

Welcome to by J.D. Hughes

From the best Selling 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 DVD's* (2009), *PE²: Double the Physical + Double the Education = Double the Fun* (2011) and *The Best of PE² and HyPEd Up Volumes 3 & 4 DVD's* (2013). *HyPEd Up: Taking Physical Education Games to the Next Level* (2017), *HyPEd Up II: Physical Education Games to the Max* (2019), and *PE2theMax's Greatest Hits* (2021).

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

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

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

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

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

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

BOUNCE BRIGADE (2-8)

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

Equipment:

- Wiffle balls or tennis balls (3 per team; preferably colored wiffle balls. For example, three red, blue, green, etc. per team or number the three tennis balls with #1, three with #2, etc.). This helps players keep track of their team's balls.
- 100-110 ounce cans (2 per team; can be found in most school cafeterias)
- 5-Gallon buckets (8)
- Hula Hoop (1 per team to place balls and cans inside)
- Optional: Ricochet ball (1 per team; sometimes referred to as a Z-ball or reaction ball; these balls are small, but bounce all over the place)

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

Divide the class into eight teams of six and send each team to a hula-hoop to sit down and await further instructions. Explain that each team must decide who will be "throwers" and "Canners." To Begin: Play begins by standing inside the team's hoop to advance a ball to a teammate down the court. "Throwers" can toss or throw the balls, but one bounce (no more) must occur before a "canner" can catch a ball. Note: a "thrower/canner" progression must be followed to advance any ball down the court. For example, throwers, starting from inside their hoop must toss the ball and the canner (allowing the ball to bounce one time) must catch it with the can. Note: "Canners" hold the cans and may switch positions with teammates at any time. The canner may then rotate and toss it to the next thrower waiting further down the court. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning. Each team will continue the "thrower/canner" progression until each ball is very close to one of the four buckets. Finally, a score can only be made by a one bounce into the bucket or trashcan. All misses result in going back to the team's hoop and reentering each ball to start over. The only exception to this rule is with the Ricochet ball. It is advanced the same way as all other balls, but it must be dropped (not bounced) into a bucket or trashcan by a canner. Teams will need to be encouraged to never give up because patience will be tested due to the sometimes-difficult degree of accuracy needed to get the balls into the buckets. Each team will continue the process of advancing each of the four balls to all four buckets. The team to successfully get one ball into each bucket and trashcan the fastest will be declared the winners for that round. Clean up and start a new round.

Rules and Safety:

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

BUILDING BLOCKS (2-8)

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

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

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

Procedure: Before classes arrive, place both containers of noodle pieces at opposite ends of the longest length of the gym against each end wall. Finally, spread out six hoops against the end wall on each end of the gym. When classes arrive, instruct students to get into groups of five, go to one of the 12 hoops and sit down to await further instructions. The object of the game is for each team to earn as many building-blocks (mini-noodles) as possible to build the tallest building. To Begin: Each group must quickly brainstorm and determine how to travel from their hoop, to the opposite end line and back to collect one building block. Teams must keep in mind the following rules when attempting to earn a building block:

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

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

Rules and Safety:

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

Boom, Boom, Pow (Black Eyed Peas)

Part 1: 1-2 Step

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

Part 2:

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

Part 3:

- Squat down to the R (legs should be shoulder width apart) and come up

- with a right a R upper cut 2 counts
- Squat down to the L (legs should be shoulder width apart) and come up with a right a L upper cut 2 counts
- Squat down to the R (legs should be shoulder width apart) and come up with a right a R upper cut 2 counts
- Squat down to the L (legs should be shoulder width apart) and come up with a right a L upper cut 2 counts
- Do **NOT** repeat

Part 4:

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

WHAT DID YOU SAY? (2-8)

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

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

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

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

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

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

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

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

matches. This information may be crucial when deciding on which four different cards to select or if card changes need to be made.

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

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

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

Rules and Safety:

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

MATHLETICS (3-8)

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

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

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

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

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

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

A team, after **double-checking** their answers, should let the teacher know when they feel they have all 10 math problems correct. Upon arriving to check a team’s answers, the teacher’s first step will be to determine if procedures were followed on how to display all 10 answers. Before moving on, the teacher will provide a brief explanation of the rules to the team if procedures were not followed. The teacher will proceed to the second step if it is determined that all procedures were followed. The second step involves checking to see if each math problem was answered correctly. **Note:** *there are a few choices (based on the learning level*

of each group) the teacher can make at this point if an answer(s) is wrong before moving on to check another team: 1. the teacher can be extremely vague and say “incorrect” without letting them know which answers are wrong or how many are wrong, 2. the teacher can be somewhat vague and inform the team of how many answers are wrong, or 3. the teacher can be very helpful and inform the team of exactly which answer(s) from 1-10 is wrong. The team to successfully answer each problem from Mathletic Task Sheet A the fastest will be declared the winner for that round.

