

At the end of class, give students a slow 10-second countdown. During this countdown, students must clean up their area and sit down on their designated line to await the arrival of their teacher. You can also use the 10-second countdown at the beginning of class to quickly group students and instruct them.

ABC's and 1, 2, 3's (K-3)

OBJECTIVE: In Version I, students will practice letter and number recognition, while reinforcing communication skills and developing trust through the use of blindfolds. In Version II, students will practice and reinforce the skills of basketball and soccer dribbling as well as learning how, when, and why using peripheral vision is important.

VERSION I EQUIPMENT:

- Blindfolds (one blindfold per group of two)
- 5” or 9” poly spots (26 spots lettered A-Z and 25 spots numbered 1-25; I recommend having one set of spots to represent uppercase letters and one set of spots to represent the lower case letters. The numbered spots can go as high as you deem necessary. *Note: some physical education companies sell pre-labeled lettered and numbered poly spots or you can purchase plain spots and write letters and numbers on each spot with a sharpie or permanent marker.*

VERSION I PROCEDURE:

Before classes arrive, randomly spread all of the poly spots, with the letter or number face up, all around the play area. Instruct each student to find a partner and go sit at one poly spot as a group. *Note: a group should not be sharing a spot with another group.* Hand one blindfold to each group once they are seated and quiet. The **object** of the game is for each group to travel to each letter of the alphabet and to each number on the floor. **To begin:** the partner who is not blindfolded will look at his or her spot to determine their group’s letter/number and verbally guide their blindfolded partner safely to the next letter or number. For example, group 1 is standing on letter D. The non-blindfolded partner must **verbally** navigate his or her blindfolded partner safely to the next letter in the alphabet, which is the letter E.

Each group must travel safely through the play area by not crashing into any other group. Partners may only touch their teammates to avoid a collision with another group or to avoid the wall. *Note: encourage blindfolded players to walk with their hands extended out in front of them for protection.* Upon arrival to the correct letter or number, partners will switch positions and continue the game by traveling to the next letter or number. *Note: a group at letter Z must travel to the number 1 and a group at the number 25 must travel to the letter A.* Any verbal cues such as “walk towards me,” “stop,” “turn left,” “turn to your right,” etc. are highly recommended to help each other to navigate safely through the letters and numbers. *Note: stop the activity and allow a group, who is implementing great teamwork and communication strategies, to demonstrate what is helping make them successful.*

Explain that trust is extremely important and is a key component to any friendship and that if you are not trustworthy that you probably won’t have many friends. Remember that the safety of the blindfolded teammate is the sole responsibility of the non-blindfolded partner. In real life, crashes cause injury, so if a team bumps into another team or if a collision occurs, each group that crashed must remove their blindfolds and step outside the boundaries to jog 2 laps because physical activity heals the body. Also, encourage players to never give up by persevering until they find their next letter or number.

RULES AND SAFETY:

1. No peeking! Trust your partner to safely direct you to the next letter or number.
2. No touching. Use only verbal instructions.

Never allow your friend to crash into someone or something! Partners may touch their teammates at anytime to avoid a collision with another group or to avoid the wall.

Cold Hard Cash

2-8

OBJECTIVE: The game of Cold Hard Cash is a cooperative challenge that provides a great way to introduce counting money, while integrating multiple fitness activities in the attempt to enhance persistence, teamwork, and comradery.

EQUIPMENT:

- 1 hula hoop per group of 3-4 students
- 1 die per team
- 50+ \$1.00 bills (I “borrowed” the money out of my child’s Monopoly game and laminated it; you can Google “printable play money or printable game money” to find all kinds of ideas; See Figure 1 for examples of Monopoly money).
- 40 of the following bills: (8 of each) \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills.
- Optional: instead of Monopoly money, I now use the EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.swww.com because it is more realistic. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills (See Figure 2 for examples of this money).
- 40 poly spots or buckets to cover/hide money
- 1 cash bucket to store the \$1.00 bills
- 1 Fitness Cards per group (lamine each card to avoid having to make copies)
- 1 wristband per team

PROCEDURE:

Before students arrive, go to the middle of the gym with all 40 bills and all 40 poly spots/buckets and randomly place one bill under one poly spot/bucket until all of the bills are gone (See Figures 3-6 for examples). Place each hoop around the perimeter of the gym, but leave enough space to allow for groups to run laps on the outside of the hoops. Place one Fitness Card and one die inside of each hoop. Instruct the class to get into groups of 3-5 (depending on space and class size) and go sit down at a hoop and

await further instructions. The teacher will then select one Captain from each team by giving him/her a wristband. The **object** of the game is to earn cash by performing team exercises in order to go to the center for the chance to uncover larger amounts of Cold Hard Cash prizes!

