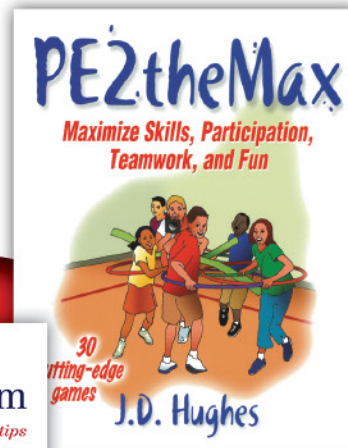
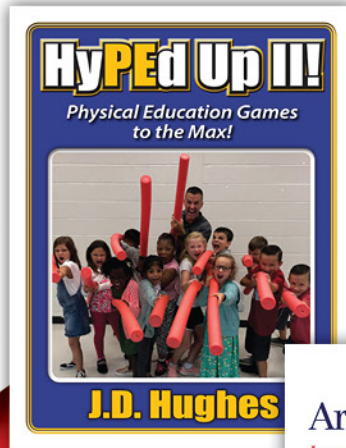


# PE2theMax's Greatest Hits

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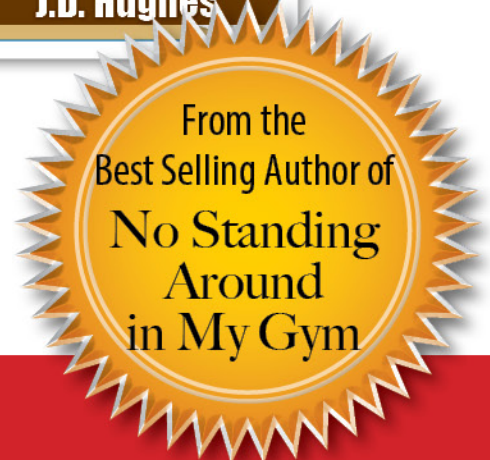
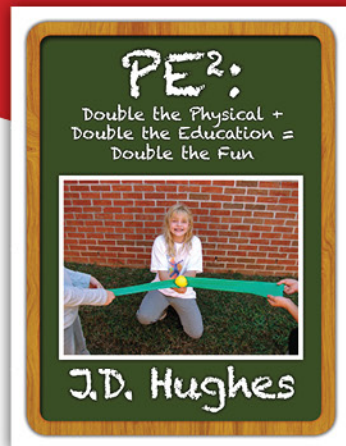
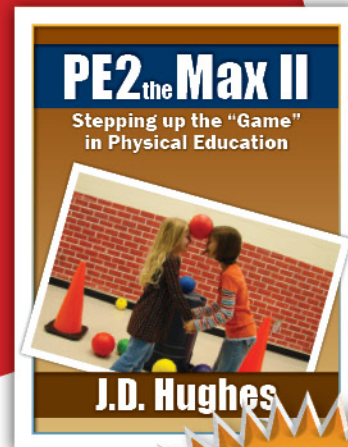
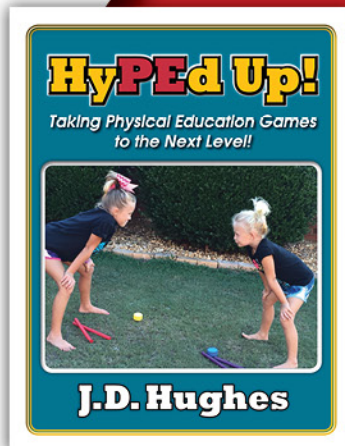
*Games Created to Maximize Skills,  
Participation, Teamwork, and Fun!*



**No Standing  
Around in My Gym**  
*Lesson plans, games, and teaching tips  
for elementary physical education*



J. D. Hughes



J.D. Hughes

# PE2theMax's Greatest Hits

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

By J.D. Hughes

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## Dedication and Acknowledgments

*Jesus, lover of my soul  
Jesus, I will never let You go  
You've taken me from the miry clay  
You've set my feet upon the rock  
And now I know  
I love You  
I need You  
Though my world may fall  
I'll never let You go  
My Savior  
My closest friend  
I will worship You until the very end...*

**J**esus, **Lover of My Soul**, one of my favorite worship songs, so much that I even have it tattooed on my shoulder and chest to remind me that we were never meant to "Go it alone" in this crazy journey of life. Our professional calling has placed us on a path where we get the awesome opportunity to love, nurture, and teach children. What better example do we have of love than the **ONE** who created love and gave His life so that we can experience life here and eternally to its fullest?

Thank you for Your **grace** in giving us eternal life that we don't deserve through Your Son, Jesus, and for **mercy** in not giving us eternal punishment that we do deserve. "You're a good, good Father, that's who You are, that's who You are, that's who You are ... and I'm loved by You!"

This book would not have been possible had it not been for the wonderful children and administration of Mirror Lake Elementary who endured the sometimes exhausting, but exhilarating process of creating and making these unique games. Your willingness and patience were invaluable.

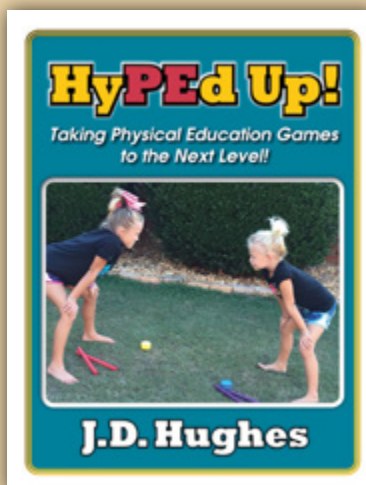
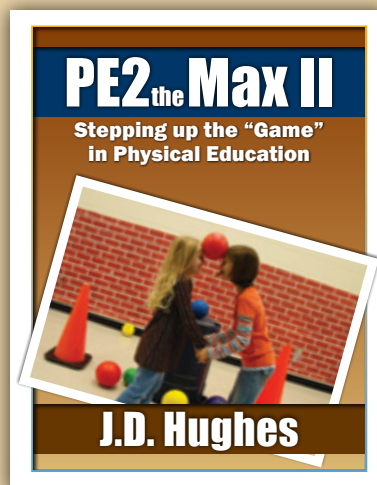
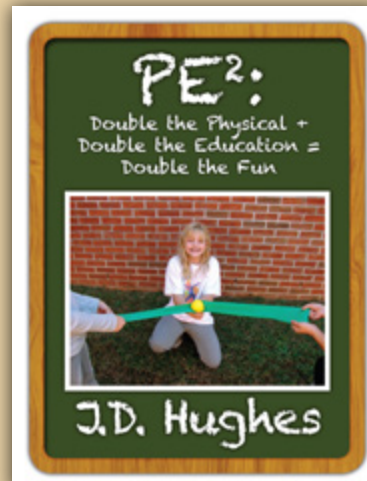
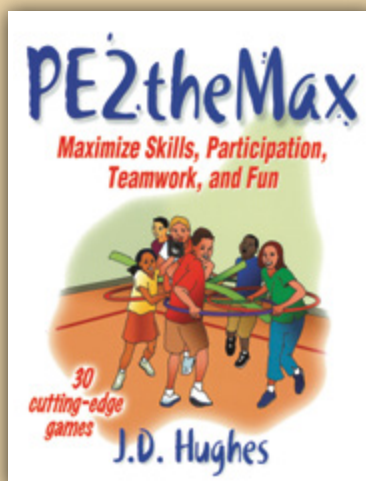
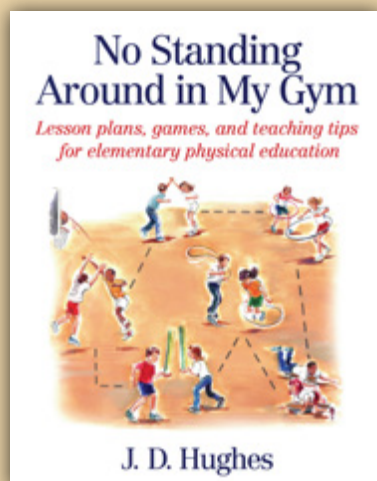
I dedicate this book to the God-given people in my life, my wife Beth, daughters, Janie and Josie, and son Stevenson; my mom, Sylvia, and to my late father, Jerry Hughes. Thank you for your hugs, kisses, encouragement, and support.

To all Physical Education Specialists who strive to improve themselves and challenge their students despite budget cuts, poor schedules, oversized classes and lack of support. You are the true heroes in my eyes, and I thank you. My prayer is that you continue to make a difference in the lives of our youth.

*With my deepest love and respect,  
In Christ's Holy name....*

## Other Material by J.D. Hughes

Please check out my other books and DVDs  
by requesting an order form at [pe2themax@bellsouth.net](mailto:pe2themax@bellsouth.net) or  
checking out my website at [www.pe2themax.com](http://www.pe2themax.com)



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# Preface

As I approach the end of my career, I look back at my teaching evolution from being a scared, young educator, with no idea how to really teach children, to a veteran author-teacher-mentor who truly loves the physical education profession. None of which would be possible if it had not been for the passionate teachers who came before me and shared with me their joy and expertise. If you have ever tried any of my games or participated in any of my staff development/workshops, I pray that you saw my heart for physical education and children and that my passion came across through what I shared and presented. So, it is with great joy I share with you my final publication, *PE2theMax's Greatest Hits: Games Created to Maximize Skills, Participation, Teamwork, and Fun!* by J.D. Hughes. Although it was extremely hard, I went back through all six of my books and selected my all-time favorite, most popular creations to share with you in one edition. As a **bonus**, I have also included six of my latest game creations that I think you will enjoy. A book full of my all-time favorite games and activities designed with play and fun with a PURPOSE. A wonderful guide to help enhance any physical education program by providing activities to be implemented as stand-alone lessons or as follow up activities to reinforce a

particular learning target(s). This resource provides invigorating and challenging activities for classes of all sizes, resulting in minimal discipline problems and maximum participation.

All games and activities are classroom-tested and have been used successfully with children ages 4 to 13. They maximize participation and ensure that every child is provided with numerous opportunities for success while learning basic fitness-, sport-, and academic-related skills. I have placed special emphasis on experiences that encourage and stimulate teamwork and improve self-esteem, initiative, decision making, and creative thinking. These values are instilled through motivation and challenging games and activities that will have all children wanting more.

These coeducational units and games provide flexibility that educators can easily combine with already-established units, and modify them to best meet program needs. The games contain easy-to-read illustrations and diagrams to aid in class setup. Let *PE2theMax's Greatest Hits: Games Created to Maximize Skills, Participation, Teamwork, and Fun* by J.D. Hughes, guide you toward greater success in your physical education program and most importantly, students having lots of fun in the gym. Now let's play!

# How to Use This Book

*PE2theMax's Greatest Hits: Games Created to Maximize Skills, Participation, Teamwork, and Fun!* contains innovative physical education games for elementary and middle school classes with as few as 20 students and as many as 80. This section will familiarize you with the organizational format of each game.

## Game Organization

**Grade-level:** Age group the game works best with. Please note that the game's age-appropriateness is at the discretion of the physical education teacher.

**Objective:** The game's purpose and some or all of the skills it reinforces.

**Equipment:** Equipment needed to meet the game's objective. Please note that the amount of necessary equipment will vary according to class size. For example, the number of items listed for each piece of equipment might be based on a class of 48 students with 6 players per team. For smaller or larger classes, simply provide the amount of equipment needed for the number of teams.

- The equipment is only recommended. You might decide a game would benefit from adding, subtracting, or completely eliminating some of the recommended equipment. Also, you can substitute similar pieces of equipment. For example, instead of using 28-inch traffic cones as targets, markers, and dividers, you can use smaller cones, poly spots, or any other suitable item.

## Teaching Tips

- Take advantage of opportunities to relate the game challenge to real-life situations students will encounter one day. The end of a game is often an ideal opportunity for such discussions.
- Unless otherwise indicated, all games are designed to be played in a gym or open space. You may modify any game or activity by vary-

**Procedure:** Recommended series of steps for game setup and preparation. Pay close attention to the object of the game, how to begin, and special notes and options.

**Rules and Safety:** Overview of rules that help maintain a safe environment.

**Variations:** Possible modifications to enhance or alter each game's outcome. The variations listed are not exhaustive—make creative changes in order to meet your program's needs.

**Individual Activities:** Explains, as if speaking to the students, ways to vary the activity for students, to work alone, with a partner, or in a group. Not all games contain these components.

**Diagrams and figures:** Diagrams of the game's setup illustrate approximately where to place equipment. Due to facility or space limitations and safety, you may need to adapt the setup. Figures are included to help you visualize part of the activity.

**Scenario:** Sequence of events or story to help get imaginations flowing and prepare students for the exciting game ahead. Not all games have a scenario.

- ing equipment or play-area dimensions to meet your program's goals.
- The systems for equipment setup and dispersion, signals for starting and stopping games, and methods for dealing with behavior problems are necessary time-management components that help ensure the overall success of each game.

# PE2theMax's Greatest Hits

- Consider the time of year, season, and weather conditions when determining game compatibility, especially when the gym is not the ideal place for the activity.
- **Try the following strategy for counting or tallying points. This strategy is extremely helpful with time management, especially when the game involves groups or teams earning or collecting lots of sticks/points:**
  - Choose one or two captains from each team. Captains play the game just like everyone else, but are allowed to go gather the sticks that have already been earned from their team's bucket and bring them to the teacher in exchange for wristbands. For example, 20 sticks can equal one wristband. A wristband is given to a captain each time he or she drops off 20 sticks into the teacher's bucket. The teacher, at the end of the round or game, will multiply each team's wristbands by 20 and add any remaining sticks to quickly calculate each team's total.
- **Try the following grouping methods, which give students the responsibility of choosing and the accountability of maintaining groups:**
  - Instruct students to go and put on a color jersey or wristband that has already been set out, and wait for further instructions. **Note:** *before the classes arrive, set out a predetermined number of each color based on the class size. Additional jerseys or wristbands will not be set out until all of the remaining colors have been chosen.*
  - Perform a 10-second countdown at the beginning of class to quickly group students. For example, say "Groups of four" and begin the 10-second countdown. During the countdown, students choose their own groups. After the countdown, they come to you so you can instruct them to go to a particular hoop or area of the gym. Also use the 10-second countdown to allow students just enough time to find a piece of equipment, to get into personal space, or to join their team that was instructed to sit down in a certain area.
- At the beginning of the year, instruct students to find a partner and play the game of Rock, Paper and Scissors (RPS). **Note:** *I allow them to pick partners because students typically pair up with a friend and that friend is typically similar in athletic ability.* Instruct the winning players to sit on one side of the gym and the losing players to sit on the opposing side of the gym. Implementing the game of RPS has now distributed the talent levels of the class. Once seated, assign each group a team name. For example, Team 1 will be the Falcons and Team 2 will be the Bulldogs. Explain that for the remainder of the year, when a team against team game is played, students must go to their assigned team and sit down before the 10-second countdown expires. **Note:** *from now on in future classes, the teacher will not have to remember who is on each team because students will hold each other accountable (or tattle) to who was assigned to the Falcons or Bulldogs team. Anyone joining the wrong team or not being on their team's side before the 10-second countdown will owe 2-5 minutes when the game begins.*
- If problems arise in a group, remind students that they chose their group and are responsible for following class rules and working together.

## Hula Hut Relay K-8

**Objective:** Played all over the world, Hula Hut Relays is a fun, cooperative activity for implementing team building. Students will work together to build a Hula Hut out of six hula hoops and attempt to crawl through the hut without knocking it down. The first team to make it through the hut without knocking the hut down wins. Additional ideas in this lesson came from my friend and colleague Ben Landers (@thepespecialist; <https://www.thepespecialist.com/pegames1/>)

### Procedure:

Demonstrate how to make a Hula Hut and explain that the word of the day is TEAMWORK. Discuss why teamwork is such an important thing to work on and how students will need to cooperate with others for the rest of their life if they want to be successful. Provide a quick, one-time demonstration of how to build a hula hut. To build one, place one hoop on the ground (the foundation). Place



two hoops on the inside edge of the foundation, but on opposite sides of each other. Lean them together at 45-degree angles. Place two more hoops on the inside edge of the foundation, but on opposite sides of the other two 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.

To begin, form groups of four to eight, and give each team six hula hoops. On the signal, each group works 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 knocked down, they must quickly repair it and attempt again to get everyone through the hut. The first team to complete this wins! Remember that everyone must go through the hut. Play another round and see who can do it the fastest.

### Rules and Safety:

1. Complete the challenge as quickly as possible. If it falls down, your group must start the challenge over.
2. The music turns off 10 seconds after the first group finishes - when the music is off, go to the finish line.
3. USE TEAMWORK ... BE HELPFUL NOT HURTFUL: *"Go ahead and decide now how you will respond when one of your team members makes a mistake during this challenge ... will you say something encouraging and help your team to be successful or will you say something hurtful and bring your team's self-confidence down?"*
4. After explaining each level, give the groups 30 seconds to strategize as a team before starting the music (this is KEY to promoting success and affective development).
5. When all teams have had a chance to talk, start the music to signal the start of the round. In between rounds talk about strategy and get input from the winning team.

### Variations:

1. Add difficulty by making a few students in each group wear blindfolds. Teams must now use lots of verbal communication (no touch-

# PE2theMax's Greatest Hits

ing!) to get their teammates through the hula hut.

2. Have the students make up their own method of getting through the huts. For fun, challenge them to build another hut on the existing hut. Hula hut building also can be a fun activity for all children on Fun Days. *How many levels can you build?*

**Teacher Note:** I always play each level and then once I have a winner I have all students go sit on the finish line. We discuss strategies for the last round and then I explain the next level to the whole class.]

**LEVEL 1:** Build the Hut and go sit on the opposite side of the gym and clap.

- Talking points: teams work better when everyone knows what their job is.

**LEVEL 2:** Build the Hut and send one person through, go sit on the finish line and clap.

- Say something helpful not hurtful after someone knocks a hut down.

**LEVEL 3:** Build the Hut, send 2 people through belly up.

- Who did your team decide to send through?
- Talking Points: Knowing your team's strengths and weaknesses can help your team be successful.

**LEVEL 4:** Build the Hut, Do Ring around the Rosie and then everyone goes through (or 3-4 people).

- Keep in mind some students might not physically be able to make it through the hut, in this case just declare that 2-3 people must go through.

**LEVEL 5:** Build the Hut and send 1 through, then transport it to a cone across the room.

- If it falls during transport you must take it back to the middle and rebuild it.

**LEVEL 6:** Choose the tallest person on your team, have them sit down and build a hut around them.

**LEVEL 7:** Build the Hut and send the one person who is blindfolded through.

- The blindfolded person will wait on the line until the hut is built, then their team will verbally guide them through the hut - if you touch the blindfolded teammate - you must start over.
- Play Rock Paper Scissors if you can't decide who will be blindfolded.
- Have the blindfolded students explain how they felt after the level is over and discuss clear communication and trust within a team.

**LEVEL 8:** Combine 2 teams into 1 and build a Double Decker Hut and send one person through.

- Great example of how "we can accomplish more together than we could ever accomplish alone".

After each relay round stop to talk about strategies, and get input from the winning teams, review these lessons in the closure for the day (teacher should be guiding students, not telling them the answers).

- Everyone Has a Job - making sure to work together
- Knowing Strengths and Weaknesses - pick a smaller person to go through the hut, this is important when you are on a team, everyone has different things they are good at or jobs that would be best fit for them.
- I love catching a team that knocks their hut down and still comes back to win the round - we always discuss how important it is to never give up after you make a mistake and to always give your 100% effort.
- (Blindfold) - Importance of communication - ask the blindfolded person how they felt. It's a good idea to pick one person to lead the direction of the blindfolded person, otherwise they have too many people yelling at them and get confused. Think about having a PE class with 4 teachers trying to teach at the same time. Be specific.



## Treasure Quest K–5

**Objective:** Treasure Quest is an exciting new scooter activity that can accompany your scooter unit. It guarantees participation, teamwork, and most importantly, an aerobic workout. Treasure Quest is especially ideal for large classes.

### Equipment:

Equipment needs for Treasure Quest and Outbreak are very similar. The following is for a class of 50 to 60 students. Simply add or decrease equipment based on each class's size.

- Mini-noodles (100-150 one color, 100-150 another color; orange and green work well) (Simply cut long noodles into one-to-two-inch mini-noodles; an electric carving knife works best. Yarn balls or beanbags may be substituted for noodles. The more treasure, the longer each game lasts.)
- Containers to hold mini-noodles (2) (hockey goals on their backs work great)
- Eight hula hoops, buckets, or containers (Containers work best because when the game is over, it is easy to transfer treasure back to the treasure chests. Sea Pirates also need two buckets to place their stolen treasure in.)
- Scooters for each team. There should be one less scooter than the number of players per group. For example, if one team has 8 players, then they will need 7 scooters.
- One scooter and foam noodle or soft tagging device per Sea Pirate. Get creative and give them an eye patch or pirate hat.

**Procedure:** The world's greatest countries are on a voyage to obtain all of the gold (mini-noodles) in the world, each realizing that the wealthiest country can achieve world dominance. Each country needs to beware of the mighty wrath of the ongoing Sea Pirates, who are out to steal the gold from each team's Mother Ship (hula hoop or container).

Before class begins, place scooters and jerseys inside each of the six containers or hula hoops (see

Treasure Quest layout (See Figure 1) for placement of all other equipment). Divide the class into six to eight equal teams when the students arrive. Each team comprises 6 to 8 Explorers who represent their country. Teams report to their designated color and sit around their container to wait for instructions. The one teammate from each group who does not get a scooter is that team's Rescuer.

**Note:** *Additional Rescuers may be needed to avoid players being frozen too long. Add one or two more Rescuers with classes of 50 or more.*

Next, choose four to six Sea Pirates who sail the waters. Each pirate needs a rowboat (scooter) and a foam noodle (or some other tagging device). Switch Pirates every 5 to 10 minutes.

To begin, explain that the goal of the game is for each Mother Ship to collect as much treasure as possible. Explain that Explorers from the red, blue, and orange Mother Ships must sail on their rowboats to retrieve only one colored treasure (e.g., orange) from the treasure chest located on the opposite side of the gym. Green, purple, and yellow countries, as well, must retrieve only one colored treasure (e.g., green) from the treasure chest located on the opposite side of the gym. All treasure must be immediately taken and put in their Mother Ship's treasure chest (container).

When the game begins, the Explorers begin collecting treasure, and the Sea Pirates begin tagging with their noodle Explorers who are carrying treasure. The Sea Pirates' objective is to steal back any treasure taken from the treasure chests. Sea Pirates must immediately put any stolen treasure into their buckets, and they may not tag anyone else until they have put their treasure away. Explorers that are tagged by a Sea Pirate must give their treasure to the Sea Pirate, then immediately freeze in that spot. Encourage Explorers to wave their hands frantically to get a Rescuer's attention. Tagged Explorers cannot be set free until the Rescuer from their own country comes to save them. Rescuers simply walk over to their frozen team-

# PE2theMax's Greatest Hits

mates on the scooter and drag them by their feet all the way back to their Mother Ship. At this point, the Rescuer and Explorer must switch roles, and teams continue this process throughout the entire game. This way, everyone will get an opportunity to be Rescuers and Explorers.

## Scoring:

- When all or most of the treasure has been collected, stop and appoint one student from each Mother Ship to count up their country's total number of treasure. The country with the most treasure collected for each round or by the end of class achieves world dominance! **Note:** *Pirates can also be declared the winners if they have the most treasure.*

## Rules and Safety:

1. An Explorer or a Sea Pirate can take only one treasure at a time.
2. Explorers must clearly carry their treasure in their hand and freeze when tagged by a Sea Pirate. The Explorer must immediately give the treasure to the Pirate.
3. Explorers can only be unfrozen by a Rescuer from their own country. Rescuers should be on the lookout for teammates who are frozen and waving their hands in the air. Rescuers can drag only one frozen teammate by the feet at a time to the Mother Ship.

4. Rescuers, once they save a teammate, must switch roles and become an Explorer for their team.
5. Sea Pirates cannot tag an Explorer while they are at their Mother Ship.
6. Sea Pirates can only tag Explorers who are carrying treasure. Pirates may not tag anyone else until they take the stolen treasure back to one of their buckets.
7. If a team is caught cheating, the teacher collects and returns all their treasure to the treasure chest.
8. Explorers can ride their scooters forward or backward. Remind students to always watch where they are going, especially when moving backward.

## Variation:

1. Every round, each team can designate one "Spy" who is allowed to go to any of the countries on the other side of the gym and steal one piece of treasure. Once the treasure is stolen, a spy returns it to the appropriate treasure chest. Stolen treasure must always be a different color from their own team's treasure; otherwise, spies might be tempted to take it to their Mother Ship. It is the responsibility of each team to appoint a new spy after each round.

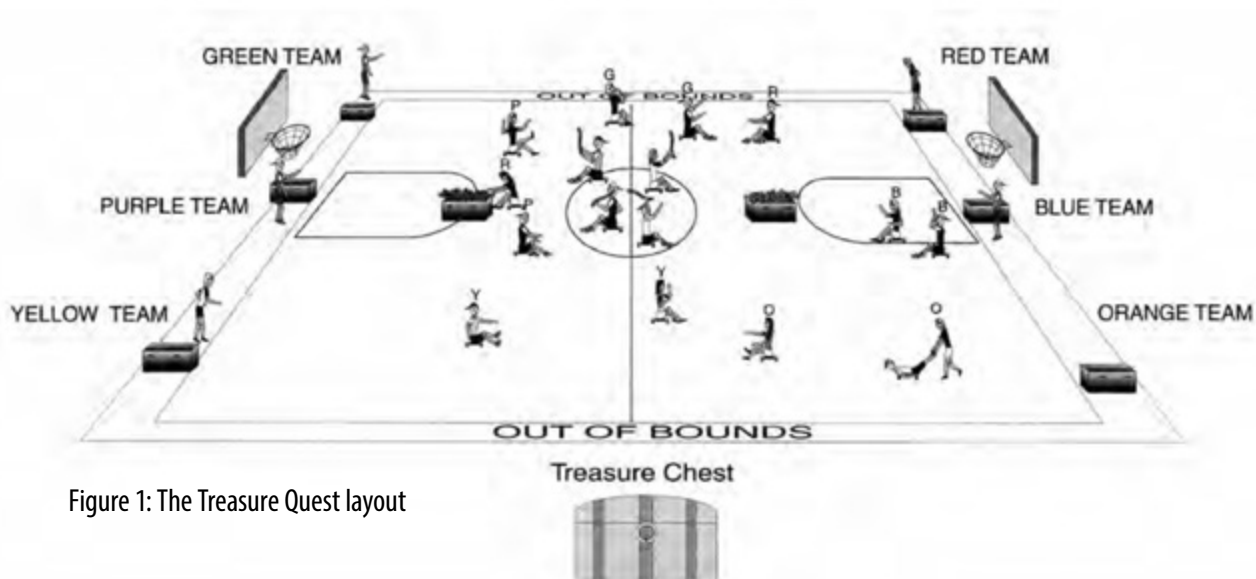


Figure 1: The Treasure Quest layout

## Building Blocks 2–8

**Objective:** This game requires teamwork and critical thinking in a race to build the tallest building. The idea of building blocks may also be used to introduce and reinforce the **FITT** principle of exercise (**F**requency, **I**ntensity, **T**ime, and **T**ype).

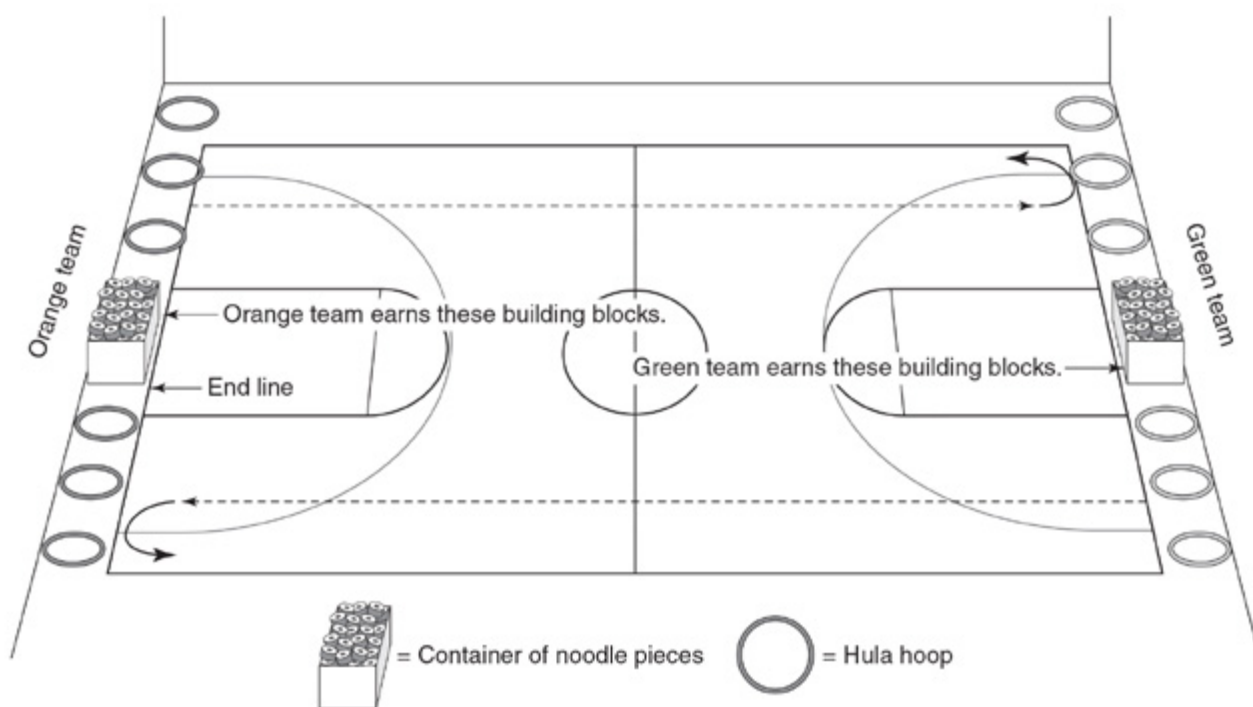
**Equipment:** (Needs are based on a class of 60)

- Hula hoops (12)
- Noodle pieces, mini noodles, or foam building blocks (300-1000; create mini noodles by cutting long foam noodles into 1 or 2-inch pieces—an electric carving knife works best)
- Storage containers (2)
- Yardstick (1)

**Procedure:** Put noodle pieces in the large containers and place the containers at opposite ends of the gym against each end wall. Rest six hoops flat on the floor against the wall at each end of the gym (see diagram for setup). When classes arrive, instruct students to get into groups of five to seven, choose a captain, go to one of the hoops, and sit down to await further instructions.

The object of the game is for each team to build the tallest building by earning as many building blocks (mini noodles) as they can. Each group must quickly brainstorm and determine how to travel from their hoop to the opposite end line and back in order to collect one building block. Teams must keep in mind the following rules:

1. All players from each team must be connected or in contact with each other while traveling to the end line and back.
2. Teams must come up with a new way to travel to the end line and back each time they attempt to earn a building block. A team may not perform the same locomotor skill twice. For example, all players might hold hands and skip to the end line and back, after which they may not travel by skipping again. The first four or five skills will be easy, but creating new ways to travel will gradually get tougher, requiring teammates to use critical thinking to come up with more ideas.



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3. Teams earn one building block at a time with each new locomotor skill performed to the end line and back. Upon returning to their hoop, each captain goes to the container on their side of the gym, grabs one mini noodle, and drops it inside their hoop before the team performs a new movement."

Teams may begin constructing their building at any time by stacking building blocks (See Figure 1). Help teams realize that they must be careful when stacking the building blocks because most mini noodles differ in shape and width. Team members must work together when attempting to build the tallest and sturdiest building. Encourage teams not to spend too much time building because they may lose valuable time for collecting more building blocks. All teams must return to their hoops when the time limit, designated by the teacher has expired or when there are no more building blocks. Be sure to provide a 1 to 3-minute countdown to allow each team the opportunity to finish building. Use the yardstick to measure each team's build-

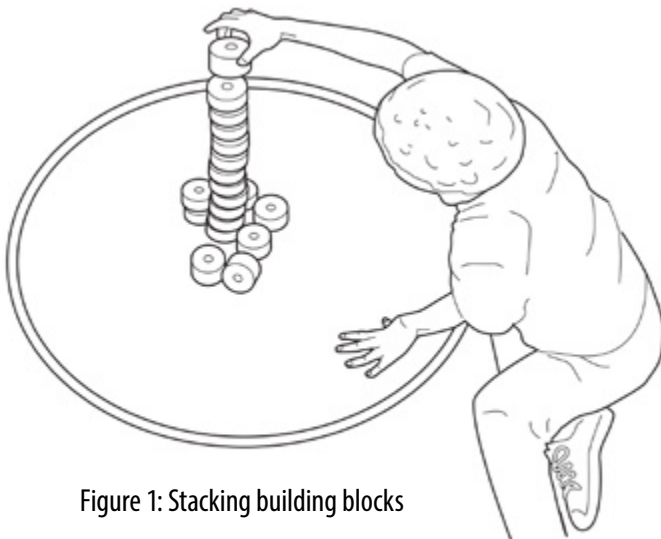


Figure 1: Stacking building blocks

► Constructing the building using building blocks (mini noodles).

ing height to determine which team has the tallest building. After the countdown, buildings may not be repaired if they fall down. Clean up and start a new game once a team has been declared a winner.

**Optional:** Take this opportunity to discuss the "building blocks" of a healthy lifestyle: cardiovascular fitness, flexibility, nutrition, and physical strength and endurance. You can also apply the FITT principle (Frequency, Intensity, Time, and Type) to each building block. For example, explain that cardiovascular fitness is a crucial building block of health. Aerobic workouts burn calories, reduce stress, and decrease the risk of heart disease. You can apply the FITT principle to cardiovascular fitness by discussing how frequently students should exercise (3 to 5 times a week), the intensity of the exercise (how hard the exercise makes your heart beat), the length of time they should exercise (20 to 60 minutes), and the type of exercise they should do (something they enjoy doing).

## Rules and Safety:

1. All players in a group must participate and 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. No running is allowed at any time!
2. Teams must find new ways to travel to an end line and back in order to earn a building block. Also, teams must avoid crashing into other teams.
3. Teams may collect only one building block at a time.
4. Teams may begin constructing their building at any time by stacking the building blocks. Teammates may not stay behind to build while the rest of the team earns blocks. Buildings' design and structure may vary.
5. All teams must return to their hoop when the designated time limit has expired or when there are no more building blocks. The teacher then performs a 1 to 3-minute countdown. Teams must complete the building process during the countdown.

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

6. The teacher travels from hoop to hoop measuring each team's building to determine which is the tallest.

When given the opportunity to develop new ways to travel, students may come up with some potentially unsafe ideas, such as carrying teammates in various ways. If the class is mature enough, let teams explore the endless traveling ways they can use. You will be amazed at many of the fascinating ideas that teams come up with. If you are in doubt about your students' ability to make safe choices, then you must determine which of the following rules to implement:

1. Players, if you think an idea is potentially dangerous, do not do it!
2. No carrying teammates on each other's shoulders.
3. Teams must walk when carrying a teammate.

### Variations

1. Sometimes teams have so many blocks that the towers easily fall down or are hard to keep standing, causing them to lose because the tower falls down at the end. Eliminate the process of building the tallest tower and instruct each team to count all of their blocks at the end of the game to determine who has the highest score.
2. Increase or decrease the size of each group based on class size.
3. Create a different method for earning building blocks.
4. Allow teams to collect more than one block at a time. This will greatly increase the size and structure of the buildings, or number of blocks collected.

## Head Honcho II 2-8

**Objective:** This game allows students to practice honesty, fairness, and honorable sporting behavior. Derived from the game of Head Honcho (*No Standing Around In My Gym, Human Kinetics*), Head Honcho II is also a fast-paced and exciting game, requiring a little strategy, luck, and honesty. Ultimately, perseverance makes the difference.

**Equipment:** (Needs are based on a class of 16 and no more than 80)

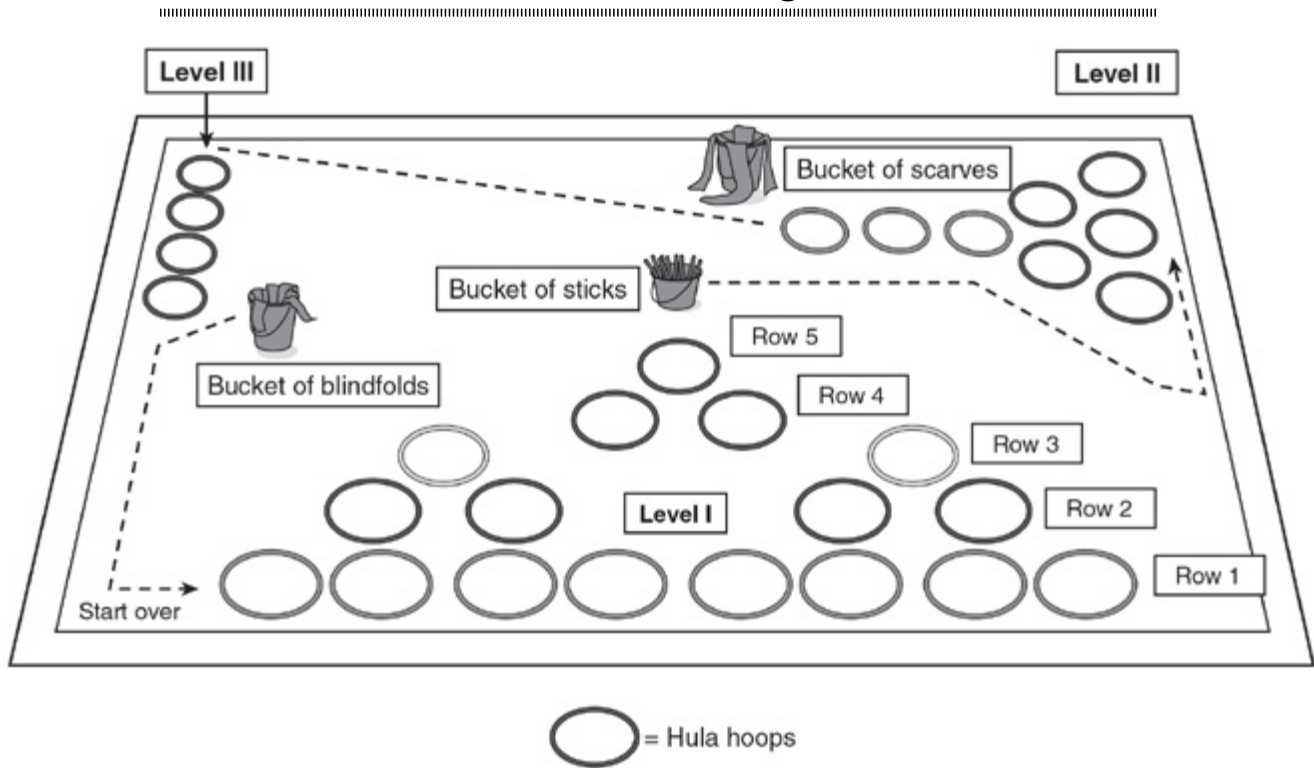
- 25-50 blindfolds, lummi sticks, or other items (blindfolds work well because they can be worn on different body parts instead of carried in the hands).
- 50-100 scarves, checkers, or other items (scarves work well because players can tie them to their body instead of carrying them in their hands).
- 5-gallon buckets (for the blindfolds and scarves).
- 100-200 tongue depressors or Popsicle sticks.

- Floor tape to place on the ground inside each hula hoop helps eliminate confusion if any hoop is accidentally moved (optional).
- Hula hoops, carpet squares, or large poly spots (29).

**Procedure:** Before students arrive, set up all three levels. Place all hoops approximately 3 feet apart in a straight line in each row for all three levels. **Note:** *Using like-color hoops will help students differentiate each row.* For example, row 1 can have eight red hoops and row 2 can have 4 blue hoops. Set up five rows of hoops for level 1: eight hoops in row 1, four hoops in row 2, two hoops in row 3, two hoops in row 4, and one hoop in row 5. Place the bucket of sticks a few feet above row 5 in level 1. Set up five rows of hoops for level 2: three hoops in row 1, two hoops in row 2, and one hoop in rows 3, 4, and 5. Place the bucket of scarves a few feet above row 5 in level 2. Set up four rows containing one hoop each for level 3. Place the bucket of

# PE2theMax's Greatest Hits

## Head Honcho II • Diagram



blindfolds a few feet above row 4 in level 3 (see diagram for setup).

The **object** of the game is for players to outwit their opponents (or have the best luck) in Rock, Paper, Scissors so that they can earn the most points. Before the game begins, demonstrate Rock, Paper, Scissors. Encourage players to play the game at the same rhythm. For example, players should show the symbol on the third count of 1, 2, 3. All players start in the first row of hoops in level 1 and advance one row every time they win a round of Rock, Paper, Scissors. Losers of a round must go back one row and find an empty hoop. The only exception is when there are more than 16 people in the game, in which case anyone losing in the first row in level 1 must go to the end of the line of those waiting to enter the game. The game moves at such a fast pace that players will never have to wait longer than a few seconds to get back in the game.

### Rules and Safety:

1. Winners of a round advance one row to an available hoop.
2. Losers of a round must go back one row to an available hoop. The only exception is when there are more than 16 people in a game, in which case anyone losing in the first row in level 1 must go to the end of the line of those waiting to enter the game.
3. Students not in one of the first eight hoops at the start of the game enter the game once any player advances from the first row.
4. Players waiting in a hoop may leave their hoop to face off against someone in another hoop in that same row. For example, if two players are waiting in the first row but are in different hoops, one player can quickly leave the hoop to join the other so play can continue.
5. All Rock, Paper, Scissors ties result in a do-over until someone wins.
6. Players winning in the fifth row of level 1 earn one stick. After retrieving a stick out of the bucket, players go to the beginning of level 2.
7. Players winning the fifth row of level 2 earn one

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

scarf. After retrieving a scarf out of the bucket, players go to the beginning of level 3.

8. Any player losing in the first row of level 1 or 2 must go back to the last row of the previous level. For example, a player losing in the first row of level 3 must go back to the fifth row of level 2. However, a player losing in the first row of level 1 will not go back to the last hoop of level 3.
9. Players advancing through all four rows of level 3 without losing earn one blindfold out of the bucket before returning to level 1 to start over.
10. Players may have to wait a few seconds when advancing or going backward because the hoops may already be occupied. Simply have the players wait until a hoop is vacated.
11. Players often forget to go back a hoop when they lose because someone is usually ready to

face off again right away.

12. Stop the game and total scores if there is no more of a particular item, and then start a new game.
13. The player with the most points at the end of the class is named the Supreme Head Honcho.

### Variations:

1. Eliminate levels 2 and 3 and play Head Honcho. The player with the most sticks at the end of the class is named the Ultimate Head Honcho.
2. Add more levels with different point values to increase the difficulty and length of the game.
3. Eliminate one or two rows from each level. This works best for smaller classes. Add more hoops to rows if particular areas are too congested.

## The Great Escape K-8

**Objective:** This mind-boggling game improves problem solving, teamwork, strategy, and accuracy as each level challenges teams to make "the great escape."