Optional: before going to the next round, stop and let students share the many possible solutions to some or all 10 of the problems and place special emphasis on those teams that were thinking “outside of the box.” A few examples would be finding three Kings of Spades for problem #1 instead of just three Kings, or a 2♥ 4♦, 2♥ 4♦, 2♥ 4♦ suited for the AB pattern on problem #5 instead of 2’s and 4’s of any suit. Return the cards to the center, hand out Mathletic Task Sheet B, and start a new round.

Rules and Safety:

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

Mathletic Task Sheet A

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

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

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

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

ROLL WITH IT (K-5)

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

Equipment:

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

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

are occupied. A “face-off” is when two players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the highest number.

All players with the greater number will go and get one stick from their team’s bucket to be taken and placed inside their team’s hoop located in the other corner. The player with the lower of the two numbers rolled must go to a traffic cone and skip, jog, gallop, etc., one lap around the gym back to the that cone before being allowed to face off against another player. **Note:** make sure to leave the dice inside each hoop. Players who face off and roll the same number (equal to) are considered winners and get one stick from their team’s bucket. Teams will continue this process the entire class and the game is over and a team is declared the winners if the following situation occurs:

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

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

Rules and Safety:

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

The Thriller Dance Modified (Michael Jackson)

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

Part 1: “Monster Claws”

Step to the R while creating monster claws to the R **2 counts**

Step to the L while creating monster claws to the R **2 counts**

Repeat R, L, R, L for the remaining 4 counts performing the monster claws **4 counts**

Part 2: “Slide, Shimmy, Clap”

Step to the R with an exaggerated slide of your L foot until it meets your R foot **4 counts**

Note: as you slide R, shimmy your shoulders up and down in an alternating pattern and bring your arms straight above your head and clap once on the 4th count.

Step to the L with an exaggerated slide of your R foot until it meets your L foot **4 counts**

Repeat the slide, shimmy, clap on the 8th count

Part 3: “Breast Stroke”

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

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

Part 4: “Zombie Stomp Backwards”

Backward.....stomp R while performing monster claws, eyes bulging **2 counts**

Backward.....stomp L while performing monster claws, eyes bulging **2 counts**

Backward.....stomp R, L, R, L with monster claws and eyes bulging **4 counts**

Note: remember to make your best zombie impression throughout the dance move!

Part 5: “Dealing Cards”

Stand with feet shoulders width apart. Bend the right leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your right hand each count. Also, slightly lean further and further to the right with each deal of a card. **4 counts**

Stand with feet shoulders width apart. Bend the left leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your left hand each count. Also, slightly lean further and further to the left with each deal of a card. **4 counts**

* Turn a quarter turn counterclockwise (to face the wall to your left) as you deal the last card to the left on EVERY 8th count.

START OVER

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

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

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

HULA HUT THROW DOWN (2-8)

OBJECTIVE:

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

EQUIPMENT:

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

PROCEDURE:

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

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

To Begin: On the teacher’s signal, “**Scorers**” (everyone will be scorers at this stage in the game) will begin throwing the Gatorskin balls, trying to score them into the basketball goal or corner trashcans located on the opposite end of the gym. All players who make a shot into the basketball goal are allowed to go and “capture” one hoop from either cone to take and put on their team’s side. All players who score a ball into the trashcan are allowed to go and “capture” two hoops from either cone to take and put on their team’s side. **Note:** *Encourage scorers to go and get the scored balls out of the trashcans before getting the hoops.* Each team will continue the “hoop capturing” process for the entire game, keeping in mind that for every six hoops captured, one Hula Hut may be built. Once a Hula Hut is built, the four positions of Builder, Gatherer, Protector, and Destroyer may be instituted. Each of the positions, other than the Scorer, that can be performed during each game will be defined as: 1. “**Builders**” are any players who choose to help build a Hula Hut each time six hoops have been captured. 2. “**Gatherers**” are any players who choose to cross the midline and go to the opposing team’s side to gather balls to bring back to their team’s side. The Gatherer position is important, especially when there are not many balls available on a team’s side. 3. “**Destroyers**” are any players from the opposing team who choose to roll or throw balls with the intent to destroy or knock down Hula Huts. Each Destroyer who knocks down a Hula Hut, causing all the hoops to fall to the ground, must cross the midline and gather the six hoops from the fallen Hula Hut and place them back around one of the traffic cones for the chance to be re-captured again. 4. “**Protectors**” are any players who choose to do whatever it takes to defend a Hula Hut from the destroyers’ rolled or thrown balls. **Note:** *nobody, other than the Protectors who guard the Hula Huts, are allowed to play defense by blocking balls or guarding the trashcans at any other time during the game.* Scorers will continue to capture hoops that are still available, Builders will continue building Hula Huts for every six hoops that are captured, Gatherers will continue retrieving balls from the opposing team’s side, Protectors will continue protecting as more Hula Huts are built, and Destroyers will continue destroying the opposing team’s Huts as long as at least one Hula Hut is still standing until the stop signal (time limit to be determined by the teacher) is given. The team to have the most Hula Huts built when the time expires will be declared the winner for that round. Clean up and start a new round. **Note:** *remind students that all four positions are available to anyone and that any player can change positions at anytime. Also, mention that all positions are chosen and performed on a voluntary basis, especially Protectors who are at the risk of getting hit by balls while protecting their Hula Huts.*