To Begin: each team will roll their one die to determine the fitness skill that has to be done from the Fitness Card. For example, Team B rolls a 5. They look at skill number 5 on the Fitness Card and perform 25 jumping jacks together as a team. Upon completion of the skill, the Captain, and ONLY the Captain will go retrieve one, \$1.00 bill from the cash bucket (See Figure 7). **Note:** *the teacher should keep the cash bucket of \$1.00 bills close by to help avoid cheating.* Each team's goal is to continue this process until they have earned \$5.00. Each time \$5.00 is earned, the Captain will "cash in" the \$5.00 by giving the cash to the teacher who will return it to the cash bucket. The Captain may then go to the center to choose and uncover **ONE** spot/bucket (See Figure 8). **Note:** *turning over more than one bucket will forfeit all money found.* The Captain will then retrieve the cash prize underneath the bucket, trying to uncover one of the eight \$100.00 bills or hoping that it is at least larger than a \$5.00 bill. Once the cash has been retrieved, the Captain must remember to turn the bucket (face up) so that everyone can see that the bucket has been claimed and take the cash prize to put in his or her team's hoop. **Note:** *only the (5) \$1.00 bills that are earned can be cashed in to uncover a prize. All cash prizes found may not be cashed in to uncover a new prize.* The Captain will give the wristband to a teammate to become the new Captain and the team will continue the process of earning \$5.00 more to be awarded the chance to go uncover another spot/bucket for the chance of increasing their team's dollar amount.

When the time has expired or all 40 spots have been picked up, give each team 1-2 minutes to go back to their team hoop to calculate their cash to determine the following award amounts: **Note:** *mentioning prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the prizes.*

\$5 - \$50 = unlimited tokens to Chuck E. Cheese's
\$51 - \$150 = brand new iphones
\$151 - \$250 = brand new ipads
\$251 - \$500 = brand new cars
\$500+ = you are the champions and will retire as Millionaires!!!!

If time permits, start a new game by instructing all teams to turn in all 40 bills and hide their eyes while the teacher randomly places one bill under one bucket until all of the bills are gone.

RULES AND SAFETY:

1. All teammates must complete whatever number fitness skill was determined by the roll of the die. Teammates should come up with a system to determine who rolls the die.
2. A \$1.00 bill is awarded after the completion of the fitness skill. Only Captains may come and get \$1.00 bills from the cash bucket.
3. Teams may only perform one fitness skill at a time.
4. \$5.00 earns the right for the Captain to go to the center to choose and uncover **ONE** bucket.
5. Turning over more than one spot/bucket will forfeit all money found.
6. After finding cash, the Captain must turn the bucket (face up) so that everyone can see that the bucket has been claimed and take the cash prize to put in his or her team's hoop and give the wristband to a teammate to become the new Captain.
7. Only the (5) \$1.00 bills that are earned can be cashed in each time to uncover a prize. All cash prizes found may not be cashed in to uncover a new prize.

Fitness Card:

1. Jog 2 laps around the gym together as a team (stay close to the wall)
2. Perform 10 jumps each with the jump rope (take turns)
3. Perform 5 push ups together as a team (count each one out loud)
4. Perform 10 run downs (end line to free throw line) together as a team
5. Perform 25 Jumping Jacks together as a team (count each 1 out loud)
6. Perform 10 squats together as a team (count each 1 out loud)

Risky Business

2-8

OBJECTIVE: It's sometimes "Risky Business" trying to make money in today's society, but with some hard work and some potential low or high risk investments, you can really make it big! The game of Risky Business is a cooperative challenge that provides a great way to introduce money recognition and counting money, while integrating running and fitness in the attempt to enhance persistence, teamwork, and comradery.

EQUIPMENT:

- 1 hula hoop per group of 3-4 students
- (5) \$1.00 bills per team (I "borrowed" the money out of my child's Monopoly game and laminated it; you can Google "printable play money or printable game money" to find all kinds of ideas; See Figure 1 under the game "Cold Hard Cash" for examples of Monopoly money).

- Money drawer or container to keep money: My drawer contains the following bills: \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills (See Figure 1 for example of the money drawer I use).
 - Optional: instead of Monopoly money, I now use the EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.ssw.com because it is more realistic. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. (See Figure 1 for examples of this money).
- 1 cash bucket to store the \$1.00 bills (See Figure 2 of my cash bucket of \$1.00 bills).

PROCEDURE:

Place each hoop around the perimeter of the gym, but leave enough space to allow for groups to run laps on the outside of the hoops. Place (5) \$1.00 bills inside of each hoop. Put the cash bucket in a place where students can easily grab \$1.00 after completing their lap. Instruct the class to get into groups of 3-5 (depending on space and class size) and go sit down at a hoop and await further instructions. The **object** of the game is to earn cash by running laps and/or by taking chances at the Stock Exchange in order to make lots of money!

To Begin: each team has three options of earning money. They must continually collaborate throughout the game to determine how to turn their \$5.00 into mega bucks! *Note: after discussing the three options, take a moment to briefly define/discuss (in your own words) the Stock Exchange and Stock Market.* The following options are:

1. \$1.00 per person can be earned for every full lap completed.
2. Teams can go to the Stock Exchange (See Figure 3) and risk their money as a team by allowing one player from each team to play the game of Rock, Paper, Scissors. Each team must pre-determine and agree on the cash amount to be risked and must place the agreed upon amount on the ground before playing Rock, Paper, Scissors. The winning player takes all the cash for his or her team. *Note: it is recommended to demonstrate the rules or dos and don'ts of playing Rock, Paper, Scissors to avoid any kind of cheating.*
3. Individuals, with the permission of their teammates, can go off and earn extra cash by running laps or taking some of their team cash and playing Rock, Paper, Scissors against other individuals (from opposing teams) at the Stock Exchange. *Note: the teacher may have to stop class and remind students that they are on a team and inform their teammates of what they are doing with the "Team's" money.*