**Equipment:** (Needs are based on a class with at least 20 but no more than 80 students.)

- Basketball goals at opposite sides of gym, set 8 feet high (2)
- Bowling pins (20-40; the more pins, the longer the game)
- Containers for bowling pins (2)
- Gator Skin balls or volleyball trainers (50-100)
- Jerseys to designate both teams (optional)
- Scooters (5-10; enough for a third of the class)
- Traffic cones and tennis balls (20 of each; 28-inch traffic cones work best because they are more stable and make knocking the tennis balls much harder in level 2). Wiffle or hockey balls may be substituted if tennis balls are unavailable.

**Scenario:** The evil king Darth Oman has imprisoned the entire town beneath his castle in his dark and dreadful dungeon. It is up to the townspeople to rely on each other and implement teamwork and problem-solving strategies to move through the many different levels of the dungeon to make "the great escape."

**Procedure:** Before students arrive, place 20 bowling pins on each end line and place one trash can at each side of the gym. Place 10 cones directly behind the bowling pins and put a tennis ball on top of each cone. The cones should be located against the end walls. Place the scooters against the side walls, and place the Gator Skin balls in the middle of the gym (see diagram for setup). Read the scenario to the class.

The **object** of the game is for each team to successfully accomplish three challenging levels in order to make "the great escape." Teams race against each other to complete all three levels the fastest. Level 1 involves breaking through the boneyard to

# PE2theMax's Greatest Hits

destroy level 2's gunpowder explosives and get the keys to use in level 3 to lower the drawbridge and escape Darth Oman.

Divide the class into two teams, select one to three Gatekeepers for each team, and send each team to opposite ends of the gym to sit down and await further instructions. The Gatekeepers go to the end of the gym opposite their team.

In level 1, each team bowls balls from their half of the gym, attempting to completely destroy the boneyard (bowling pins) on the opposite end of the gym. Players may only retrieve and roll balls that are on their half of the gym. The Gatekeeper(s) retrieves each knocked over pin and places it in the barrel, helping to clear the way for the next task. Gatekeepers also assist their team by rolling balls to their team's side.

Once all of the pins are knocked over and the Gatekeeper(s) has placed all pins in the barrel, level 2 begins. In level 2, players get on the available scooters to cross over the midline of the gym and gather more ammunition (balls) for their team. While Musketeers (players on scooters) retrieve

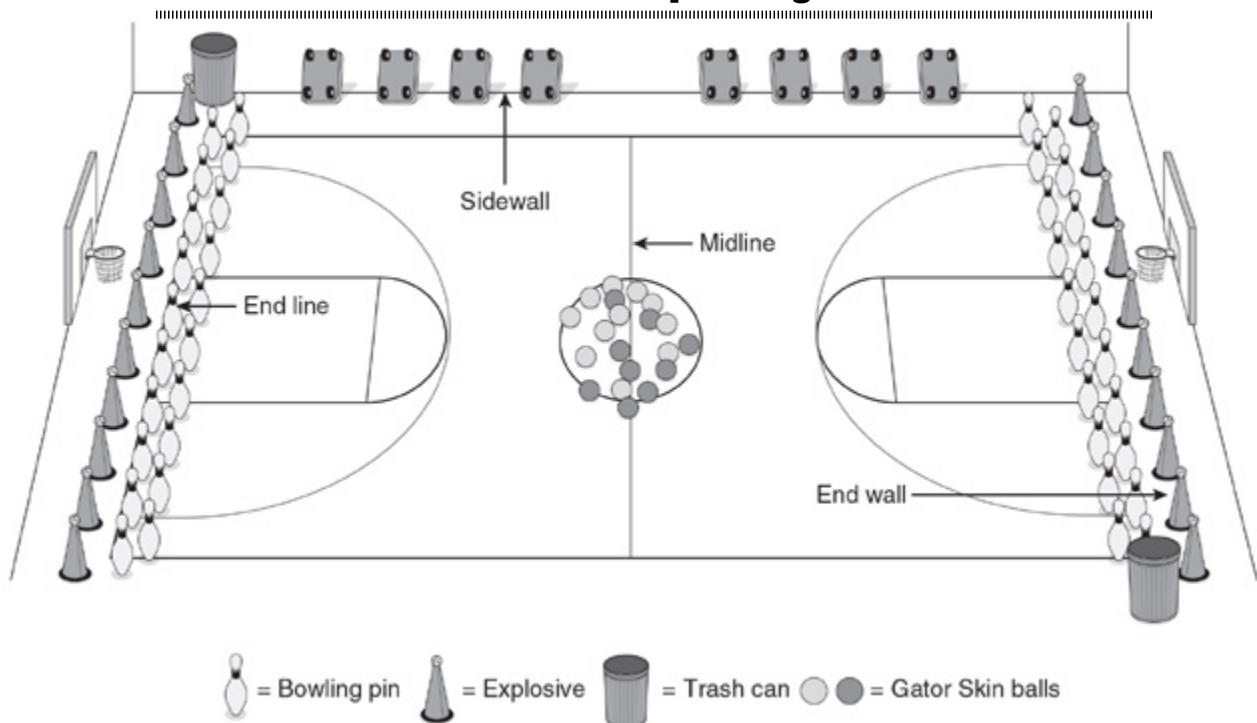
ammunition, players not on a scooter roll or throw balls to disarm the explosives by knocking the tennis balls off the traffic cones. Although some explosives may have been disarmed while rolling balls in level 1, players roll or throw balls to disarm all remaining explosives. (*Hint: Throw the balls up high and off the walls to knock the tennis balls off.*)

Level 3 begins when all explosives have been disarmed via knocking the tennis balls off the traffic cones. In this final level, players throw the Gator Skin balls (designated now as keys to the drawbridge) at the goal on the opposite end of the gym, attempting to make one goal. A ball that scores in the goal is the key that unlocks the drawbridge. The townspeople celebrate their victory by running across the midline to the opposite end of the gym to make the great escape.

## Rules and Safety:

1. Players must roll balls during level 1. All players except for Musketeers may collect and roll balls from their side of the gym in all three phases.

## The Great Escape • Diagram



## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

2. Once level 1 is completed, all Gatekeepers return to their team's side.
3. Players may either roll or throw balls during levels 2 and 3.
4. Downed tennis balls may not be thrown!
5. Only players on scooters may cross the midline to retrieve balls during levels 2 and 3. Balls can be carried, thrown, or rolled back to each team's side. When tired, Musketeers may switch with other teammates. Using the scooters is not mandatory, although it is highly encouraged because it keeps teams supplied with balls.
6. No one is allowed to touch bowling pins or cones. Only Gatekeepers are allowed to remove downed pins.
7. Players are not allowed to guard the pins or cones in any way. All players must clearly be attempting to reach the next level.
8. The teacher may knock over pins or balls off cones for rule violations.
9. A team may not go to the next level until they have completed the previous level. Encourage each team to never give up, no matter how far ahead the opposing team may be.
10. Only one Gator Skin ball has to go through the hoop at the opposite end of the gym for a team to accomplish level 3 and win the game. All players run across the midline when their team has successfully accomplished level 3. **Game Hack:** Use a climbing carabiner or clip at the bottom of the net so that any ball scored is captured into the net as proof (See Figure 1).

### Variations:

1. Increase the duration of the game by adding more bowling pins in level 1 or more cones with tennis balls in level 2.
2. Allow an unlimited number of defenders to guard the pins and explosives. Or, designate 2, 3, or 4 defenders per team (different colored jerseys will be necessary to distinguish defenders for different teams).
3. Have players skip, gallop, or perform other locomotor skills besides running.
4. Eliminate level 3 for grades K through 2, or, instead of using the basketball goal, provide a different target at a lower level and shorter distance.

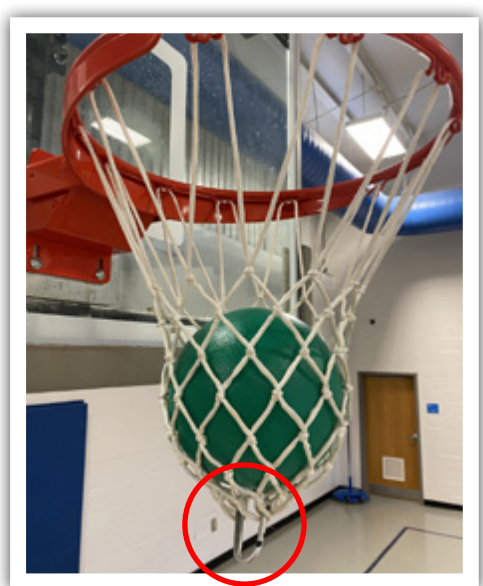


Figure 1: Carabiner ball-holder

# PE2theMax's Greatest Hits

## Yeah Baby! K–8

**Objective:** Students will learn how to strategically place items to avoid losing them to the other team, work on finesse, and improve throwing for accuracy.

**Equipment:** (Needs are based on a class of at least 20 but no more than 80 players.)

- 5-gallon buckets (10)
- Basketball goals at opposite ends of gym, set 8 feet high (2)
- Bowling pins (20)
- Gator Skin balls (40-50)
- Hula hoops (20)
- Indoor Frisbees (40-50)
- Jerseys or wristbands (6 in two different colors, such as 3 green, 3 orange)
- Traffic cones (10; any size works well)
- Wiffle, tennis, or hockey balls (10)

**Procedure:** Before students arrive, place half of all hula hoops, bowling pins, buckets, cones with balls on them, and jerseys at each end of the gym. Place Frisbees and Gator Skin balls in the center circle (see diagram for setup).

The object of the game is to capture and retain more items than the other team. Divide the class into two teams and instruct teams to go to opposite ends of the gym. Select three captains from each team and have them put on a jersey or wristband.

Each team has one minute to strategize and determine the best place to put items so that they are as hard to capture as possible. Yell “Go!” once the minute is up. Each team begins throwing Frisbees or bowling balls, attempting to capture items from the other team. An item is captured once a thrown Frisbee or bowled ball 1) lands and stays inside of a hula hoop or bucket, 2) scores a basketball goal, or 3) knocks down a bowling pin or knocks a ball off a cone. Players who capture

items yell “Yeah baby!” to let others know of their accomplishment before they cross the midline to retrieve the captured bucket or hula hoop. When a basketball goal is made, players are allowed to retrieve three items to bring back to their side. Captured items can be placed anywhere a player chooses, but they may not be picked up and moved once they have been placed on the ground.

Captains, or defenders, are the only players allowed to protect their team’s items by blocking with their bodies or by throwing Frisbees and balls at thrown objects. Captains may not touch or move items to better locations, but they may instruct teammates where to put recently captured items. Captains can also participate in the game like everyone else.

The team to capture the most items within the time limit, about 10 to 20 minutes, is declared the winner for that round. Return all items and start a new round.

### Rules and Safety:

1. Only the jersey-wearing captains are allowed to play defense. All other players must clearly be attempting to capture items. The teacher may take away defenders if their team commits any rule violations.
2. Only one ball or Frisbee may be handled at a time.
3. Players may capture one item at time (or three items for making a basketball goal) to bring back to their side. Both the ball and cone must be carried over if they are captured. No one may help a player retrieve captured items.
4. Balls or Frisbees cannot be removed from inside items until they are claimed. Any players may cross the midline and retrieve unclaimed items that their team has captured.
5. Captured items can be placed anywhere a

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

player chooses, but they may not be moved once they have been placed on the ground. Items may not be stacked on top of each other or in corners.

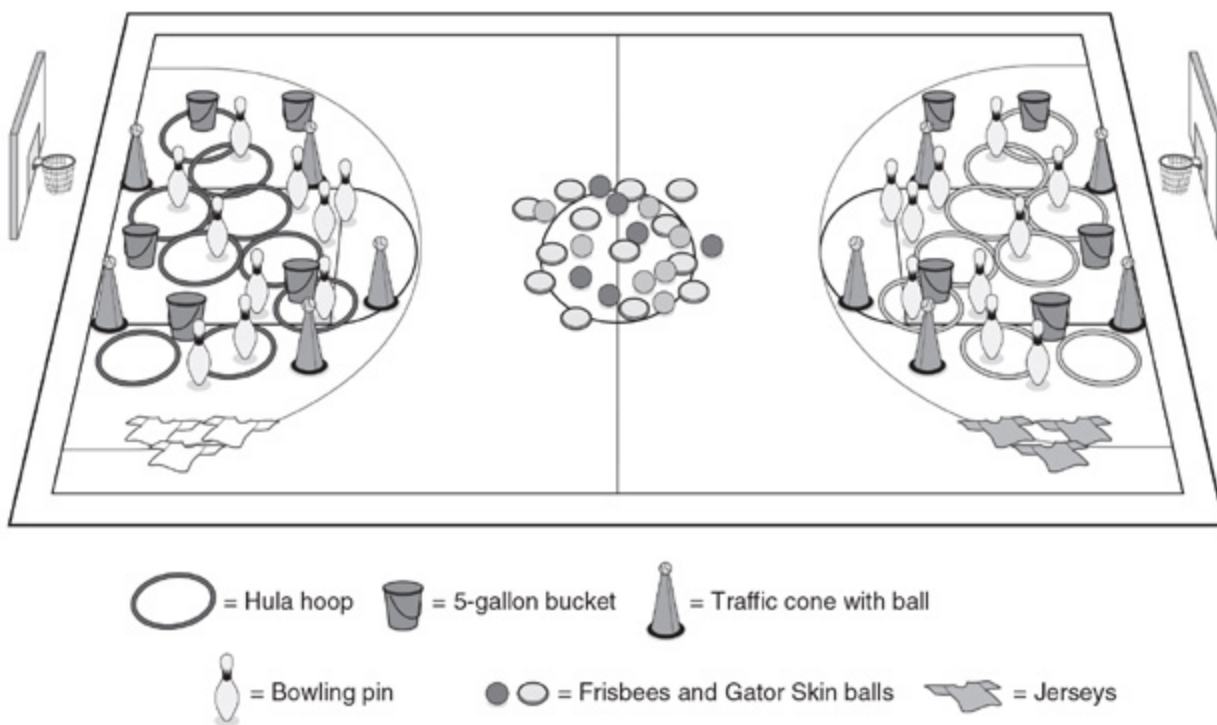
6. Defenders may protect their team's items by blocking with their bodies or by throwing Frisbees and balls at thrown objects. Defenders may not touch or move items to better locations, but they may instruct teammates where to put recently captured items.
7. Defenders may switch with their teammates any time during the game by giving their jersey to whomever they choose.
8. Players are not allowed to physically knock over other items when retrieving captured

items from the side of the opposing team. If they accidentally knock down pins or balls, the other team will be allowed to reset those items.

### Variations:

1. Add more items to be captured.
2. Create new ways to capture items.
3. Assign different point values to each item and tally results at the end of the game.
4. Make players travel using different locomotor movements.
5. The teacher may want to place items closer for grades K through 1 to make the game less difficult.

### Yeah Baby! • Diagram



# PE2theMax's Greatest Hits

## 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)
- Hula hoops (36+; the more the better)
- Trashcans, barrels, or storage bins (4)
- Basketball goals (2, set between 8’ to 10’)
- Traffic Cones (2)
- Optional: wristbands or 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 for set up). 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 (See Figure 1).

- To build a Hula Hut, place one hoop on the ground (the foundation). Place two hoops on the inside edge of the foundation, but on op-

posite sides of each other. Lean them together at 45-degree angles. Place two more hoops on the inside edge of the foundation, but on opposite sides of the other two 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.



Figure 1: Hula Huts

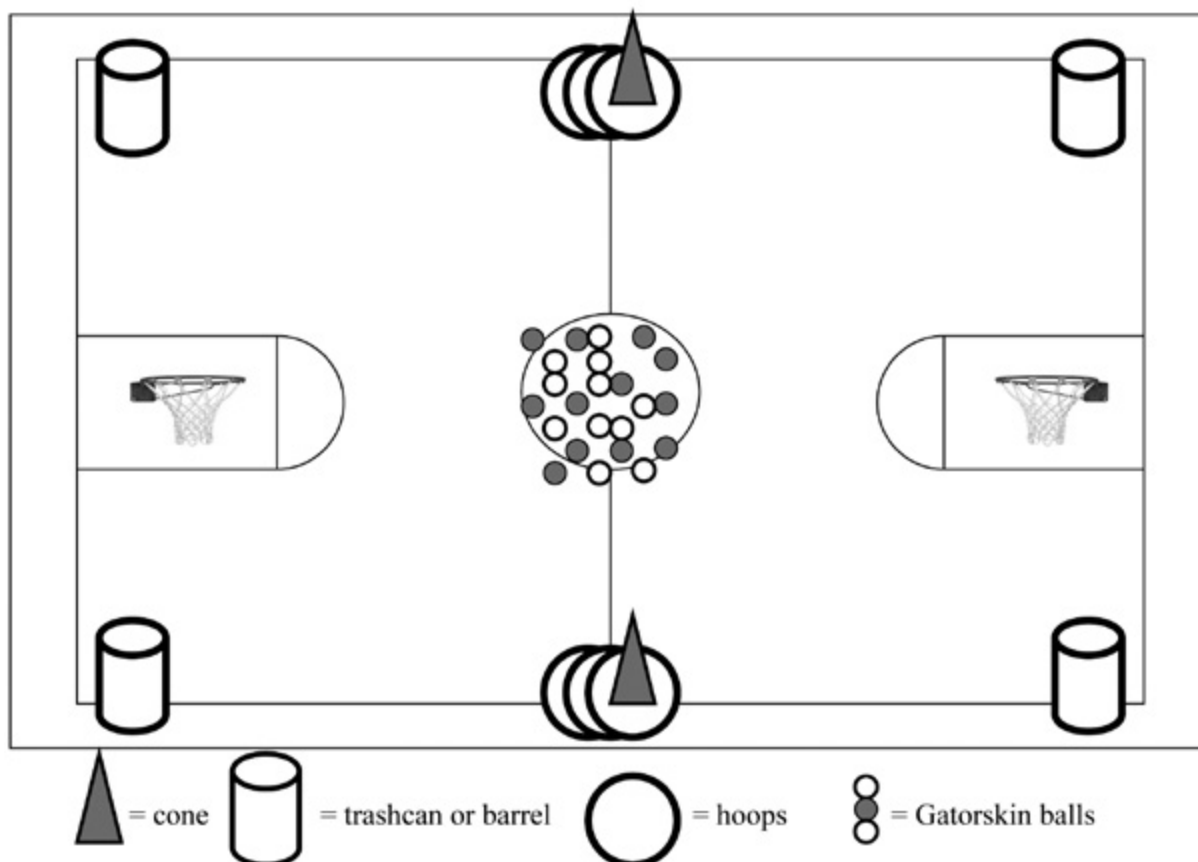
**To Begin:** On the teacher’s signal, “**Scorers**” (everyone will be scorers at this stage in the game) will begin throwing the Gatorskin balls, trying to score them into the basketball goal or corner trashcans located on the opposite end of the gym. All players who make a shot into the basketball 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 to their team’s side. **Note:** encourage scorers to 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 six hoops are captured, the four positions of Builder, Gatherer, Protector, and Destroyer may be instituted. Each of the new positions that can be performed, once six hoops have been earned, will be defined as: **1. “Builders”** are any players who choose to help build a Hula Hut each time

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six hoops have been captured. **2. "Gatherers"** are any players who choose to cross the midline to go to the opposing team's side to gather balls and bring them 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. **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 de-

fense 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 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 Protec-

### Hula Hut Throw Down • Diagram



# PE2theMax's Greatest Hits

*tors 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 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.
9. 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.

## **Variations**

1. Allow teams to build another hut on an existing hut.
2. Provide each team with other types of balls. For example, one to two playground balls per team that may only be rolled.
3. Move the trashcans closer to the midline for the younger students.

## 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:**

- Foam 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 or pop up hampers with an equal amount of sticks (200+ sticks; add more sticks to increase the duration of the game)
- Traffic cones (2)
- Optional: wristbands or jerseys to designate 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. Finally, place one cone at opposite ends of the midline (see diagram for set up). The **object** of the game is to win more sticks 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 (See Figures 1 and 2). **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 get one stick from their team's bucket and place it inside



Figure 1: Facing-off with a friend



Figure 2: Facing-off at a hoop

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 both 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.

# PE2theMax's Greatest Hits

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:

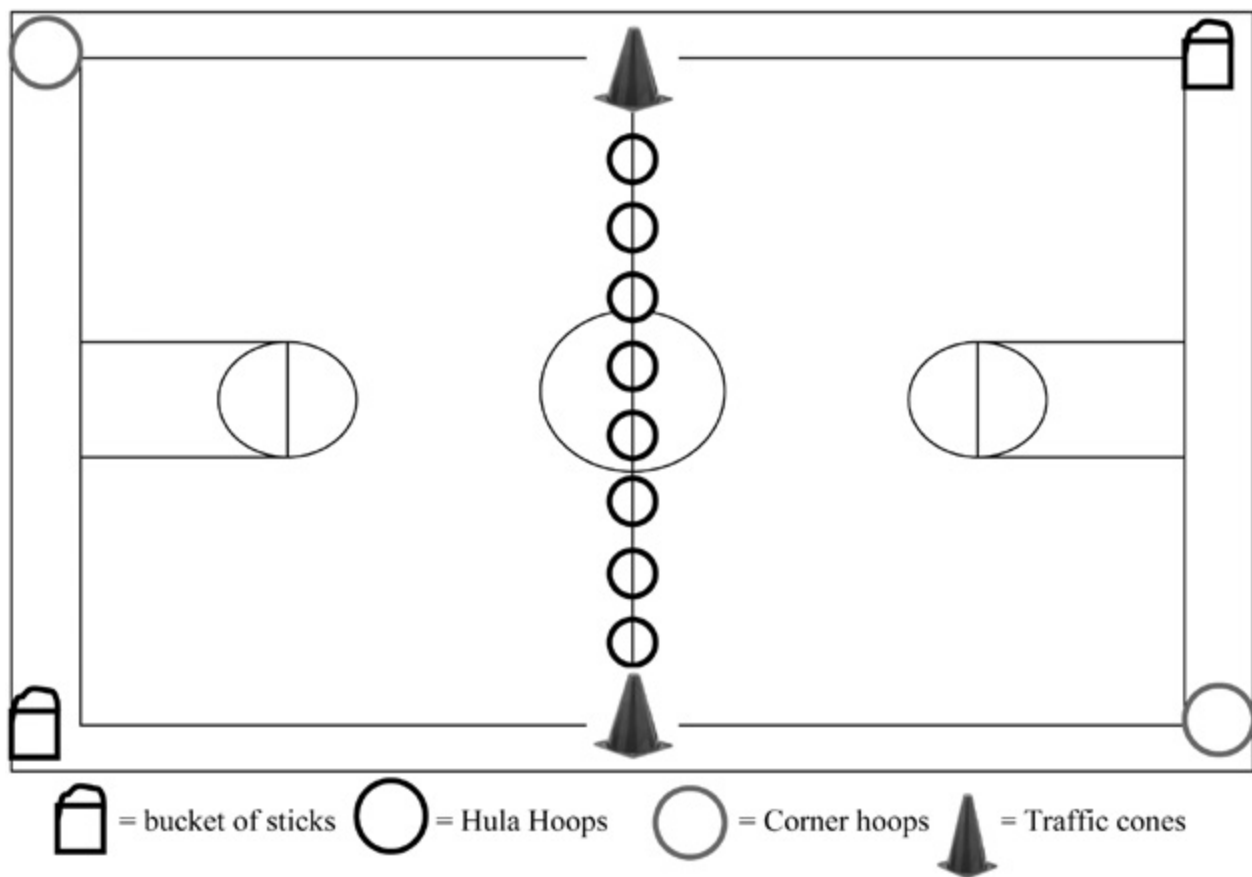
1. All players with the greater number pick up one stick from their team's bucket and place it inside their team's hoop located in the other corner.
2. Each player with the lower of the two numbers rolled must skip or jog one lap around the gym before being allowed to face off against another player.
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.

## Variations:

1. Introduce or reinforce the terminology that is implemented in each grade level. Replace the use of "high" and "low" numbers with "greater than" and "less than" or "more" and "less." Post a number line on the wall to help the younger students visualize that the number 5 is further down the number line than the number 2. Therefore, 6 is higher than 2 and/or 2 is lower than 5.
2. Instruct 2nd – 5th graders to create and state the math sentence with the numbers rolled

## Roll with It • Diagram



## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

inside their hoop. For example, “6 is greater than 3” or “3 is less than 6”, or “2 is equal to 2”. Increase the difficulty by having them create and state math sentences such as, “5 is 3 more than 2,” or “4 is 2 less than 6.”

3. Place four dice in each hoop. For example, two dice are green and two dice are red. The combination of adding two dice will allow for larger numbers to be created.

4. Switch up the rule for how players win. For example, the lowest number rolled wins. Create new skills to be performed for the losing players.

## Two Heads Are Better Than One 2–8

**Objective:** This zany, action-packed teamwork game reinforces spatial awareness, throwing for accuracy, bucket manipulation, eye-hand coordination, communication, patience, and most importantly, that “two heads are better than one.”

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

- Gatorskin balls (50+ of the 6” to 8” balls; the more the better)
- 5-gallon buckets or pop-up hampers (4-5 per team)
- Bucket or pop up hamper of jumbo craft sticks or tongue depressor sticks (4; approximately 50-100 sticks inside two buckets with the other two buckets remaining empty. Other items can be substituted to represent points if sticks are unavailable)
- Trashcans, barrels, or storage bins (2)
- Traffic Cones (10-12)
- Wristbands or jerseys (6 or 3 per team; for example 3 red and 3 blue)

**Procedure:** Before classes arrive, place all Gatorskin balls in the center of the gym. Place each trashcan upside down approximately 25-30 feet from the center of each end wall. Place two to three traffic cones on each side of the trashcans to create a boundary line from side wall to side

wall. Place four of the 5-gallon buckets within the boundaries on each side of the gym. Finally, place a bucket of sticks at each side wall with an empty bucket adjacent to the stick bucket at its opposite side wall (see diagram for set up). The **object** of the game is to be the team to have earned the most points when the time has expired.

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, Catcher, Gatherer, Header, and Captain positions (described below), informing students that they can choose and change any position at **any time** during the game with the exception of the Captain position.

**To Begin:** on the teacher’s signal, any player who chooses to be a **“Catcher”** may cross over the midline and go to the opposite side of the gym to claim a bucket located within the coned-off boundaries. Each Catcher, while working with a partner, must help hold the bucket when trying to catch a ball. Catchers must stay within the coned-off boundary (the space between the cones and the end wall) to catch a ball from one of their team’s Scorers. **“Scorers”** are players who continually throw Gatorskin balls, attempting to score balls into any of the Catcher’s buckets who are standing on the opposite end of the gym (See Figure 1). Scorers may not cross the midline to throw a ball. **Note:** balls

## PE2theMax's Greatest Hits



Figure 1: Catchers attempting to catch a ball

can be caught off the wall, off a bounce, or directly into the bucket as long as they are caught within the boundaries.

A Catcher team becomes Headers immediately upon catching a ball. The **"Headers"** will place their bucket on the ground, take the ball out of the bucket, and place the ball between their heads. Headers may not touch the ball with their hands once they begin traveling (See Figure 2). **Note:** teammates should go and become Catchers if they notice any buckets on the ground.



Figure 2: Headers attempting to earn a point for their team

Each team of Headers will leave the boundary area, attempting to transfer their ball back to their team's side of the gym, to be placed on top of their team's trashcan (See Figure 3). **Note:** a dropped ball results in a dead ball and cannot be picked up by the Headers. A Scorer may pick up and throw the ball.

The three **"Captains"** for each team will be designated by a wristband. Captains may choose to play any position like everyone else, but unlike everyone else, Captains have the responsibility of keeping up with points. Captains must stay alert and watch for their team's Headers who successfully place a ball on a trashcan. To earn a point, any Captain, who sees a ball on a trashcan, must go over and knock the ball off the trashcan, then go and get a stick out of their stick bucket, and finally transfer the stick to the empty bucket. **"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.



Figure 3: Headers attempting to place a ball on a trash can

This routine continues the entire game: Scorers throw balls to Catchers, Headers transfer balls to trashcans, and Captains collect sticks to score points. The team that has the most sticks in their team's bucket when the time expires will be declared the champions for that round. Clean up and start a new round if time permits. **Note:** remind students that four of the five positions are available to anyone and that any player can change positions at anytime. The teacher will stop and select new Captains every 5-10 minutes during the game.

# Games Created to Maximize Skills, Participation, Teamwork, and Fun!

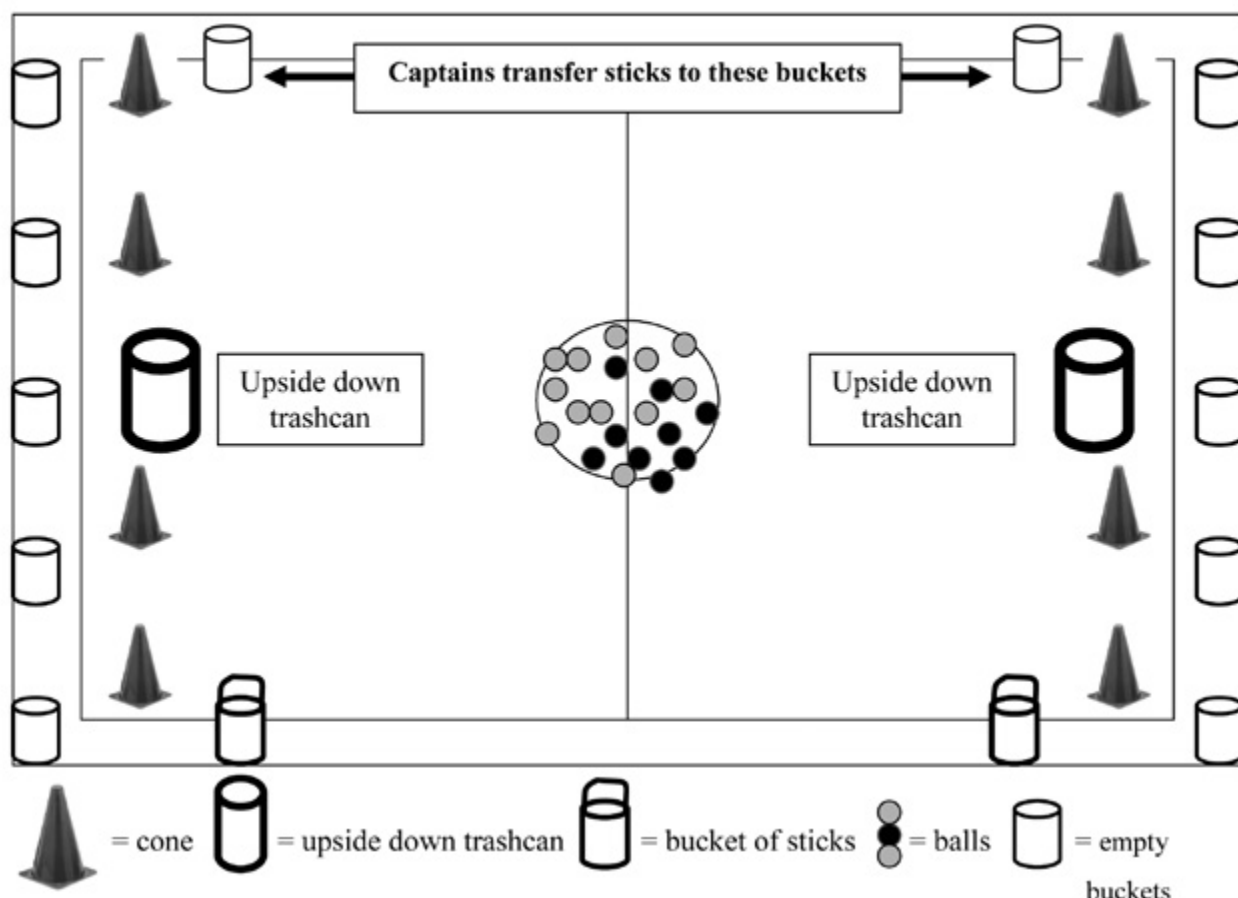
## Rules and Safety:

1. Scorers may not cross the midline to throw balls or throw balls at other players.
2. Catchers may not catch a ball without a partner. Catchers must stay within the coned off boundary to catch a ball from one of their team's Scorers.
3. Gatherers may cross the midline to go and retrieve balls from the opposing team's side, but may not throw balls until they are back on their team's side.
4. Defense is not allowed. Players may not block balls or interfere with or touch Headers that are carrying balls.
5. Headers may not pick up balls that drop from between their heads. The ball is dead and can be picked up and thrown by a Scorer.
6. Only Captains are permitted to knock balls off trashcans and collect points. A Captain may only knock one ball off a trashcan and collect one stick at a time.

## Variations:

1. One Catcher is allowed to catch a ball.
2. Allow Headers the ability to use their hands to help hold balls between their heads (especially helpful with 2nd and 3rd Graders).

## Two Heads Are Better Than One • Diagram



# PE2theMax's Greatest Hits

## 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 or speed ropes (16 or one per team)
- Large Face Playing 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. While looking in her book of spells, the witch realized that in order to cast the spell, she had to provide a potion to break the spell. So, to confuse the town’s people, the witch spread parts of the recipe to the potion needed to break the spell all over town. The witch also spread other recipes all over town to make it even harder to find the correct potion. The town’s people are terrified of this horrible spell and don’t know what to do. Although seemingly impossible, the town’s people must collaborate and form search parties to seek out and find the correct recipe to the potion to break the horrible spell. **Note:** *do not reveal the conditions of the witch’s spell until after explaining all of 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 Mathletics 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 to 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 take 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 two 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. **Note:** *other exercises or skills can be substituted at any time by the teacher.* 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*

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

*original face down position because leaving them face up may assist other teams.* 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 two 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:

- Hanging out in the center to observe other teams flipping cards until they see cards they need.
- 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 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 observe 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.

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.

### Variation:

1. Allow players to turn over more or less than two cards at time.

# PE2theMax's Greatest Hits

## 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.

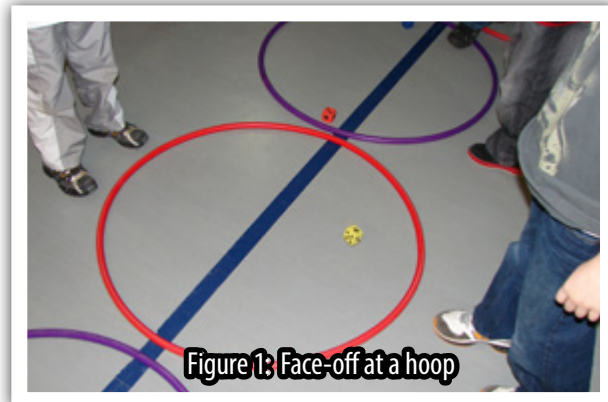
### Equipment:

- Foam 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 aqua 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.
- Optional: wristbands or jerseys to distinguish each team.
- Optional: jumbo craft sticks or tongue depressor sticks (6-12; see "Special note for K-1 students" below).

### 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 (See Figures 1 and 2).



**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"

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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:** *re-*

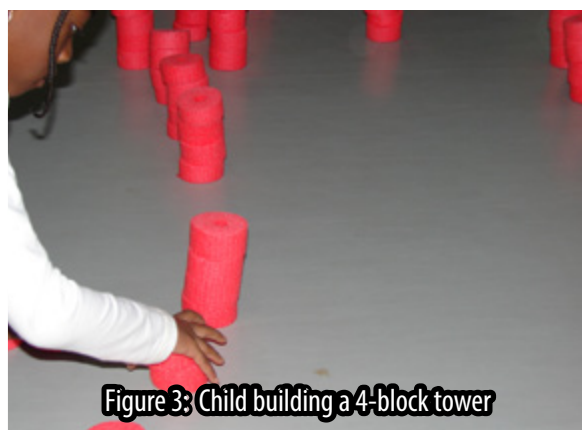


Figure 3: Child building a 4-block tower



Figure 4: Stacks of 4-block towers

*mind 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.*

**Special Note for K-1 students:** most kindergarten students and possibly some 1<sup>st</sup> Grade students may not know how to create and verbalize a subtraction math sentence with the numbers rolled. In this case, demonstrate how to use their fingers to determine the answer or provide one or two areas (possibly at the additional hula hoops placed in each corner of the gym) with each hoop containing 6 sticks, for students to go tangibly work out the math problem. **Note:** *a teacher demonstration will be necessary to help students understand how to figure out the math sentence.* For example, kindergartener A rolls a 5 and kindergartener B rolls a 2 and either player has no clue how to determine the answer. Each student will go to the designated area and kindergartener A, who rolled a 5, will pick up 5 sticks and kindergartener B, who rolled a 2 will take away (subtract) 2 of the sticks to determine what is left to equal 3. Kindergartener A will get 3 blocks and kindergartener B will perform 3 push ups in the Exercise Area.

### Rules and Safety:

1. 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.*
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 perform another face-off.

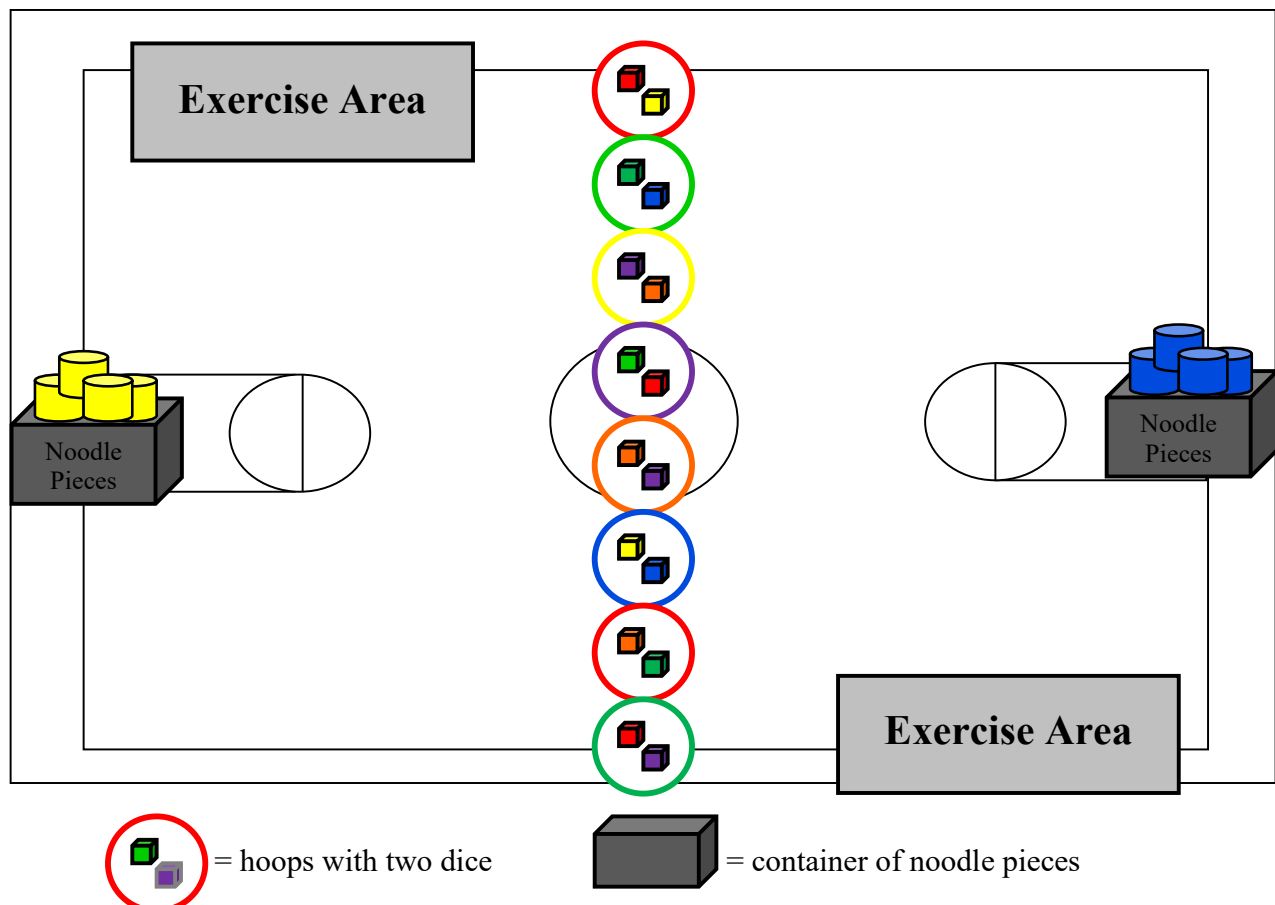
# PE2theMax's Greatest Hits

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.

## Variations:

1. Place four dice in each hoop. For example, two green dice and two red dice. The combination of adding two dice will create greater number outcomes.
2. Add 30+ Gatorskin balls and allow players to knock over the opposing team's towers. A destroyed tower of blocks must be returned to the container of noodle pieces.
3. Eliminate subtraction and play using a greater than/less than strategy. All players with the greater number get **one** block from the container. Each player with the lower of the two numbers rolled must jog one lap around the gym before being allowed to face off against another player. *This variation is highly recommended if the kindergarteners do not grasp the subtraction concept!!*

## Blockheads • Diagram



## Frisbee Smack Down 2–8

**Objective:** Students will develop and improve Frisbee manipulation skills of visual tracking, accuracy, control, throwing, and catching. Frisbee Smack Down utilizes various positions to provide teammates multiple opportunities to communicate and elicit teamwork and strategy to become team champions.

### Equipment:

- Two storage containers of noodle pieces (100-200 per container; create mini noodles by cutting long aqua 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.* For example, return Team 1's blue noodle pieces to one side and Team 2's red noodle pieces to the other side.
- Indoor Frisbees or mesh covered foam discs (30+; the more the better)
- Optional: wristbands or jerseys to distinguish each team
- Optional: traffic cones (12 or 6 per side)

### Procedure:

Before classes arrive, place all Frisbees in the center of the gym. Finally, place one container of noodle pieces (blocks) at the center of each sideline of the gym (see diagram for set up). The **object** of the game is to be the team with the most towers built when the time expires or at the end of a round.

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 Thrower/Catcher, Builder, Gatherer, Protector, and Destroyer positions (described below), informing students that they can choose and change any position at **any time** during the game. **To Begin:** On the teacher's signal,

teammates should attempt to get into as many 2-person **"Thrower/Catcher"** teams as possible. Thrower/Catcher teams are created by finding a teammate and deciding who will be the Thrower and who will be the Catcher. The Catcher will cross the midline to go and get between the end line and the wall (The Catch Zone). **Note:** *use the optional traffic cones to designate the Catch Zone if the space between the end line and the wall does not provide a big enough area (see diagram).* Throwers will then begin throwing Frisbees to their partner Catchers (See Figures 1 and 2)



Figure 1: Throwers



Figure 2: Catchers inside Catch Zone

All Thrower/Catcher teams to make a successful throw and catch in the Catch Zone allows the Catcher to go and get 3 blocks from either container to take and put on their team's side. Each team will continue the "block earning" process for the entire game, keeping in mind that for every six

# PE2theMax's Greatest Hits

blocks earned, one tower may be built.