RULES AND SAFETY:

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

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

LAUNCH IT! (2-8)

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

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

- Flat Resistance Exercise Bands (30± or 15± bands per team). An Exercise Band is a rubber latex flat band that comes in various lengths and resistances. I recommend purchasing a medium resistance roll (usually the color green) and cutting it into lengths of 1.5 to 2.0 feet segments; see Figures 1 and 2).
- Super 70 balls (20-30 or one ball per every group of 2-3 students. Super 70 balls are 2.75" in diameter (approximately the size of a baseball), and are sold in sets of six different colors (red, blue, green, purple, orange, and yellow) at S&S Worldwide; see Figure 3).
- 5-gallon bucket of sticks (200±).
- Optional: wristbands (30±; color does not matter).

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

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

1-10 sticks = your team is alright!

11-20 sticks = your team is cool!

21-30 sticks = your team is awesome!

31-40 sticks = your team ROCKS!

41 or more=Launch It Champions!!!!

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

Rules and Safety:

1. Players may not slingshot a ball if another team is in their "line of fire" or shooting pathway. Encourage teams to wait for the other team to move or to slide to the left or right before shooting.
2. Encourage players to use an upward trajectory when slingshotting a ball. Using an upward trajectory typically slingshots the ball further and avoids hitting others in the line of fire.

3. Teams may not advance towards a wall once the ball has been picked up. The next shot has to be taken from where their team's ball came to rest.
4. One player from each team is allowed to go and collect one stick from the bucket upon hitting a wall. 10 sticks must be traded in to earn one wristband.
5. Once a wall is hit, teams turn around and begin at the new end line and slingshot at the wall on the opposite end of the gym.

UFO's (2-8)

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

Equipment:

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

Procedure: Place four traffic cones approximately 10 yards from each end wall. *Note: One area, between the traffic cones and wall will be the Launch Site and the other area will be the End Zone.* Place both buckets of wristbands at one intersection of the midline and sideline (See diagram for set up). Instruct students to form groups of 3- or 4-Player teams. Each 3- or 4-Player team may now get one ball and one slingshot from the teacher and then go sit down inside the launch site located on one side of the gym. The **object** of the game is for each Shooter team to slingshot as many balls as possible into the End Zone located on the opposite end of the gym. **To Begin:** On the signal "go", each 3- or 4-Player team must send one player (Catcher) to the End Zone. The other two to three players on each team must experiment with ways on how to aim and shoot the ball at different angles and trajectories as well as determining fair ways of taking turns on who will hold and who will shoot the slingshot each time (**see the game of Launch It for examples of the slingshot technique and some of the possible 2- and 3-Player ideas**). *Note: teammates must always use caution when pulling back and releasing the slingshots to avoid hitting anyone with the therapy band or ball!!!*

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

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

1-5 wristbands = your team is alright!

6-10 wristbands = your team is cool!

11-15 wristbands = your team is awesome!

16-20 wristbands =your team ROCKS!

21 or more wristbands =UFO Champions!!!!