The teacher (or responsible student) will be the Banker (See Figure 4). Teams always have the option, as they earn money, to add up and cash in their smaller bills for bigger bills. *Note: the Banker should remind teams to add up their smaller bills in exchange for bigger bills, especially when the \$1.00 bills in the cash bucket are low.*

Individuals or teammates always have the option of running laps to earn cash, especially if they have bad luck at the Stock Exchange. When the time has expired, give each team 1-2 minutes to go back to their hoop to calculate their cash to determine the following award amounts: *Note: mentioning prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the prizes.*

- \$5 - \$50 = unlimited tokens to Chuck E. Cheese's
- \$51 - \$150 = brand new iphones
- \$151 - \$250 = brand new ipads
- \$251 - \$500 = brand new cars
- \$500+ = Your team can retire as Millionaires!!!!

RULES AND SAFETY:

1. A \$1.00 bill is awarded after the completion of one lap or the fitness skill chosen. Players may not run two laps and then get \$2.00. Players must do a lap and stop to get \$1.00 before doing another lap.
2. Each team must pre-determine and agree on the cash amount to be risked at the Stock Exchange and must place the agreed upon amount on the ground before playing Rock, Paper, Scissors. The winning player takes all the cash for his or her team.
3. Teammates can stay together or split up and play as individuals even though all cash collected will go back to the team at the end of the game when teams are adding up all of their cash.
4. Anybody cheating or stealing money from another team's hoop forfeits all of the money in their possession. *Note: encourage players to keep their money with them at all times.*

What's in Your Piggy Bank?

K-5

OBJECTIVE:

What's in Your Piggy Bank? is a great prerequisite to all of the money-based games in this book. The game was basically designed to reinforce fitness while introducing and/or reinforcing money recognition and money values.

EQUIPMENT:

1. 1 hula hoop per group of 3-4 students
2. EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.ssw.com. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. If possible, laminate each bill to increase durability.

- EC1185 Pack of 460 Plastic Coin Set. Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars in storage tub. **Note:** *it will be necessary to purchase one more pack of the EC1109 and EC1185 for classes larger than 48 students.*
- 1 copy of the **United States Money: Coins** sheet and **United States Money: Bills** sheet per group. **Note:** *if possible, I recommend making front and back copies and laminating each copy to increase durability. Email me at pe2themax@bellsouth.net if you want a color copy of each coins and bills sheet.*

PROCEDURE:

Spread out all hula hoops within the gym boundaries in an oval fashion to allow students to run on the outside of the hoops while also allowing enough room in the center of the gym/play area to create an area for the bank. Place one copy of the United States Money: Coins and Bills sheet inside each hoop (A copy of each sheet is provided below). Scatter all of the money (cash and coins) on the floor inside the center area of the gym (See Figure 1). **Note:** *this area will be referred to as the Bank.* The **object** of the game is for each team to run laps in order to retrieve each of the coins and bills represented on the United States Money: Coins and Bills sheet.

To Begin: instruct students to get into groups of 3-4 and go sit beside a hoop to await further instructions. Explain that each team must work together to seek out and collect the coins and bills on the United States Money: Coins and Bills sheets. Each player must first earn the right to take a trip to the Bank each time they want to get money. A trip to the Bank to collect money is earned by completing one lap around the gym, performing the locomotor skill that was instructed by the teacher. **Note:** *change the locomotor skill every 3-5 minutes.* Each player, after completing a lap, may go to the Bank and choose one bill/coin to take back to his or her team's hoop (See Figure 2 above). Each player on a team must retrieve one of every coin or bill on their sheet (See Figure 3). For example, the penny is the first picture on the sheet. To complete this requirement, all three teammates (after skipping a lap) must get a penny from the Bank and bring back to their hoop in order to move on to the next coin. **Note:** *instruct students to only get one Sacagawea gold coin to meet the requirement because there are not enough of these coins for everybody.*

Occasionally, teammates must gather at their hoop to make sure the correct bills/coins are being chosen to answer each money problem. **Note:** *check for understanding, especially for Kindergarten and 1st Grades by stopping the class at least once to do a teacher or student-led discussion on the names and values of each coin and bill depicted on each sheet.* A team, after double-checking their answers, should let the teacher know when they feel they have collected all of the coins and bills on both sheets.

Option: instruct teams to organize their money inside their hoop so the teacher can make sure they have enough of each coin and bill. The team to successfully collect the correct amount of each of the coins and bills will be declared the winner for that round. If time permits, return all money to the Bank and play the same game or see "**Variations**" for ideas on playing a different version.

RULES AND SAFETY:

- Players must earn the right to make a trip to the Bank each time they want to get a bill or coin. A trip to the Bank to collect money is earned by completing one lap around the gym, performing the locomotor skill that was instructed by the teacher.
- Each player, completing a lap, may go to the Bank and choose one bill/coin to take back to his or her team's hoop.
- Each player on a team must retrieve one of every coin or bill on their sheet.
- Teammates must place their money answers inside their hoop.
- The team to successfully collect the correct amount of each of the coins and bills will be declared the winner for that round.