Each of the positions that can be performed during each game will be defined as: 1. **"Builders"** are any players who choose to help build a tower each time six blocks have been earned. **Note:** towers may be built with anybody's six blocks anywhere on a team's side except within the Catch Zone. 2. **"Gatherers"** are any players who choose to cross the midline and go to the opposing team's side to gather Frisbees to bring back to their team's side. The Gatherer position is important, especially when there are not many Frisbees available on a team's side. 3. **"Destroyers"** are any players from the opposing team who choose to throw Frisbees with the intent to destroy or knock down towers. Each Destroyer who knocks down a tower, causing one or more of the blocks to fall, must cross the midline and gather the six blocks from the fallen tower and place them back into one of the containers for the chance to be re-captured. 4. **"Protectors"** are any players who choose to do whatever it takes to defend a tower from the destroyers' thrown Frisbees (See Figure 3).



Figure 3: Protectors defending their towers

Thrower/Catcher teams will continue to earn blocks, Builders will continue building towers for every six blocks that are earned, Gatherers will continue retrieving Frisbees from the opposing team's side, Protectors will continue protecting as more towers are built, and Destroyers will continue destroying the opposing team's towers as long as at least one tower is still standing until the stop signal (time

limit to be determined by the teacher) is given. The team to have the most **6-block** towers 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 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 Frisbees while protecting their towers.

## Rules and Safety:

1. Throwers and Destroyers may not cross the midline to throw Frisbees.
2. Gatherers may cross the midline to go and retrieve Frisbees from the opposing team's side, but may not throw Frisbees until they are back on their team's side.
3. Catchers are allowed to earn three blocks for each catch within the Catch Zone.
4. Towers may be built anywhere on a team's side except within the Catch Zone, but Builders should strategize and determine the safest and best places to build towers.
5. All towers are "free game" to be destroyed once a Builder places the sixth block on top of the tower. Players may not touch the towers again once a Builder places the last block on top of the tower.
6. A tower is considered destroyed if one or more blocks are knocked off of the tower.
7. Protectors may guard the tower in any way as long as the each Protector remains standing and does not touch the tower.
8. Protectors are the only players allowed to play defense and their defense is limited to protecting the towers. Defending or blocking Frisbees from Thrower/Catcher teams is not allowed.
9. Destroyers may also cross the midline, but only to collect the six blocks of the tower that was destroyed. All blocks of a destroyed tower

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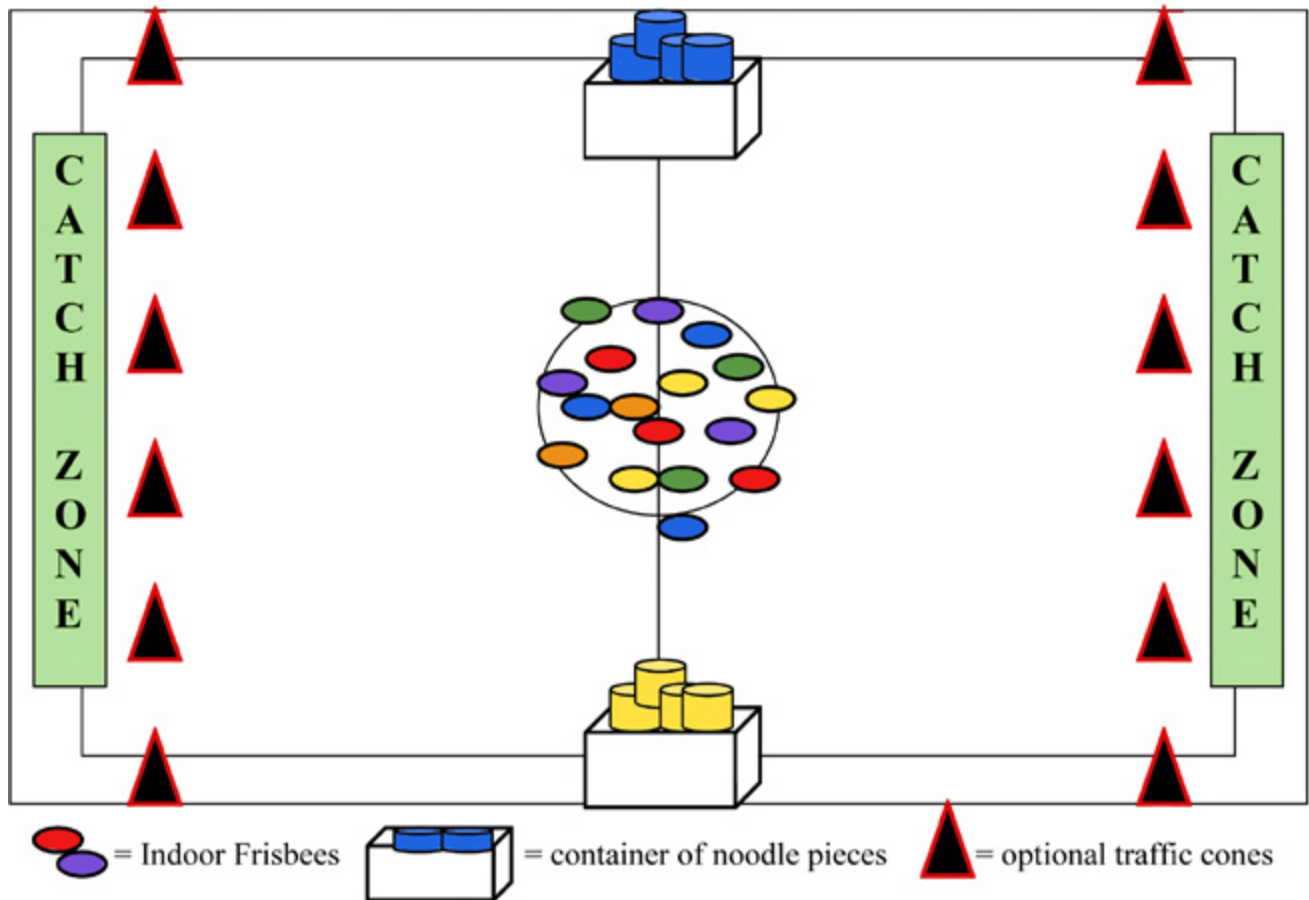
must immediately be returned to one of the containers.

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

### Variations:

1. Remove Frisbees and implement other types of balls such as Gatorskin balls.
2. Increase or decrease the width of the Catch Zone based on the ability levels of your students.
3. Create four or five block towers instead of six block towers.

### Frisbee Smack Down • Diagram



# PE2theMax's Greatest Hits

## 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)

- Gator Skin Super 70 balls (50+; the more the better)
- Catch Buckets or small, plastic pails (30 or one bucket for every two players)
- Large containers, buckets, or pop up hampers (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 side-line. 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



Figure 1: Super 70 balls in center of gym



Figure 2: Minions foot dribbling and/or kicking balls



Figure 3: Gobbler going to capture a ball

# Games Created to Maximize Skills, Participation, Teamwork, and Fun!

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.

## 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 or Can-Do 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 1½ to 2 foot segments; see Figures 1 and 2).
- Gator Skin Super 70 balls (20-30 or one ball

per every group of 2-3 students. A Gator Skin Super 70 ball is a 2¾” ball that is approximately the size of a baseball; colored or numbered wiffle balls or other foam-like balls may be substituted; see Figure 3). **Optional:** placing floor tape on the ground inside each hula-hoop will help eliminate confusion if any hoop is accidentally moved.

- 5-gallon bucket of jumbo craft sticks or tongue depressor 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



Figure 1: Exercise Band Roll

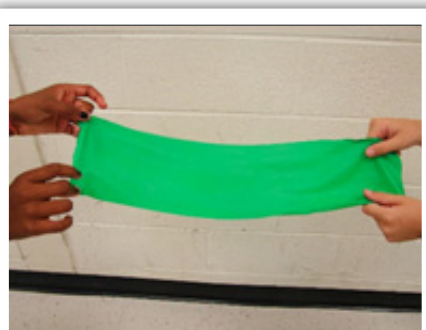


Figure 2: 1.5' to 2.0' Segment

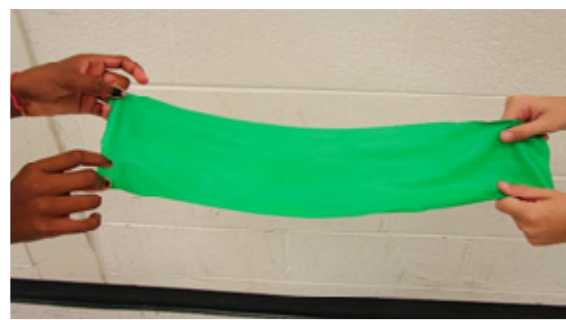


Figure 3: Super 70 Ball

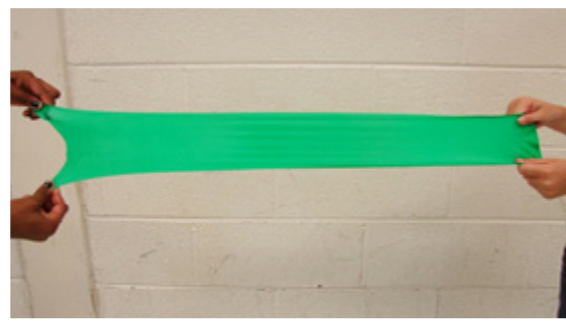
# PE2theMax's Greatest Hits

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:** *team-mates must always use caution when pulling back and releasing the slingshots to avoid hitting anyone with the therapy band or ball!!!*



Hold slingshot loosely



Too tight

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 hit-

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

ting 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.

### Variations:

1. For larger classes, start half of the teams at one end of the gym and the other half on the opposite side of the gym.



Cradle ball inside slingshot and pull back from the outside:  
3-Player Strategy



2-Player Strategy



2-Player Strategy



2-Player Strategy



3-Player Strategy



3-Player Strategy

# PE2theMax's Greatest Hits

## 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 students)

- Gator Skin balls (30+ of the 6” to 8.5” balls; the more the better)
- Catch Buckets or small, plastic pails (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 there 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.



Figure 1: One point



Figure 2: Five points

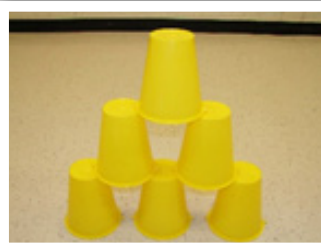


Figure 3: Fifteen points

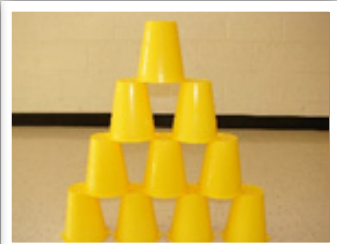


Figure 4: Thirty points

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Figure 5: Scorer earning a bucket by crab walking



Figure 6: Protectors defending their stack of buckets



Figure 7: Bucket on its side

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.
5. 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.

# PE2theMax's Greatest Hits

## Variations:

1. Create different ways to earn buckets such as scoring balls into the basketball goals or trash cans placed at varying distances.
2. Periodically change the fitness exercise from crab walking to a different exercise.

## BullsEye 2–8

**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)
- Play Money Bills consisting of \$1, \$5, \$10, \$20, \$50, \$100 bills. I recommend having at least 50+ of each bill. 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

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Figure 1: Option 1 – Bullseye Holder



Figure 2: Option 2 – Bounce then catch using sideways method

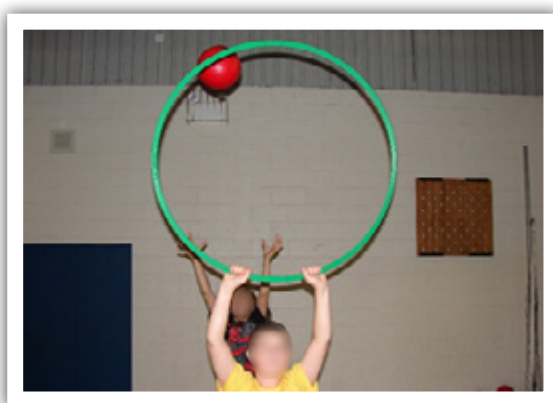


Figure 3: Option 3 – Overhead

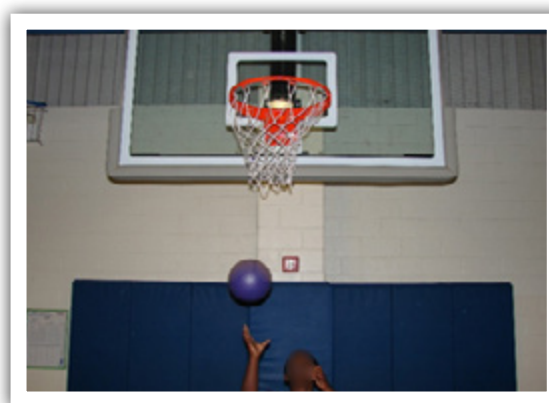


Figure 4: Option 4 – Dropping through goal

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.

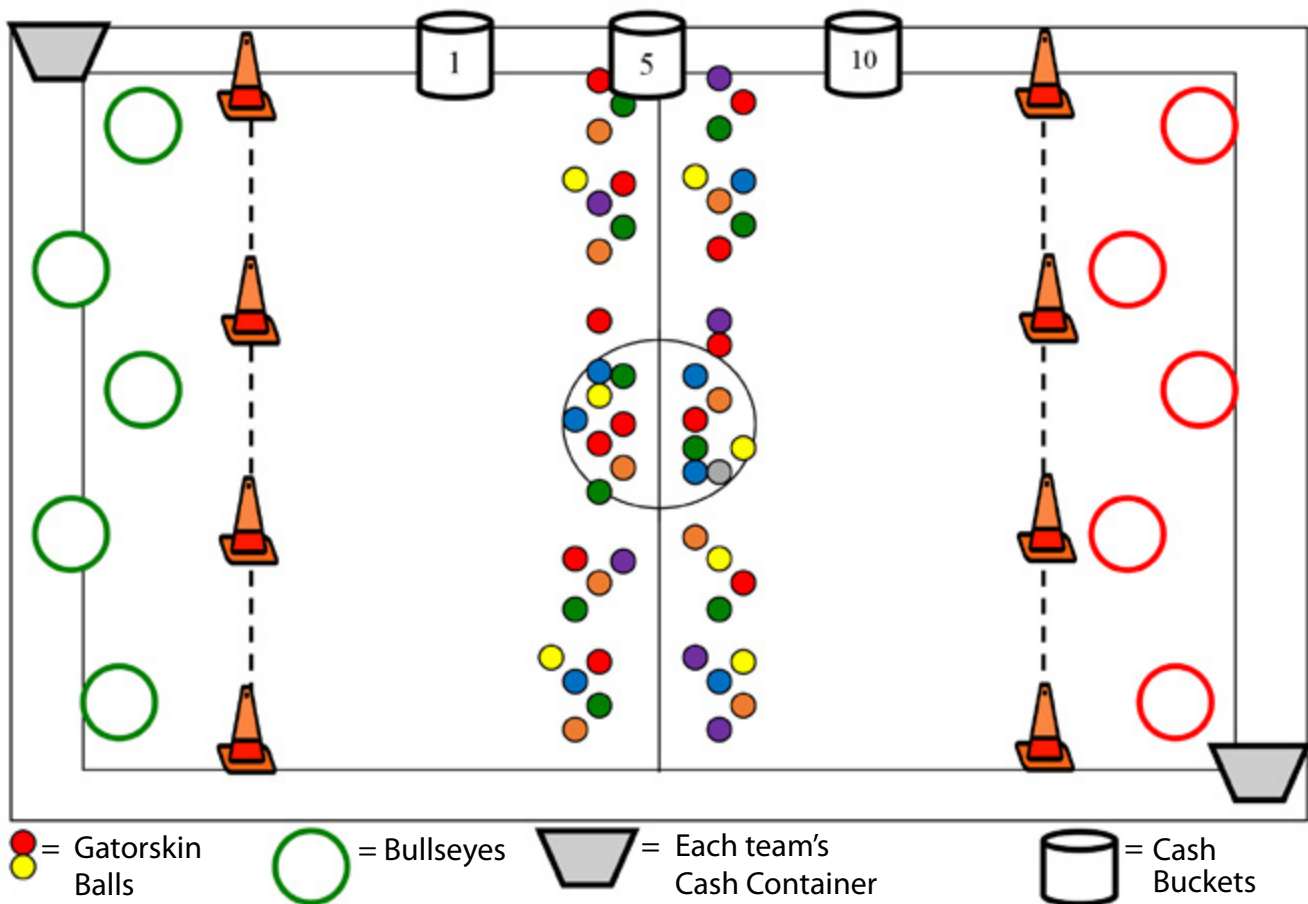
# PE2theMax's Greatest Hits

- \$50.00 will be removed from the Team Cash Container if any player is caught cheating or taking more money than was earned!

## Variations:

- Allow teams to implement defense. Defenders can stand in front of the Bullseye Zone to block balls, but may not enter the Bullseye Zone.
- Instead of earning cash, allow teams to earn stackable noodle pieces to build towers, buckets to build bucket stacks, or hula hoops to build hula huts that represent each team's points and can then be destroyed by the opposing teams. See Hula Hut Throw Down in my 3<sup>rd</sup> book called PE2theMax II, Frisbee Smack Down and Stack Attack in my 4<sup>th</sup> book called PE<sup>2</sup> for examples of hula huts, towers, and bucket stacks.
- If cash is unavailable, allow players to collect Popsicle/tongue depressor sticks for points.
- Add other ways or options a ball can be caught in order to earn new cash amounts. For example, throwing a ball off the back wall and catching it after it goes through the hoop.

## BullsEye • Diagram



## Flip for It K-8

**Objective:** Flip for It if you want a chance to earn some cash for your team. Students will eagerly improve their cardiovascular fitness in this fun, high-energy jogging/exercise game, while earning coins for their team.

### Equipment:

Plastic Coin Set. Many packs contain 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars. Only the pennies and quarters will be used in this game. Real pennies and quarters can be substituted, but somehow I seem to always come up short at the end of the day.... LOL.

- Hula Hoops (8-12 on the midline)
- Traffic cones to designate the jogging lanes or exercise area.
- A separate container or place to house the pennies and quarters. **Note:** *my gymnasium has stage that allows me to spread the pennies out on the floor so that players can easily pick one up each time they jog a lap.*
- Wristbands (3-5 per team)
- Bucket/container (1 bank for each side to place the pennies that have been won)

### Procedure:

Before classes arrive, place all of the hoops, side by side, on the midline. Create a jogging loop/lap with the traffic cones. Place the container of pennies OR spread the pennies out on the floor at an accessible area for players to easily pick up the pennies after jogging their laps (See Figure 1). Place one bank on each side of the gym. The **object** of the game for each team is to earn as many pennies as possible from jogging laps to have the chance to win the most money. **To Begin:** divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instruc-

tions. Give one side the team name of “**Heads**” and the other side the team name of “**Tails**.” Select 3-5 Captains from each team and give them a wristband to wear. On the signal “go,” each player will jog a lap. A player, after completing a lap, may get one penny and go to one of the hula hoops to face off against an opposing player. A “face off” occurs when opposing players earn a penny and meet at a hoop to flip their pennies into the hoop to determine a winner (See Figure 2). **Note:** *a demonstration on how to flip a coin may need to be given. Allow younger students to drop the penny into the hoop. A*



Figure 1: earn one penny from here for jogging a lap

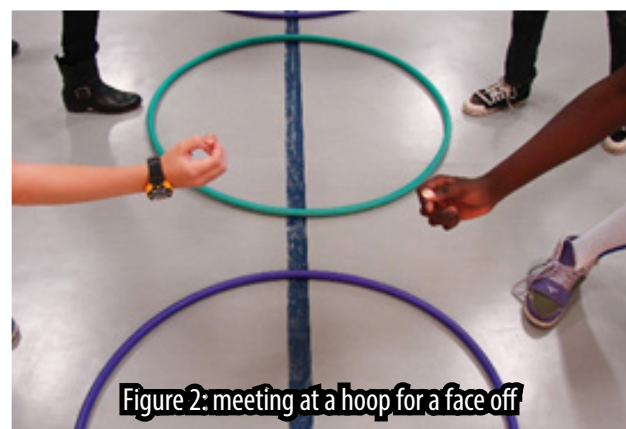


Figure 2: meeting at a hoop for a face off

“Heads” player must always face off against a “Tails” player. The **three scenarios** that can occur to determine who wins the pennies are as follows:

1. If the flip results in both pennies landing on

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Figure 3: trading 25 pennies for a quarter

heads then the “Heads” player wins both pennies.

2. If the flip results in both pennies landing on tails then the “Tails” player wins both pennies.
3. If the flip results in one penny landing on “Heads” and one penny landing on “Tails” then each player gets to keep their penny.

All pennies that have been won must immediately be taken and placed into each team’s bank located on each side of the gym. Remind captains to periodically check their team’s bank because they receive a quarter for every 25 pennies turned in to the teacher (See Figure 3).

The process of jogging laps, earning pennies, and facing off at the hoops will continue for the entire

game. The team with the most quarters and pennies, when the time expires or when there are no more pennies, will be declared the “Flip for It champions” for that round or for the day.

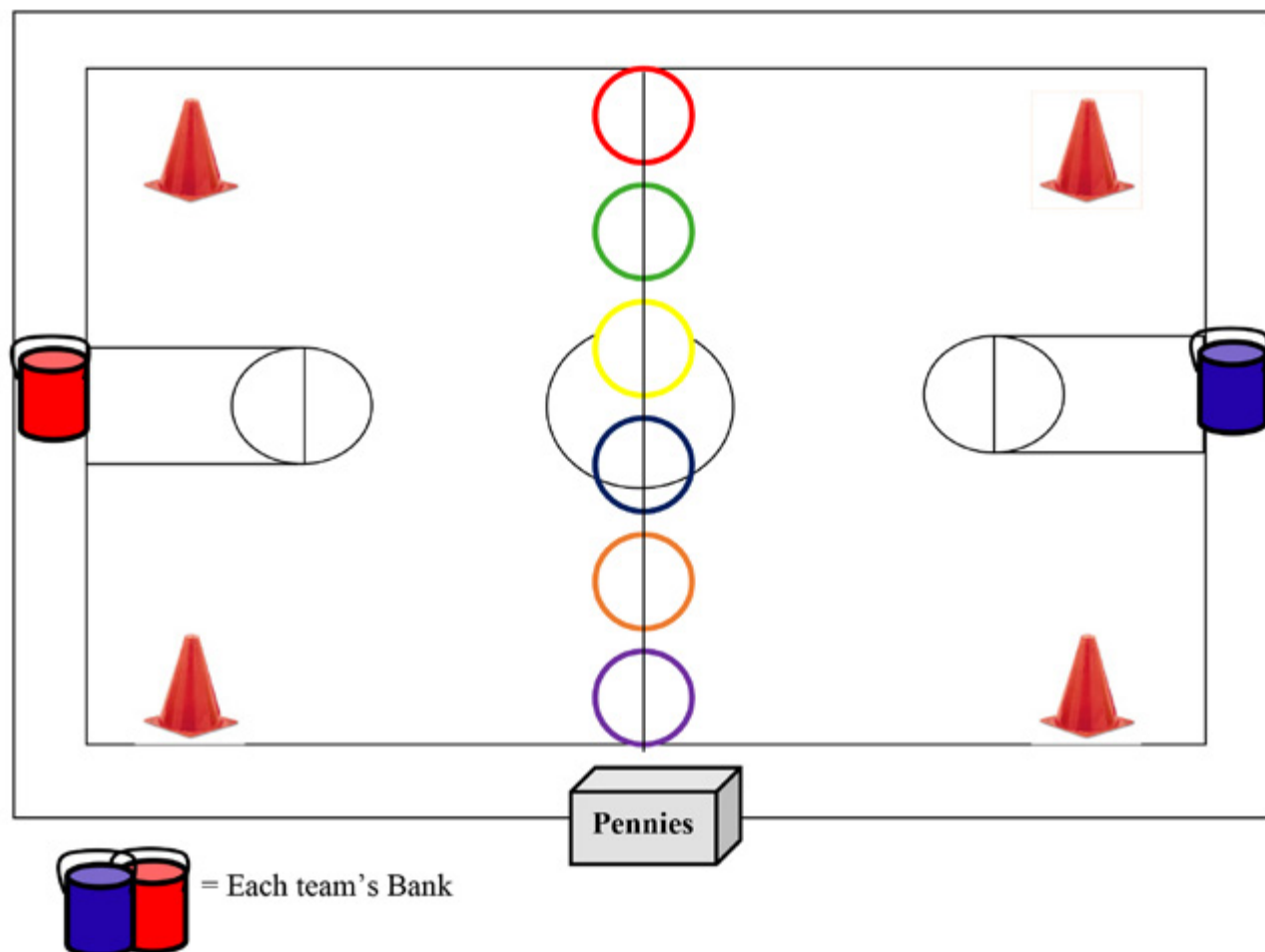
## Rules and Safety:

1. All players must jog around the cones to earn one penny. Cutting in front of a cone or not jogging around a cone results in that player removing 10 pennies from his or her team’s bank.
2. Players must report to a hoop to face off against an opposing team’s player. A “Heads” player must always face off against a “Tails” player. See the **three scenarios** on how to determine the winner.
3. Players must stand to flip the coin so that the penny is clearly dropped.
4. Players must flip the penny into the hoop. Any coin landing out of the hoop results in an automatic loss.
5. All pennies that have been won must immediately be taken and placed into each team’s bank located on their team’s side of the gym.

## Variations:

1. Change jogging a lap to another fitness skill to earn a penny.

## Flip for It • Diagram



## Kick Start Your Heart K–5

**Objective:** Want to avoid the monotony of the traditional soccer stations? By adding the option of rolling dice, Kick Start Your Heart gives each child control of their soccer practice opportunities. This new twist on practicing skills provides ownership to each student's overall experience, which typically leads to improved skill acquisition.

### Equipment:

- One playground ball or 7" – 8" Gatorskin ball per student
- Soccer/hockey goals (4)
- Bowling pins (18 or 6 sets of 3)

- Dice (5-6)
- Hula hoops (5-6 or 1 die inside each hula hoop)
- Kick Start Your Heart Skills page (4 copies)
- Optional: provide pictures of each station's activity (I went online and typed in the kind of picture or art I wanted and found many results).

### Procedure:

Set up each of the stations as depicted in the diagram. **Optional:** label each of the six areas with a

# PE2theMax's Greatest Hits

sign to show what that area involves (See Figures 1-6). Instruct each player to get a ball and to go sit in personal space. The teacher will demonstrate the skills to be practiced at each of the six stations.

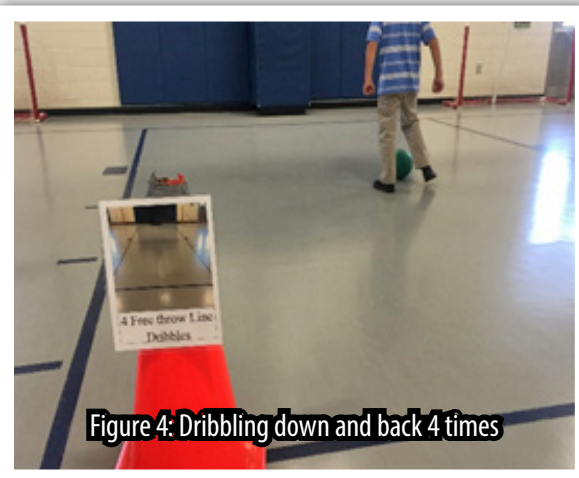
**To Begin:** Each player will go to any hoop with a die and immediately roll the die to determine the skill to be performed. **Note:** since there are only a few hoops with dice, remind players to quickly roll the dice and leave as soon as possible to help avoid creating any long lines. Once the die is rolled and the number is determined, the player must dribble to any sign posted on a wall (See the "Kick Start Your Heart Skills" page). **Note:** a sign will be posted on each wall or placed on the floor near the hoops and dice as a reminder of what each number on the die represents. Once the skill is determined, each player will go and complete that skill to the best of his/her ability. Players will continue the process of rolling the dice to determine the skill to be performed, and completing each skill until the class time has expired.

## Rules and Safety:

1. Players must stand up when rolling the dice. The number rolled determines the skill that must be performed. No re-rolling the die!
2. All players must dribble their ball while traveling to and from hoops and stations. Balls **may only be picked up** once inside the Soccer Juggle and Header areas.

## Variations:

1. Give students the option of partnering up or working skills by themselves.
2. Choose a different sport and create six other sport-related tasks to be completed.



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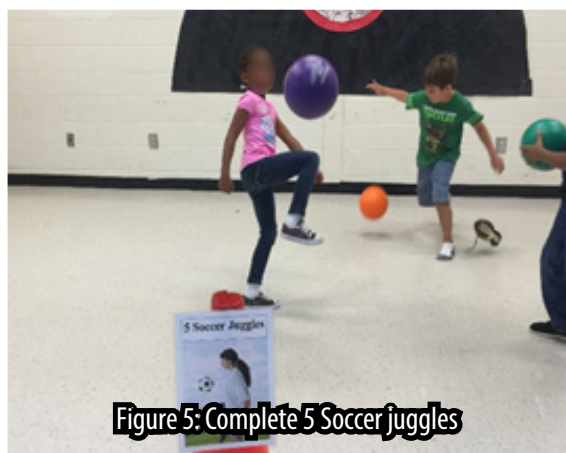


Figure 5: Complete 5 Soccer juggles

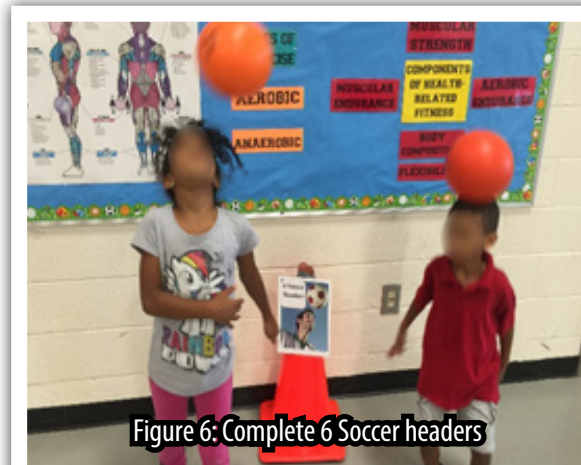
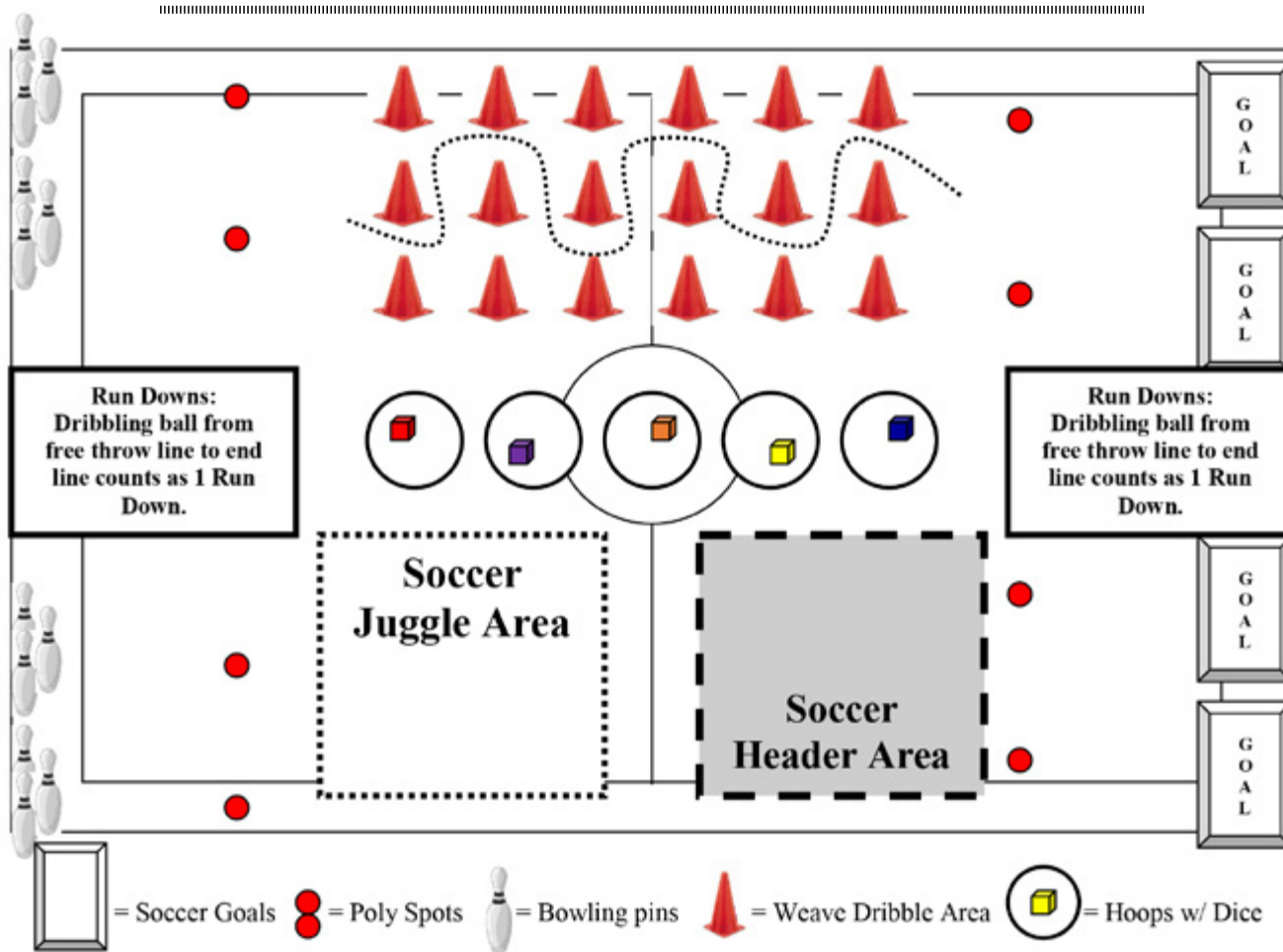


Figure 6: Complete 6 Soccer headers

### Kick Start Your Heart • Diagram



# Kick Start

## Your Heart Skills

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- 1 = Dribble over and take 1 shot on the goal from the poly spot.
- 2 = Go and weave dribble 2 times down and back through the coned off course.**
- 3 = Dribble over and pass the ball up to 3 times from the spot to knock over the bowling pins.
- 4 = Dribble over to either free throw line and dribble to the end line and back 4 times.**
- 5 = Dribble over to the Soccer Juggle Area and juggle the ball off of your knees 5 times.
- 6 = Dribble over to the Header Area and head the ball off of your head 6 times.**

## NBAced It 2-6

**Objective:** Students will be given numerous opportunities to practice and reinforce ball manipulative skills associated with basketball dribbling, ball handling and ball control.

**Equipment:**

- 1 playground ball or basketball per student
- 1 half page copy of the "NBAced It" Skill Challenges
- Bucket of tongue depressor sticks (500+)
- Optional: bucket of wristbands. Each team can cash in 10 sticks to get 1 wristband.

**Procedure:**

Before classes arrive, place the bucket of sticks on one side of the gym. The **object** of the game is for each partner group to complete as many rounds of the NBAced It Skill Challenges in order to earn as many sticks as possible.

**To Begin:** instruct each child to partner up and sit down in personal space. Instruct one teammate to get one ball and instruct the other teammate to get one copy of the NBAced It Skill Challenges and then sit down and await further instructions. On the signal "go," each partner group will go to any end wall of the gym, look at their NBAced It Skill Challenges and perform skills 1-8 in order. For example, John from Team 1 will dribble with his right hand to the opposite side of the gym, while his coach/partner James travels with him reminding John of proper dribbling technique or cues (See Figure 1). Teammates will switch roles and return back to their starting point. **Note:** a teacher/student demonstration of each ball skill on the NBAced It Skill Challenges is recommended to insure that each child knows the skill practice expectations. Players, each time a (down and back)

ball skill is completed, must dribble over and get a **total of one stick** from the bucket before returning to their starting point to perform the second skill and so on (See Figure 2). A shooting reward is earned every time the 7<sup>th</sup> skill has been completed (See Figure 3). Teammates will report to one of the two free throw areas to take **one** shot a piece (See Figure 4). **Note:** the height of the rim and distance of the free throw line may need to be modified based on each grade level. Five sticks are awarded for every successful shot. Each team will start over from the beginning, once the shots have been taken and sticks collected (if earned). The class will continue with the NBAced It Skill Challenges until the time expires. Each team will be instructed to add up their points to see what category their team falls under. **Note:** mentioning levels/prizes is just for fun. Feel free to change, omit, and or alter the point levels.

7 – 10 sticks = Elementary Level Ballers

11 – 14 = Middle School Level Ballers

15 – 21 = High School Level Ballers

22 – 29 = College Level Ballers

30+ = Professional Level Ballers!!!!

**Rules and Safety:**

The teacher will represent the "Referee" and call penalties. Optional: make it official and go all out by wearing a referee jersey and whistle.



1. Any time a team is caught performing the skill incorrectly because they are going to fast and/

# PE2theMax's Greatest Hits

or not focused on doing the skill correctly will be penalized by going back to start to redo the skill. **Note:** the teacher will use this opportunity to instruct and/or demonstrate proper technique.

2. A "technical foul" will be given to any player taking more than their awarded sticks or taking more than one shot during their shooting reward. Earning a technical foul results in a time out from the game or being benched for the rest of the game.

3. Partner teams, each time a ball skill is completed, must dribble over and get a total of **one** stick from the bucket.

## Variation:

1. Create a new set of skills or alter the NBAced It Skill Challenges to meet your learning outcomes or objectives.

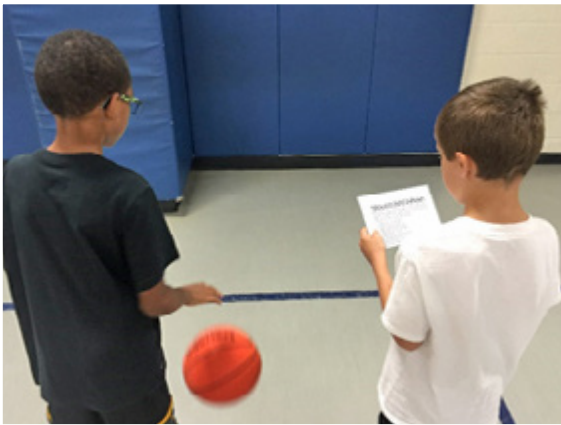


Figure 1: Traveling w/ partner before switching



Figure 2: Retrieving 1 stick for completing a task



Figure 3: Task 7 – completing partner chest pass



Figure 4: Free throw shot for completing skills 1-7

# NBAced It Skill Challenges

*Perform each of the following skills in order. Always travel together. On individual skills, remember to switch roles when one partner has traveled to the opposite end line. You earn one stick from the bucket once you have returned home.*

1. Dribble with your right hand.
2. Dribble with your left hand.
3. Dribble while alternating hands.
4. Dribble while moving backwards.
5. Dribble behind your back.
6. Partner bounce pass down and back.
7. Partner chest pass down and back.
8. Great job! Both of you have earned 1 free-throw. Earn 5 bonus stick if you make it. Earn 1 stick for your great effort.

# NBAced It Skill Challenges

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# PE2theMax's Greatest Hits

## Pokemon Go Get 'em 2–6

**Objective:** Inspired by *Launch It* from my book *PE<sup>2</sup>* (2010), Pokémon Go Get 'em was created by my friend and colleague **Sadie Stark** (Kaneland McDole Elementary in Montgomery, IL). This game is derived from the very popular reality game of Pokémon Go where players use a mobile device to locate virtual creatures called Pokémon. Pokémon Go Get 'em is a cooperative game that will allow students the opportunity to explore various ways to develop and improve ball manipulation, slingshot skills of force and accuracy, while helping to improve each student's cardiovascular endurance, muscular strength, and muscular endurance.

### Equipment:

- One bucket of Flat Resistance Exercise Bands (15+ slingshots). 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.
- One bucket of Super 70 balls or foam tennis balls (30+ balls).
- Stuffed animals (30-50 medium to large size animals; the more the better). **Hint:** send home a parent letter with your students requesting a donation of stuffed animals and you will get MORE than enough to use for the game.
- Dome cones (1 per stuffed animal used in the game)
- Traffic cones (6-10).

### Procedure:

Before classes arrive identify a "Start line" with traffic cones. Spread all of the Pokémon animals around a large field or gymnasium with one dome cone beside each Pokémon (See Figure 1). Set up three to five fitness stations outside of the boundaries of the game and place within the fitness sta-

tion area the bucket of slingshots and balls. **Note:** *I recommend setting up fitness stations that require little to no equipment such as stations that correlate with fitness testing.* The **object** of the game is to complete the fitness stations to earn ball launches to capture as many Pokémon as possible before the time elapses.

**To Begin:** instruct students to get into groups of two or three. Students must first go to a Pokéstop (any one of the fitness stations) and complete the required exercise (See Figure 2). Each team that completes an exercise earns 5 Pokéballs (1 ball and slingshot from the bucket, but 5 launches) for their team. Each team will then report to the start line, choose a Pokémon to aim at and then launch their ball (See Figure 3). If the Pokémon was missed then the team will take aim and shoot their next shot from where their ball has stopped. A dome cone must be immediately placed on top of any Pokémon to signify that it has been captured (See Figure 4). No other team should then try to capture that animal. **Note:** *teams must return to the Pokéstop and perform another fitness station to earn 5 more Pokéball launches each time the 5 launches have been used up or immediately upon capturing a Pokémon (even if they used less than 5 launches).*

- Teams will continue the process of earning 5 Pokéball shots at the Pokéstop to try and capture as many Pokémon as possible until the end of class or until all the Pokémon have been captured. Remove the dome cones and start a new round if time permits 22 – 29 = College Level Ballers
- 30+ = Professional Level Ballers!!!!

### Rules and Safety:

1. Students must go to a Pokéstop and complete one of the required exercises.
2. Each team that completes an exercise earns 5 Pokéballs for their team.