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

Rules and Safety:

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

Temperature (Sean Paul)

Part 1:

- * R shoulder bounce and R foot stomp while pivoting to the L **4 counts**
- * L shoulder bounce and L foot stomp while pivoting to the R **4 counts**
- * Repeat

Part 2:

- * Scoop R or (Reebok) **4 counts**
- * Scoop L or (Reebok) **4 counts**
- * Repeat

Part 3: 1-2 Step

- * Grapevine R with delay (Step-delay on 2, 3, 4) **4 counts**
- * Grapevine L with delay (Step-delay on 2, 3, 4) **4 counts**
- * Repeat

Part 4:

- Forward..... Shuffle step R with a double jab **2 counts**
- Shuffle step L with a double jab **2 counts**
- Shuffle step R with a double jab **2 counts**
- Shuffle step L with a double jab **2 counts**

Part 5:

- Backward..... 1-2 step backwards to the R **4 counts**
- 1-2 step backwards to the L **4 counts**

START OVER

BLOCKHEADS (K-5)

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

Equipment:

- Dice (30-40 or two different colored dice per hoop that is on the midline)
- Hula Hoops (15-20 on the midline plus one in opposing corners. **Note:** remove a few hoops and dice for smaller classes, especially if it appears that some students are at hoops by themselves waiting for long periods of time)
- Two storage containers with an equal amount of noodle pieces or mini noodles (200-400 per team; create mini noodles by cutting long foam noodles into 1- or 2-inch pieces--an electric carving knife works best). **Note:** two different colored noodle pieces (blocks) is highly recommended to help with the redistribution of blocks at the end of the game and to keep teams from using the other team's blocks. For example, return Team 1's blue noodle pieces to one side and Team 2's red noodle pieces to the other side.

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

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

Rules and Safety:

1. A "face-off" is when 2 players meet at a hoop w/ each player picking up a die and rolling the die inside the hoop to determine who has the higher number. **Note:** make sure to leave the dice inside each hoop.
2. All players who roll the higher number will create and verbalize a subtraction math sentence with both numbers rolled to determine the number of blocks they win and the number of the exercise their opponents must perform.
3. All exercises must be performed inside either "Exercise Area" before going back to face-off.
4. All players must perform a re-roll of the dice if they roll the same numbers.

5. All players who win blocks must take and stack the blocks anywhere near their team's end wall. Each team earns one point for every 4-block tower built on their team's side. Players can build their own 4-block towers or add to existing towers.
6. Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled. A roll still counts if the die goes out of the hoop.
7. The opposing team will be awarded an automatic win if any player is caught destroying the other team's towers or for taking more blocks than what he or she won.

GOBBLE, GOBBLE (K-5)

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

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

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

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

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

RULES AND SAFETY:

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

STACK ATTACK (2-8)

OBJECTIVE:

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

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

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

PROCEDURE: Before classes arrive, place all balls in the center of gym. Separate and place Team 1's buckets on the ground against one end wall and separate and place Team 2's buckets on the ground against the opposing end wall. When classes arrive, divide the class into two teams and send each team to opposite sides of the gym to sit down and await further

instructions. The **object** of the game for each team is to collect and stack as many buckets as possible in order to earn the most points when the time expires.

Provide a brief explanation of the Scorer, Builder, Gatherer, Protector, and Destroyer positions (described below). Inform students that they can choose and change any position at **any time** during the game. **To Begin:** On the teacher's signal, "**Scorers**" (everyone should be scorers at this stage in the game), starting at the midline, will begin crab walking to the opposing team's wall where their team's buckets are located. *Note: each team will want to collect buckets because getting buckets is the only way to earn points.* All players, each time they get a bucket, must crab walk, balancing the bucket on their bellies until they cross back over the midline (See Figure 5). *Note: a redo is necessary if the bucket touches the ground before the player crosses back over the midline. A redo involves standing up and taking the bucket back to the wall before returning to your team's side to start over.* The Scorer position can be played as long as there are buckets to be earned. As buckets cross over the midline, the positions that can be implemented will be defined as: 1. "**Builders**" are any players who choose to help stack buckets, within their team's boundaries, each time buckets are earned (See Figures 1 through 4 for the stacking examples and their point values). 2. "**Protectors**" are any players who choose to do whatever it takes to defend a bucket or stack of buckets from the destroyers' rolled or thrown balls (See Figure 6). Protectors must always stand and may not touch the buckets while protecting. 3. "**Destroyers**" are any players from the opposing team who choose to roll or throw balls with the intent to destroy or knock over buckets or bucket stacks. Each Destroyer who knocks a bucket over on its side must cross the midline and only gather the bucket or buckets that were knocked over (See Figure 7). After retrieving the buckets, the Destroyer must place them back at the opposing team's end wall to be re-earned. *Note: sometimes a stack of buckets will get hit, but a Destroyer may not capture the bucket unless it was knocked over on its side.* 4. "**Gatherers**" are any players who choose to go anywhere, even crossing the midline to go to the opposing team's side, to gather balls to bring back to their team's side. The Gatherer position is important, especially when there are not many balls available on a team's side. Scorers will continue to earn buckets that are still available, Builders will continue stacking buckets, Protectors will continue protecting as buckets are stacked, Destroyers will continue destroying the opposing team's buckets or bucket stacks, and Gatherers will continue retrieving balls until the stop signal (time limit to be determined by the teacher) is given. The teacher will quickly add up points based on the types of stacks built and the team with the most points will be declared the winner for that round. Clean up and start a new round. *Note: remind students that all five positions are available to anyone and that any player can change positions at anytime. Also, mention that all positions are chosen and performed on a voluntary basis, especially Protectors who are at the risk of getting hit by balls while protecting their bucket stacks.*