Apache-Jump on it (by The Sugarhill Gang; YouTube "Fresh Prince-Jump on it" to hear the song and get an idea of how part of the dance will look) Modified by J.D. Hughes-pe2themax@bellsouth.net

Introduction: with hands on your hips, move to the beat of the music a total of four 8-counts

Part 1:

- When you hear the first "Ho" = point R hand to 4 o'clock **2 counts**
- When you hear the second "Ho" = point L hand to 8 o'clock **2 counts**
- When you hear the third "Ho" = simultaneously point R and L hand to 2 and 10 o'clock **4 counts**
- Slowly lower your arms to the ground while moving to the beat **8 counts**

Part 2: (The Chorus)

- **A.** With your hands on your hips, pop your hips to the R, to the Back, L, to the Front, R, and then to the Back (Hint: there will be 6 obvious beats to pop your hips to within the 8 counts) **8 counts**
- **B.** With L hand remaining on your hip, twirl your lasso with your R hand over your head while circling counterclockwise 90° (or 180°) **8 counts**
- Repeat A and B three more times for an overall total of four 8-counts

Part 3:

- Grapevine R **4 counts**
- Sprinkler (L palm behind head, R arm at 3 o'clock-flap like a butterfly) **4 counts**
- Grapevine L **4 counts**
- Sprinkler (R palm behind head, L arm at 9 o'clock-flap like a butterfly) **4 counts**

Part 4:

- A. Quick step forward while doing the Chief pose-arms straight out front, but bent at a 90° angle with R forearm over L forearm **2 counts**
- Quick step backward while doing the Chief pose **2 counts**
- Quick step forward while doing the Chief pose **2 counts**
- Quick step backward while doing the Chief pose **2 counts**
- B. Do the Backstroke or “Humpty” Dance with R arm **2 counts**
- Do the Backstroke or “Humpty” Dance with L arm **2 counts**
- Do the Backstroke or “Humpty” Dance with R arm **2 counts**
- Do the Backstroke or “Humpty” Dance with L arm **2 counts**
- Repeat A **8 counts**
- Repeat B **8 counts**

Part 5: Repeat Part 1 again

Part 6: (The Chorus) Repeat Part 2 again

Part 7: Repeat Part 3 again

Part 8: Repeat Part 4 again, **but for an overall total of eight 8-counts instead of four 8-counts**

- Watch for slight changes in the remaining Parts!!!!

Part 9: Repeat Part 1 again

Part 10: Freestyle dance for six 8-counts (I recommend doing an Indian rain dance)

Part 11: Repeat Part 1 again

Part 12: (The Chorus) Repeat Part 2 again

Part 13: Repeat Part 3 again

Part 14: Repeat Part 4 again, **but for an overall total of eight 8-counts instead of four 8-counts.**

Problem (by Ariana Grande)

I. Part 1:

- Step forward with R and return; step to the side with R and return **4 counts**
- Butterfly legs while moving to the right (knees together, then knees out) **4 counts**
- Step forward with L and return; step to the side with L and return **4 counts**
- Butterfly legs while moving to the left (knees together, then knees out) **4 counts**

Part 2:

- Push Away (step to the side with R, while simultaneously pushing arms to L) **2 counts**
- Push Away (step again to side with R, while simultaneously pushing arms to L) **2 counts**
- Push Away (step to the side with L, while simultaneously pushing arms to R) **2 counts**
- Push Away (step again to side with L, while simultaneously pushing arms to R) **2 counts**
- **Repeat**

Part 3:

- 1-2 Step (like the Grapevine, but stomp R with delay then a quick 2, 3, 4) **4 counts**
- 1-2 Step (like the Grapevine, but stomp L with delay then a quick 6, 7, 8) **4 counts**
- **Repeat**
- **Note: jump up and land on each 4th and 8th count**

Part 4:

- Nae Nae (R hand up, L hand down-upper body twists one way, lower body twists in opposite direction). Look it up on YouTube for visual. **4 counts**
- South Dallas Swag (roll your arms as you lean to the R, leg curl L leg then roll your arms as you lean to the L, leg curl R leg) **4 counts**
- Repeat

Part 5:

- Push Up while stepping R, together, R, together (quickly push hands forward while chest goes in opposite direction of hands) **4 counts**
- Push Up while stepping L, together, L, together (quickly push hands forward while chest goes in opposite direction of hands) **4 counts**
- **Repeat**

Part 6:

- Pretend like you are playing a saxophone-really get into it! **Only one 8 count**

II. REPEAT ALL 6 PARTS AGAIN

III. REPEAT ALL 6 PARTS AGAIN – end Part 6 with a 4 count, not an 8 count

REPEAT ALL 6 PARTS AGAIN

BullsEye

OBJECTIVE:

This whacky, action-packed teamwork game reinforces spatial awareness, throwing for accuracy, eye-hand coordination, communication, and perseverance. BullsEye will test each student's accuracy by challenging them to hit various student-created bullseyes to achieve and earn multiple cash prizes.