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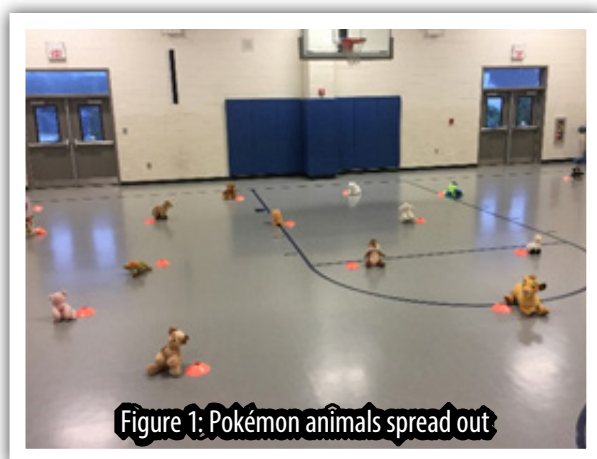


Figure 1: Pokémon animals spread out

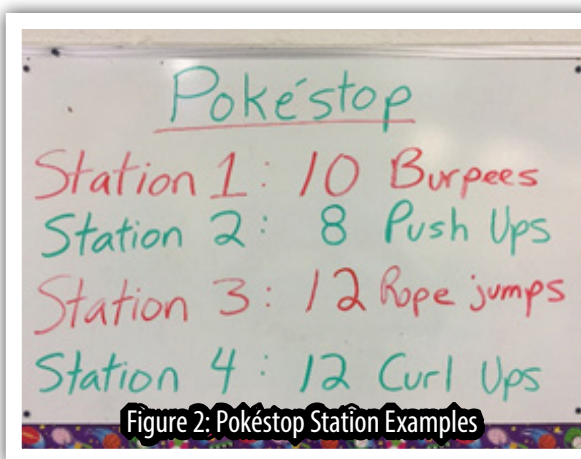


Figure 2: Pokéstop Station Examples



Figure 3: Aiming for a Pokémon

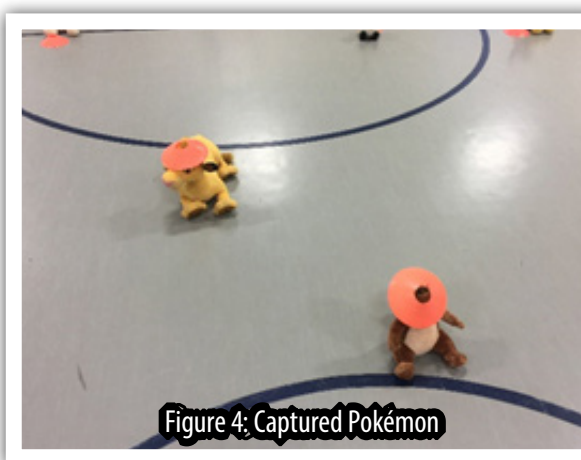


Figure 4: Captured Pokémon

3. The first shot must be taken at the start line
4. If the Pokémon was missed then the team will take aim and shoot their next shot from where their ball has stopped.
5. A dome cone must be immediately placed on top of any Pokémon to signify that it has been captured. No other team can then capture that animal.

### Variations:

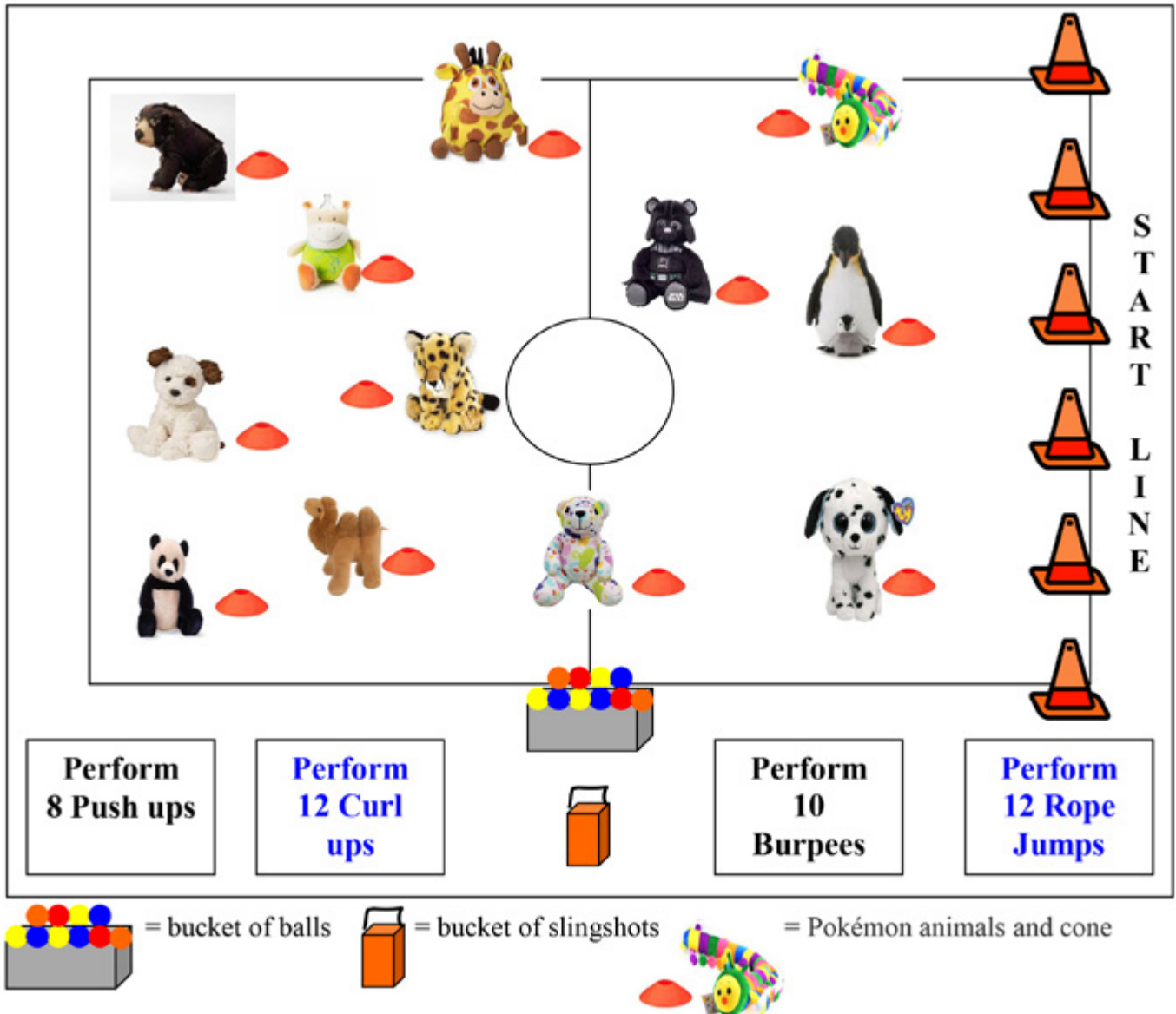
1. Motivate your students even more by adding teacher pictures and numbers to the stuffed animals and create a Pokédex. The Pokedex is a list of teacher's names that have been modified with the actual names of Pokémon characters.

Example: the teacher's last name is Kuntz plus the Pokémon name of Pikachu equals "Kuntzachu".

2. Playing inside? Add scooters to the fun by having each team slingshot the ball while traveling around on a scooter.
3. Add points to the game. Each team capturing a Pokémon is allowed to get **ONE** wristband from the bucket. The team with the most Pokémon captures wins.

# PE2theMax's Greatest Hits

## Pokemon Go Get 'em • Diagram



## 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 camaraderie.

### 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 play money bills because it is more realistic. Many packs contain (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 48 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 five \$1.00 bills inside of each team's hoop. **Note:** giving them the \$5.00 to start the game is optional. 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

# PE2theMax's Greatest Hits

*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



Figure 1: Drawer of Play Money Bills



Figure 2: My cash bucket



Figure 3: Risking investments at Stock Exchange



Figure 4: Cashing in at the bank

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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.*

### Variations:

1. Substitute or combine play money bills with plastic coins. Use the game to help expose children to the practice of adding up coins.
2. Change running a lap to any other fitness skill

in order to earn \$1.00. Randomly change the fitness skill throughout the game.

3. The original game of Risky Business was set up so that students would get into groups of 3 or more to earn as much money as possible. I refer to this version as Risky Business Team Edition. Risky Business Solo Edition is played exactly the same, but it's "Every man for himself", which basically means each player will try to earn as much money as possible by jogging laps, playing at the Stock Market or a combination of both.

## 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](http://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).

### 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

# PE2theMax's Greatest Hits

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

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).



Figure 1: State Capital Markers in the center



Figure 2: Students searching for State Capitals

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

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



Figure 3: Searching for State Capitals at the Map

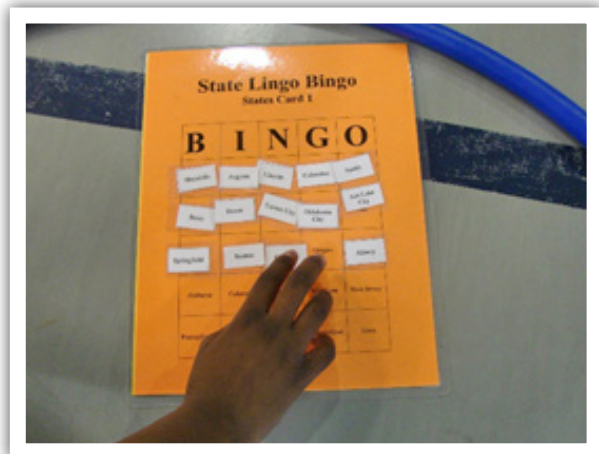


Figure 4: Working on the Blackout Bingo Challenge

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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.

### Blackout Bingo Challenge

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.

## PE2theMax's Greatest Hits

7. The team to successfully complete the Bingo Challenge the fastest will be declared the winner for that round.
3. **Would you like to have the actual State Lingo Bingo Board Game? Please email me at [pe2themax@bellsouth.net](mailto:pe2themax@bellsouth.net) and request information on obtaining a boxed set. Each set includes: 10 double sided State Bingo Cards, 10 double sided State Capital Cards, 550 each of State and State Capital Bingo Chips, plus a large (36" x 25") map of the USA that lists the States and Capitals. The bingo cards are printed on coated heavy-duty card stock, while the chips are printed on playing card-like material.**

### **Variations:**

1. After completing two or more rounds, do not allow players the ability to use the map on the wall.
2. Teams on the right side of the gym can only look at the map on the left side of the gym. Teams on the left side of the gym can only look at the map on the right side of the gym.

# State Lingo Bingo

## States Card 1

| <b>B</b>     | <b>I</b>      | <b>N</b>      | <b>G</b>    | <b>O</b>   |
|--------------|---------------|---------------|-------------|------------|
| 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       |

# State Lingo Bingo

## States Card 2

| <b>B</b>       | <b>I</b>     | <b>N</b>     | <b>G</b>   | <b>O</b>       |
|----------------|--------------|--------------|------------|----------------|
| Minnesota      | New Mexico   | Rhode Island | Washington | Arizona        |
| Delaware       | Kansas       | Mississippi  | New York   | South Carolina |
| West Virginia  | Arkansas     | Florida      | Kentucky   | Missouri       |
| North Carolina | South Dakota | Wisconsin    | California | Georgia        |
| Louisiana      | Montana      | North Dakota | Tennessee  | Wyoming        |

# State Lingo Bingo

## State Capitals Card 3

| <b>B</b>    | <b>I</b>      | <b>N</b>   | <b>G</b>     | <b>O</b>   |
|-------------|---------------|------------|--------------|------------|
| Montpelier  | Phoenix       | St. Paul   | Nashville    | Trenton    |
| Tallahassee | Cheyenne      | Augusta    | Indianapolis | Lincoln    |
| Des Moines  | Little Rock   | Madison    | Annapolis    | Boise      |
| Carson City | Oklahoma City | Jackson    | Columbia     | Harrisburg |
| Honolulu    | Albany        | Montgomery | Springfield  | Sacramento |

# State Lingo Bingo

## State Capitals Card 4

| <b>B</b>       | <b>I</b> | <b>N</b>       | <b>G</b>   | <b>O</b> |
|----------------|----------|----------------|------------|----------|
| Jefferson City | Denver   | Olympia        | Frankfort  | Dover    |
| Santa Fe       | Boston   | Juneau         | Topeka     | Columbus |
| Baton Rouge    | Atlanta  | Salt Lake City | Charleston | Austin   |
| Salem          | Lansing  | Richmond       | Providence | Hartford |
| Helena         | Raleigh  | Bismarck       | Concord    | Pierre   |

# State Lingo Bingo

## States Card 1 Answer Key

| <b>B</b>                            | <b>I</b>                         | <b>N</b>                          | <b>G</b>                           | <b>O</b>                        |
|-------------------------------------|----------------------------------|-----------------------------------|------------------------------------|---------------------------------|
| <b>Hawaii</b><br>(Honolulu)         | <b>Maine</b><br>(Augusta)        | <b>Nebraska</b><br>(Lincoln)      | <b>Ohio</b><br>(Columbus)          | <b>Texas</b><br>(Austin)        |
| <b>Idaho</b><br>(Boise)             | <b>Maryland</b><br>(Annapolis)   | <b>Nevada</b><br>(Carson City)    | <b>Oklahoma</b><br>(Oklahoma City) | <b>Utah</b><br>(Salt Lake City) |
| <b>Illinois</b><br>(Springfield)    | <b>Massachusetts</b><br>(Boston) | <b>New Hampshire</b><br>(Concord) | <b>Oregon</b><br>(Salem)           | <b>Vermont</b><br>(Montpelier)  |
| <b>Alabama</b><br>(Montgomery)      | <b>Colorado</b><br>(Denver)      | <b>Indiana</b><br>(Indianapolis)  | <b>Michigan</b><br>(Lansing)       | <b>New Jersey</b><br>(Trenton)  |
| <b>Pennsylvania</b><br>(Harrisburg) | <b>Virginia</b><br>(Richmond)    | <b>Alaska</b><br>(Juneau)         | <b>Connecticut</b><br>(Hartford)   | <b>Iowa</b><br>(Des Moines)     |

# State Lingo Bingo

## States Card 2 Answer Key

| <b>B</b>                             | <b>I</b>                         | <b>N</b>                            | <b>G</b>                          | <b>O</b>                            |
|--------------------------------------|----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| <b>Minnesota</b><br>(St. Paul)       | <b>New Mexico</b><br>(Santa Fe)  | <b>Rhode Island</b><br>(Providence) | <b>Washington</b><br>(Olympia)    | <b>Arizona</b><br>(Phoenix)         |
| <b>Delaware</b><br>(Dover)           | <b>Kansas</b><br>(Topeka)        | <b>Mississippi</b><br>(Jackson)     | <b>New York</b><br>(Albany)       | <b>South Carolina</b><br>(Columbia) |
| <b>West Virginia</b><br>(Charleston) | <b>Arkansas</b><br>(Little Rock) | <b>Florida</b><br>(Tallahassee)     | <b>Kentucky</b><br>(Frankfort)    | <b>Missouri</b><br>(Jefferson City) |
| <b>North Carolina</b><br>(Raleigh)   | <b>South Dakota</b><br>(Pierre)  | <b>Wisconsin</b><br>(Madison)       | <b>California</b><br>(Sacramento) | <b>Georgia</b><br>(Atlanta)         |
| <b>Louisiana</b><br>(Baton Rouge)    | <b>Montana</b><br>(Helena)       | <b>North Dakota</b><br>(Bismarck)   | <b>Tennessee</b><br>(Nashville)   | <b>Wyoming</b><br>(Cheyenne)        |

# State Lingo Bingo

## State Capitals Card 3 Answer Key

| <b>B</b>                 | <b>I</b>                    | <b>N</b>                 | <b>G</b>                  | <b>O</b>                     |
|--------------------------|-----------------------------|--------------------------|---------------------------|------------------------------|
| Montpelier<br>(Vermont)  | Phoenix<br>(Arizona)        | St. Paul<br>(Minnesota)  | Nashville<br>(Tennessee)  | Trenton<br>(New Jersey)      |
| Tallahassee<br>(Florida) | Cheyenne<br>(Wyoming)       | Augusta<br>(Maine)       | Indianapolis<br>(Indiana) | Lincoln<br>(Nebraska)        |
| Des Moines<br>(Iowa)     | Little Rock<br>(Arkansas)   | Madison<br>(Wisconsin)   | Annapolis<br>(Maryland)   | Boise<br>(Idaho)             |
| Carson City<br>(Nevada)  | Oklahoma City<br>(Oklahoma) | Jackson<br>(Mississippi) | Columbia<br>(S. Carolina) | Harrisburg<br>(Pennsylvania) |
| Honolulu<br>(Hawaii)     | Albany<br>(New York)        | Montgomery<br>(Alabama)  | Springfield<br>(Illinois) | Sacramento<br>(California)   |

# State Lingo Bingo

## State Capitals Card 4 Answer Key

| <b>B</b>                     | <b>I</b>                  | <b>N</b>                 | <b>G</b>                     | <b>O</b>                  |
|------------------------------|---------------------------|--------------------------|------------------------------|---------------------------|
| Jefferson City<br>(Missouri) | Denver<br>(Colorado)      | Olympia<br>(Washington)  | Frankfort<br>(Kentucky)      | Dover<br>(Delaware)       |
| Santa Fe<br>(New Mexico)     | Boston<br>(Massachusetts) | Juneau<br>(Alaska)       | Topeka<br>(Kansas)           | Columbus<br>(Ohio)        |
| Baton Rouge<br>(Louisiana)   | Atlanta<br>(Georgia)      | Salt Lake City<br>(Utah) | Charleston<br>(W. Virginia)  | Austin<br>(Texas)         |
| Salem<br>(Oregon)            | Lansing<br>(Michigan)     | Richmond<br>(Virginia)   | Providence<br>(Rhode Island) | Hartford<br>(Connecticut) |
| Helena<br>(Montana)          | Raleigh<br>(N. Carolina)  | Bismarck<br>(N. Dakota)  | Concord<br>(New Hampshire)   | Pierre<br>(S. Dakota)     |

# State Capitals Cut Outs

(Printed on a **different** colored paper than the State Cut Outs)

|                |               |                |              |            |
|----------------|---------------|----------------|--------------|------------|
| Montpelier     | Phoenix       | St. Paul       | Nashville    | Trenton    |
| Tallahassee    | Cheyenne      | Augusta        | Indianapolis | Lincoln    |
| Des Moines     | Little Rock   | Madison        | Annapolis    | Boise      |
| Carson City    | Oklahoma City | Jackson        | Columbia     | Harrisburg |
| Honolulu       | Albany        | Montgomery     | Springfield  | Sacramento |
| Jefferson City | Denver        | Olympia        | Frankfort    | Dover      |
| Santa Fe       | Boston        | Juneau         | Topeka       | Columbus   |
| Baton Rouge    | Atlanta       | Salt Lake City | Charleston   | Austin     |
| Salem          | Lansing       | Richmond       | Providence   | Hartford   |
| Helena         | Raleigh       | Bismarck       | Concord      | Pierre     |

# State Cut Outs

(Printed on a **different** colored paper than the State Capitals Cut Outs)

|                |               |               |             |                |
|----------------|---------------|---------------|-------------|----------------|
| 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           |
| Minnesota      | New Mexico    | Rhode Island  | Washington  | Arizona        |
| Delaware       | Kansas        | Mississippi   | New York    | South Carolina |
| West Virginia  | Arkansas      | Florida       | Kentucky    | Missouri       |
| North Carolina | South Dakota  | Wisconsin     | California  | Georgia        |
| Louisiana      | Montana       | North Dakota  | Tennessee   | Wyoming        |

## Stay ComPOSED K-8

### Objective:

The game of Stay ComPOSED will introduce basic Yoga poses to help students practice being still in a world filled with chaos. **Note:** *static/dynamic poses can be used to replace the word "Yoga" if necessary.* Stay ComPOSED also provides a fun, high-energy outlet for students to reinforce fitness skills and practice number recognition, number comparisons, and determining "greater than" and "less than."

### Equipment:

- Dice (two different colored dice per hoop that is on the midline)
- Hula Hoops (8-12 on the midline)
- Large container with noodle sections/pieces or mini noodles (300+).  
**Note:** *substitute Popsicle sticks or anything else if noodle sections are unavailable.*
- Jerseys or wristbands to distinguish each team's captains
- Posters or picture cards of Yoga/static poses (See Figure 1 and 2 for examples).



Noodle sections

### Procedure:

Before classes arrive, place all of the hoops, side by side, on the midline with two different colored dice inside each hoop. Place one container of noodle pieces at the intersection of the midline and sideline. Place the Yoga posters on the wall or cards on the ground on the opposite side of where the noodle pieces are located (see diagram for set up). The **object** of the game for each team is to win the most noodle pieces in order to build more 5-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. Select 3-5 Captains from each team and give them a wristband to wear. **Note:** *stop the game every 5-10 minutes to select new captains.* On the signal "go," each student will go and look at the pictures to select and perform any Yoga pose for 5 seconds (See Figure 3). **Note:** *students must count the 5 seconds out loud using the 1 Mississippi, 2 Mississippi, or 1-one thousand, 2-one thousand method.* Upon completing the 5-second pose, each student must perform 1 push up. **Note:** *the exercise can be changed to any exercise deemed appropriate by the teacher.* Each student is allowed to go and get one noodle piece from the container every time he or she completes this process. Once a noodle piece is earned, the player must drop it off inside any of the center hoops. When the fifth noodle piece has been placed in a hoop, each team must alert a captain to come over and face-off against one of the opposing team's captains. A "face-off" is when two captains meet at a hoop with each captain picking up a die and rolling the die inside the hoop to determine who has the higher number (See Figure 4). **Note:** *make sure to leave the dice inside each hoop.* All captains who roll the "greater than" number will get to claim all 5 noodle pieces from inside the hoop to take back to

# PE2theMax's Greatest Hits

their team's end line to create a 5-block tower. Every 5-block tower created represents 1 point (See Figure 5). **Note:** *players must perform a re-roll of the dice if they roll the same numbers.*

The process of performing 5-second poses and 1 push up to earn blocks in order for captains to face off to earn 5 blocks will continue for the entire game. The team with the most 5-block towers, when the time expires or when there are no more blocks, will be declared the champions for that round or for the day. Clean up by performing a 10-second count down while students return the blocks to the container before starting a new round.

## Rules and Safety:

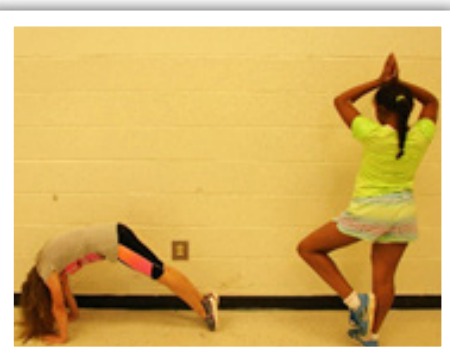
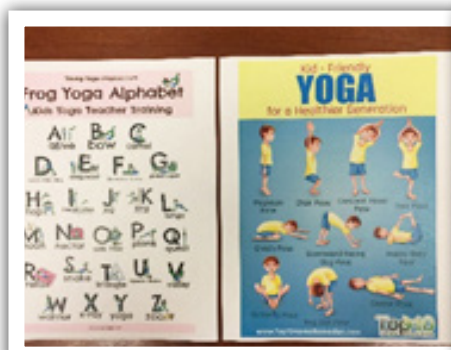
1. All 5-second Yoga/static poses and exercises must be performed in the designated area before going to retrieve 1 noodle piece.
2. All individual noodle pieces earned must be placed inside any hoop with less than 4 noodle pieces.
3. Only captains may face off to win the 5 noodle pieces.
4. A "face-off" is when two captains 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.*
5. All captains must perform a re-roll of the dice if they roll the same numbers.
6. Captains 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. All captains who roll the higher number will collect all 5 noodle pieces from inside the hoop to take back to their team's end line to create a 5-block tower.
8. 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.

## Variations:

1. Eliminate the use of captains and having to drop the dice off at a hoop. Instead, allow students to immediately take their earnings to their end line to create the 5-block towers.
2. Place four dice in each hoop. For example, two green dice and two red dice. The combination of adding two dice will make it tougher to determine number outcomes.
3. Allow students the option of creating their own 5-second poses. You will see some real creative poses if you allow them this option.
4. Increase the duration of holding the Yoga pose to 10 seconds.
5. Eliminate using the dice and play Rock, Paper, Scissors, shoot to determine winners.
6. Eliminate the Yoga poses and create an exercise options list for students to choose from in order to earn noodle pieces.



Figures 1 and 2: Examples of Yoga posters and task cards

Figure 3: Holding one of the 5-second poses

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

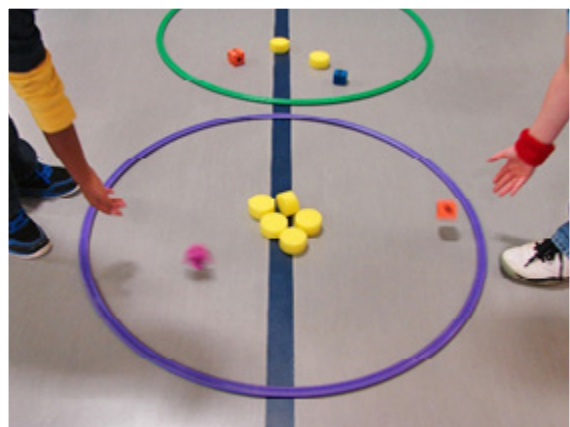


Figure 4: Captains face off for the 5 noodle pieces

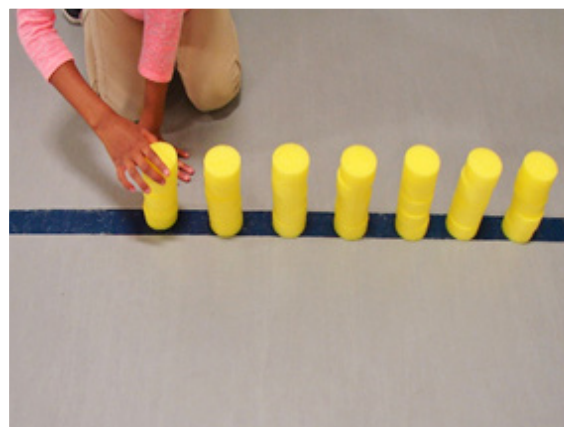
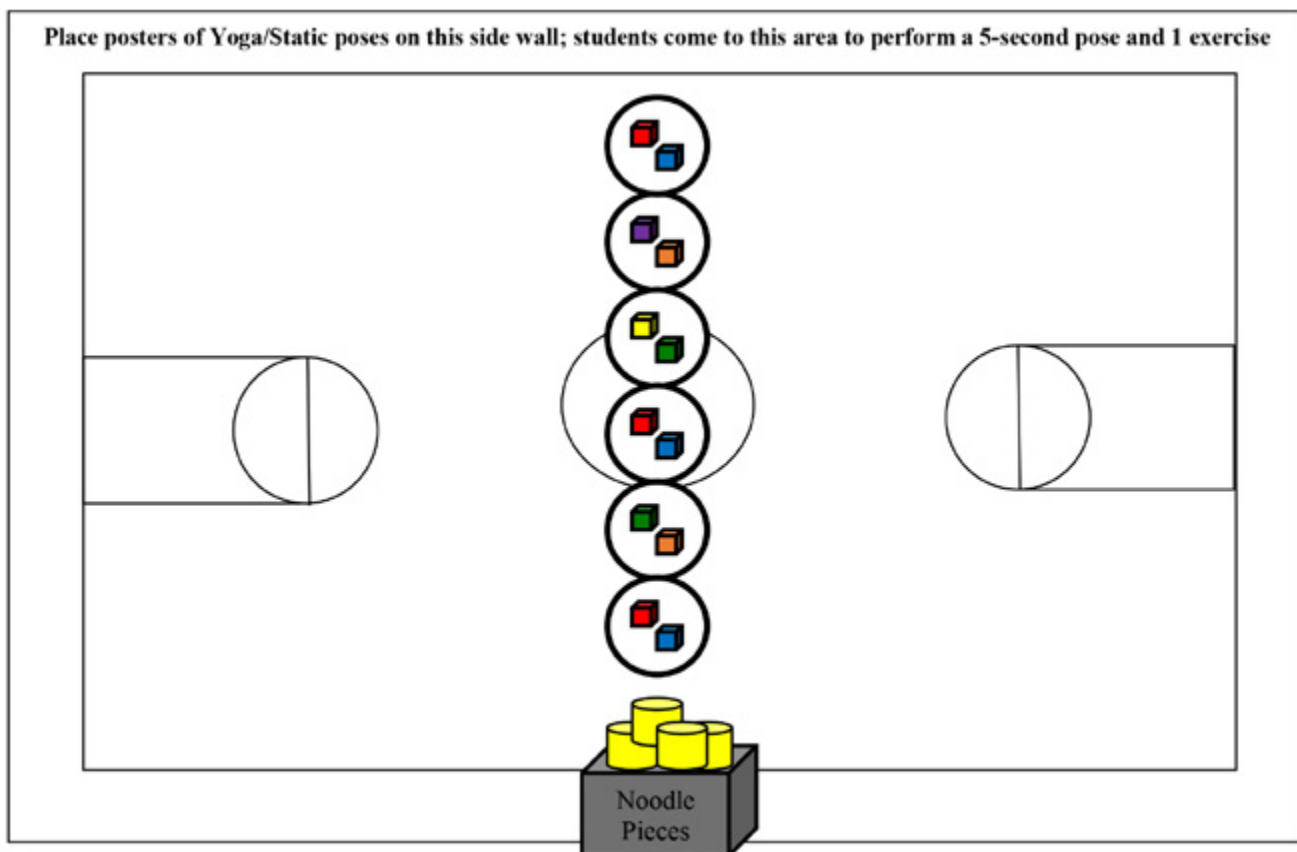


Figure 5: Captain building a 5-block tower

### Stay ComPOSED • Diagram

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# PE2theMax's Greatest Hits

## 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. Play money bills. Many packs contain (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.
3. Plastic coins set. Many packs contain at least 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars.
4. 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.

### 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). Each player on a team must retrieve one of every coin or bill on their sheet



Figure 1: Money scattered in center



Figure 2: Finding money at the Bank

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

(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 1<sup>st</sup> 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:

1. 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.
2. 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.
3. Each player on a team must retrieve one of every coin or bill on their sheet.
4. Teammates must place their money answers inside their hoop.
5. The team to successfully collect the correct

amount of each of the coins and bills will be declared the winner for that round.

### Variations:

1. Game 2: each team chooses one coin and one bill and must find 10 of each of them to win. Remember, one coin or bill per lap, per person. **Hint:** pick a coin and bill that you think most teams won't choose. **Note:** *the requirement for each coin can be any number the teacher chooses.*
2. Addition Game 3: the first team to collect \$186.91 will be declared the winner. Remember, one coin or bill per lap, per person. **Hint:** the quickest way to earn \$186.91 is to collect one of each coin and bill with the exception of the Sacagawea coin.
3. Addition Game 4: make up a new, easier amount for each team to collect, especially for the younger classes. Remember, one coin or bill per lap, per person.



Figure 3: Matching found coins to the Coins Sheet

# United States Money: Coins

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**Penny** = 1¢



**Nickel** = 5¢



**Dime** = 10¢



**Quarter** = 25¢



**Half Dollar** = 50¢



**Sacagawea Dollar** = \$1.00

# United States Money: Bills



= \$1.00



= \$5.00



= \$10.00



= \$20.00



= \$50.00



= \$100.00

# PE2theMax's Greatest Hits

## What's in Your Wallet? 3-8

**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:

- 1 hula hoop per group of 3-4 students
- 1 copy of the Money Word Problems Task Sheet per group
- Play money bills. Many packs contain (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.
- Plastic coins set. Many packs contain at least 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars.
- 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



Figure 1: Students visiting the Bank

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). **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.

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!



Figure 2: Teammates solving word problems



Figure 3: Correct way to display answers

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

# PE2theMax's Greatest Hits

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.

## Variations:

1. Task sheets C and D are written to be progressively harder than A and B and may require a little more time to solve each problem.
2. Allow players to get more than one bill or coin at a time from the Bank.
3. **Simplify or increase the money word problem difficulty level on each Money Word Problem Task sheets based on your students learning levels. Google "money word problems" to get a variety of ideas.**
4. Simplify exercise/fitness skills by writing 3-4 skills on the dry erase board. Choose skills from the fitness list on the task sheet or create new fitness skills you want to focus on. Each student must choose a new skill until all have been completed before starting over.

## Answers for Money Word Problems-Task Sheets A-D:

### Sheet A

1. \$75.00
2. \$2.26
3. .56¢
4. \$111.00
5. \$40.00
6. \$1.75
7. \$16.00
8. .95¢
9. \$10.00
10. .50¢ + .25¢ + .01¢

### Sheet B

1. \$120.00
2. \$6.51
3. \$1.25
4. \$250.00
5. \$55.00
6. \$5.25
7. \$60.00
8. .90¢
9. \$20.00
10. \$1.50

### Sheet C

1. \$50.00
2. \$20.31
3. \$156.00
4. \$10.50
5. \$1.03
6. \$101.25
7. .60¢
8. \$175.00
9. \$1.70
10. \$60.00

### Sheet D

1. \$50.00
2. \$25.10
3. \$90.00
4. .76¢
5. \$2.10
6. \$6.00
7. \$2.10
8. \$30.00
9. \$225.00
10. \$50.00

# Money Word Problems-Task Sheet A

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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. \_\_\_\_\_

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

## Money Word Problems-Task Sheet B

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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 \$81.00 and \$39.00? \_\_\_\_\_
2. How much is six dollars, five dimes, and one penny? \_\_\_\_\_
3. Shae has 4 quarters. Her mom gives her 4 nickels, and 5 pennies. How much money does she have now? \_\_\_\_\_
4. After buying Beats Headphones for \$199.00, Zane has \$51.00 left. How much money did Zane have to begin with? \_\_\_\_\_
5. How much is three 10-dollar bills, one 5 dollar bill, and one 20-dollar bill? \_\_\_\_\_
6. Diamond gives \$4.75 to Niyah. If Diamond started with \$10.00, how much money does she have left? \_\_\_\_\_
7. Maverick earns \$20.00 per hour working. If he works 3 hours, how much money will Maverick earn? \_\_\_\_\_
8. What is \$1.70¢ minus .80¢? \_\_\_\_\_
9. Maylen worked to earn \$100.00. If she worked for 5 hours, how much money does Maylen earn per hour? \_\_\_\_\_
10. What is .75¢ plus .75¢? Show your answer in money. \_\_\_\_\_

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

# Money Word Problems-Task Sheet C

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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. Jill starts with \$63.00 and spends \$13.00 on iTunes? Grace spends \$9.00 on iTunes. How much money does Jill have left? \_\_\_\_\_
2. Find the total of \$9.64 and \$10.67? \_\_\_\_\_
3. One video game costs \$39.00. How much does 4 video games cost? \_\_\_\_\_
4. Sam has \$50.00. He wants to buy a skateboard for \$42.00 and a helmet for \$18.50. How much more money will he need? \_\_\_\_\_
5. Lauren had 2 dimes and 4 nickels. She earned 1 quarter, 3 dimes, and 8 pennies. How much money does she have now? \_\_\_\_\_
6. Jason has \$109.00 and Jenna has \$7.75. How much more does Jason have than Jenna? \_\_\_\_\_
7. How much is 4 groups of coins with 1 dime and 1 nickel in each group? \_\_\_\_\_
8. Cade sells pencils for .35¢ each. He sells 500 pencils. How much money is Cade owed? \_\_\_\_\_
9. \$8.50 is shared equally by 5 friends. How much money should each friend receive? \_\_\_\_\_
10. Jayla has \$80.00 in savings. She spends  $\frac{1}{4}$  of her money. How much money does she still have saved? \_\_\_\_\_

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

## Money Word Problems-Task Sheet D

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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. Jeff earned \$250.00 from helping his dad. He has plans to spend  $\frac{1}{5}$  of his earnings. How much money does he plan to spend? \_\_\_\_\_
2. Ray sells some video games to 4 friends. He is paid \$100.40. If each friend spent the same amount of money, how much money did each friend pay to Ray? \_\_\_\_\_
3. Kim buys a nice jacket during a huge 20% off sale. If Kim pays \$75.00, what was the original price? \_\_\_\_\_
4. Jake has \$105.00. He wants to buy a football helmet for \$80.40 and a football for \$25.36. How much more money will he need? \_\_\_\_\_
5. What is 30% of \$7.00? \_\_\_\_\_
6. Kelly wants to buy 8 bags of popcorn to give to her friends. Each bag costs .75¢. How much total money will Kelly spend? \_\_\_\_\_
7. How much is 3 groups of coins with 2 quarters and 2 dimes in each group? \_\_\_\_\_
8. Zana buys 100 cupcakes for 25¢ a piece and sells every cupcake for .55¢ each. How much profit does Zana make? \_\_\_\_\_
9. \$900.00 is shared equally by 4 friends. How much money should each friend receive? \_\_\_\_\_
10. Jayla received \$200.00 for her birthday. She spends  $\frac{3}{4}$  of her money. How much money does she still have saved? \_\_\_\_\_

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

# Money Word Problems Answer Key-Task Sheet A

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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?                                                                 | <b>\$75.00</b>            |
| 2. How much is one dollar, five quarters, and one penny?                                                   | <b>\$2.26</b>             |
| 3. Macy has 1 quarter. Her mom gives her 4 nickels, 1 dime, and 1 penny. How much money does she have now? | <b>.56¢</b>               |
| 4. After buying an iPod for \$90.00, Josie has \$21.00 left. How much money did Josie have to begin with?  | <b>\$111.00</b>           |
| 5. How much is one 10-dollar bill, two 5 dollar bills, and one 20-dollar bill?                             | <b>\$40.00</b>            |
| 6. Nate gives \$3.25 to Jace. If Nate started with \$5.00, how much money does he have left?               | <b>\$1.75</b>             |
| 7. Janie earns \$8.00 per hour working. If she works 2 hours, how much money will Janie earn?              | <b>\$16.00</b>            |
| 8. What is \$1.35 minus .40¢?                                                                              | <b>.95¢</b>               |
| 9. Leon worked to earn \$40.00. If he worked for 4 hours, how much money does Leon earn per hour?          | <b>\$10.00</b>            |
| 10. What is the least amount of coins you would use to make .76¢? Show your answer in money.               | <b>.50¢ + .25¢ + .01¢</b> |

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

# Money Word Problems Answer Key-Task Sheet B

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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 \$81.00 and \$39.00?                                                                        | <b>\$120.00</b> |
| 2. How much is six dollars, five dimes, and one penny?                                                            | <b>\$6.51</b>   |
| 3. Shae has 4 quarters. Her mom gives her 4 nickels, and 5 pennies. How much money does she have now?             | <b>\$1.25</b>   |
| 4. After buying Beats Headphones for \$199.00, Zane has \$51.00 left. How much money did Zane have to begin with? | <b>\$250.00</b> |
| 5. How much is three 10-dollar bills, one 5 dollar bill, and one 20-dollar bill?                                  | <b>\$55.00</b>  |
| 6. Diamond gives \$4.75 to Niyah. If Diamond started with \$10.00, how much money does she have left?             | <b>\$5.25</b>   |
| 7. Maverick earns \$20.00 per hour working. If he works 3 hours, how much money will Maverick earn?               | <b>\$60.00</b>  |
| 8. What is \$1.70¢ minus .80¢?                                                                                    | <b>.90¢</b>     |
| 9. Maylen worked to earn \$100.00. If she worked for 5 hours, how much money does Maylen earn per hour?           | <b>\$20.00</b>  |
| 10. What is .75¢ plus .75¢? Show your answer in money.                                                            | <b>\$1.50</b>   |

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

# Money Word Problems Answer Key-Task Sheet C

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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. Jill starts with \$63.00 and spends \$13.00 on iTunes? Grace spends \$9.00 on iTunes. How much money does Jill have left? | <b>\$50.00</b>  |
| 2. Find the total of \$9.64 and \$10.67?                                                                                     | <b>\$20.31</b>  |
| 3. One video game costs \$39.00. How much does 4 video games cost?                                                           | <b>\$156.00</b> |
| 4. Sam has \$50.00. He wants to buy a skateboard for \$42.00 and a helmet for \$18.50. How much more money will he need?     | <b>\$10.50</b>  |
| 5. Lauren had 2 dimes and 4 nickels. She earned 1 quarter, 3 dimes, and 8 pennies. How much money does she have now?         | <b>\$1.03</b>   |
| 6. Jason has \$109.00 and Jenna has \$7.75. How much more does Jason have than Jenna?                                        | <b>\$101.25</b> |
| 7. How much is 4 groups of coins with 1 dime and 1 nickel in each group?                                                     | <b>.60¢</b>     |
| 8. Cade sells pencils for .35¢ each. He sells 500 pencils. How much money is Cade owed?                                      | <b>\$175.00</b> |
| 9. \$8.50 is shared equally by 5 friends. How much money should each friend receive?                                         | <b>\$1.70</b>   |
| 10. Jayla has \$80.00 in savings. She spends $\frac{1}{4}$ of her money. How much money does she still have saved?           | <b>\$60.00</b>  |

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

# Money Word Problems Answer Key-Task Sheet D

- |                                          |                             |
|------------------------------------------|-----------------------------|
| a) Hop 20 times (10 hops on each foot)   | e) Perform 10 sit ups       |
| b) Jog 1 lap around the boundaries       | f) Perform 8 knee bends     |
| c) Perform 10 jumps with your rope       | g) Perform 20 jumping jacks |
| d) Perform 5 forward lunges on each foot | 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. Jeff earned \$250.00 from helping his dad. He has plans to spend $\frac{1}{5}$ of his earnings. How much money does he plan to spend?                   | <b>\$50.00</b>  |
| 2. Ray sells some video games to 4 friends. He is paid \$100.40. If each friend spent the same amount of money, how much money did each friend pay to Ray? | <b>\$25.10</b>  |
| 3. Kim buys a nice jacket during a huge 20% off sale. If Kim pays \$75.00, what was the original price?                                                    | <b>\$90.00</b>  |
| 4. Jake has \$105.00. He wants to buy a football helmet for \$80.40 and a football for \$25.36. How much more money will he need?                          | <b>.76¢</b>     |
| 5. What is 30% of \$7.00?                                                                                                                                  | <b>\$2.10</b>   |
| 6. Kelly wants to buy 8 bags of popcorn to give to her friends. Each bag costs .75¢. How much total money will Kelly spend?                                | <b>\$6.00</b>   |
| 7. How much is 3 groups of coins with 2 quarters and 2 dimes in each group?                                                                                | <b>\$2.10</b>   |
| 8. Zana buys 100 cupcakes for 25¢ a piece and sells every cupcake for .55¢ each. How much profit does Zana make?                                           | <b>\$30.00</b>  |
| 9. \$900.00 is shared equally by 4 friends. How much money should each friend receive?                                                                     | <b>\$225.00</b> |
| 10. Jayla received \$200.00 for her birthday. She spends $\frac{3}{4}$ of her money. How much money does she still have saved?                             | <b>\$50.00</b>  |

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

## Connect 4-Fun — 3-8

### Objective:

Derived from the classic game of Connect Four (by Milton Bradley), the teamwork game of **Connect 4-Fun** will get everyone active and hyped about whose team is going to demonstrate the best communication and strategy.