EQUIPMENT:

- Gatorskin balls (40+; the more the better)
- Hula hoops (5-8 per side)
- EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.ssw.com. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. If possible, laminate each bill to increase durability.
- 5-gallon buckets (3 cash buckets to store the \$1.00, \$5.00, and \$10.00 bills)
- Container or 5-gallon buckets (1 per team to store cash prizes)
- Traffic Cones (8-12; For example, 4 cones per line)

PROCEDURE:

Before students arrive, cone off an area on each side of the gym to create the "Bullseye Zone". *Note: increase or decrease the boundaries based on the proficiency levels of each class.* Place 5-8 hula hoops and one Team Cash Container in each Bullseye Zone. Put all Gatorskin balls in or near the center of the gym. Finally, place each of the three Cash Buckets containing the \$1.00, \$5.00, and \$10.00 bills somewhere outside of the boundaries that will not interfere with game play (see diagram for set up).

Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. Provide a brief explanation of the Archer, Bullseye Holder, Catcher, and Gatherer positions (described below), informing students that they can choose and change any position at **any time** during the game. The **object** of the game is for each team to score as many bullseyes as possible in order to earn the most cash.

To Begin: All "Archers" will begin throwing balls (without crossing the midline), attempting to score a bullseye to earn \$1.00, \$2.00, \$5.00, or \$10.00 bills. The "Bullseye Holder" may stand anywhere inside the Bullseye Zone (area between traffic cones and wall) and hold a hula hoop in a way to allow the thrown ball from the Archer to go through the hula hoop. In order to earn cash, a third player who is called the "Catcher" must catch the ball after it goes through the bullseye being held by the Bullseye Holder. Specific cash amounts are earned based on the following options.

1. \$1.00 is earned for every ball that goes through a bullseye (held to the side of the body) and is caught by a Catcher (See Figure 1).
2. \$2.00 is earned for every ball that bounces, then goes through the hoop, and is caught by a Catcher (See Figure 2).
3. \$5.00 is earned for every ball that goes through a bullseye (held over head) and is caught by a Catcher (See Figure 3).
4. \$10.00 is earned for every ball that drops through the basketball goal, and is directly caught by a Catcher (See Figure 4).

Note: a Bullseye Holder will not be needed for this option.

Immediately upon catching a ball, the Catcher (and only the Catcher) must go and retrieve the dollar amount that was earned based on the way the ball was caught after completing one of the above options. Each Catcher must then go and place the cash earned into the Team Cash Container. "Gatherers" may gather up balls anywhere in the gym to continue throwing or to supply friends with balls. *Note: remind students that all four positions are available to anyone and that any player can change positions at anytime.*

The teacher will collect each Team's Cash Container when the time limit has expired and add up the cash earned by each team to determine the Bullseye Champions. *Option: choose 1-2 Captains from each team and allow them to take money out of their Team's Cash Container. Each Captain can trade \$100.00 in smaller bills to the teacher in exchange for a \$100.00 bill. This strategy will allow you to replace the smaller bills into the Cash Buckets and make it easier to total money at the end of the game.*

RULES AND SAFETY:

1. Blocking thrown balls or playing defense is not allowed. See "Variations" for exception.
2. Archers may not cross the midline when throwing balls.
3. Cash can only be earned by completing the options listed above.
4. A Catcher, after catching a ball, must retrieve the dollar amount earned and place it in his or her Team's Cash Container before going to catch another ball.
5. \$50.00 will be removed from the Team Cash Container if any player is caught cheating or taking more money than was earned!

What's in Your Wallet?

OBJECTIVE:

What's in Your Wallet? will reinforce and provide multiple practice opportunities to deepen student comprehension of basic mathematical and money concepts. The combination of money and math fundamentals, fitness, and teamwork forces teammates to strategize and think while constantly exercising to solve 10 money word problems quicker than the opposing teams.

EQUIPMENT:

- See What's in Your Piggy Bank

- Pen/pencil (one per team)
- 1 jump rope per team
- Optional: scratch paper to work problems out if necessary

PROCEDURE:

Spread out all hula hoops within the gym boundaries in an oval fashion to allow students to run on the outside of the hoops while also allowing enough room in the center of the gym to create an area for the bank. Place one jump rope, Money Task Sheet A, and pencil inside each hula hoop. Scatter all of the money (cash and coins) on the floor inside the center area of the gym (See Figure 1). *Note: this area will be referred to as the **Bank**.* The **object** of the game is for each team to find and collect the answers to all 10 word problems on the Money Task Sheet.

To Begin: instruct students to get into groups of 3-4 and go sit beside a hoop to await further instructions. Explain that each team must work together to seek out and collect the answers to all 10 word problems on the Money Task Sheet. For round 1, players must answer the problems from Money Task Sheet A. All players must first read the Money Task Sheet and determine what bills/coins can be retrieved from the Bank to solve each word problem. *Note: each Money Task Sheet contains 10 word problems that can be answered in any order.* Each player must first earn the right to take a trip to the Bank each time they want to get money. A trip to the Bank to collect or return unwanted money is earned by performing any exercise/skill listed at the top of the Money Task Sheet (See task sheets A-D below). *Note: the exercises, skills, and money word problems can be replaced or modified on each task sheet at the teacher’s discretion.* Each player, after earning a trip, may go to the Bank and choose one bill/coin to take back to his or her team’s hoop. *Note: the teacher may want to take a moment to “show and tell” what each bill and coin represents.*

Occasionally, teammates must gather at their hoop to make sure the correct bills/coins are being chosen to answer each money problem. *Note: remind players at some point to make sure they are solving problems from Money Task Sheet A.* Teammates must place their money answers inside their hoop in descending order from 1-10 to match up with each money word problem (1-10) on their task sheet (See Figure 2). For example, question #1 of Money Word Problem-Task Sheet A asks, “What is the sum of \$51.00 and \$24.00?” The answer to this question must be shown by placing the money at the very top, inside of their team’s hoop in order to get credit for money problem #1 at the end of the game. *Note: the teacher should be able to look inside of each team’s hoop and match all 10 answers (1-10 in descending order) with its corresponding money problem.* It is also important that each team remembers that even though they can solve any money problem at any time, all answers must be inside their team’s hoop in the correct order (See Figure 3).

A team, after double-checking their answers, should let the teacher know when they feel they have all 10 money problems correct. Upon arriving to check a team’s answers, the teacher’s first step will be to determine if procedures were followed on how to display all 10 answers. Before moving on, the teacher will provide a brief explanation of the rules to the team if procedures were not followed. The second step involves checking to see if each money problem was answered correctly. *Note: there are a few choices (based on the learning level of each group) the teacher can make at this point if an answer(s) is wrong before moving on to check another team:* 1. the teacher can be extremely vague and say “incorrect” without letting them know which answers are wrong or how many are wrong, 2. the teacher can be somewhat vague and inform the team of how many answers are wrong, or 3. the teacher can be very helpful and inform the team of exactly which answer(s) from 1-10 is wrong. The team to successfully answer each problem from the Money Word Problems-Task Sheet A the fastest will be declared the winner for that round.

Optional: before going to the next round, stop and let students share the many possible solutions to some or all 10 of the problems and place special emphasis on those teams that were thinking “outside of the box.” Return all money to the center, hand out Money Word Problems-Task Sheet B, and start a new round.

RULES AND SAFETY:

1. Players must earn the right to make a trip to the Bank each time they want to get a bill/coin.
2. A trip to the Bank to collect or return an unwanted bill or coin is earned by performing any exercise/skill listed at the top of the Money Word Problem Task Sheet.
3. Teams may walk around to see what other teams have chosen to solve their money word problems. Teams may ask the teacher or others for help on how to solve a problem.
4. Teammates must place their money answers inside their hoop in descending order from 1-10 to match up with each money word problem (1-10) on their task sheet.
5. Any money word problem can be solved at any time, but all answers must be inside their team’s hoop in the correct order (1-10).
6. The team to successfully answer each problem from the Money Task Sheet the fastest will be declared the winner for that round.

Answers for Money Word Problems-Task Sheets A:

1. \$75.00 2. \$2.26 3. .56¢ 4. \$111.00 5. \$40.00 6. \$1.75 7. \$16.00 8..15¢ 9.\$10.00 10..50¢ + .25¢ +.01¢

Money Word Problems-Task Sheet A

a) Hop 20 times (10 hops on each foot)

b) Jog 1 lap around the boundaries

c) Perform 10 jumps with your rope jacks

d) Perform 5 forward lunges on each foot

e) Perform 10 sit ups

f) Perform 8 knee bends

g) Perform 20 jumping

h) Perform 5 push ups

Perform one of the skills from the list above to earn a trip to the Bank to collect **one** bill or **one** coin. A skill has to be performed for **every** trip made to the Bank. Do NOT take turns. Everyone should be active at all times. Place your money answer inside your hoop in descending order from 1-10 to match up with each money word problem (1-10) on this task sheet. Write the money amount answer in the blank space provided by each money problem. *Note: make sure to use teamwork when determining how to answer the questions and show your answers!* **Hint:** try to use the least amount of bills and/or coins to answer each question!!!!

1. What is the sum of \$51.00 and \$24.00? _____

2. How much is one dollar, five quarters, and one penny? _____

3. Macy has 1 quarter. Her mom gives her 4 nickels, 1 dime, and 1 penny. How much money does she have now? _____

4. After buying an iPod for \$90.00, Josie has \$21.00 left. How much money did Josie have to begin with? _____

5. How much is one 10-dollar bill, two 5 dollar bills, and one 20-dollar bill? _____

6. Nate gives \$3.25 to Jace. If Nate started with \$5.00, how much money does he have left? _____

7. Janie earns \$8.00 per hour working. If she works 2 hours, how much money will Janie earn? _____

8. What is \$1.35¢ minus .40¢? _____

9. Leon worked to earn \$40.00. If he worked for 4 hours, how much money does Leon earn per hour? _____

10. What is the least amount of coins you would use to make .76¢? Show your answer in money. _____

Don't Stop the Rock (by Freestyle)

I. Part 1:

- Step to the L, to the L, to the R, to the R, **8 counts**
- Step to the front, to the front, to the back, to the back
(These steps come from the Tootsie Roll song by the 69 Boyz) **8 counts**

Part 2:

- Step L, curl R foot back to a 90° angle (called the "slide" in some songs) **2 counts**
- Step R, curl L foot back to a 90° **2 counts**
- Step L, curl R foot back to a 90° angle **2 counts**
- Step R, curl L foot back to a 90° **2 counts**
- **Repeat**

Part 3:

- Whip to the L (step to the L with R or L arm straight out like steering a car as you lean to the L) **4 counts**
- Whip to the R (step to the L with R or L arm straight out like steering a car as you lean to the R) **4 counts**
- **Repeat**