### Equipment:

- Hula Hoops (1 per team)
- Noodle pieces/blocks (preferably 100-200 of two different colors, each stored in their own container)
- Connect 4-Fun Template (1 per team; I highly recommend printing both templates, laminating and then taping both sections together; see Figures 1 and 2)
- Bucket of wristbands (or anything to represent points)

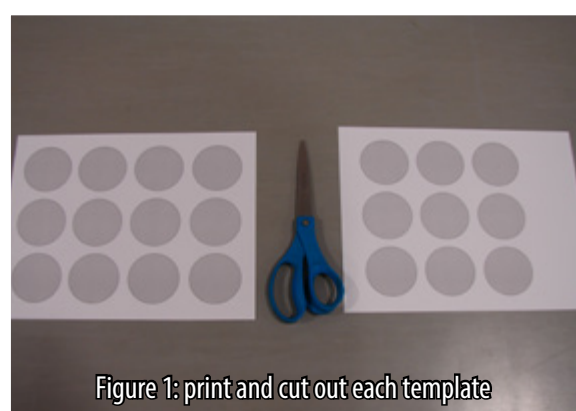


Figure 1: print and cut out each template

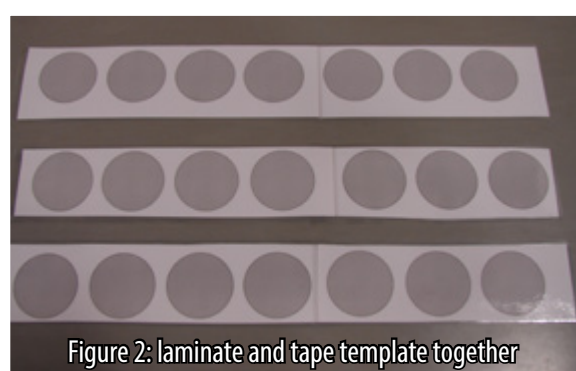


Figure 2: laminate and tape template together

- Traffic cones to create a jogging loop

### Procedure:

Before classes arrive, create a jogging loop with the traffic cones and randomly spread out the hula hoops within the jogging loop. Place one copy of the Connect 4-Fun Template inside each hula hoop. Place the containers of noodle pieces (**blocks**) and point bucket on one side of the gym, but outside the boundaries or jogging loop (See Diagram and Figures 3 and 4). The **object** of the

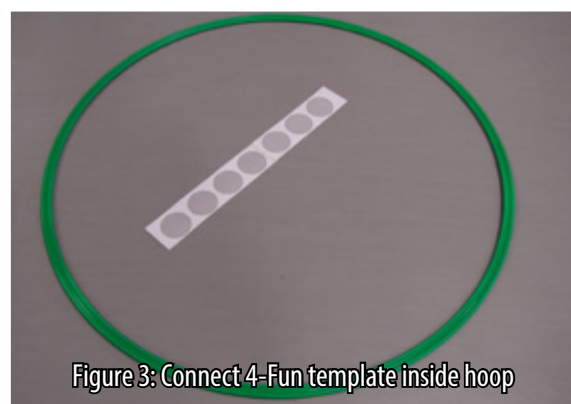


Figure 3: Connect 4-Fun template inside hoop

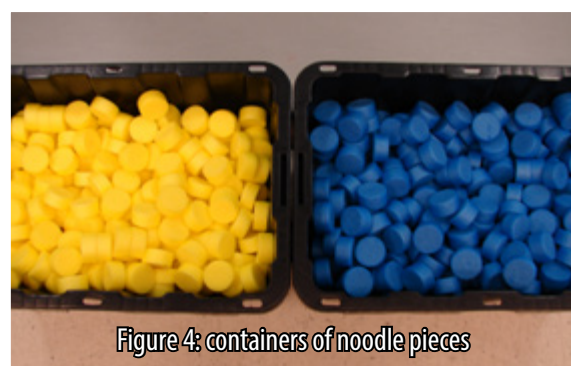


Figure 4: containers of noodle pieces

game is to outwit the opposing teams by winning as many Connect 4-Fun rounds as possible.

**To Begin:** instruct students to partner up and then find another partner group to compete against. Each 2 vs. 2 team must then go to a hoop to sit down and await further instructions. The teacher will go to each hoop and choose a blue team and a yellow team, which means that team will collect

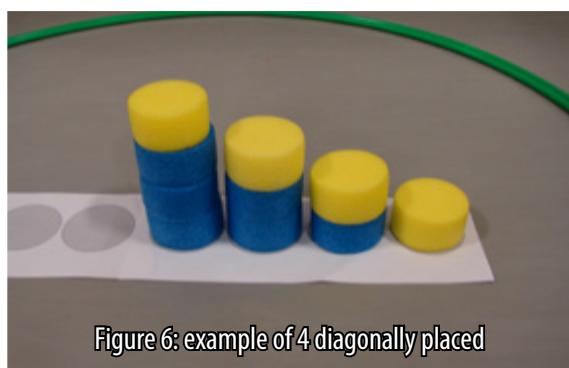
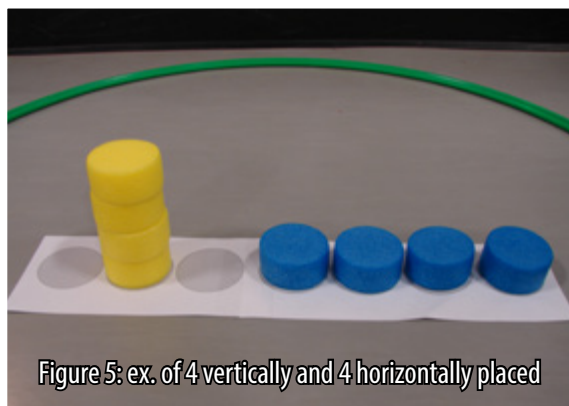
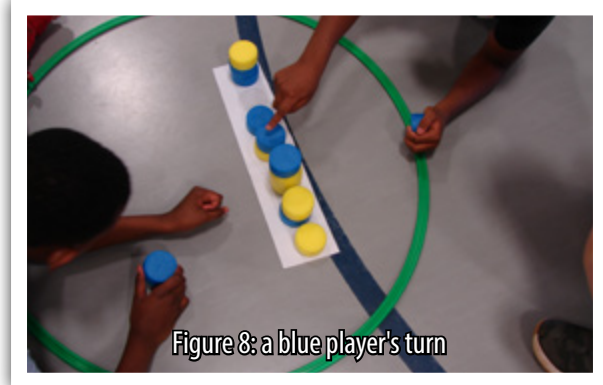
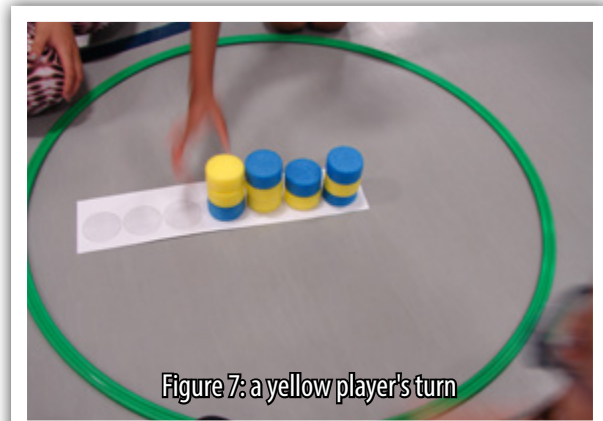
# PE2theMax's Greatest Hits

and play with that color block. Note: the teacher should explain the rules of Connect 4 to make sure everyone is on the same page.

**Connect 4 Rules:** *The objective of the game is to be the first team to form a horizontal, vertical, or diagonal line of four of one's own color blocks (See Figures 5 and 6). The first player begins by placing one of his/her blocks onto the Connect 4-Fun Template (The template has 7 columns by 6 rows). Each team will then alternate turns placing one of their blocks onto any unfilled column or spot until one team achieves four in a row — either horizontally, vertically or diagonally. The team that achieves four in a row first wins the game. However, if the game board fills up before either team achieves four in a row, then the game is a draw.*

**How to Play Connect 4-Fun:** one player from each team will play Rock, Paper, Scissors to determine whose team will go first and second for that game. Players must first earn their color blocks in order to begin play by jogging a lap. Each game begins once all players have jogged a lap, collected a block and arrived at their hoop. For example, Yellow Player 1

begins play by placing his yellow block anywhere on the template. Blue Player 1 will go next, followed by Yellow Player 2 then Blue Player 2 (See Figures 7 and 8). All players will then leave and jog another

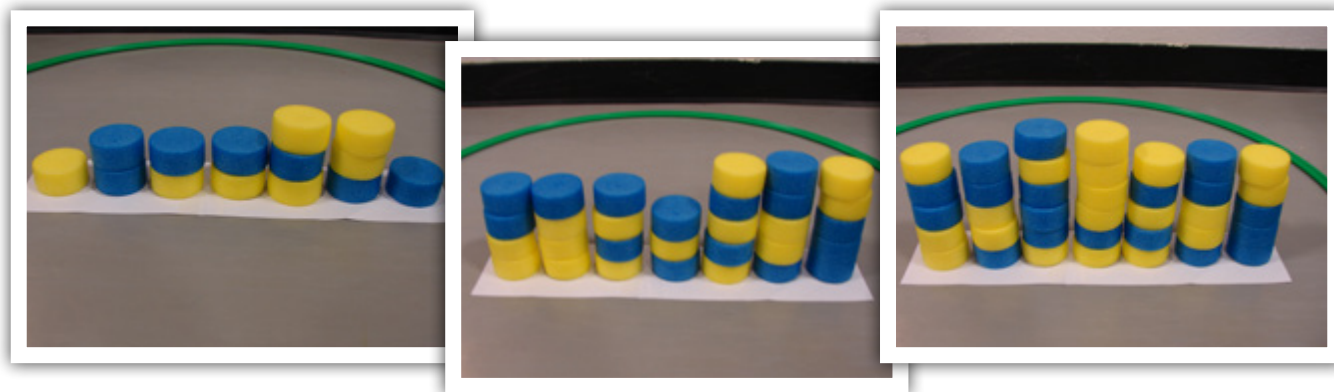


lap to earn one more block to repeat the process.

**Note:** cutting in front of cones when jogging a lap is cheating and will result in losing a wristband. Each team will continue jogging to earn blocks and playing the Connect 4-Fun game until there is a win, lose or draw. **Note:** See Figures 9-11 on various ways to win and remind students to pay attention to wins that can easily be hidden within the blocks). A win results in each player getting one wristband point. All players, regardless of a win, lose or draw must return all of the blocks to their containers before starting a new game. When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

1 wristband = Elementary level Champions

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!



**Figures 9-11: Pay attention to the game. Can you find the 3 different wins in each picture?**

2-3 wristbands = *Middle School level Champions*

4-5 wristbands = *High School level Champions*

6-7 wristbands = *College level Champions*

8+ wristbands = *Professional level Champions!!!!*

### **Rules and Safety:**

1. Players may only collect one block per lap. Cutting in front of cones when jogging a lap is cheating and will result in losing a wristband.
2. Each team must wait on their opponent's team to arrive to the hoop before making a game move with their team's block.
3. Each team must take turns when placing blocks on the template. For example, two blue players would never take back to back turns.
4. A player cannot pick up and move a block to

another spot once the player removes his or her hand from the block.

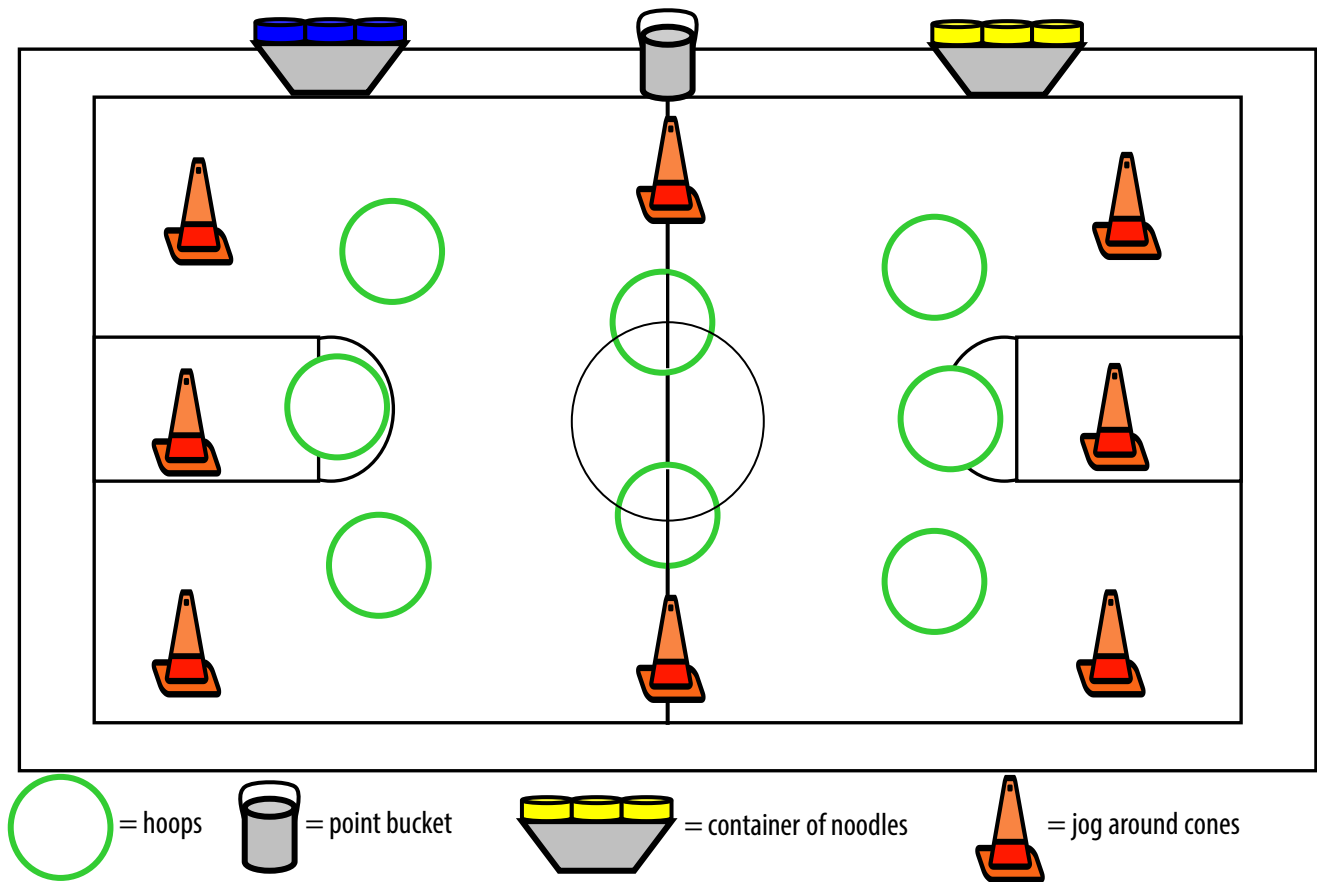
5. A win results in each player getting one wristband point.

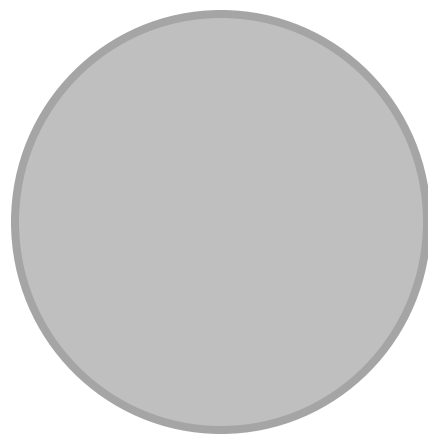
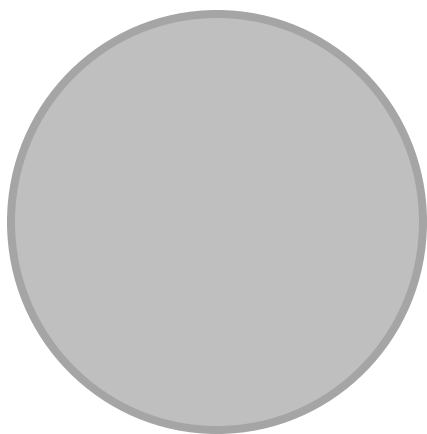
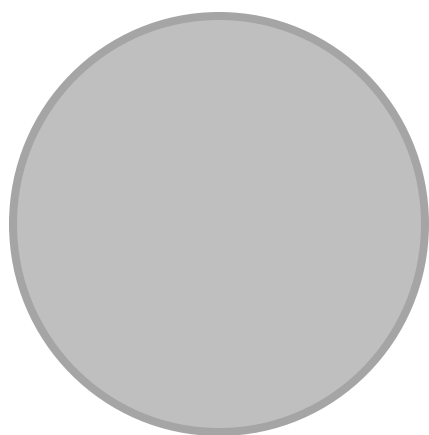
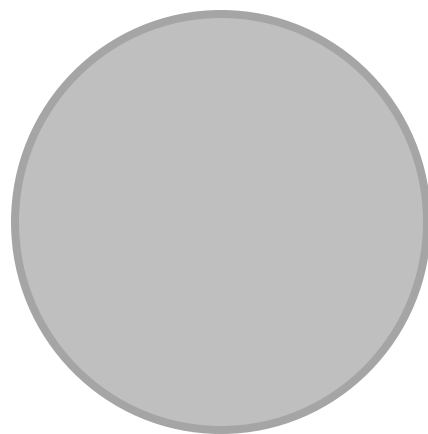
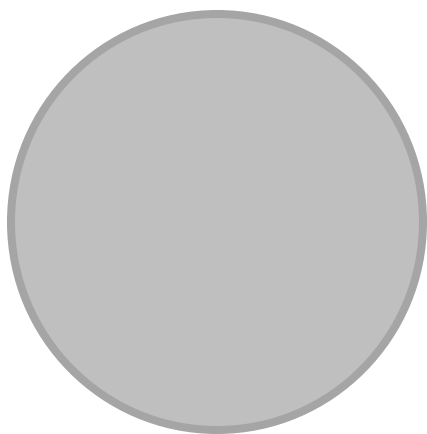
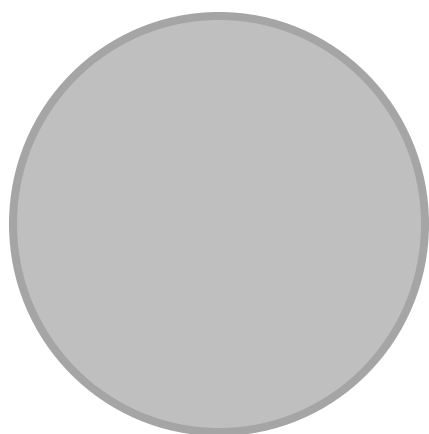
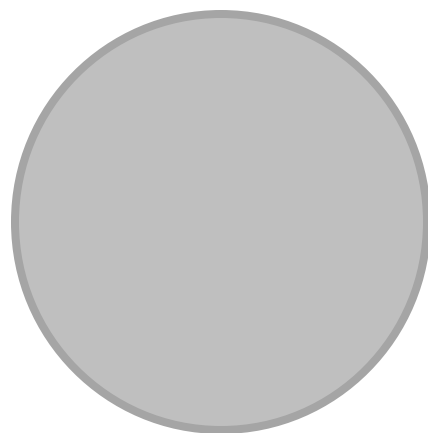
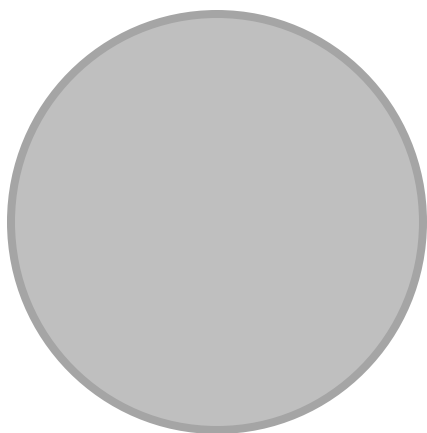
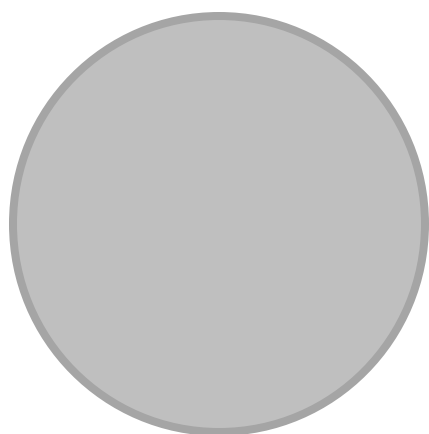
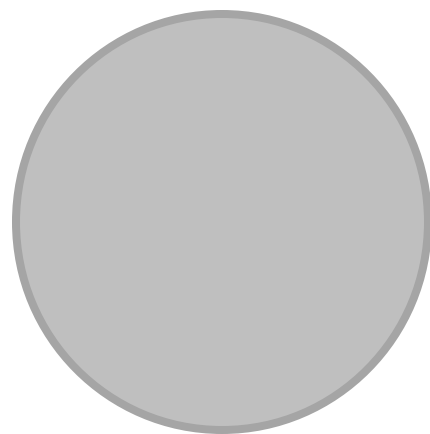
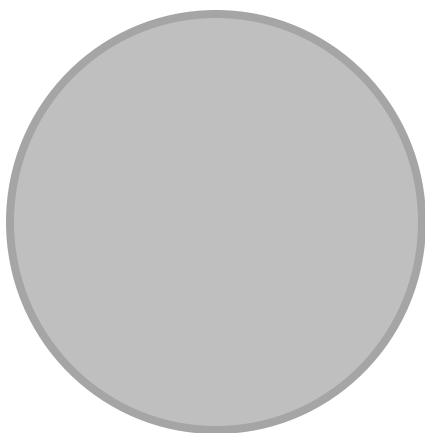
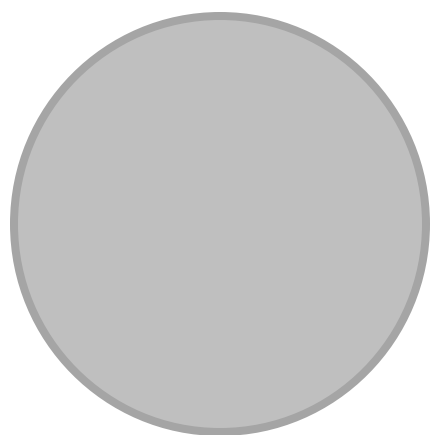
### **Variations:**

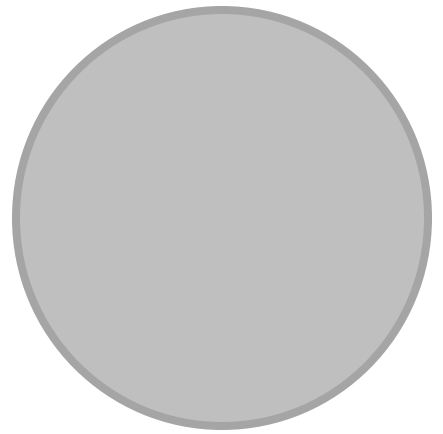
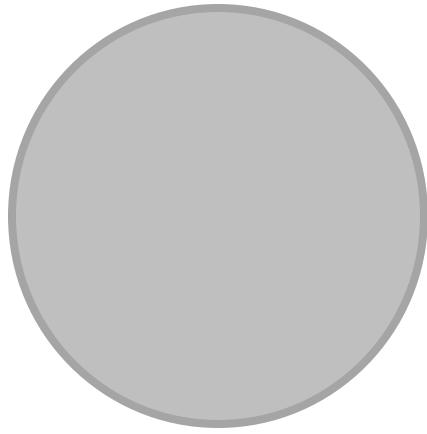
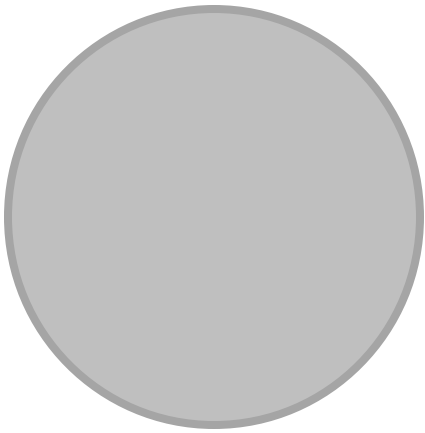
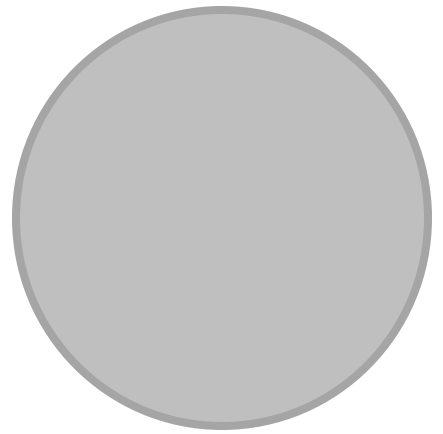
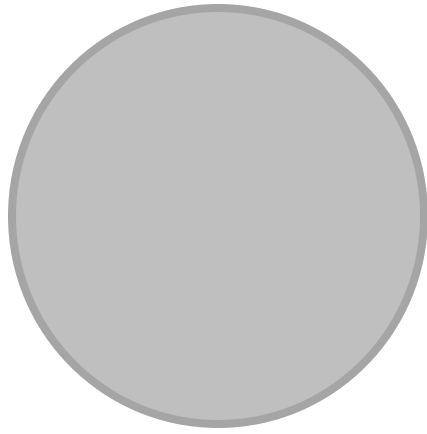
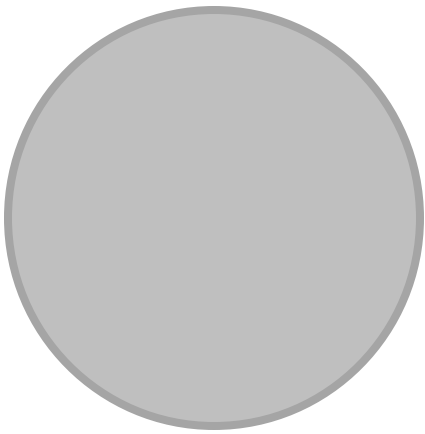
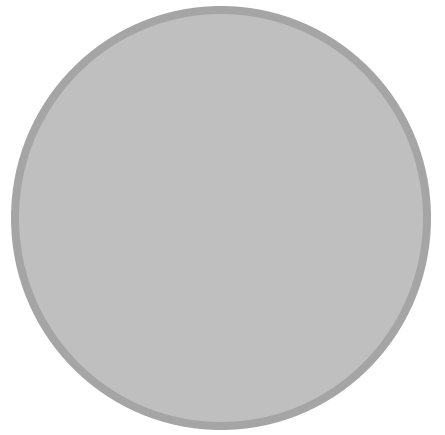
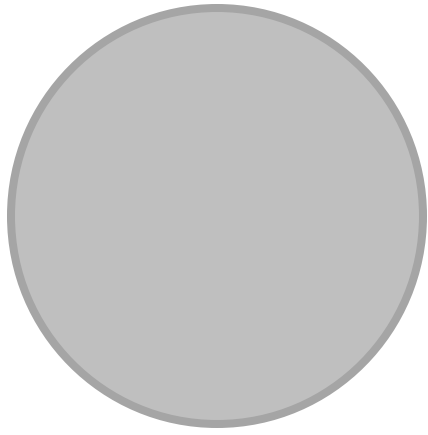
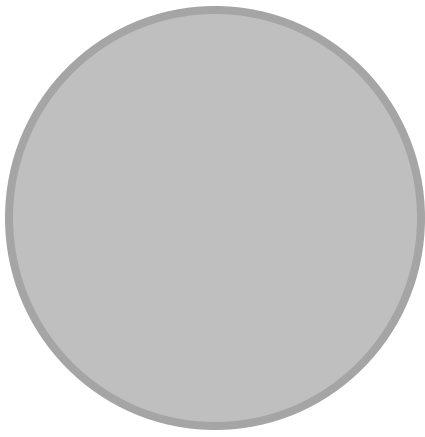
1. Copy more templates, eliminate partners and play one on one rounds. After each round or best two out of three, find a new opponent.
2. Partner teams can play the best two out of three and then the teacher can match each team up against a new opponent.
3. Change the locomotor skill from jogging to skipping, galloping, slide-stepping, etc., every 5-10 minutes for players to collect a block.

# PE2theMax's Greatest Hits

## Connect 4-Fun • Diagram







## EcSTATIC Bowling 2-8

### Objective:

EcSTATIC Bowling is the advanced and more competitive version from the original game of EcSTATIC. Teams will race to complete the cooperative bowling and static balance challenges. AND as a bonus, holding static poses is great for building core strength!

### Equipment:

- Gatorskin or playground balls (1 ball per group of three)
- Poly spots (3 poly spots per group of three; I recommend three of the same colored spots per group-See diagram). If available, use numbered spots of 1,2,3 or alphabet spots of A, B, and C to help identify the three levels.
- EcSTATIC Poses Challenge sheet (1 copy per team AND/OR taping at least 1 copy to each wall of the gym)
- Bucket of wristbands (or anything else to be used as points)
- Optional: floor tape

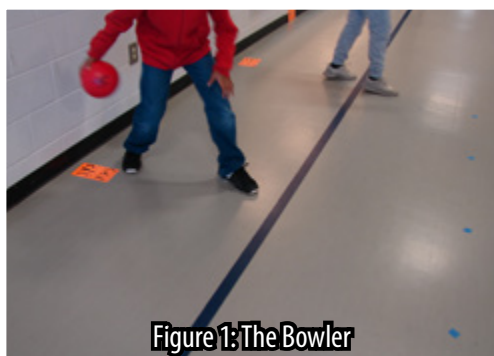


Figure 1: The Bowler



Figure 2: The Poser

### Procedure:

Before classes arrive, place each set of three poly spots in a line approximately 15', 30' and 45' away from the sideline to create each team's lane. Create about a 5-6 foot gap in between each team's lanes (see diagram for set up). **Hint:** put floor tape under each spot because the spots will accidentally get moved. Provide one ball and one copy of the EcSTATIC Poses Challenge sheet per team. The **object** of the game is for each team to work together and complete the EcSTATIC Poses Challenges and levels as many times as possible in order to earn the most points within the designated time limit.

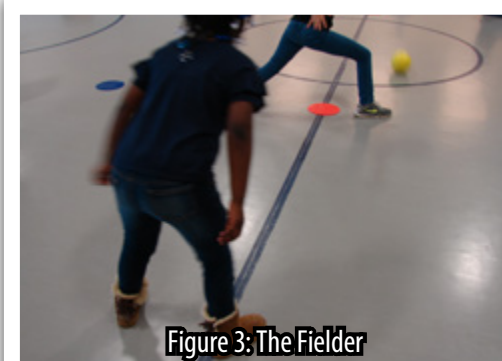


Figure 3: The Fielder

**To Begin:** Instruct students to get into groups of three and to go and sit down at the sideline in front of any set of three poly spots to await instructions. **Note:** allow one group of two (will not use a Fielder) or one group of four (will have two Fielders) if the class is not divisible by three. On the teacher's signal, all teammates will go and fill the **Bowler**, **Poser** and **Fielder** positions. The Bowler's job is to bowl the ball under the Poser's static pose (See Figure 1). The Poser's job is to perform the poses from the EcSTATIC Poses Challenge sheet at each of the 3 levels (See Figure 2). The Fielder's job is to quickly field his or her team's ball (See Figure 3).

For example, the **Team A Bowler** will bowl the ball, attempting to bowl the ball under the **Team A Poser** who is at the Level 1 spot, performing

# PE2theMax's Greatest Hits



Figure 4



Figure 5



Figure 6

the first pose (from the EcSTATIC Poses Challenge sheet) and the **Team A Fielder** will be standing behind the Poser, ready to field the bowled ball.

An unsuccessful bowl under the Poser's body will always result in the following rotation:

1. The Bowler will go to the Level 1 spot and become the Poser and repeat the same pose.
2. The Poser will become the Fielder.
3. The Fielder will become the new Bowler.
4. Each team will follow this procedure until successful.

A successful bowl under the Poser's body will result in the following procedure:

1. The Bowler will go to the Level 2 spot and become the Poser and repeat the same pose.
2. The Poser will become the Fielder.
3. The Fielder will retrieve the ball and become the Bowler.
4. A successful bowl results in following the same process, but at Level 3.

A successful bowl at the Level 3 spot results in starting the whole process over at Level 1, but performing the next skill from their EcSTATIC Poses Challenge sheet (See Figures 4-6 for examples of the static poses). One wristband per team is earned from the bucket once **ALL** six of the challenges have successfully been completed. Teammates will return to "Start" and continue completing the challenges and levels to earn as many points as possible. When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

- 1 wristband = Elementary level bowlers and posers
- 2-3 wristbands = Middle School level bowlers and posers
- 4 wristbands = High School level bowlers and posers
- 5 wristbands = College level bowlers and posers
- 6+ wristbands = Professional bowlers and posers Champions!!!!

## Rules and Safety:

1. All teams must follow the EcSTATIC Poses Challenge sheet in order from 1-6.
2. The Bowler must bowl from behind the line.
3. A bowled ball must go under the Poser's pose and be fielded by the Fielder to count as a successful bowl.
4. Posers can move their bodies to help make the roll successful as long as they maintain the ex-

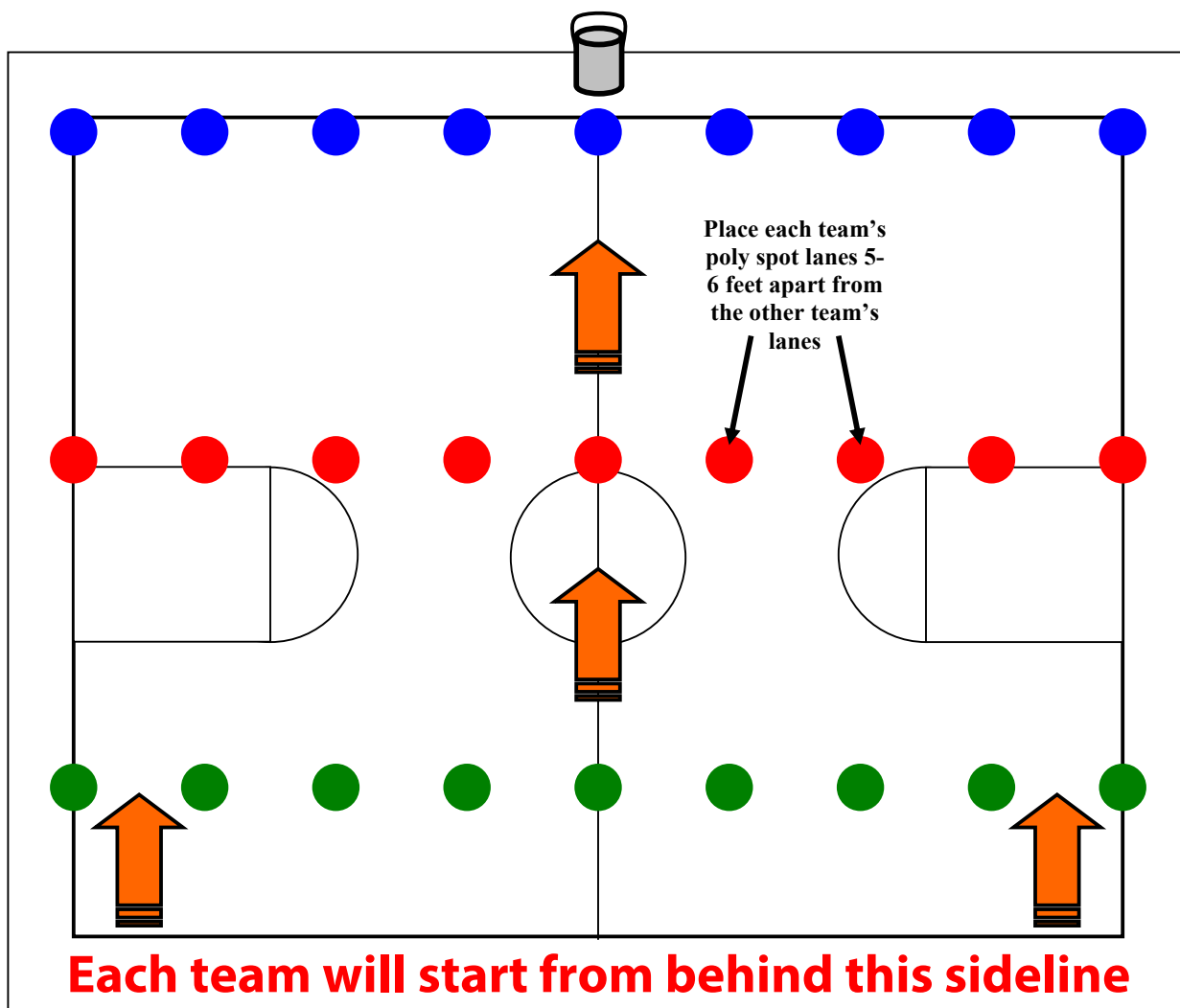
# Games Created to Maximize Skills, Participation, Teamwork, and Fun!

act pose when moving.

5. One wristband per team can only be earned after completing all 6 challenges at all three levels.
  6. Poly spots should be placed on top of the tape on the ground before a challenge can be completed, especially if it was accidentally moved off of the tape.
  7. Teams may not interfere with another team's bowling.
1. Implement a soccer pass/kick of the ball under each pose instead of bowling the ball.
  2. Smaller class sizes? Eliminate the Fielder position and have the Poser assume both roles.
  3. Any team that does not bowl under the target at Level 2 or 3 must return to the prior level and successfully complete it before going to the next level.

## Variations:

### EcSTATIC Bowling • Diagram



= Direction each team must bowl



= wristbands

● = Level 1

● = Level 2

● = Level 3

# PE2theMax's Greatest Hits

## Just Concentrate! K-8

### OBJECTIVE:

Reinforce the skills of football and teamwork with this unique, football follow up game of Just Concentrate! Just Concentrate combines the high-energy passing/throwing skills of football and hitting various targets, while also giving the brain a real workout through the matching card game of Concentration.

### EQUIPMENT: (needs are based on a class of 56)

- Foam or indoor footballs (40+; add or substitute the footballs with Gatorskin balls and/or indoor Frisbees)
- Standing Targets (8-10; use traffic cones, basketball goal and/or trashcans for additional targets)
- Decks of Concentration cards (2-4 decks)
- Traffic cones (6-10)
- Game clock or stopwatch

### PROCEDURE:

Before classes arrive, place all of the footballs in the center of the gym. Place the traffic cones on the midline to create a boundary line between the Passing Zone and targets. Set up the targets on the opposite side of the Passing Zone (See Figure 1). **Note:** consider the age level when determining placement and positioning of the various

targets. Create or section off an area and randomly spread out the decks of Concentration cards face down on the floor. (See Figure 2 and diagram for set up).

The **object** of the game is to pass the footballs through the targets to earn chances to find all of the card matches. **To Begin:** all students will pick up a football and become “**Passers**”. The goal of each Passer is to pick out a target, attempting to pass the ball through or into the target (See Figures 3-5 for examples of targets). Passers must stay behind the midline and cones within the Passing Zone while passing balls at targets (See Figure 6). Passers may travel anywhere to collect up to two balls as long as they return to the Passing Zone before passing. **Note:** remind students to look out for thrown footballs when going to collect balls. A “scored” target is when the ball completely goes through or into a target. Each score of a target allows that Passer the ability to go and turn over a card or cards depending on which Game Version is chosen by the teacher (See Figure 7). **Note:** read Game Versions choices below to determine which version will be played the first round.

**Game Version 1:** each successful score by a Passer allows the Passer to flip over one card and leave it flipped over.

**Game Version 2:** each successful score by a Passer allows the Passer to flip over two cards. If it is



Figure 1: Passing Zone and targets



Figure 2: Concentration cards face down

# Games Created to Maximize Skills, Participation, Teamwork, and Fun!

not a match, remember the location of those cards before flipping both cards back over just like in the original Concentration card game.

Players, once a match is found when playing either Game Version, will place the matches into the team bucket that is located against the back wall of the Passing Zone (See Figure 8). Play continues until all matches have been found. **Note:** *as soon as play begins, start the game clock and challenge the class to see how fast they can find all of the matches. After Round 1, announce the time and challenge the class to beat the existing time.* Return the footballs to the center and spread the cards out again before starting a new round.

## Rules and Safety:

1. Passers must stay behind the midline and cones within the Passing Zone while passing balls at targets.
2. Each score of a target allows the Passer the ability to go and turn over a card or cards depending on which Game Version is being played.
3. Passers may travel anywhere to collect up to two balls as long as they return to the Pass-

ing Zone before passing. Watch out for thrown balls!

Players turning over more cards than allowed, turning over cards without scoring a target, or cheating in anyway will result in the teacher removing two of the matches and returning them face down on the floor.

## Variations:

1. Play the Team vs. Team Version. Utilize the same set up and rules as in the original game, but place half of the targets in one quadrant of the gym and the other half of the targets in the diagonal quadrant. **See the game It's Going to Blow "Team vs. Team Edition"** for an example of set up. Teams will compete against each other to see who can earn the most matches. **Note:** *I recommend playing Game Version 2 of Just Concentrate in this variation.*
2. Replace footballs with other types of balls and/or Frisbees to be thrown at the targets.
3. Increase or decrease the space between the Passing Zone and targets by relocating the traffic cones.