Part 4:

- Tootsie Roll or Butterfly dance (knees together, then knees out) **8 counts**
- **Repeat**

Part 5:

- Brass Monkey (bring R fist across the front of your body to the L, bring L fist across the front of your body to the R) **2 counts**
- Brass Monkey again, but repeat with R fist twice for the 2 counts **2 counts**
- Brass Monkey (bring L fist across the front of your body to the R, bring R fist across the front of your body to the L) **2 counts**
- Brass Monkey again, but repeat with L fist twice for the 2 counts **2 counts**
- **Repeat**

STATE LINGO BINGO (2-8)

OBJECTIVE:

State Lingo Bingo is an excellent game to reinforce and provide multiple opportunities to learn the 50 U.S. states and their capitals. The combination of map reading fundamentals, fitness, and teamwork forces teammates to communicate and strategize in order to complete their States or State Capitals Bingo Card faster than the opposing teams.

EQUIPMENT: (Needs are based on a class of 36-48 students or 12 teams of 3-4 per team)

- 1 hula hoop per group of 3-4 students
- 1 laminated copy of the State or State Capitals Bingo Card per group. *Note: there is a States Bingo Card 1 and Card 2 and a State Capitals Bingo Card 1 and Card 2.*
- 15-20 copies of the State Cut Outs and State Capitals Cut Outs. I recommend printing the State Cut Out Sheets on white cardstock and for example, State Capitals Cut Out Sheets on yellow cardstock. This makes it easier to separate the two sets. Once copied, cut out each state and state capital so that there are 15-20 "**markers**" of each state and state capital. Although time consuming, I recommend laminating each cut out to improve durability.
- 1 Bucket/Container to store Bingo markers.
- Go to www.teachervision.com and search for "U.S. Map with state capitals". The maps are free, so print out four or more of the 8.5 x 11 maps and laminate them to tape to each wall.
- Optional items I recommended instead of using the smaller, 8.5 x 11 maps above: two, large USA Maps taped to the wall to assist students with their map reading skills who do not know their states or state capitals (kind of like a cheat sheet). LR1966 or LR2397 USA Maps are 40" x 28" maps that feature states and capitals. LR2397 is a laminated map.

PROCEDURE:

Spread out all of the hula hoops around the perimeter of the gym, but within the gym boundaries. Place the States Bingo Card 1 inside each hula hoop. Scatter the entire State Capitals Bingo Cut Out markers on the floor inside the center area of the gym. *Note: to help avoid confusion, the State Capital markers should be copied on a different color paper than the States markers.* The **object** of the game is for each team to identify and match all of the states from the Bingo Card with the correct state capitals.

To Begin: instruct students to get into groups of three/four and sit beside a hoop to await further instructions. Explain that each

team must work together to seek out and collect the correct Bingo markers based on the Bingo Challenge given by the teacher (See Bingo Challenges below).

Each player must first earn the right to take a trip to the center of the gym **each time** they want to get **one** marker. A trip to the center to get or return an unwanted marker is earned by performing any exercise/skill listed on the dry erase board or announced by the teacher. **Note:** *exercises such as running 1 lap, performing five push ups, performing 10 squats, etc. can be periodically changed at the teacher's discretion.* Each player, after earning a trip, may go to the center and choose one marker to take back to his or her team's hoop (See Figures 1 and 2). **Note:** *each team must look at a state on their States Bingo Card and determine that state's capital before going to the center to search for the marker with the name of that state capital.* **Optional: tape the recommended USA Maps on the wall at each end of the gym to allow students the option to go and find the state and figure out its capital. If using the wall maps, gather the class around the map before the game begins and show students how to locate a state and its "starred" capital** (See Figure 3).

Occasionally, teammates must gather at their hoop to make sure the correct markers are being chosen, especially if a team chooses the strategy of splitting their group up to work faster. Teammates must place the state capital markers on top of the correct state of the States Bingo Card 1. For example, the first square on the States Bingo Card 1 is Hawaii. The team wanting to answer that square must recall the answer or go locate it on the map. Each teammate will then perform the predetermined exercise before going to the center to search for the Honolulu marker.

Each team will continue this process until they have completed the assigned Bingo Challenge. A team, after **double-checking** their answers, should let the teacher know when they feel they have completed the Bingo Challenge (See Figure 4). The class will be paused and the teacher, using the appropriate answer key, will check to see if the Bingo Challenge was met and the appropriate state capitals were found. **Note:** *there are a few choices (based on the learning level of each group) the teacher can make at this point if a state capital(s) is wrong before moving on to check another team:* 1) the teacher can be extremely vague and say "incorrect" without letting them know which answers are wrong or how many are wrong, 2) the teacher can be somewhat vague and inform the team of how many answers are wrong, or 3) the teacher can be very helpful and inform the team of exactly which answer(s) is wrong.