Figure 3: Standing Target



Figure 4: Trashcan

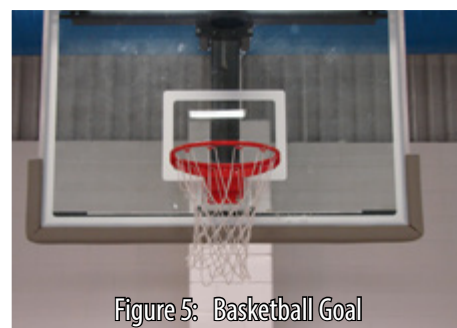


Figure 5: Basketball Goal



Figure 6: : Passing to targets

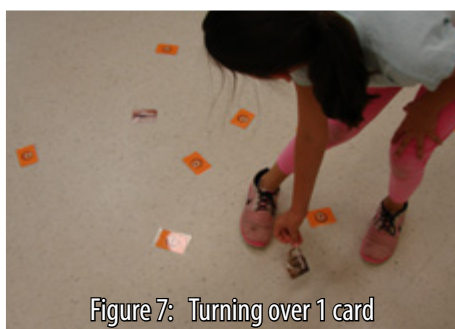


Figure 7: Turning over 1 card

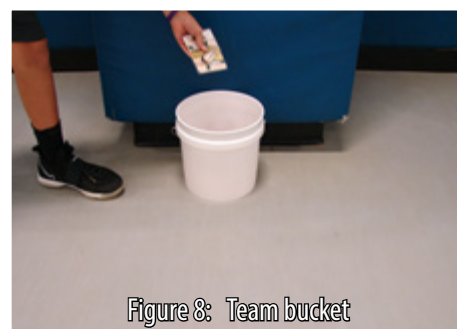
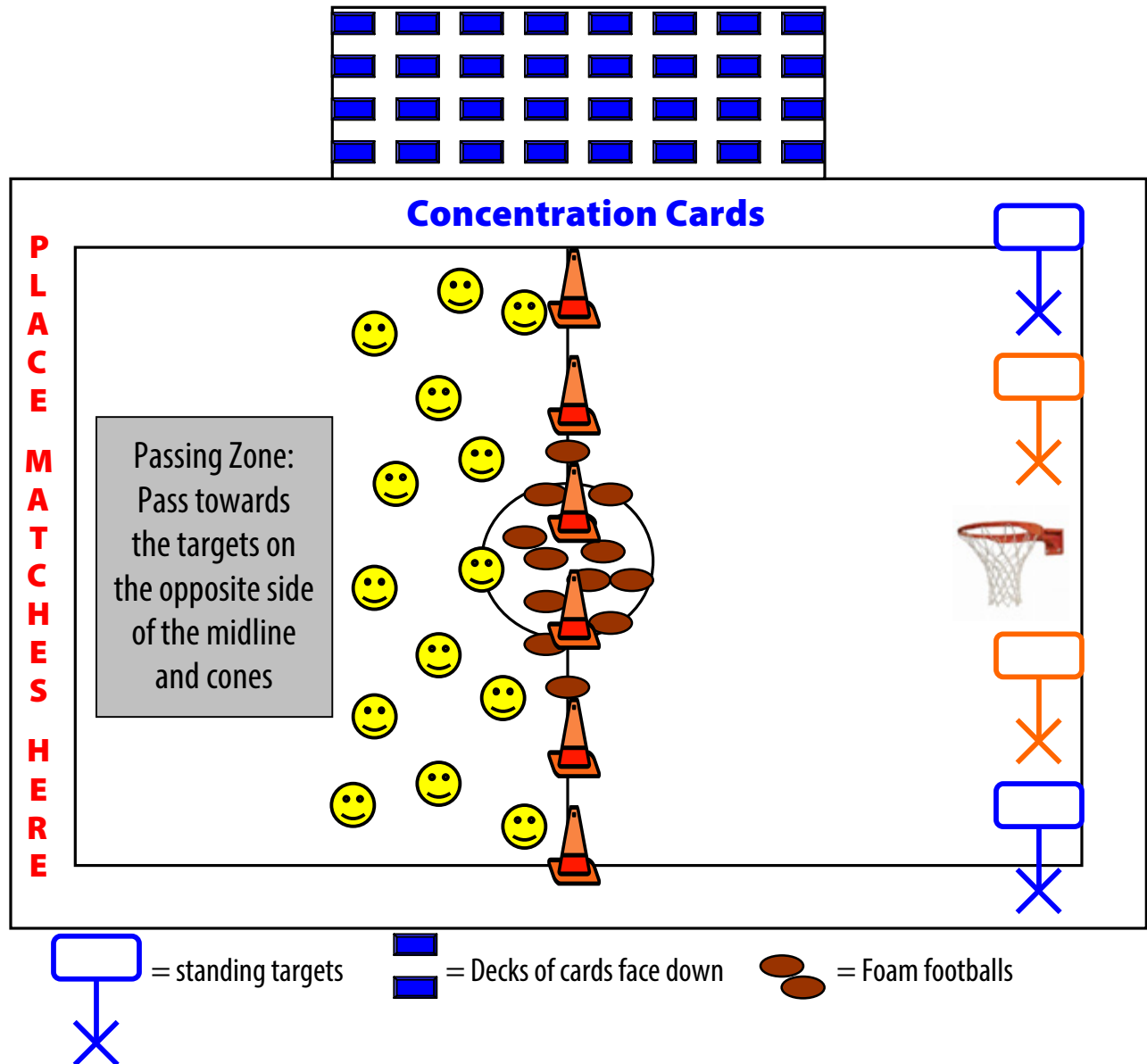


Figure 8: Team bucket

# PE2theMax's Greatest Hits

4. Move targets closer to or further away from the Passing Zone to provide differentiation for lower to higher skilled passers.
5. Scoring a basketball goal allows the Passer the right to turn over two cards in Version 1.

## Just Concentrate! • Diagram



## Let 'em Roll 2-8

### Objective:

Let 'em Roll, derived from the game of EcSTATIC Bowling is a high energy target-based game where cooperation, speed and accuracy are essential to be successful. Teams will race to complete the various target and level challenges.

### Equipment:

- Gatorskin or playground balls (1 ball per group of three)
- Poly spots (3 poly spots per group of three; I recommend three of the same colored spots per group-See diagram). If available, use numbered spots of 1,2,3 or alphabet spots of A, B, and C to help identify the three levels.
- Bowling Pins (1 per team)
- Noodle pieces/sections (5 per team)
- Sand pails or small buckets (3 per team)
- Bucket of wristbands (or anything else to be used as points)
- Optional: floor tape

### Procedure:

Before classes arrive, place each set of three poly spots in a line approximately 15', 30' and 45' away from the sideline to create each team's lane. Create about a 5-6 foot gap in between each team's

lanes (see diagram for set up). **Hint:** put floor tape under each spot because the spots will accidentally get moved. Provide one ball, one bowling pin, five noodle pieces and three buckets per team (See Figure 1). The **object** of the game is for each team to complete the challenges at each of the three Levels as many times as possible in order to earn the most points within the designated time limit.

**To Begin:** Instruct students to get into groups of three and to go and sit down at the sideline in front of any set of three poly spots to await instructions. **Note:** allow one group of two (will not use a Fielder) or one group of four (will have two Fielders) if the class is not divisible by three. On the teacher's signal, all teammates will go and fill the **Bowler**, **Placer** and **Fielder** positions. The Bowler's job is to bowl the ball to knock over the targets or knock the targets off of the spots placed at any of the three levels (See Figure 2). The Placer's job is to set up the various targets at each of the 3 levels (See Figure 3). The Fielder's job is to quickly field his or her team's ball (See Figure 4). The 3 Challenges must be completed by knocking down the targets or knocking the targets off of the poly spot at each of the three levels as defined below:

**Challenge 1:** knock down the bowling pin at all 3 levels (See Figure 5).

**Challenge 2:** knock down the stack of noodle pieces until 2 or less noodle pieces remain standing on the spot (See Figure 6).

**Challenge 3:** knock down the stack of 3 buckets until all buckets have been knocked off of the spot (See Figure 7).

For example, the **Team A Bowler** will bowl the ball, attempting to knock over the targets or knock the targets off of the Level 1 spot. **The Team A Fielder** will be standing somewhere behind the target, ready to field the bowled ball.

An unsuccessful bowl to knock over the targets

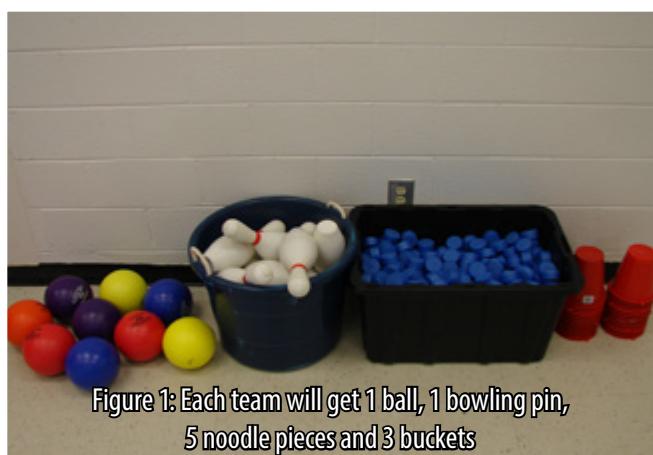


Figure 1: Each team will get 1 ball, 1 bowling pin, 5 noodle pieces and 3 buckets

# PE2theMax's Greatest Hits

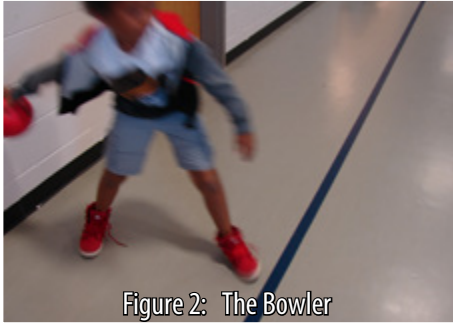


Figure 2: The Bowler

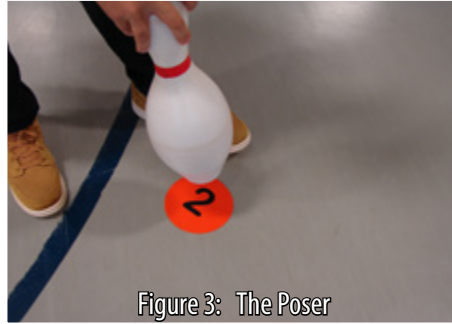


Figure 3: The Poser

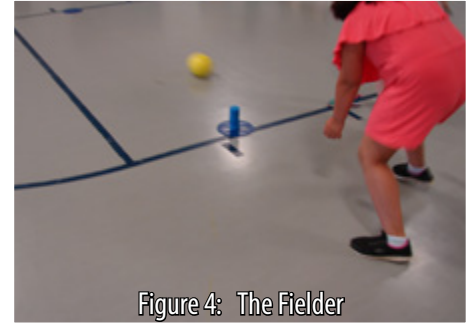


Figure 4: The Fielder

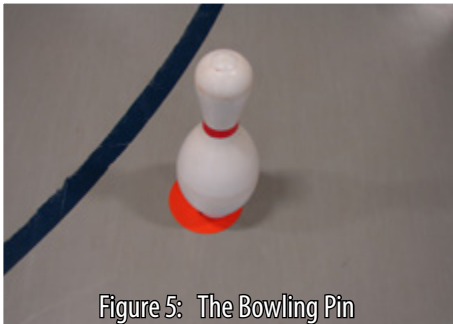


Figure 5: The Bowling Pin

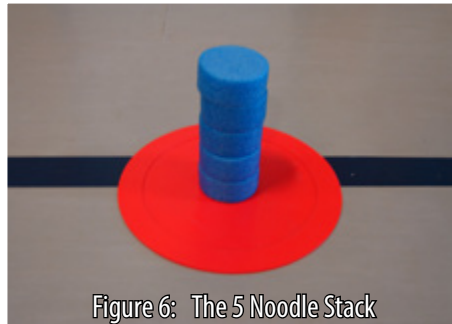


Figure 6: The 5 Noodle Stack



Figure 7: 3 Bucket Stack

or knock the targets off of the spot will always result in the following rotation:

1. The Bowler will rotate to the Placer position at the Level 1 spot.
2. The Placer will rotate to the Fielder position.
3. The Fielder will rotate and become the new Bowler.
4. Each team will follow this procedure until successful.

A successful bowl to knock over the targets or knock the targets off of the Level 1 spot will result in the following procedure:

1. The Bowler will become the Placer and retrieve the target from Level 1 and go set it up on the Level 2 spot.
2. The Placer will become the Fielder.
3. The Fielder will retrieve the ball and become the Bowler.
4. A successful bowl results in following the same process, but at Level 3.

A successful bowl at the Level 3 spot results in starting the whole process over at Level 1, but per-

forming the next challenge. One wristband per team is earned from the bucket once ALL three of the challenges have successfully been completed. Teammates will return to "Start" and continue completing the challenges and levels to earn as many points as possible. When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

**1 wristband** = High School level bowlers for accuracy

**2 wristbands** = College level bowlers for accuracy

**3+ wristbands** = Professional Bowling Champions!

## Rules and Safety:

1. All teams must complete Challenges 1-3 in order.
2. The Bowler must bowl from behind the line.
3. A successful bowl is determined by completing the 3 Challenges as defined by that challenge.
4. One wristband per team can only be earned after completing all 3 challenges at all three levels.
5. All targets should be placed at each of the

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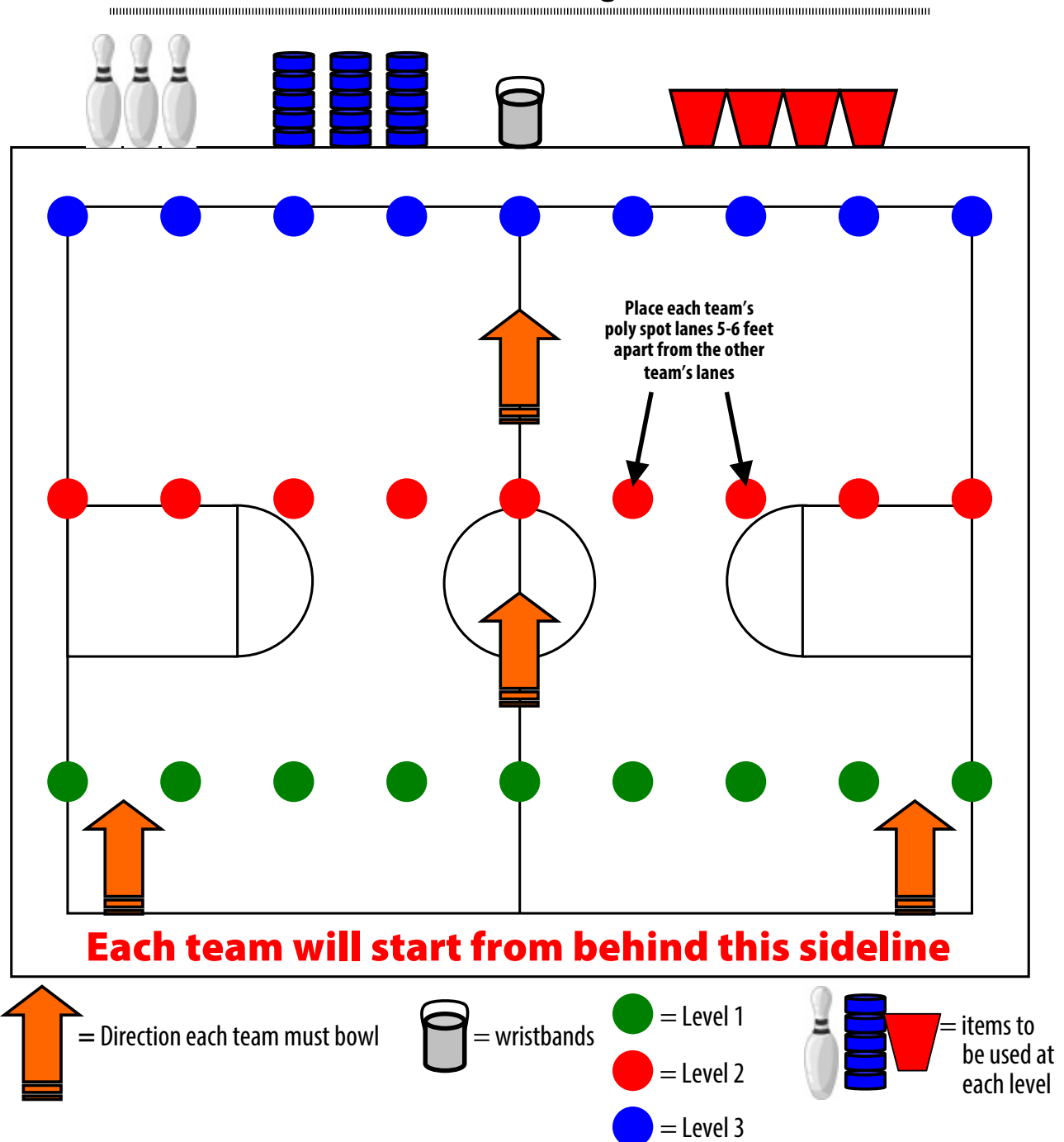
poly spots. Each spot should be placed on top of the tape on the ground before a challenge can be completed, especially if it was accidentally moved off of the tape.

6. Teams may not interfere with another team's bowling.

## Variations:

1. Implement a soccer pass/kick in order to complete each challenge.
2. Smaller class sizes? Eliminate the Placer position and have the Fielder assume both roles.
3. Any team that misses the target at Level 2 or 3 must return to the prior level and successfully complete it before going to the next level.

## Let 'em Roll • Diagram



# PE2theMax's Greatest Hits

## Noodling Through Time K-3

**Objective:** According to [www.dictionary.com](http://www.dictionary.com), noodling means to improvise, experiment, or think creatively. Come take an imaginary trip, Noodling through Time as students explore, develop and improve ways to manipulate a foam noodle. Students will practice visual tracking, throwing for accuracy, balance, noodle control, catching and teamwork skills using foam noodles.

### Equipment:

- One foam noodle per student (swim noodles are typically 3 to 5.5 feet in length)

**Procedures:** Give each child a noodle and instruct students to sit down in personal space. Remind each student to hold the noodle and not play with it when the teacher is talking or giving instructions. Failure to hold the noodle and listen will result in a time out. **Note:** *choose from the following skills and activities the age-appropriate ideas/scenarios that work best for your class. This list is not exhaustive.* Feel free to add or eliminate ideas/scenarios to meet your class objective. **Words that are italicized can be read or paraphrased by the teacher. Optional:** I wear a headset microphone and on many scenarios, I pretend the President has contacted me once we have arrived to a new destination to ask our help to protect our country from the ninjas or alien invasion (See Figure 1). The bulleted items are the skill challenges.



Figure 1: Speaking with the President

*Today we are going to get into our time machine and travel all over the world to the past, present and future. Our noodle will change into something different everywhere we travel. We will not know what the noodle becomes until we arrive to the new destination. It is now time to travel. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can (See Figure 2). Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we? It looks like we are inside an Olympic Coliseum. There are many athletes out here training and our noodle is some type of training tool that we must use to prepare for some Olympic events.*



Figure 2: Spinning like a propeller

- It is time to get into shape. On the word “go,” drop your noodle to the floor and run and leap over as many noodles as you can before I say, “freeze.” Now pick up a noodle, pretend it is your tail and gallop/skip around the room until everyone has a noodle.
- Lay your noodle on the floor. How fast can you run around your noodle? See how many circles you can run around the noodle in 60 seconds.
- Now imitate a skier by jumping over the noodle from side to side, with your feet together from one end to the other (See Figure 3). Be careful not to land on top of the noodle. Can you ski jump backwards from one end to the other?

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Figure 3: Ski jumping

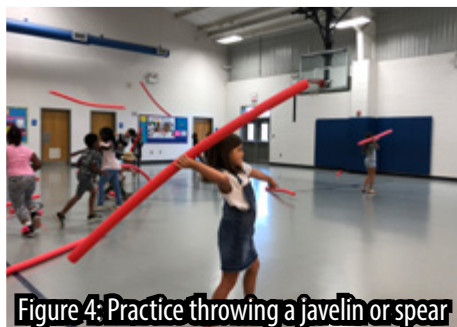


Figure 4: Practice throwing a javelin or spear



Figure 5: Practice throwing a javelin or spear

- Throw your noodle like a javelin. How far can you throw it? How high can you throw it? Do not throw it at anyone (See Figures 4 and 5).

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we now? It looks like we are somewhere in the middle of a pasture underneath a big tent! It looks like a circus tent and our noodle is some type of object that we must use to prepare for our circus skills.*

- Balance the noodle horizontally on the palm of your hand. Move around the room while balancing it. Can you balance the noodle on the back of your hand?
- Balance the noodle vertically in one hand. Move around the room while balancing it (See Figure 6). Can you balance the noodle on the back of your hand?
- Can you balance the noodle with any other part of your body?
- Show me how to ride a circus horse and gallop

around the circus tent (See Figure 7).

- Can you twirl the noodle like a baton?
- Pretend it is the propeller to your airplane and fly in the sky. Pretend it is the propeller to your helicopter and fly in the sky.

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we now? We are on this huge stage with all of these musical instruments. We are about to perform at a concert. Our noodle is some type of musical instrument that we must play at the concert. **Note:** choose songs that students can play their various instruments. I prefer Rock and Roll songs such as Joan Jett and the Blackhearts-I love Rock and Roll and Heart-Barracuda to jam out to and play our guitars. *Let's practice together* (See Figure 8).*

- Show me how to play your saxophone; your flute; your piano; your trombone; your guitar.
- Now, let's rock! Play your air guitar hard and show me your best guitar moves.

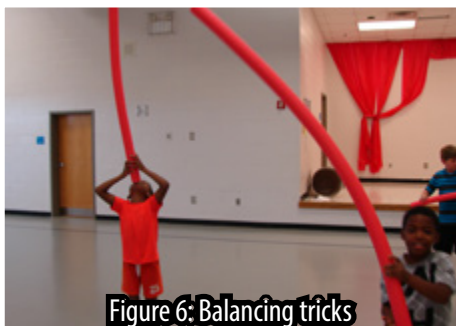


Figure 6: Balancing tricks



Figure 7: Riding a circus horse

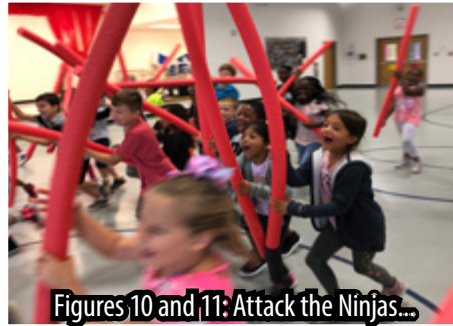


Figure 8: Rock n' Roll Jam session

## PE2theMax's Greatest Hits



Figure 9: Ninjas in Training



Figures 10 and 11: Attack the Ninjas...



...to protect our village

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we now? This place is beautiful! It appears we have travelled back in time somewhere in Asia because I see some ninjas coming down the mountain. Our noodle is a sword we must use to protect ourselves and the villagers against a ninja attack. Let's practice our sword fighting skills together (See Figure 9).*

*Quiet, I hear them sneaking up on us! Attack the ninjas and show them your amazing sword skills (See Figures 10-11). Note: pretend sword fight the ninjas. No hitting each other! The battle was tough, but we defeated the ninjas and saved the village!*

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

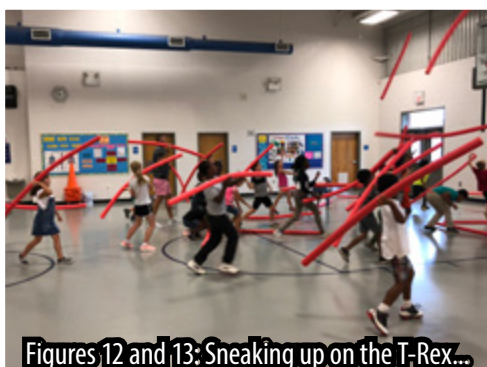
*Wh... wh... where are we now? Wow, look at those HUGE tracks! We must have gone back in time to the prehistoric age where the dinosaurs ruled the earth.*

*Our noodle must be some type of weapon that the cave men and women used and we must learn how to use it to protect us from the dinosaurs.*

- Hold the noodle in the middle and throw it like a spear. How far can you throw it? How high can you throw it? Do not throw it at anyone.
- Everyone quiet! I see a tyrannosaurus rex (the basketball goal). Let's slowly sneak up on it (See Figures 12-13). Attack, attack and throw your spears at it. We got it, but wait there is another one on the other side. Attack, attack. We missed.....let's get out of here!

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we now? This place looks familiar, but different. We must be somewhere in the future and it appears that there are alien spaceships hovering above us about to attack our planet. Our noodle is some type of weapon that we must use to protect us against the alien invasion. Let's train together.*



Figures 12 and 13: Sneaking up on the T-Rex...



...with spears

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

- Balance the noodle vertically in one hand and use the other hand to help stabilize the noodle. Now launch it up high in the air and try to catch it.
- Launch the noodle up in the air, and see if you can catch it before it hits the ground. If you drop it, you must do five burpees before continuing.
- Launch the noodle in the air, touch the floor, and then try to catch your noodle.
- Launch the noodle in the air and see how many times you clap before catching your noodle.
- Toss your noodle up, spin around and then catch your noodle.

*The aliens are about to attack. Let's practice shooting the noodle up like a missile to try to hit the ceiling. Now gather in the center. I am going to count down from five and you will launch your missiles up toward the sky as high as possible to destroy the alien spaceships. 5, 4, 3, 2, 1 blast off! We missed. Let's try again (See Figures 14-15). We destroyed the spaceships, but the aliens are on land and com-*

*ing after us with swords.*

- Charge! Attack the aliens with a sword fight. Note: pretend sword fight the aliens. No hitting each other! The battle was tough but we defeated the aliens and saved the world!

*It is time to travel again. Hold your noodle above your head, spin your body, and noodle like a helicopter propeller as fast as you can. Ready and begin.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1.....*

*Wh... wh... where are we now? It looks like we are in a sports arena. Look at all of these fans ready to watch us play the game. Our noodle must be some type of sporting equipment to help us play our game. Let's practice. **Note:** dump a bucket of Super 70 balls or foam tennis balls out on the floor. Make sure you are in personal space before swinging the noodle and always watch out for others.*

- Your noodle is a golf club. Show me how to swing the club to hit the golf ball (See Figure 16). Can you show me how to putt the ball?
- Your noodle is a baseball/softball bat (See Figure 17). Can you toss the ball up and hit the ball? How far can you hit the ball?



Figures 14 and 15: Launching our missiles...



... at the alien spaceships



Figure 16: Practicing Golf

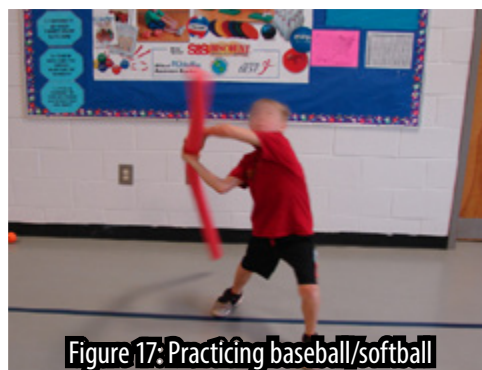


Figure 17: Practicing baseball/softball

# PE2theMax's Greatest Hits

- Your noodle is a hockey stick. Show me how to skate along the ice, controlling your ball to score the ball against the wall.

**Partner noodle activities for fun:** instruct students to find a partner. On throwing/catching skills, each partner will get 3 turns throwing before switching to take three turns catching.

- Throw your noodle like a spear to toss and catch the noodle with your partner. Try the double

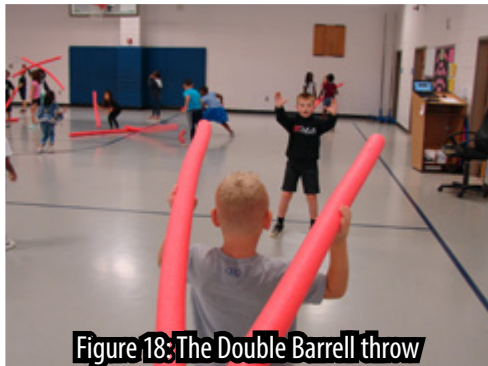


Figure 18: The Double Barrel throw

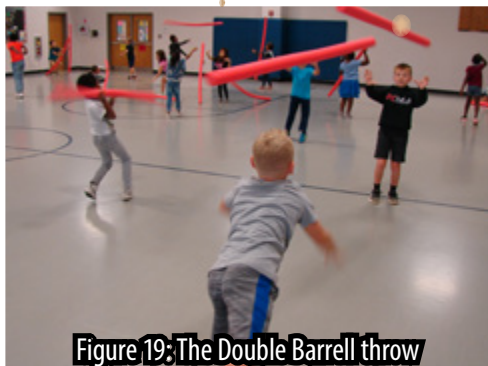


Figure 19: The Double Barrel throw

barrel. One partner tosses both noodles at the same time and the other partner tries to catch both noodles (See Figures 18-19).

- How high can you toss the noodle to your partner and still have them catch it?
- How far away can you get from your partner and still be able to toss the noodle so they can catch it?
- Toss the noodle to your partner while they are moving. Can they catch it?
- Play Limbo (See Figure 20). How low can you go under the noodle?



Figure 20: Playing Limbo

**Play follow the leader.** The leader performs various skills while moving around the gym and the follower has to copy him. Switch roles.



Figure 21: Non-moving Hula Hoops

**Give each partner group one hula hoop:**

- Throw your noodle through a non-moving hula hoop held by your partner (See Figure 21).



Figure 22: Spinning Hula Hoop

- Throw your noodle through a slow, up and down moving hula hoop held by your partner.
- Throw your noodle through a spinning hula hoop (See Figure 22).

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

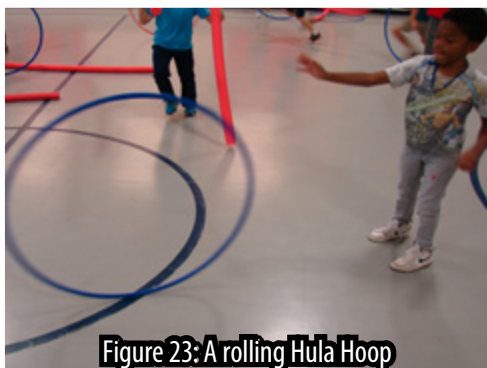


Figure 23: A rolling Hula Hoop



Figure 24: Catching a noodle while Hula Hooping

- Throw your noodle through a rolling hula hoop (See Figure 23).
- Throw your noodle up, trying to get it to fall down and through the hoop while your partner is hula hooping (See Figure 24).
- Create a new way to use your noodle and hula hoop.

### Give each partner group one balloon and one hula hoop:

- Volley a balloon back and forth to your partner with your noodles without allowing the balloon to hit the floor (See Figure 25). Do not use the hoops for this skill.
- Tap the balloon with your noodle through a

non-moving hula hoop held by your partner (See Figure 26).

- Tap the balloon with your noodle through a slow, up and down moving hula hoop held by your partner.
- Tap the balloon with your noodle through a spinning hula hoop.
- Tap the balloon with your noodle through a rolling hula hoop.
- Create a new way to use your noodle and balloon.

**Free time:** practice any of the previously learned skills with the noodle.

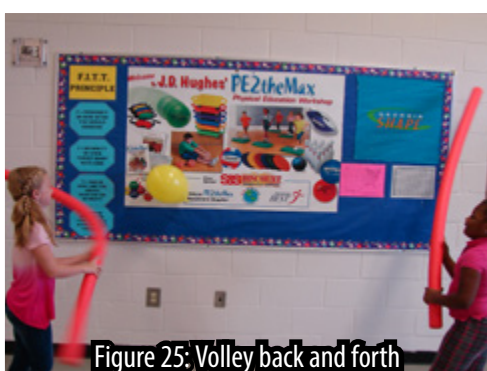


Figure 25: Volley back and forth



Figure 26: Tap balloon through hoop

# PE2theMax's Greatest Hits

## Pace Maker II K-6

**Objective:** Derived from the original game of **Pace Maker** (PE2theMax by J.D. Hughes, 2005), the outrageously aerobic game of Pace Maker II reinforces the concept of pacing and its importance in physical activity, while introducing and reinforcing various locomotor skills.

### Equipment:

- Hula hoops (8 green, orange, blue and red hoops). Substitute poly spots or items that can be used to designate travel lanes. Like-color hoops or poly 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 or tongue depressor sticks to represent points (1000+)
- 5-gallon buckets (8 or 2 per team; 4 empty buckets and 4 buckets with sticks)
- Pace Maker II Challenges (4 copies or 1 per team; taping the list on the wall is recommended)
- Optional, but HIGHLY ENCOURAGED: wristbands to represent points that are turned in to the teacher during the game. **Hint:** *I select 1-2 Captains from each team. They play the game just like everyone else, but are allowed to collect 50 sticks from their team's bucket to turn in to the teacher for one wristband. At the end of the game, totaling the score for each team is easier because each wristband equals 50 points plus the one point sticks that remain.*
- Optional: traffic cones to separate each team

**Procedure:** Before classes arrive, place four rows of hula hoops on the floor. Next place an empty bucket along with one Pace Maker II Challenge 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 more sticks than the other teams within the designated time limit.

Divide the class into four 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). The key to success in the game of Pace Maker II is being able to complete the Pace Maker II Challenges 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. Don't have the book? Give them an abbreviated version or Google and print the story. I equate that "slow and steady wins the race" is being able to pace yourself the entire class without stopping.*

**To Begin:** On the teacher's signal, all players must look at their Pace Maker II Challenges and begin performing the first locomotor movement listed (See Figure 1). For example, the Red team has completed the first seven challenges and read number eight which states, "Sprint." Each player will begin sprinting in the open lane towards their team's stick bucket until they cross the end line located on the opposite end of the gym. Upon crossing the end line, each player will retrieve **one** stick from their bucket. The Red team will return home by walking or jogging via the Red hoop lane (See Figures 2 and 3). **Note:** *remind students to treat the travel lanes like the flow of traffic when in a car. Perform the skill in one lane towards the stick bucket and return via the hoop lane to avoid any head on collisions.* Upon returning home, students will drop their sticks into their team's bucket before reading the next challenge to find out the next locomotor skill to perform (See Figure 4). **Note:** *although most players won't notice, the faster paced players will eventually pass*

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

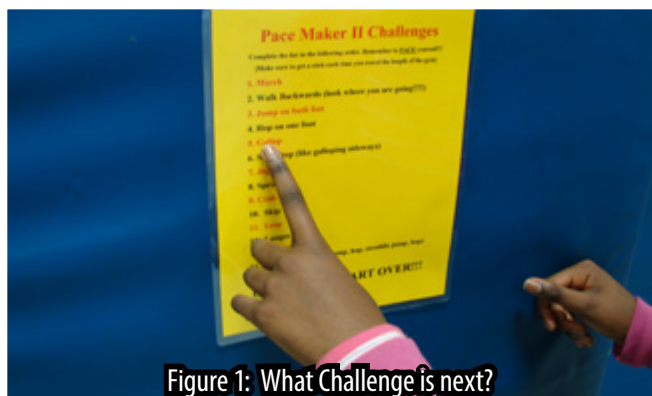


Figure 1: What Challenge is next?



Figure 2: Challenge 8—sprinting to get a stick

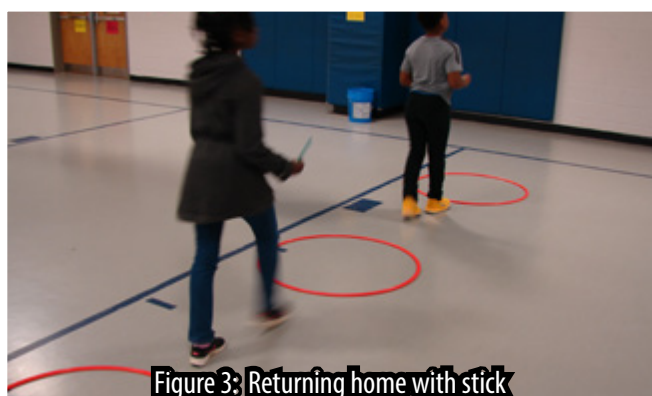


Figure 3: Returning home with stick

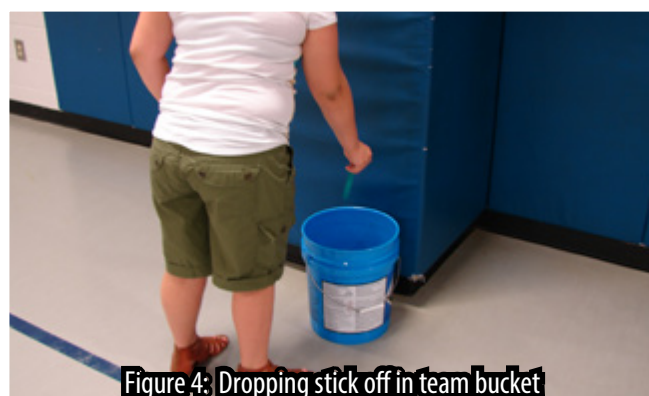


Figure 4: Dropping stick off in team bucket

some of the slower paced players. It may be necessary to stop the class and mention that each person has his or her own, unique pace and the goal is to not be the Hare who had to stop frequently because it went to fast.

When the time has expired, total each team's points. **Hint:** when implementing the Captain and wristband technique. Each team will already have wristbands and sticks in their team's bucket. Save time by giving each team one more wristband to avoid counting the remaining sticks and tell students that you are rounding up each team's remaining points. Total up the wristbands so that scores will be 150, 200, 250, etc. The team to earn the most sticks within the designated time limit will be declared the winners. **Note:** again, 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.

### Rules and Safety:

1. Follow the Pace Maker II Challenges in order. Do not skip any locomotor skills.
2. Each team must stay in their proper lanes when traveling to and from the stick bucket to avoid any collisions.
3. Only one stick can be taken out of the bucket upon completion of a locomotor skill.
4. Players must carry their sticks and drop them in their team's bucket before starting a new challenge.

### Variations:

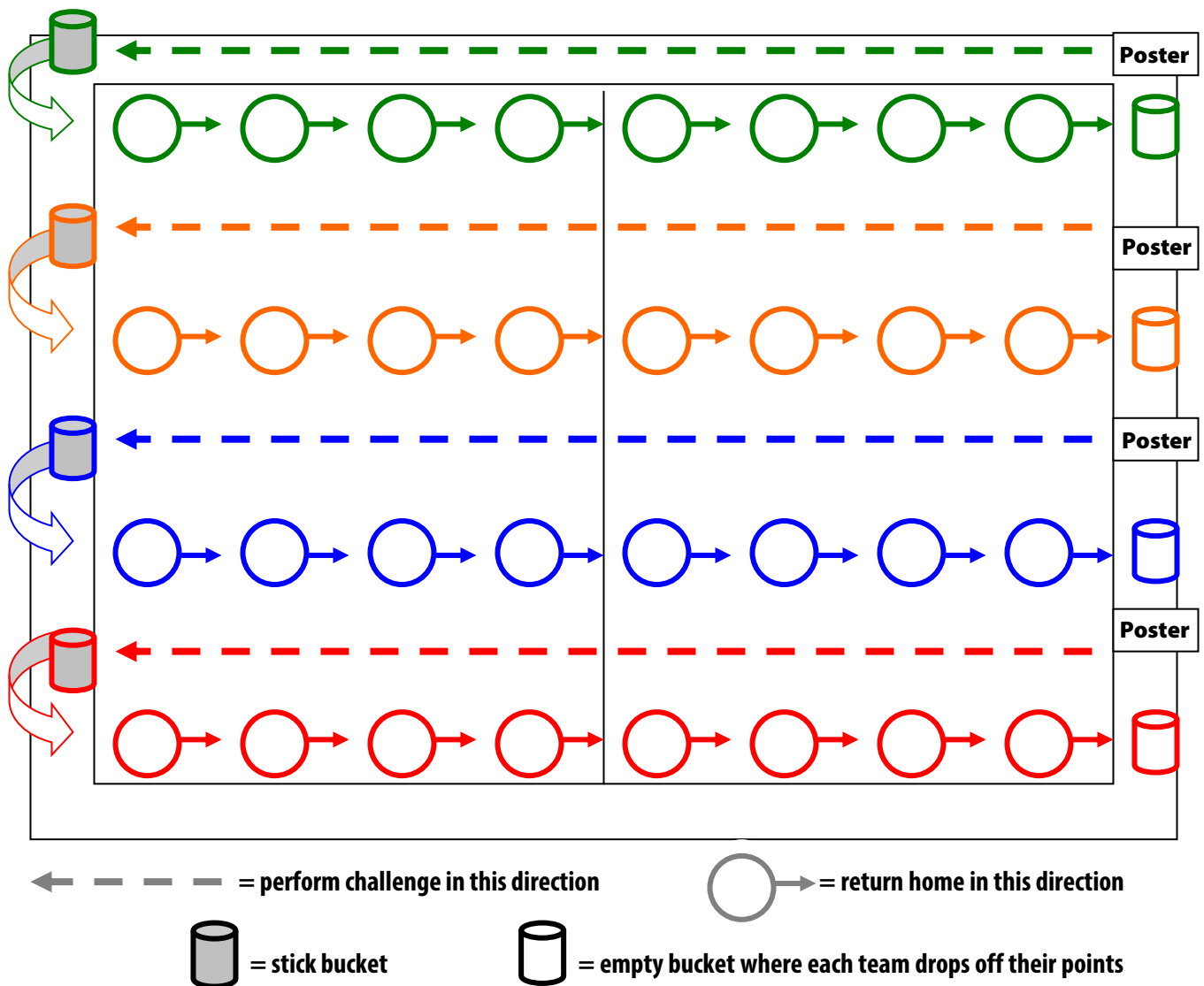
1. Add any locomotor skills as a review to check for student comprehension.
2. Add easier or more difficult locomotor skills.
3. Add various kinds of objects or manipula-

# PE2theMax's Greatest Hits

tives that must be carried or performed from one end to the other. For example, balancing a beanbag on the back of your hand, balancing a tennis ball on a badminton racquet, or performing a variety of scooter skills. **Note:** see *The Dynamic Duo* for a game that reinforces these skills.

**SPECIAL NOTE:** unsure of how to do a skill such as the Karaoke or Shoot Dance? Google or search the web by typing in “how to do the Karaoke exercise or Shoot Dance” to get multiple demonstration videos.

## Pace Maker II • Diagram



# Pace Maker II Challenges

Complete the list in the following order. Remember to PACE yourself!!!

{Make sure to get a stick each time you travel the length of the gym}

- 1. March**
- 2. Walk Backwards (look where you are going!!!)**
- 3. Jump on both feet**
- 4. Hop on one foot**
- 5. Gallop**
- 6. Slide Step (like galloping sideways)**
- 7. Jog**
- 8. Sprint**
- 9. Crab Walk**
- 10. Skip**
- 11. Leap**
- 12. Lunges**
- 13. Bear Crawl**
- 14. Hopscotch (straddle jump, hop, straddle jump, hop)**
- 15. Karaoke**
- 16. Shoot Dance**

**Great job now START OVER!!!**

# PE2theMax's Greatest Hits

## Personal High Jinks K-6

**Objective:** The game of Personal High Jinks is a team-based challenge that provides a great way to introduce personal hygiene, while reinforcing the skill of targeting, accuracy, and finesse with a little bit of perseverance and some silly high jinks.

### Equipment:

- 1 die per team
- 1 Gatorskin ball per team (Sizes 6-8 inch work well)
- 1 indoor Frisbee per team
- 1 Super 70 ball per team
- 2 hula hoops per team
- 5-gallon buckets (1 per team)
- 1 trashcan or large container per team (substitute the trashcan with another 5-gallon bucket or hula hoop if trashcans or large containers are unavailable)
- Bucket of wristbands (or anything to represent points)
- Optional: floor tape
- Optional: a copy of one of the following personal hygiene handouts per student to send home or to simply discuss in class (See Figure 1).

### Did You?:

<https://i.pinimg.com/originals/7e/e3/5b/7ee35b6a559c7223d6e68acd78d4fc5f.png>

### Brit's Personal Hygiene:

<https://i.pinimg.com/736x/43/17/d7/4317d799eff4bbe001163dade73459c8.jpg>

### My Personal Hygiene Checklist:

<http://www.mypersonalhygiene.com/wp-content/uploads/2013/10/personal-hygiene-checklist-before-go-out.jpg>

### Procedure:

Before classes arrive, place each set of targets (one hoop, bucket and trashcan) in a line approximately 12', 24' 36" and 48' away from the sideline to create each team's lane. Create about a 5-6 foot gap in between each team's lanes ((See Figure 2 and diagram for set up). **Hint:** put floor tape in the center of each hoop or under each bucket or trashcan because the equipment sometimes will accidentally get moved (See Figure 3). Provide one die, one Super 70 ball, one Gatorskin ball, and one indoor Frisbee per team (See Figure 4). The **object** of the game is for each team to complete all 4 target challenges as many times as possible in order to earn the most points within the time limit.

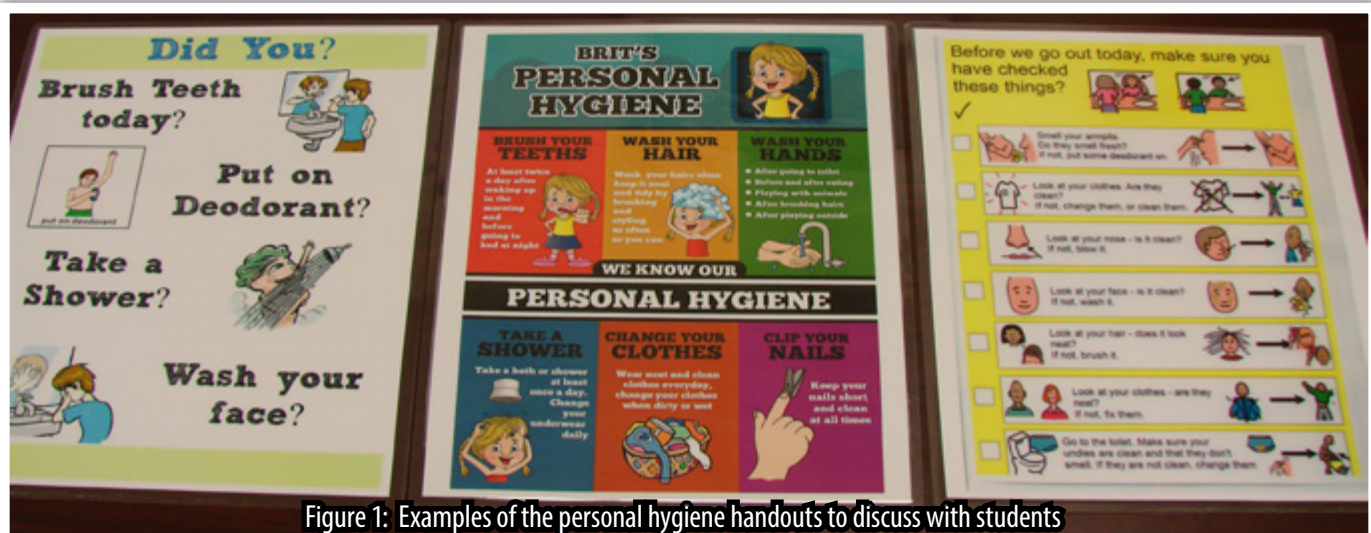


Figure 1: Examples of the personal hygiene handouts to discuss with students

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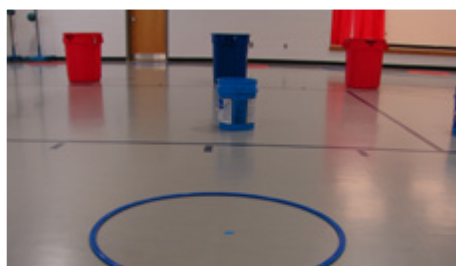


Figure 2: Hoop, bucket, trashcan, and hoop

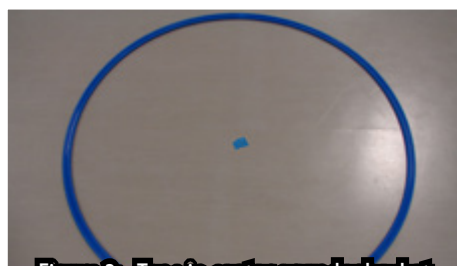


Figure 3: Tape in center or under bucket or trashcan



Figure 4: 1 die, Super 70 ball, Gatorskin ball, and indoor Frisbee

**To Begin:** Instruct students to get into groups of three and to go and sit down at the sideline in front of any set of four targets to await instructions. **Note:** allow one group of two (will not use a Fielder) or one group of four (will have two Fielders) if the class is not divisible by three. Optional: select one of the teams to be the **"TEAM HIGH JINKS"**. On the teacher's signal, all teammates will go and fill the **Thrower** and **Fielder** positions. The third player will wait behind the Thrower, ready to go once the Thrower has taken his or her turn. The Thrower's job is to score each of the four targets by rolling/throwing the die, balls and Frisbee. The

Fielder's job is to field his or her team's die, ball or Frisbee after each attempt and give it the next person in line. **Note:** Fielders may not throw the object back, but must carry the item and hand it to the next Thrower. The 3 Targets must be completed at each of the three levels as defined below:

**Target 1:** score the die by throwing or rolling it until it lands in the hoop (See Figures 5 and 6).

**Target 2:** score the Super 70 ball by throwing or tossing the ball until it lands or bounces into the bucket (See Figures 7 and 8).

**Target 3:** score the Gatorskin ball by throwing or

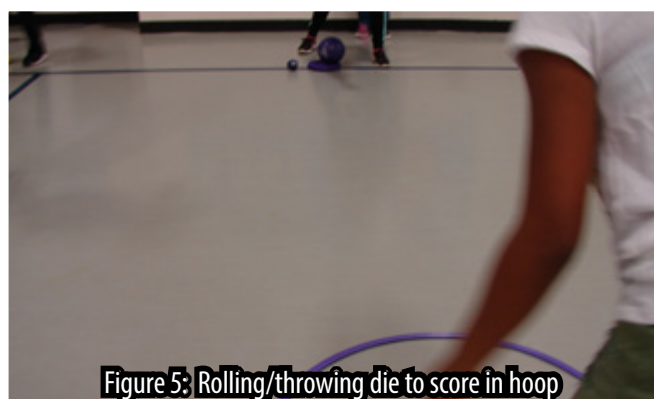


Figure 5: Rolling/throwing die to score in hoop

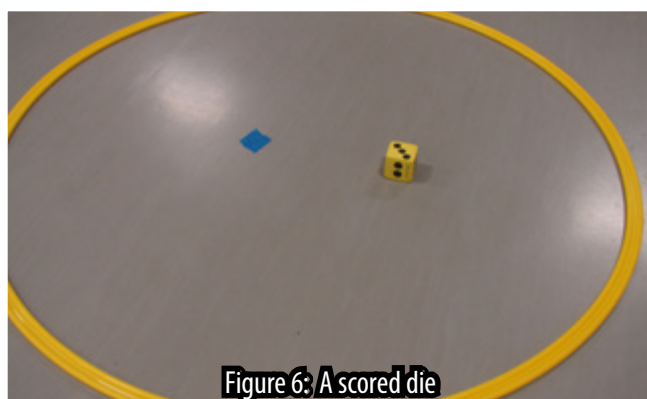


Figure 6: A scored die

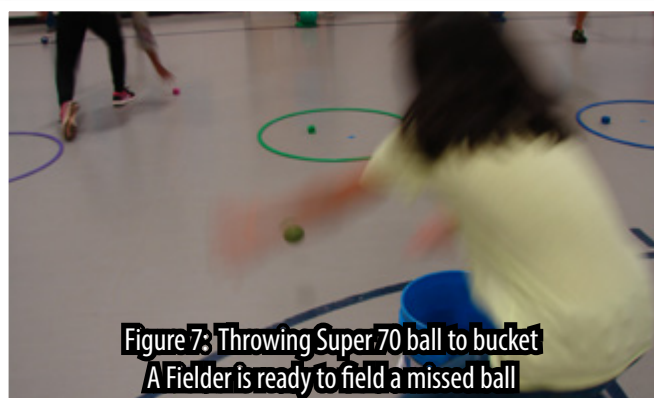


Figure 7: Throwing Super 70 ball to bucket  
A Fielder is ready to field a missed ball

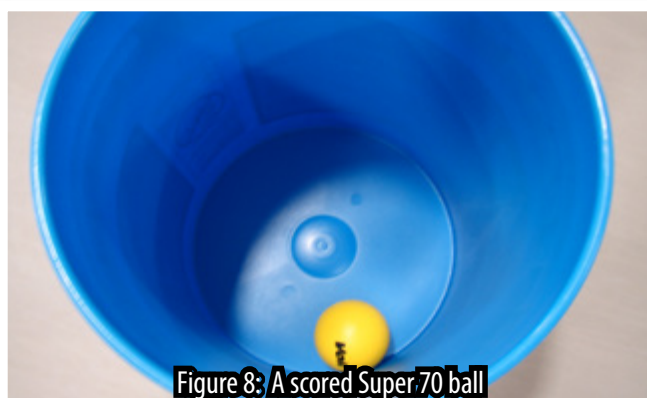


Figure 8: A scored Super 70 ball

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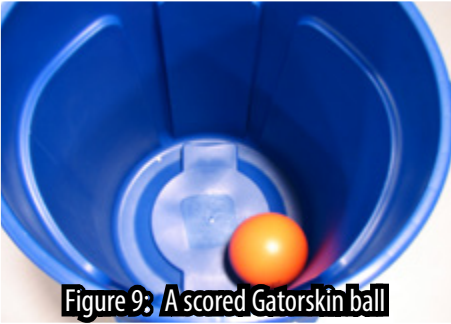


Figure 9: A scored Gatorskin ball

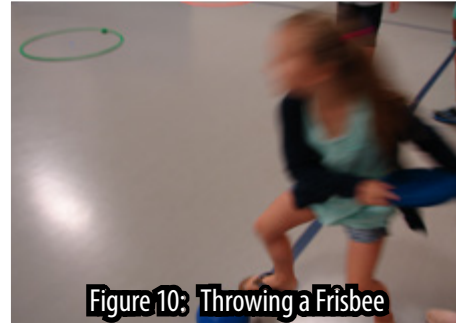


Figure 10: Throwing a Frisbee

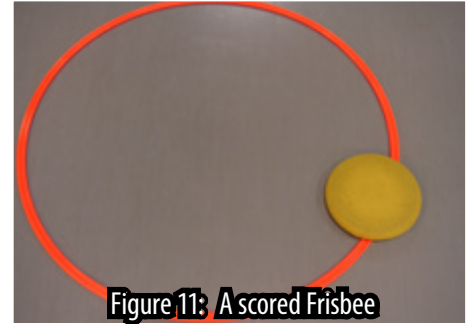


Figure 11: A scored Frisbee

tossing the ball until it lands or bounces into the trashcan (See Figure 9).

**Target 4:** score the Frisbee by throwing it until it lands inside or on the hoop (See Figures 10 and 11).

For example, the **Team A Thrower** will roll or throw the die, attempting to get the die inside the hoop. The **Team A Fielder** will be standing somewhere near the target, ready to field the die (See Figure 7).

An **unsuccessful** roll of the die will always result in the following rotation:

1. The Thrower will rotate to the Fielder position.
2. The Fielder will rotate to the waiting in line position.
3. The player who was waiting in line will rotate and become the new Thrower.
4. Each team will follow this procedure until successful.

A **successful** score into the hoop with the die will result in the same rotation, but the group will focus on Target 2 with the Super 70 ball. A successful score in Target 2 results in following the same process, but focusing on Target 3 with the Gatorskin ball. A successful score in Target 3 results in following the same process, but focusing on Target 4 with the indoor Frisbee.

**The Team High Jinks option:** According to [www.wikipedia.org](http://www.wikipedia.org), the term "high jinks" is commonly used to refer to any prank or frolic. The job of the Team High Jinks for each round is to disrupt or "mess with" each team by distracting players and obstructing the view to the targets. Although the

Team High Jinks players can mess with players, they cannot physically block or touch a thrown die, ball or Frisbee. **Note:** the idea behind adding the Team High Jinks option is to illicit a response from players that makes the game seem unfair. Take the opportunity to pose the question, "does it stink when a High Jinks player messes you up?" A resounding yes will probably occur which will help lead you into your brief discussion on personal hygiene (See Figure 1).

One wristband per player on the team is earned from the bucket once ALL four of the targets have successfully been scored. **Note:** the teacher may need to move targets closer to the sideline if some teams are struggling with the distance. Teammates will start over at Target 1 and continue completing the target challenges to earn as many points as possible. When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

- 1 wristband = High School level
- 2 wristbands = College level
- 3+ wristbands = Professional Target Champions!!!

## Rules and Safety:

1. Each team must complete the target challenges 1-4 in order.
2. The Thrower must score from behind the sideline.
3. A successful score is determined by complet-

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

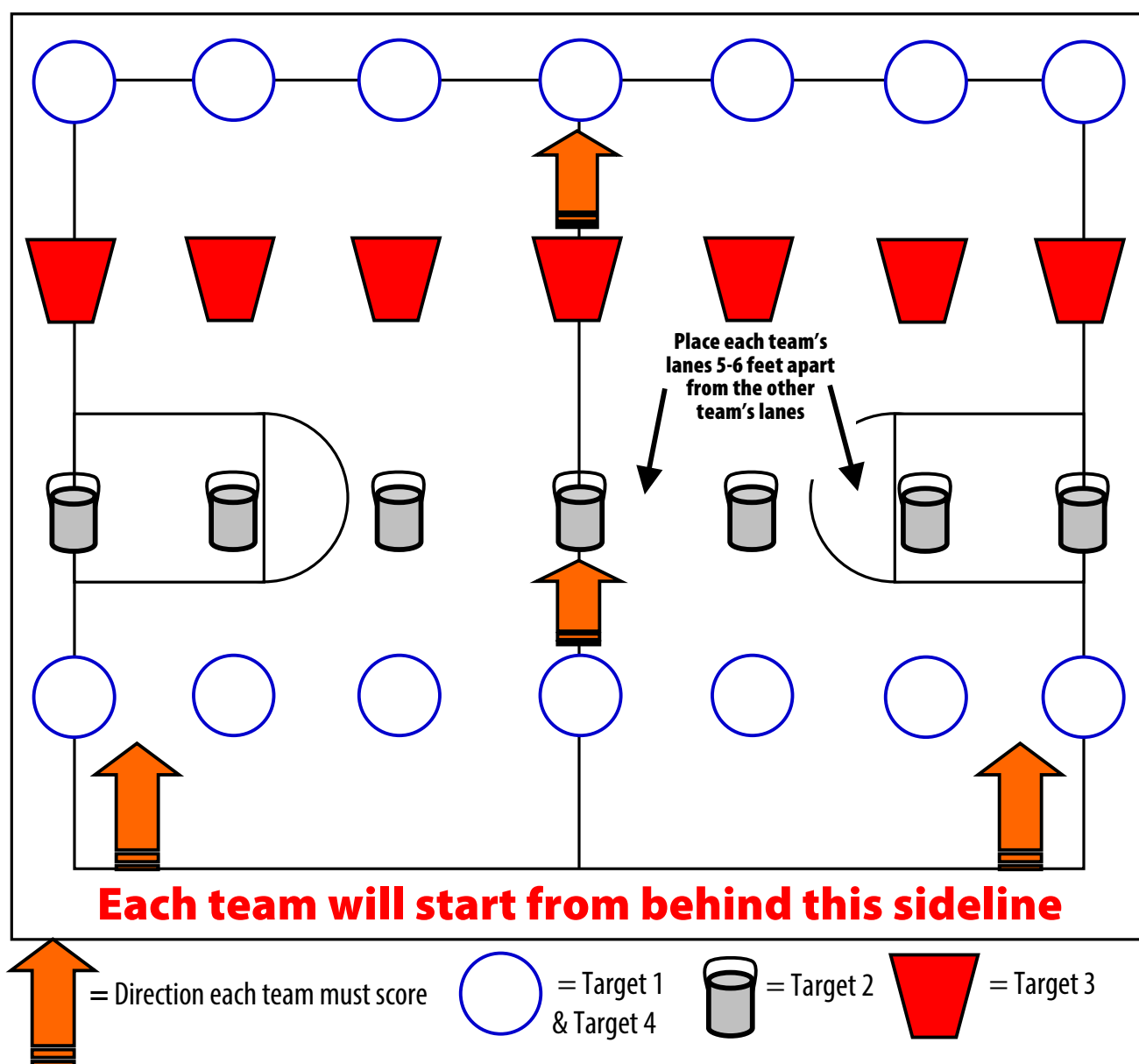
ing the 4 target challenges as defined by that target challenge.

4. One wristband per player on the team is earned after completing all 4 target challenges.
5. All target should be placed on top of the tape on the ground before a challenge can be completed, especially if it was accidentally moved off of the tape.
6. Teams may not interfere with another team's thrower unless you are on Team High Jinks.

### Variations:

1. Remove one of more of the targets and/or adjust the distances of the targets to increase success for second and third grades.
2. Implement the rules of Kan Jam and allow players to redirect the ball or Frisbee into the target.

### Personal High Jinks • Diagram



# PE2theMax's Greatest Hits

## Quick Six 2-8

### Objective:

Quick Six is an aerobic-based game to be introduced as a fun, prerequisite to the PACER test or as a great activity to get students jogging. Teams must demonstrate persistence, perseverance and have a little luck in order to become the Quick Six champions.

### Equipment:

- Dice (1 per player)
- Wristbands (1 per team of 6)
- Hula hoops (1 per team)
- One deck of playing cards with 1-2 jokers
- Traffic cones to create jogging lanes or PACER lanes

### Procedure:

Before classes arrive, create a jogging lane for each team with the traffic cones. Place one hula hoop at the beginning of each jogging lane. Place six different colored dice inside each hoop (See diagram for set-up). The **object** of the game is for each team to achieve the Quick Six roll of the dice and earn more points than the other teams within the designated time limit. **To Begin:** Instruct the class to get into teams of six with each team going to sit down at a hoop to get one die and await further instructions. **Note:** *more than likely the class will not be divisible by six, so the teacher will have to be creative with grouping. For example, 33 students would*

*create 3 groups of five and 3 groups of six. One player from each group of 5 would be in charge of rolling two dice each round to make teams have an equal amount of rollers. The teacher will select one captain from each team by giving each captain a wristband. On the teacher's signal, all captains must roll their die to determine the number each of their teammates must roll for that round.*

For example, the captain from team 1 rolls his die and it is a one. All players, including the captain must begin rolling their dice until each player rolls a one. Each player, immediately upon rolling a one, must get in their team's jogging lane and begin jogging down and around each traffic cone without ever stopping until all players have rolled a one (See Figures 1-3). **Note:** *the last teammate to roll a one will join his friends in running and yell out "we are finished", while completing one final lap around the cones and back to his team's hoop. The team has now won a card. The team captain will go to the teacher or designated area and select one card (See Figures 4 and 5).*

Cards 2-10 equal their face value; J's, Q's, and K's equal 20 points; and Aces equal 50 points. Getting a Joker is like finding the "Old Maid". A Joker subtracts 50 points from the overall total.

All captains, after choosing one card from the teacher, will place their card inside the team hoop and give their wristband to a teammate who has not had a turn to begin the next round. The game will follow these procedures until the time has ex-

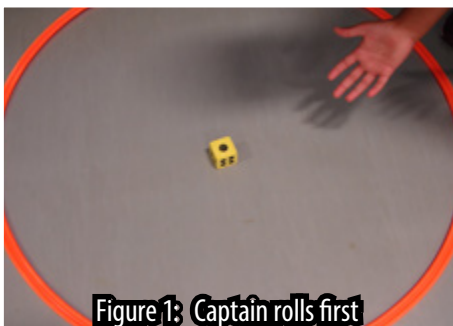


Figure 1: Captain rolls first

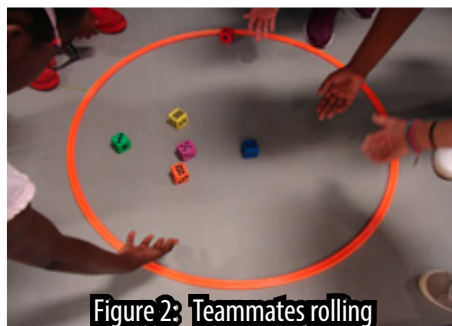


Figure 2: Teammates rolling



Figure 3: Jog after rolling a 1

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!



**Figures 4 and 5: The captain chooses one card from the teacher or from a designated area**

pired or until all cards are gone. Each team will look at their cards and add up their team's points. The team to earn the most points within the designated time limit will be declared the Quick Six Champions. **OR**, when the time has expired, calculate their points to determine the following award amounts: **Note:** mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

- < 0 points = Elementary level champs
- 1-20 points = Middle School level champs
- 21-50 points = High School level champs
- 51-100 points = College level champs
- 101+ = Professional Champions!!!!

If time permits, return the cards and start a new game.

### **Rules and Safety:**

1. The captain rolls first to determine the number.
2. All players, including the captain must begin rolling their dice until each player rolls a match.
3. Each player, immediately upon rolling a

match, must get in their team's jogging lane and begin jogging down and around each traffic cone without ever stopping until all players have rolled the matching number.

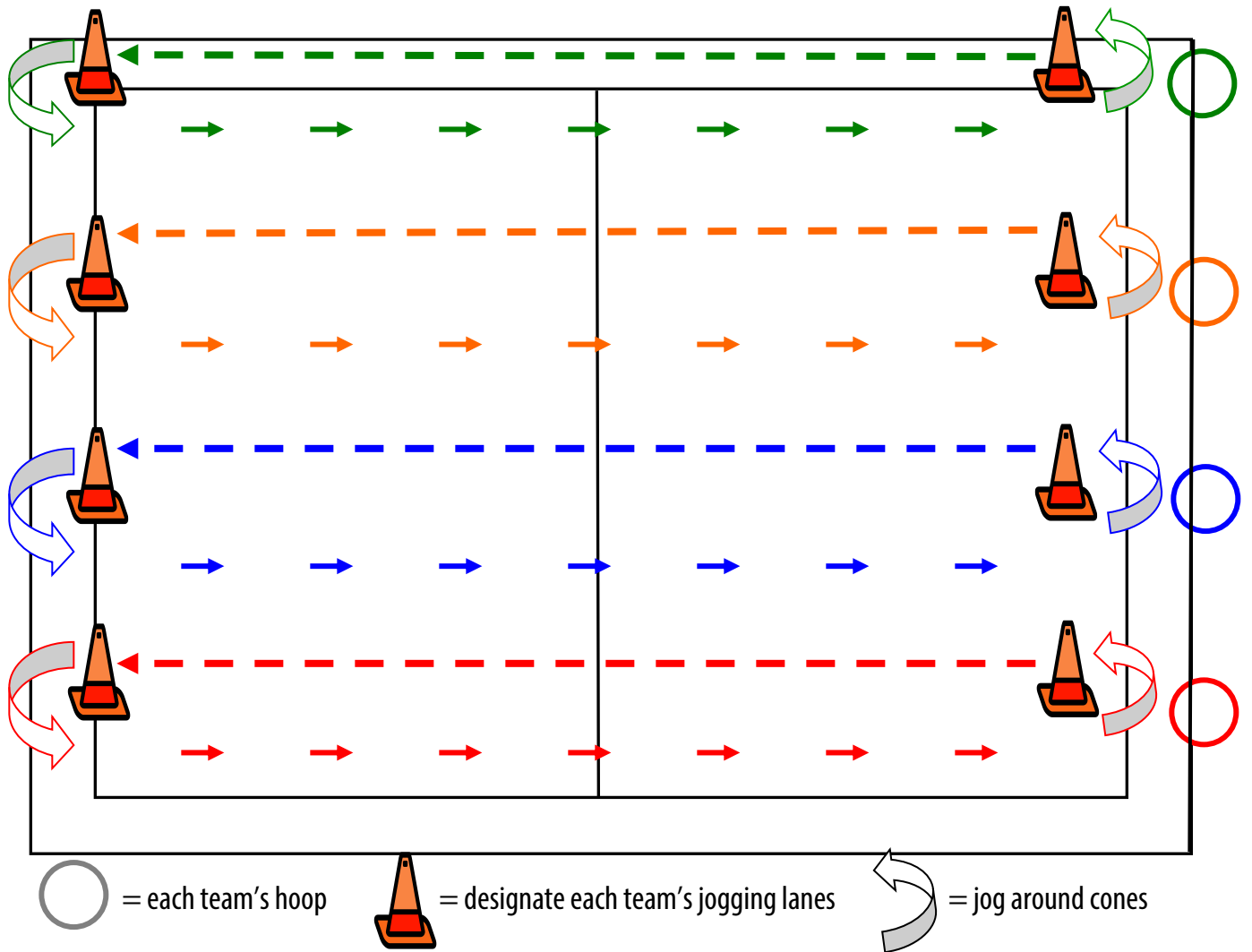
4. Each team must stay in their proper lanes when jogging.
5. The team captain will go to the teacher or designated area and select one card after completing a round.

### **Variations:**

1. Give each team pen and paper to tally their totals as they earn cards. This will help speed things up once the game is over to determine winners.
2. Replace jogging with any locomotor skill. Change the skill every 5 minutes.
3. Play "Quick Five" or Quick Seven" depending on the size of your class. The larger the group size, the longer each round will usually take.
4. Increase the duration of the game by adding another deck of cards to the game.

# PE2theMax's Greatest Hits

## Quick Six • Diagram



## The Dynamic Duo K-2

**Objective:** Each student will partner up to form a Dynamic Duo. Each Dynamic Duo will be given many opportunities to demonstrate teamwork and communication in order to earn points by completing the silly, Dynamic Duo Challenges.

### Equipment:

- Noodle pieces/sections (1 per partner group)
- The Dynamic Duo Challenge sheet (4-6 copies; I recommend taping the sheets to the wall on one side of the gym)
- Traffic cones to create 2 traveling lanes
- Bucket of wristbands (or anything else to be used as points)

**Procedure:** Before classes arrive, place one row of traffic cones down the center of the gym (length-wise). Tape the 4-6 Dynamic Duo Challenge sheets on the wall approximately five feet apart (see the diagram for set-up). The object of the game is for each team to complete the challenges as many times as possible in order to earn the most points within the designated time limit.

**To Begin:** Instruct students to create a Dynamic Duo by partnering up to go and sit at the wall where the Dynamic Duo Challenges sheets are taped to the wall. Give each group one noodle piece. On the teacher's signal, all Dynamic Duos must look at any Dynamic Duo Challenges sheet on the wall and begin performing, in order, the challenges listed and pictured (See Figures 1 and 2). The first 4 Challenges will be attempted one person at a time. For example, Partner 1 will place the noodle piece on the back of his hand and travel to the opposite end line, but take it off of his hand and give it to Partner 2 to complete the challenge by returning home before attempting Challenge #2. Challenges 5-12 require both players to work together to complete the challenge by traveling down, around the cones and back before attempt-

ing the next challenge. All Dynamic Duos, **EVERY** time their noodle piece falls and hits the ground, must immediately stop and perform a 2-push up penalty (or any fitness skills given by the teacher). After performing the 2 push-up penalty, the Dynamic Duo may continue the challenge from the spot where the fall occurred. Each Dynamic Duo, after completing all 12 Challenges, must report to the teacher to receive a **High-5 and one wristband each** before going to complete the Dynamic Duo Challenges again. Each team will continue working on the 12 Challenges until the time has expired (See Figures 3-6). When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** *mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.*

2 wristbands = You both are an Amazing Duo!

4 wristbands = You both are an  
Extraordinary Duo!

6+ wristbands = You are **The Dynamic Duo  
Champions!!!!**

### Rules and Safety:

1. All Dynamic Duos must follow the Dynamic Duo Challenges in order from 1-12.
2. A High-5 from the teacher and one wristband per player can only be earned after completing all 12 challenges.
3. All Dynamic Duos, **EVERY** time their noodle piece falls and hits the ground, must immediately stop and perform a 2-push up penalty.

### Variations:

1. Replace noodle pieces with yarn balls or any other lightweight object that can be easily balanced or held.
2. Do you have an odd number of students in class causing one student to not have a part-

# PE2theMax's Greatest Hits

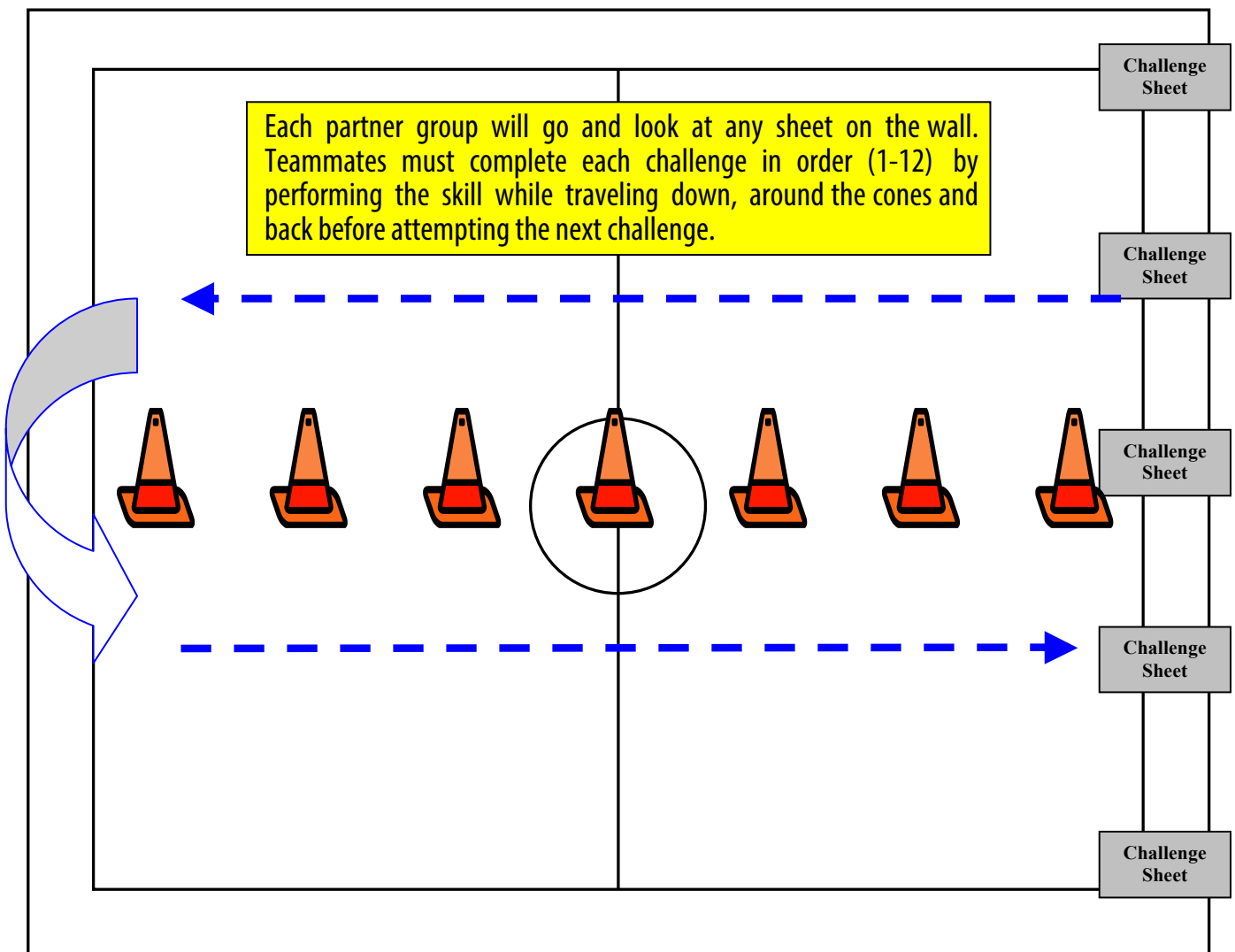
ner? Place the extra student with a group of two, preferably a group that can handle the additional challenge. The third player will be given a noodle piece and will perform challenges 1-4 alongside his teammates. The group will then brainstorm how to handle Challenges 5-12 with one noodle or two noodles.

3. Create additional challenges and add them to the challenge sheet such as traveling with the

noodle piece between your knees or leaning over and balancing the noodle on your back.

4. For larger classes and/or to avoid crowding, create two rows of traffic cones and instruct half of the partner groups to go down and around one row of cones and the other half of the partner groups to go down and around the other row of cones.

## The Dynamic Duo • Diagram



# The Dynamic Duo Challenges



**Back of Hand**



**Elbow**



**Shoulder**



**Top of Head**



**Thumbs**



**High-5**



**Elbows**



**Shoulders**



**Hips**



**Ears**



**Chest**



**Foreheads**

# PE2theMax's Greatest Hits

## Animal Rescue K-5

**Objective:** Animal Rescue was inspired by the game of Capture the Critters (Mike Graham @pe4everykid) and Pokémon Go Get 'em (HyPED Up! 2017). Animal Critters is a cooperative game that will allow students the opportunity to explore teamwork and communication skills while helping to improve each student's fitness and cardiovascular endurance.

### Equipment:

- Stuffed animals (30-50 medium to large size animals; the more the better). Hint: send home a parent letter with your students requesting a donation of stuffed animals and you will get MORE than enough to use for the game.
- One foam noodle per student (swim noodles are typically 3 to 5.5 feet in length)
- Optional: something to represent points such as wristbands

**Scenario:** Dr. Mainjee, the fiercest animal poacher alive, is illegally capturing and stealing the world's most precious animals from their natural habitats and homes. Dr. Mainjee takes these animals from their families and sells them on the black market to the highest bidders to be put inside cages, nev-

er to see their families again. It's up to the Rescue Rangers of place your school name here to work together to locate and rescue these scared animals and get them home to their families.

**Procedure:** Before classes arrive identify the boundaries. Note: I use the outside lines of the basketball court as the boundaries. Spread all of the stuffed animals within the boundaries on the floor (See Figure 1). The object of the game is to complete as many exercises as possible in order to earn trips to rescue as many animals as possible before the time elapses.

To Begin: instruct students to partner up, each player get one foam noodle, and sit anywhere outside of the boundary lines. Note: creating one group of three or allowing one player the ability to use two noodles may be necessary if there is an odd number of students. Each team of Rescue Rangers must earn the right to take a trip to rescue an animal. A rescue trip 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 written on the board or periodically changed at the teacher's discretion.



Figure 1: Stuffed animals on the floor within the boundaries

## Games Created to Maximize Skills, Participation, Teamwork, and Fun!

Each team, after earning a rescue trip, may enter inside the boundaries to attempt to rescue any animal of their choosing using their rescue noodles. A rescue trip involves tremendous teamwork from each team by carefully surrounding the scared animal (of their choosing) and enclosing it inside the noodles to pick it up for a safe extraction (See Figure 2). The goal after the animal has been squeezed with the noodles and lifted up, is to safely carry and release the animal by laying it down anywhere outside of the boundaries (See Figure 3). **Note:** *I try to announce on the microphone each time an animal has been safely released.* Any team crashing into another team or dropping an animal during extrac-

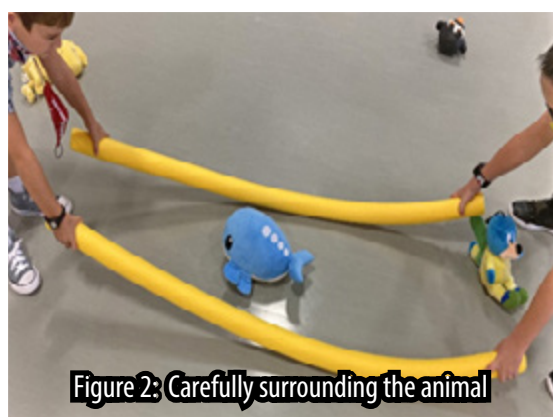


Figure 2: Carefully surrounding the animal



Figure 3: Safely carrying to release the animal

tion must leave the animal in that spot and perform another exercise to earn a new rescue trip. Optional cute idea: make sure you hug each animal that you have rescued to show it some love because everybody loves a good hug (See Figure 4).

Teams will continue the process of earning rescue trips to try and save as many animals as possible until the end of the time limit or until all the animals have been rescued. Instruct all of the students to get the animals and return them inside the boundaries to start a new round if time permits. Option: give each team one wristband for each rescued animal and when the time has expired, instruct each team to calculate their points to determine the following award amounts: Note: mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.

### Levels of Accomplishment:

2-4 points = Minor Rescue Rangers

5-7 points = Junior Rescue Rangers

8-10 points = Major Rescue Rangers

11+ points = Elite Rescue Rangers

### Rules and Safety:

1. Students must perform an exercise to earn a rescue trip
2. Each Rescue Ranger team must safely carry and release the animal by laying it down anywhere outside of the boundaries.
3. Any team crashing into another team or dropping an animal during an extraction must leave the animal in that spot and perform another exercise to earn a new rescue trip.
4. Each team may rescue one animal at a time.

### Variations:

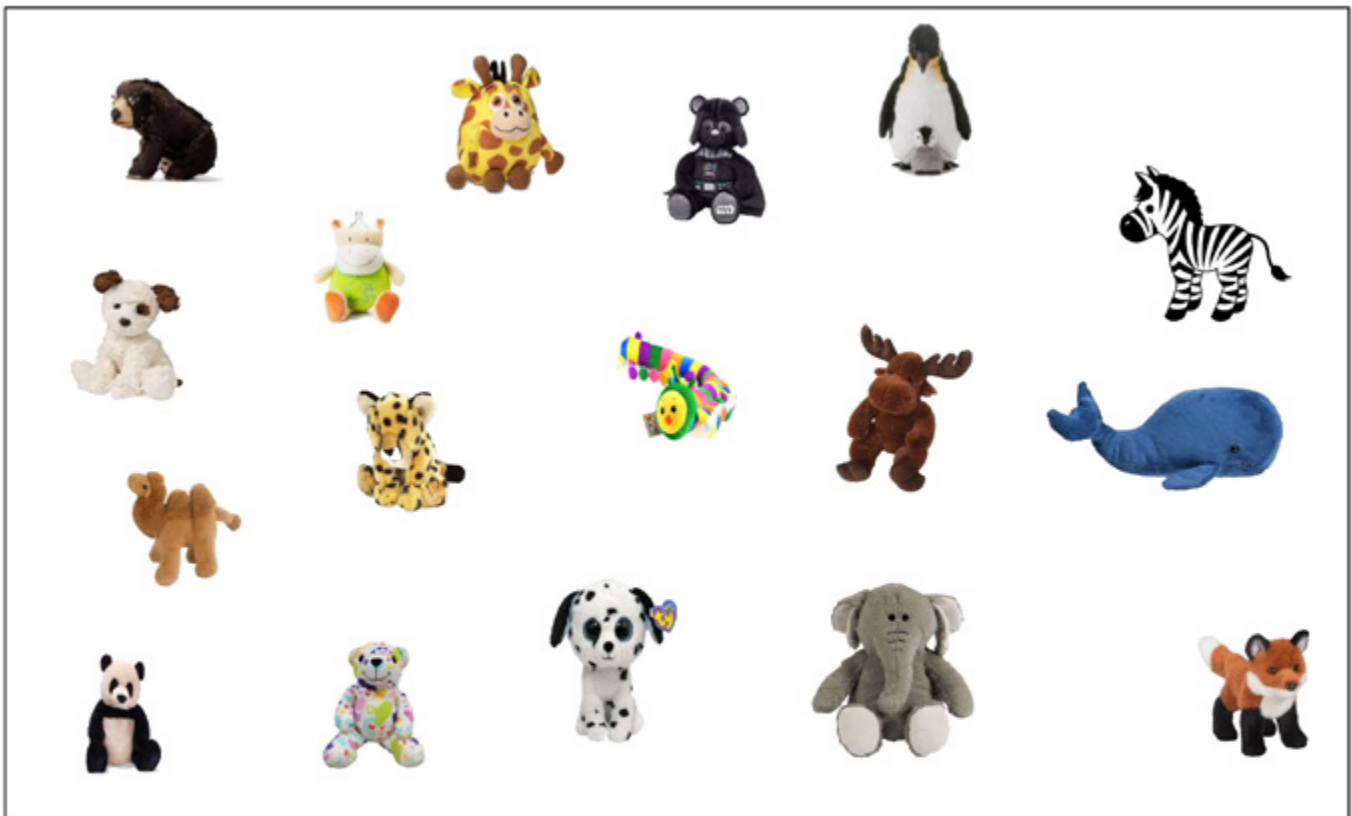
1. Add points to the game. Each team rescuing an animal is allowed to get ONE wristband from the bucket. The team with the most animal rescues wins.

# PE2theMax's Greatest Hits



Figure 4: Showing the rescued animal some love with a hug

## Animal Rescue • Diagram



= Stuffed animals inside boundries



= 1 foam noodle per player



## Concentration Stations K-5

**Objective:** Based on the classic matching card game of Concentration, Concentration Stations will help reinforce various challenge and manipulative skills to help students focus and concentrate. Google [https://en.wikipedia.org/wiki/Concentration\\_\(card\\_game\)](https://en.wikipedia.org/wiki/Concentration_(card_game)) to learn how to play the original game.

### Equipment:

- Decks of Concentration/memory cards to create matches
- Traffic cones to designate each quadrant
- Buckets/pails (6 per tower)
- 12 jump ropes, small cones for cone flipping and small paddles
- 12 foam tennis or Super 70 balls
- Bucket for storing the matches

### Procedure:

Before classes arrive, divide the gym into four quadrants with the traffic cones. Set up one of the four challenges inside each quadrant (See Diagram for set up). The four challenges will be:

- Complete 30 rope jumps
- Create a tower of 6 buckets (see picture in diagram)

- Complete 1 cone flip
- Complete 30 small paddle volleys
- **See Figures 5-7 for examples of three Concentration Stations**

Create or section off an area and randomly spread out the decks of Concentration cards face down on the floor. (See Figure 1 and diagram for set up).

The object of the game is to successfully complete a challenge to earn chances to turn up one card to eventually find each cards match. To Begin: all students may choose to go to any quadrant to perform a challenge. The goal at each station is to successfully complete that station's challenge. Successfully completing a challenge allows each player the ability to go and turn over one Concentration card to leave it face up (See Figure 2). Each player will scan the floor to look at all of the faced up cards to try and find its match (See Figure 3 for example of a match). Players, once a match is found, will place the matches into the team bucket (See Figure 4). Players may go to the station of their choice at any time. Play continues until all matches have been found. Return the cards and spread the cards out again before starting a new round.

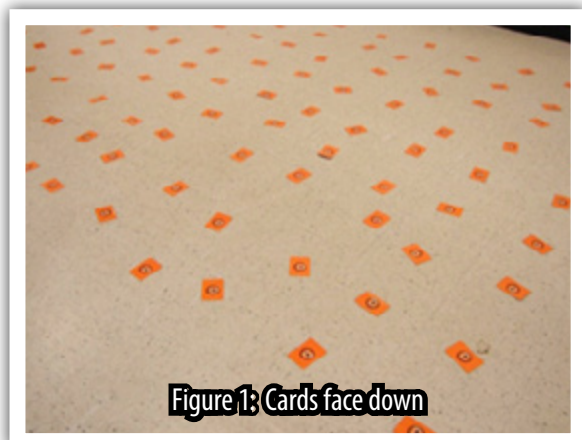


Figure 1: Cards face down



Figure 2: Turning over one card

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## Rules and Safety:

1. Players must perform one of the four station challenges to earn the right to turn over one card.
2. Players may go to the station of their choice at any time.
3. Players turning up more cards than allowed, turning up cards, without earning the right from performing at a station, or cheating in anyway will result in a time out and the teacher removing two of the matches and returning them face down on the floor.