The team to successfully complete the Bingo Challenge the fastest will be declared the winner for that round. Instruct teams to return all markers to the center and to return back to their hoop to listen to the instructions for the next round. **Note to teacher:** *make sure to mix up the markers in the center in case a team "strategically" places their old answers in a certain spot.* Continue play by implementing a new Bingo Challenge or remove the States Bingo Card 1 and replace it with the States Bingo Card 2, State Capitals Card 1, or State Capitals Card 2. **Note:** *I recommend trying all of the Bingo Cards, but not on consecutive days in order to avoid monotony.*

BINGO CHALLENGES:

1. Lines Bingo = the first team to correctly find 5 markers to create any diagonal line.
2. Lines Bingo = the first team to correctly find 5 markers to create any vertical line.
3. Lines Bingo = the first team to correctly find 5 markers to create any horizontal line.
4. X's Bingo = the first team to correctly find 9 markers to create an X.
5. T's Bingo = the first team to correctly find 9 markers to create a T. The "T" can go in any direction as long as the team correctly uses 9 markers.
6. U's Bingo = the first team to correctly find 13 markers to create a U. The "U" can go in any direction as long as the team correctly uses 13 markers.
7. Squares Bingo = the first team to correctly find 16 markers to create a square or fill in all of the outside boxes.
8. Blackout Bingo = the first team to correctly find all 25 markers to fill in all of the squares.

RULES AND SAFETY

1. Players must earn the right to make a trip to the center of the gym **each time** they want to get a marker.
2. A trip to the center to get or return an unwanted marker is earned by performing any exercise/skill prescribed by the teacher.
3. Teams may go to a map anytime to search for states and/or state capitals.
4. Teammates must place the markers directly on top of the state or state capital on the Bingo Card.
5. Players getting more than one marker (per person) from the center will be disqualified for that round or given a 2-3 minute sit out penalty.
6. Players cheating the exercises by doing less than the prescribed amount will be given a 2-3 minute sit out penalty.
7. The team to successfully complete the Bingo Challenge the fastest will be declared the winner for that round.

State Lingo Bingo

States Card 1

B	I	N	G	O
Hawaii	Maine	Nebraska	Ohio	Texas
Idaho	Maryland	Nevada	Oklahoma	Utah
Illinois	Massachusetts	New Hampshire	Oregon	Vermont
Alabama	Colorado	Indiana	Michigan	New Jersey
Pennsylvania	Virginia	Alaska	Connecticut	Iowa

Pace Maker (2-8)

OBJECTIVE: To utilize the outrageously aerobic game of Pace Maker to introduce and illustrate the concept of pacing and its importance in physical activity. Playing Pace Maker is also a great way to introduce and/or reinforce locomotor skills.

EQUIPMENT: (needs are based on 5 teams of 15)

- Hula hoops (10 green, 10 orange, 10 blue, 10 red, and 10 yellow) Substitute poly spots or items that can be used to designate the 10 spots. Like-color hoops or spots are recommended, but not required. Poly spots are recommended for larger classes because they take up less space, which will allow room to add more teams.
- Popsicle sticks or tongue depressors (1000 or 200 per bucket)
- 5-gallon buckets (10 or 2 per team; 5 buckets empty and 5 buckets with sticks)
- Pace Maker Progressions List (5 or 1 per team; taping the list on the wall is recommended)

PROCEDURE: Before classes arrive, place five rows of ten hula hoops on the floor. Next place an empty bucket along with one poster at the beginning of each row of hoops. Finally, place a bucket of sticks at the end of each row (**see diagram for set-up**). The **object** of the game is for each team to pace themselves and earn all 200 sticks faster than the other teams or earn the most sticks within the designated time limit.

Divide the class into five teams and assign each team to a different color row. Explain that the verb **Pace** is defined as “doing something at a controlled rate: to run or work at an even controlled speed so as not to waste energy.” Encarta® World English Dictionary [North American Edition] © & (P) 2004 Microsoft Corporation. The key to success in the game of Pace Maker is being able to complete the Pace Maker Progressions List (**Appendix 1**) without having to quit due to exhaustion. *Note: Reading the Tortoise and the Hare, especially with the younger students, may also enhance student learning of the concept of pace.* A brief teacher/student demonstration of how “bumping” works is necessary to show students exactly how bumping works.

To Begin: On the teacher’s signal, all players must look at their Pace Maker Progressions List and begin performing as a team the first locomotor movement listed. For example, players read number one, “Jump on both feet,” and begin jumping until they cross the end line located on the opposite end of the gym. Upon completing the skill, players may retrieve **one** stick from their bucket once they cross the end line and return via their color row of hoops. Once home, players must drop their sticks into their team’s bucket before reading the Pace Maker Progressions List to find out the next locomotor skill to perform. Players must do their best to follow, in order, the progression of locomotor skills identified on the Pace Maker Progressions List. *Note: although most players won’t notice, the faster players will eventually pass some of the slower players. It is possible that slower players will skip some skills, especially when a teammate asks them to do a partner skill, although the slower player had not yet completed some of the skills. This is acceptable because the underlying objective of the game is aerobic exercise and participation.* The team to earn all 200 sticks the fastest will be declared the winners of the first round. **Option:** The team who earns the most sticks within the designated time limit will be declared the winners. Return all sticks and start a new game.

Note: Take opportunities before, during, and/or after the game to show examples or get feedback of how “pacing” was and was not demonstrated. Try to get the point across that the players who pace themselves do not necessarily go as fast, but are able to last longer and attempt more locomotor skills without getting exhausted. *Note: Interjecting the Tortoise and the Hare during this time works very well.*