Figure 3: Example of a match



Figure 4: Team bucket



Figure 5: Creating a tower with 6 buckets



Figure 6: Completing 1 cone flip

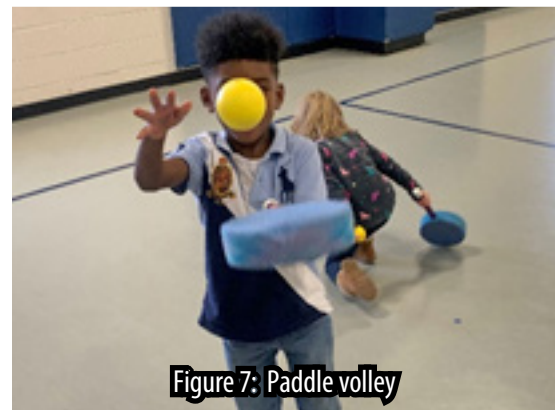
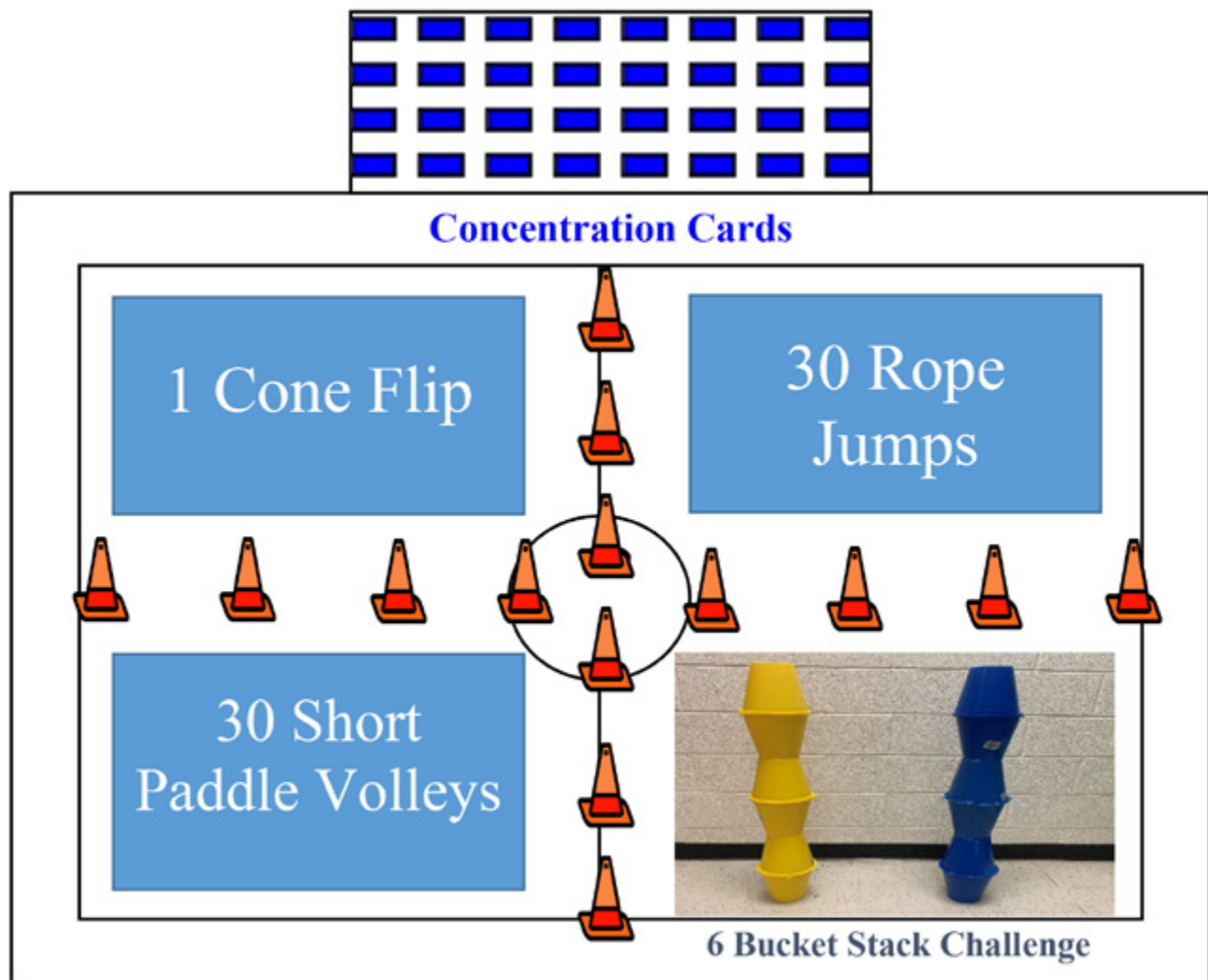


Figure 7: Paddle volley

### Concentration Stations • Diagram



# PE2theMax's Greatest Hits

## Cone Flip Chaos K-6

**Objective:** Objective: Inspired by the classic game of *Roll With It* (PE2theMax II by J.D. Hughes, 2011) and co-authored with my great friend and colleague Butch Soles, Cone Flip Chaos is a super-competitive and challenging game to determine which team will successfully flip and land the most cones in order to earn the most points. **Note:** please check out some additional twists of this popular game under Variations.

### Equipment:

- Hula Hoops (10± hoops placed on the midline)
- 1 cone per hula hoop (I prefer playing with the 9" to 12" plastic cones; See Figure 1)
- Traffic cones to create a jogging area
- Two buckets of Popsicle sticks (200+ sticks per bucket or anything to represent points for each team; See Figure 2).
- 1 empty bucket per team to place earned points inside (preferably a different color bucket per team)

### Procedure:

Before classes arrive, place all hula hoops, side by side, on the midline with one cone inside each hoop. Next, place one bucket of sticks at opposing corners of the gym along with one empty bucket in each of the two remaining corners of the gym. Finally, place the traffic cones around the gym to create a jogging loop (see diagram for setup). The object of the game is to win more sticks 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 hula 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. **Every time** a face off occurs, players must determine who goes first by quickly playing Rock, Paper, Scissors (RPS - See Figure 3). Each winner of RPS picks up the cone and gets the first attempt to flip the cone and land it back on its base (See Figures 4-5). Any unsuccessful flip where the cone does not land on its base will allow the opponent a turn to flip the cone. This process of taking turns continues until a player successfully lands the cone on its base. All winning players will go and get one stick from the stick bucket on their team's side to be taken and placed inside their team's color bucket located in the other corner on their team's side. All losing players will report to any traffic cone and skip, jog, gallop, etc. one lap around the gym back to

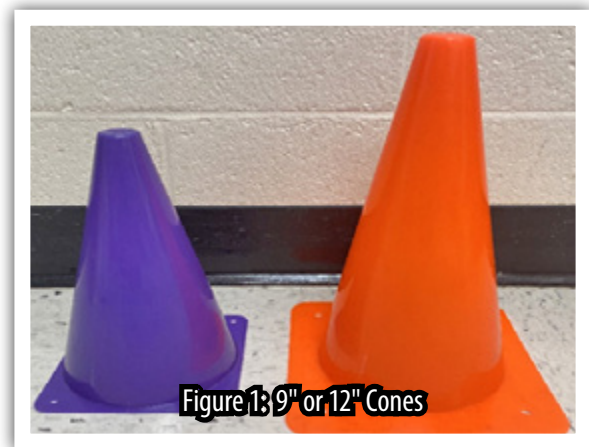


Figure 1: 9" or 12" Cones



Figure 2: Buckets of sticks

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Figure 3: RPS Face Off



Figures 4 and 5: Flip the cone until it lands back on its base

that cone before being allowed to face off against another player. Teams will continue facing off the entire class until the time expires. The team that has more sticks than the opposing team will be declared the Cone Flip Chaos Champions! **Hint for grades K-1 classes:** *each team will have a TON of sticks, so when I “go count” I do not really count all of the sticks. I just make a lot of noise by swishing the sticks around, pretending to count and come up with some very high random number which typically ends in a tie and both classes leave tired and happy. Remember, it is all about the exercise and having fun ;).* **Hint for grades 2-6 classes:** *I recruit 1-2 “Bankers” from each team who play the game just like everyone else, but they are allowed to collect 25 sticks from their bucket of sticks that were won and bring them to me for a wristband. It makes totaling up points when the game is over much quicker and way easier! I announce a rule before the game begins that if each team is within a certain number of each other (say 24 points or less) that I will declare both teams the winners or if both teams exceed a certain number (say 250 points or more) then I will declare both of them winners. For example, one team has 270 and the other team has 285, but both teams are declared the winners for having more than 250 points.*

### Rules and Safety:

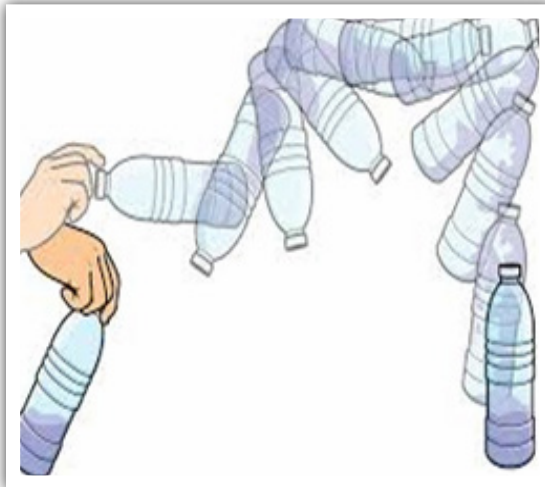
1. A “face off” is when two players meet at a hoop. **Every time** a face off occurs, players must determine who goes first by quickly playing Rock, Paper, Scissors (RPS).
2. Each winner of RPS picks up the cone and gets the first attempt to flip the cone and land it back on its base.
3. Any unsuccessful flip where the cone does not land on its base will allow the opponent a turn to flip the cone.
4. All winning players will get one stick from the stick bucket on their team’s side to be taken and placed inside their team’s color bucket located in the other corner on their team’s side.
5. All losing players will report to any traffic cone and skip, jog, gallop, etc. one lap around the gym back to that cone before being allowed to face off against another player.

### Variations:

1. Instead of using a cone, change the item being flipped and play Bottle Flip Chaos, Bucket Flip Chaos, or Mini Marker Flip Chaos (See Figures 6-8).

## PE2theMax's Greatest Hits

2. Replace jogging with some other type of exercising or fitness skill when a player loses. For example, play Cone Flip Chaos FitnessGram. All losing players must go to the gymnastic mats and perform five curl-ups or 3 push-ups (See Figures 9-10)
3. The losing players only have to jog a  $\frac{1}{2}$  lap. Note: in essence, all players are really jogging a  $\frac{1}{2}$  lap because the losing player jogs a  $\frac{1}{2}$  lap and the winning player jogs to the point bucket and then to the team bucket and back to the center hoops (a  $\frac{1}{2}$  lap).



Figures 6-8: Bottle Flip Chaos, Bucket Flip Chaos and Mini Marker Chaos



Figure 9: Perform 5 Curl-ups

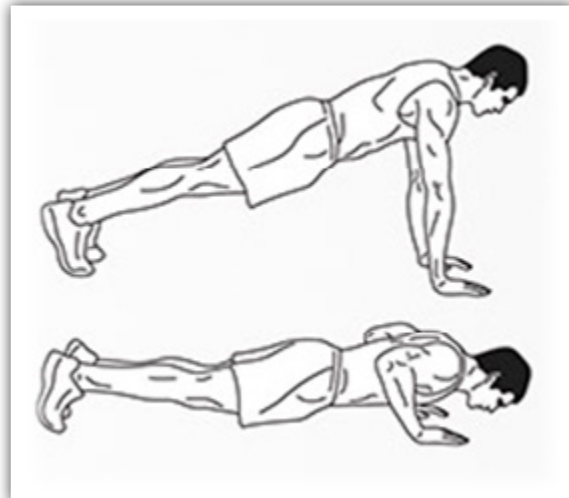
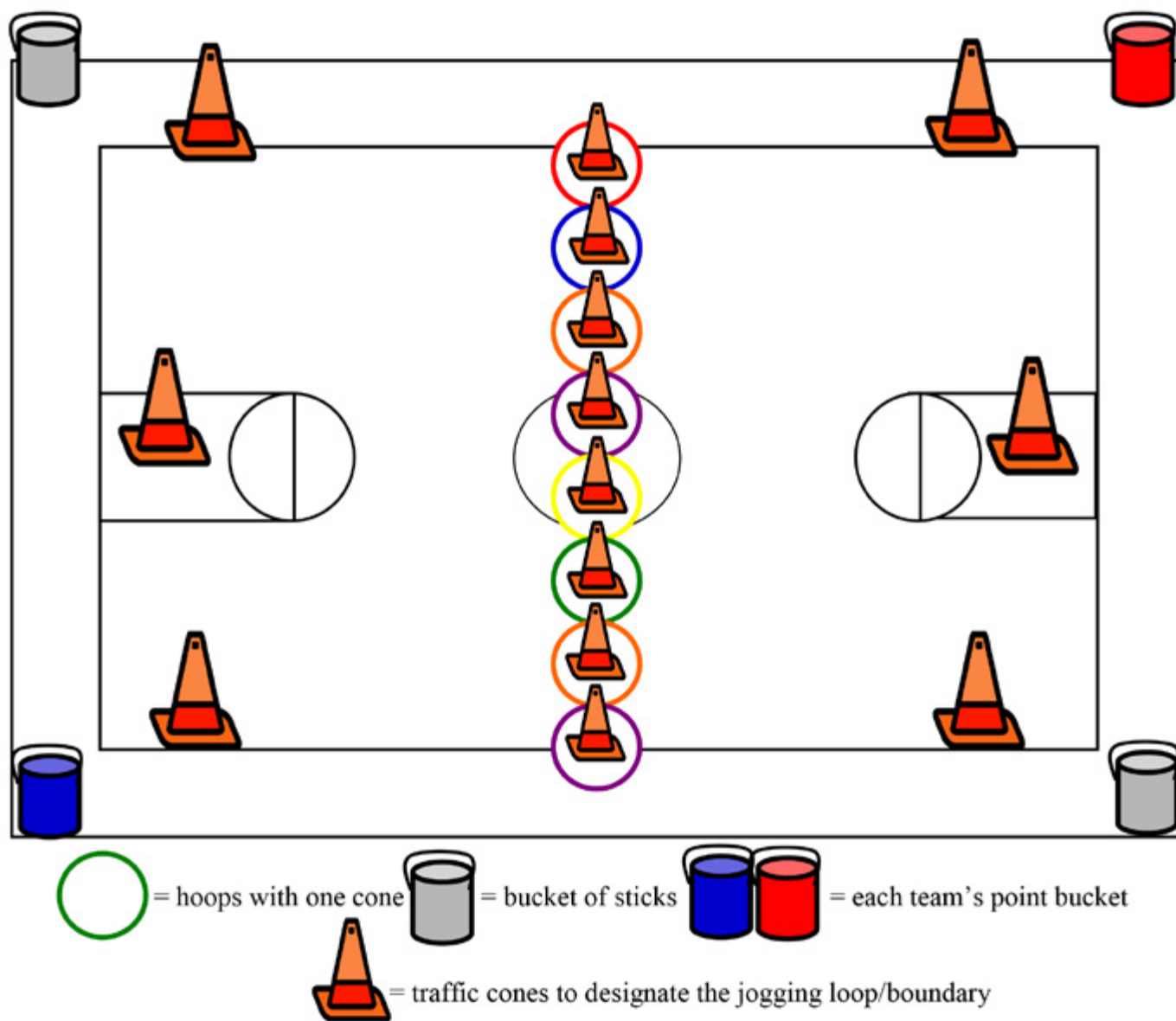


Figure 10: Perform 3 Push-ups

### Cone Flip Chaos • Diagram



# PE2theMax's Greatest Hits

## Scooter Scavenger Spelling Bee K-5

**Objective:** An invigorating, fast-paced scooter board game that will reinforce and improve communication teamwork, and sight word spelling skills.

### Equipment:

- Scrabble tile letters (4+ wooden Scrabble tile letter sets are recommended for their durability. **Note:** Before purchasing sets, I recommend asking colleagues and friends to donate any Scrabble games that they may have or search on eBay or Google "Scrabble tiles".
- Hula Hoops and Scooters (1 hoop and scooter per group of 2-3 students)
- Traffic cones to designate the driving course/track
- Popsicle sticks, play money \$1.00 bills, or anything to represent points
- Scooter Scavenger Spelling Bee Card (1 laminated copy per team; See Figure 4)

### Procedure:

Spread all of the Scrabble tile letters inside the center circle of the gym. Create a driving course/track/loop using the traffic cones. Place the hoops inside the perimeter of the track with one scooter and Scooter Scavenger Spelling Bee Card inside

each hoop (See Figure 1). Instruct students to form groups of 2-3 and direct each team to go to a hoop to sit down and await further instructions. The object of the game is to spell as many sight words within the time limit to determine your team's level of accomplishment.

To Begin: On the teacher's signal, each team will look at the Scooter Scavenger Spelling Bee Card and select any word from the list to spell. One driver from each group will then perform the specific scooter skill given by the teacher (see **Scooter Skills Galore** from *No Standing Around in My Gym* for examples of scooter skills) by driving around the track in the same direction as all other drivers. Drivers, once they complete a full lap and return home (hula hoop) and park their scooters beside their hoop, are allowed to go to the center and select **one** Scrabble letter (See Figure 2). Their teammate, once the scooter has been parked, may begin driving. Each team will continue this process until they have successfully spelled two words from the Spelling Bee Card. **Note:** remind teams to communicate and use teamwork on each word chosen or else they might mess up by getting the wrong letter. Each team, after spelling two words, must raise their hands to get the teacher's attention in order to receive one point (See Figure 3). **Optional:** the teacher can check for comprehension by asking



Figure 1: Card and Scooter inside hoop



Figure 2: Collecting Scrabble Letters

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each team to say their two words out loud before receiving a point. When the time has expired, instruct each team to calculate their points to determine the following award amounts: **Note:** *mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.*

### Levels of Accomplishment:

- 1-3 points = Elementary level spellers
- 4-5 points = Middle School level spellers
- 6-7 points = High School level spellers
- 8-9 points = College level spellers
- 10+ points = Professional level  
speller Champions!!!!

### Rules and Safety:

1. No stopping or parking the scooter on the track.
2. Collisions, reckless driving, and skateboarding will result in disqualification or time out.
3. Always travel on the scooter in the direction in-

structed by the teacher.

4. One Scrabble letter per person can be taken from the center per lap.
5. Perform the scooter skill given by the teacher until it is changed.
6. Teams may not spell the same word twice.

### Variations:

1. Remove the scooters and instruct students to jog one lap or perform any other locomotor skill to earn each letter.
2. Select 5-10 bonus or mystery words from the Spelling Bee Card and write them down. Tell students that if they spell one of these words they will earn two bonus sticks. **Note:** *I pick the bigger words such as "because, around, always, funny, yellow and better" and give little hints or clues as the game progresses. Remind teams to keep these words a secret if they won't to score more points than the other teams.*

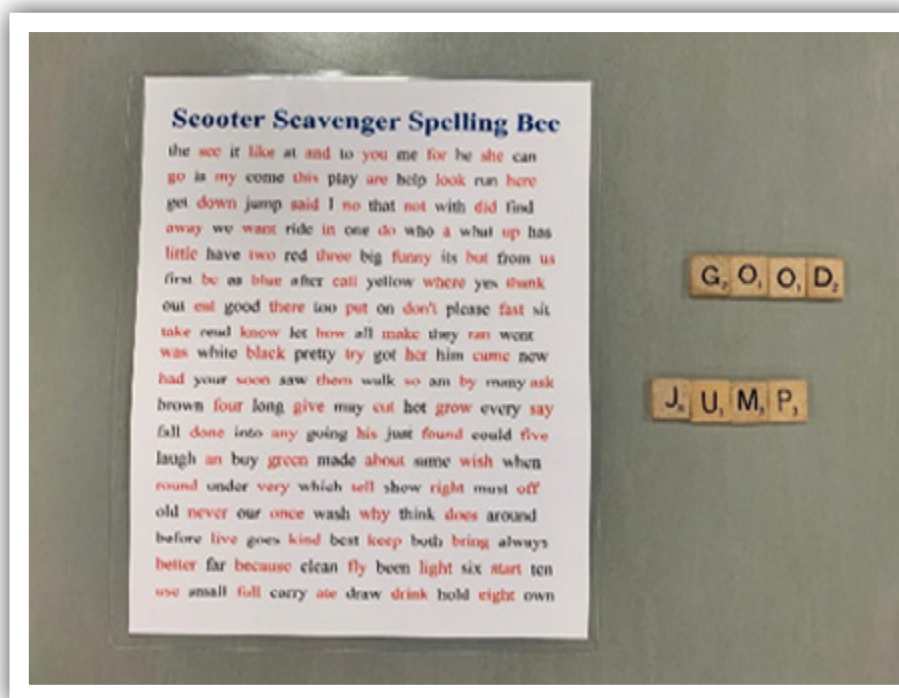


Figure 3: Each team earn a point after spelling two words

# Scooter Scavenger Spelling Bee

the see it like at and to you me for he she can  
go is my come this play are help look run here  
get down jump said I no that not with did find  
away we want ride in one do who a what up has  
little have two red three big funny its but from us  
first be as blue after call yellow where yes thank  
out eat good there too put on don't please fast sit  
take read know let how all make they ran went  
was white black pretty try got her him came new  
had your soon saw them walk so am by many ask  
brown four long give may cut hot grow every say  
fall done into any going his just found could five  
laugh an buy green made about same wish when  
round under very which tell show right must off  
old never our once wash why think does around  
before live goes kind best keep both bring always  
better far because clean fly been light six start ten  
use small full carry ate draw drink hold eight own

## The BankRoll K-5

**Objective:** Inspired by *Capture the Critters* (Mike Graham @pe4everykid), the hula hoop rolling and money capturing game of “**The BankRoll**” will engage and challenge teams to collect the most coins. Students will be given numerous opportunities to practice and reinforce hula hoop rolling skills, while attempting to capture coins lying on the ground.

### Equipment:

- Hula Hoops (1 per student)
- Plastic Coin Set (I purchase the EC1185 Plastic Coin set from [www.sssww.com](http://www.sssww.com). Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars. **Note:** the more coin sets used, the longer each game will last. I recommend 3-5 sets.
- 5-gallon buckets (6; preferably 1 red, blue, green, orange, purple and yellow bucket; or each white bucket labeled with the color)
- Optional: use a scale to weigh each team's bucket of coins instead of counting each bucket of coins. The heaviest bucket wins.

**Procedure:** Before classes arrive, scatter all of the coins everywhere inside the boundary lines (See diagram and Figure 1). **Note:** the area of scattered coins everywhere will be referred to as the **bank**.

Place the six 5-gallon buckets in a location that can be easily found by each player. Provide one hula hoop per person, but make sure there is an equal amount of each color hoop to make teams as even as possible. The **object** of the game is to roll the hoops so that they roll, fall and land around as many coins as possible to collect and take to their team's color bucket in order to increase their team's bankroll. **To Begin:** instruct students to get a hoop and go sit down anywhere outside of the boundaries and wait for further instructions. When play begins, each player must choose and perform any exercise from the board to earn **ONE** roll (See Figure 2). **Note:** the exercises can be replaced or modified on the board at the teacher's discretion. Once the exercise is completed, each team will scan the bank area, looking for coins of interest and the **Roller** will roll the hoop (See Figure 3). Players must stand behind the boundary lines when releasing their hoop and cannot enter the bank area until the hoop has fallen and stopped moving. **Note:** A re-roll **must** be performed if the hoop rolls into and contacts another player **OR** another hoop and players may not bump, slide or move their hoop once it falls to the ground. Players may then go to their hoop and collect any and all coins that are clearly inside their fallen hoop before depositing them into their team bucket (See Figure



Figure 1: The “Bank” of scattered coins on floor

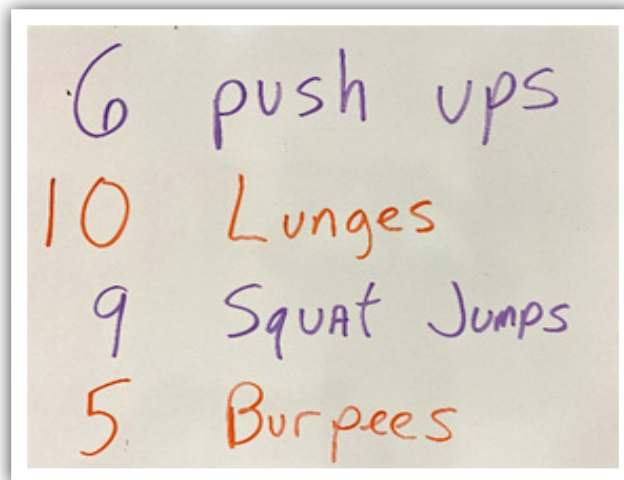


Figure 2: Choose an exercise to earn 2 rolls

# PE2theMax's Greatest Hits



Figure 3: Rollers rolling the hoop from outside the boundaries

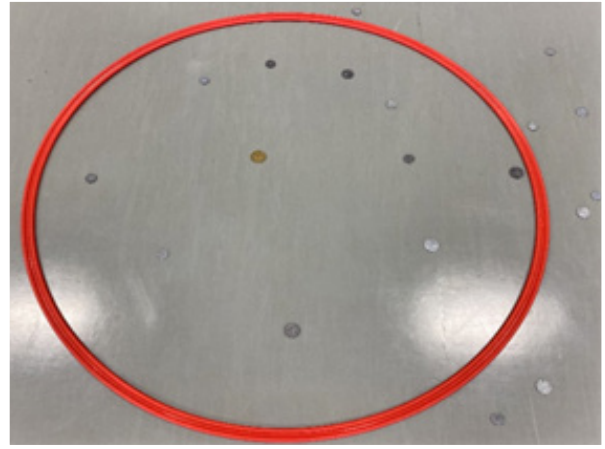


Figure 4: Collect any coins from inside of your fallen hoop

4). For example, a player rolls her **yellow hoop** and it lands around seven coins. She will collect all seven coins and locate her team's **yellow bucket** and drop off the coins before choosing a new exercise and starting over (See Figure 5). When the time has expired, weigh each bucket on the scale and determine what place each team came in based on the overall weight of the coins collected or calculate the coins in each team's bucket to determine which team has the most money (warning: this option will take a long time).

## Rules and Safety:

1. Players earn one roll for completing an exercise from the board.



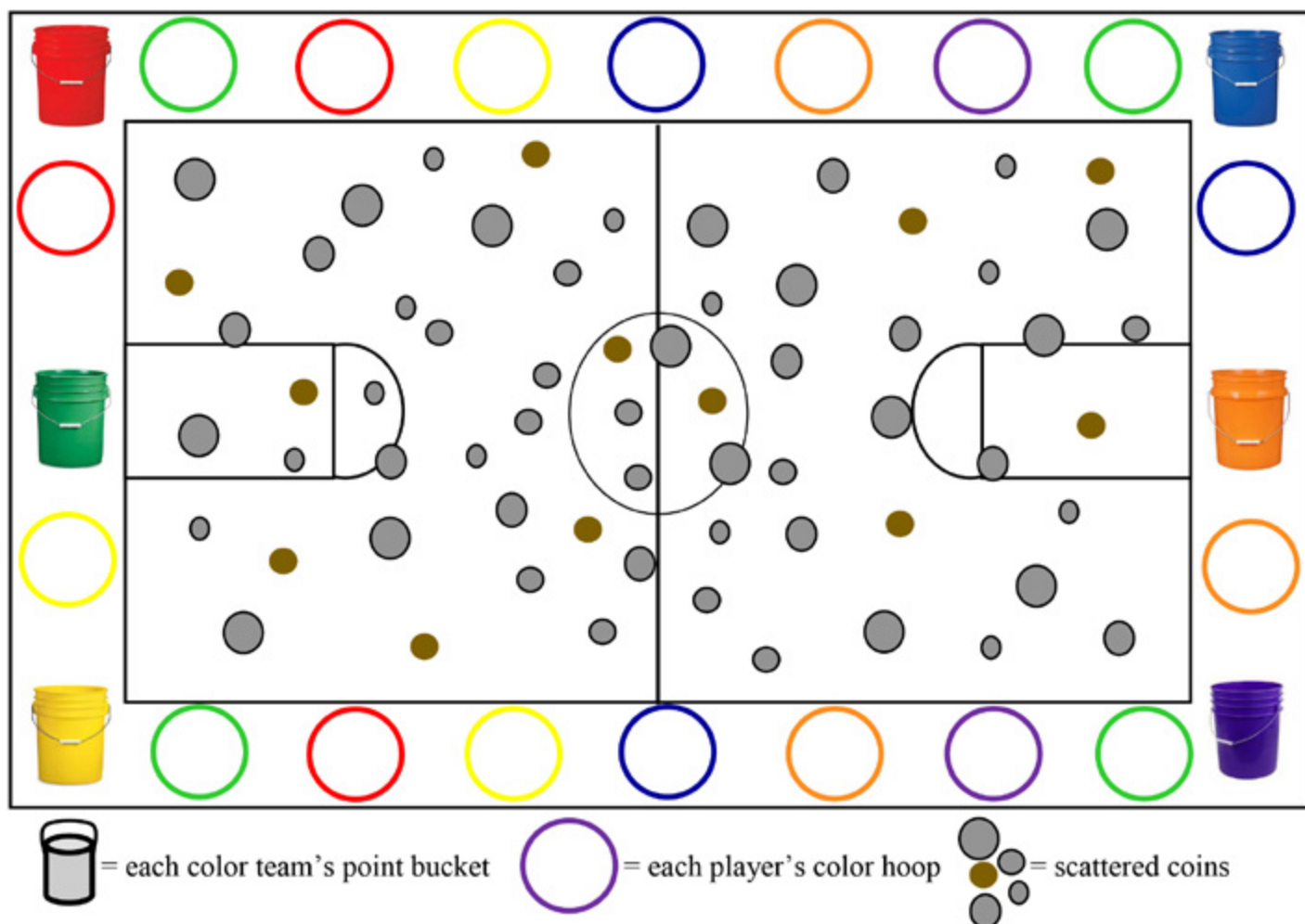
Figure 3: Dropping off her coins in her team's color bucket

2. Players must stand behind the boundary lines when releasing their hoop and cannot enter the bank area until the hoop has fallen and stopped moving.
3. Players must **ROLL** the hoops and may not throw, slide or put a spin on the hoop.
4. A re-roll **must** be performed if the hoop rolls into and contacts another player **OR** another hoop.
5. Players go to their hoop and collect any and all coins that are inside their fallen hoop before depositing them into their team bucket.
6. Teams may not bump, slide or move their hoop once it falls to the ground.
7. Collecting and depositing coins found outside of the hoop will result in a time out or disqualification from the game.

## Variations:

1. Not enough hoops or space? Partner players up and give them one hoop to share. Each player earns one roll after performing the exercise.
2. Add cash or bills and place inside the bank.
3. Replace money with Popsicle sticks, noodle pieces, or anything else that can be collected for points.

### The BankRoll • Diagram



# PE2theMax's Greatest Hits

## The Mega BankRoll 3-8

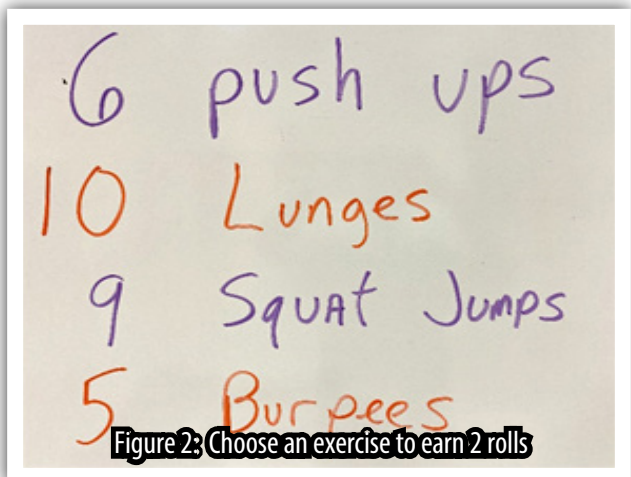
**Objective:** Inspired by *Capture the Critters* (Mike Graham @pe4everykid), the hula hoop rolling, money capturing, and coin counting game of “**The Mega BankRoll**” will engage and challenge partner groups to collect the most coins. Students will be given numerous opportunities to practice and reinforce hula hoop rolling skills, while attempting to capture coins lying on the ground to cash in for one dollar bills.

### Equipment:

- Hula Hoops (1 hoop per partner group)
- Plastic Coin Set (I purchase the EC1185 Plastic Coin set from [www.ssw.com](http://www.ssw.com). Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars. **Note:** the more coin sets used, the longer each game will last. I recommend 3-5 sets.
- \$1.00 bills (I purchase the EC1109 Play Money Bills from [www.ssw.com](http://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. **Note:** substitute Monopoly money if Play Money Bills are not an option.

### Procedure:

Before classes arrive, scatter all of the coins everywhere inside the boundary lines (See diagram and Figure 1). **Note:** the area of scattered coins everywhere will be referred to as the **bank**. The **object** of the game is to roll the hoops so that they roll, fall and land around as many coins as possible to collect and earn and trade in for as many one dollar bills as possible. **To Begin:** instruct students to form teams by partnering up, getting one hoop and sitting down anywhere outside of the boundaries to await further instructions. When play begins, each player must choose and perform any ex-



ercise from the board to earn TWO rolls (See Figure 2). **Note:** the exercises can be replaced or modified on the board at the teacher’s discretion. Once the exercise is completed, each team will scan the bank area, looking for coins of interest and the **Roller** will roll the hoop (See Figure 3). Players must stand behind the boundary lines when releasing their hoop and cannot enter the bank area until the hoop has fallen and stopped moving. **Note:** A re-roll must be performed if the hoop rolls into and contacts another player **OR** another hoop. Teammates may then go to their hoop and collect any and all coins that are clearly inside their fallen hoop (See Figure 4). **Note:** players may not bump, slide or move their hoop once it falls to the ground. The **Banker** (team-

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Figure 3: Rollers rolling the hoop from outside the boundaries

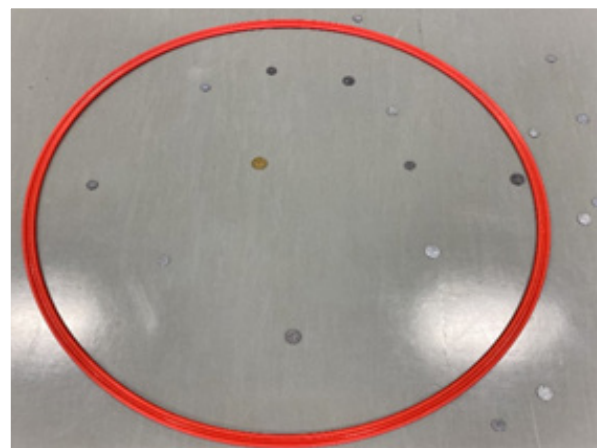


Figure 4: Collect any coins from inside of your fallen hoop



Figure 5: Cashing in \$1.00 in coins for a \$1.00 bill



Figure 6: Example of a unique coin

mate) will hold all of the captured coins. Players will switch positions and complete their second roll of the hoop regardless if coins were captured or not after the first roll. To earn two more rolls, each team must perform another exercise from the board. Players will continue the process of exercising, earning two rolls and collecting money while adding up their coins. Each team, every time they have collected at least one dollar in change, must exchange each dollar earned in coins with the teacher in return for a one dollar bill (See Figure 5). When the time has expired, give each team time to calculate their cash to determine the following award amounts: *Note: mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.*

### **"You have earned...."**

- \$1 – \$5 = Elementary Level Bankrollers (but A+ for effort and never quitting!!!!)
- \$6 - \$10 = Middle School Level Bankrollers
- \$11 - \$15 = High School Level Bankrollers
- \$16 - \$20 = College Level Bankrollers
- \$21+ = Professional Level Bankrollers

### **Rules and Safety:**

1. Teams earn two rolls (one per person) for completing an exercise from the board.
2. Players must stand behind the boundary lines when releasing their hoop and cannot enter the bank area until the hoop has fallen and stopped moving.
3. Players must ROLL the hoops and may not

# PE2theMax's Greatest Hits

throw, slide or put a spin on the hoop.

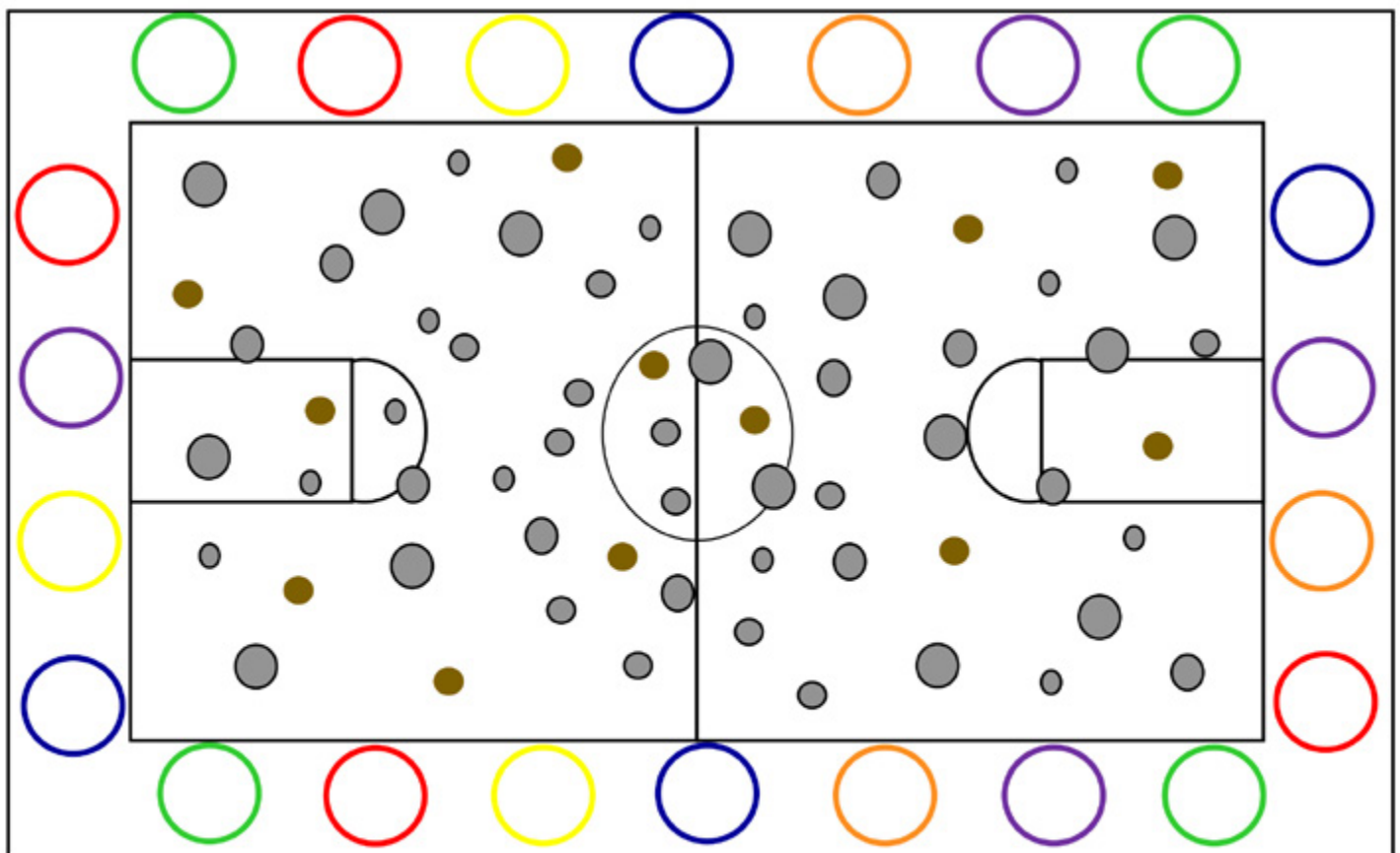
4. A re-roll **must** be performed if the hoop rolls into and contacts another player **OR** another hoop.
5. Teammates go to their hoop and collect any and all coins that are inside their fallen hoop.
6. Teams may not bump, slide or move their hoop once it falls to the ground.
7. Make sure to exchange each dollar earned in coins with the teacher in exchange for a one dollar bill.

8. Collecting coins found outside of the hoop will result in a time out or disqualification from the game.

## Variations:

1. Scatter a few one and five dollar bills inside the bank to generate even more excitement.
2. Place a unique coin(s) or item(s) inside the bank and if captured earn a bonus such as a \$10.00 bill. (See Figure 6)

## The Mega BankRoll • Diagram



 = each team's color hoop

 = scattered coins inside the bank

# Games Created to Maximize Skills, Participation, Teamwork, and Fun!

## About the Author

**J.D. Hughes** is author of *No Standing Around in My Gym: Creative Lesson Plans, Games, and Teaching Tips for Elementary Physical Education* (2002), *PE2theMax: Maximize Skills, Participation, Teamwork and Fun* (2005), *PE2theMax II: Stepping up the "Game" in Physical Education* (2008), *The Best of No Standing Around in My Gym*, *PE2theMax Volumes 1 & 2 DVDs* (2009), *PE<sup>2</sup>: Double the Physical + Double the Education = Double the Fun* (2011) and *The Best of PE<sup>2</sup> and HyPEd Up Volumes 3 & 4 DVDs* (2013). *HyPEd Up: Taking Physical Education Games to the Next Level* (2017), and *HyPEd Up II: Physical Education Games to the Max* (2019).



J.D. has received numerous awards throughout his teaching career including the 2005 and 2015 GA Elementary PE Teacher of the Year and SHAPE Southern District Elementary PE Teacher of the Year and an honorable mention in USA Today's 2003 All-USA Teacher Team program (he was the only PE teacher to be honored so that year). J.D. is on the advisory board review team for S&S Discount Sports and the Best Practices and 3-5 Lesson Plans area of P.E. Central. J.D. has taught elementary physical education in Douglas County since 1995. His previous experiences and superior program proved invaluable experience in setting up exemplary programs at various new schools. J.D. provides a challenging yet developmentally appropriate physical learning environment striving for motor skill development, physical fitness and cognitive awareness as recognized by SHAPE standards. J.D.'s ideas will provide a look at 21st century physical education, which includes a view of fun-packed games and activities that he has developed or modified to engage and motivate students. He implements movement education lessons that promote communication, cooperation and personal responsibility, and activities that encourage brainstorming and critical thinking. He goes beyond the call of duty by working with students and families to promote physical fitness before school through the FITT Club and after school through the Roadrunner's Club. He promotes a healthy lifestyle by serving as a positive role model and talking to students and parents, also serving as a cooperating teacher and mentor for local colleges. He is among the first PE teachers to become a National Board Certified Teacher (2001) and he holds a Master's and Education Specialist's degree. J.D. also provides staff development to local school districts, conducts conference presentations and workshops all over the nation. He is passionate, constantly researching and sharing new ideas, while striving to improve his teaching strategies and strengthen the physical education profession.

J.D. enjoys spending time with his wife, Beth, daughters and son, Janie, Josie and Stevenson, as well as serving the Lord, cycling, playing Pickle Ball and travel. J.D. invites you to contact him via e-mail at [pe2themax@bellsouth.net](mailto:pe2themax@bellsouth.net), cell phone at 770.778.4514 or follow him on Twitter @pe2themax or visit his website [www.pe2themax.com](http://www.pe2themax.com). He welcomes any questions or comments you might have about *PE2theMax's Greatest Hits: Games Created to Maximize Skills, Participation, Teamwork, and Fun*, including purchasing additional copies or conducting a workshop in your school district or state conference.