RULES AND SAFETY:

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

Risky Business

2-8

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

EQUIPMENT:

- 1 hula hoop per group of 3-4 students
 - (5) \$1.00 bills per team (I "borrowed" the money out of my child's Monopoly game and laminated it; you can Google "printable play money or printable game money" to find all kinds of ideas; See Figure 1 under the game "Cold Hard Cash" for examples of Monopoly money).
 - Money drawer or container to keep money: My drawer contains the following bills: \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills (See Figure 1 for example of the money drawer I use).
 - Optional: instead of Monopoly money, I now use the EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.swww.com because it is more realistic. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. (See Figure 1 for examples of this money).
- 1 cash bucket to store the \$1.00 bills (See Figure 2 of my cash bucket of \$1.00 bills).

PROCEDURE:

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

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

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

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

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

\$5 - \$50 = unlimited tokens to Chuck E. Cheese's

\$51 - \$150 = brand new iphones

\$151 - \$250 = brand new ipads

\$251 - \$500 = brand new cars

\$500+ = Your team can retire as Millionaires!!!!

RULES AND SAFETY:

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

What's in Your Piggy Bank?

K-5

OBJECTIVE:

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

EQUIPMENT:

1. 1 hula hoop per group of 3-4 students
2. EC1109 Pack of 300 Play Money Bills from S&S Worldwide/www.ssw.com. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. If possible, laminate each bill to increase durability.
3. EC1185 Pack of 460 Plastic Coin Set. Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars in storage tub. **Note:** *it will be necessary to purchase one more pack of the EC1109 and EC1185 for classes larger than 48 students.*
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. Email me at pe2themax@bellsouth.net if you want a color copy of each coins and bills sheet.*

PROCEDURE:

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

is for each team to run laps in order to retrieve each of the coins and bills represented on the United States Money: Coins and Bills sheet.

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

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

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

RULES AND SAFETY:

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.

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

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

Part 1:

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

Part 2: (The Chorus)

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

Part 3:

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

Part 4:

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

Part 5: Repeat Part 1 again

Part 6: (The Chorus) Repeat Part 2 again

Part 7: Repeat Part 3 again

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

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

Part 9: Repeat Part 1 again

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

Part 11: Repeat Part 1 again

Part 12: (The Chorus) Repeat Part 2 again

Part 13: Repeat Part 3 again

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

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

PROCEDURE:

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

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

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

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

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

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

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

RULES AND SAFETY:

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

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).

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 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.

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: See What’s in Your Piggy Bank Task Sheet

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

PROCEDURE:

Spread out all hula hoops within the gym boundaries in an oval fashion to allow students to run on the outside of the hoops while also allowing enough room in the center of the gym to create an area for the bank. Place one jump rope, Money Task Sheet A, and pencil inside each hula hoop. Scatter all of the money (cash and coins) on the floor inside the center area of the gym (See Figure 1).

Note: this area will be referred to as the **Bank**. The **object** of the game is for each team to find and collect the answers to all 10 word problems on the Money Task Sheet.

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

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

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

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

RULES AND SAFETY:

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

Answers for Money Word Problems-Task Sheets A:

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

Money Word Problems-Task Sheet A

- | | |
|--|-----------------------------|
| a) Hop 20 times (10 hops on each foot) | 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. _____

Flip for It

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 instructions. 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 “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 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.

Problem (by Ariana Grande)

I. Part 1:

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

Part 2:

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

Part 3:

- 1-2 Step (like the Grapevine, but stomp R with delay then a quick 2, 3, 4) **4 counts**

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

Part 4:

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

Part 5:

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

Part 6:

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

II. REPEAT ALL 6 PARTS AGAIN

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

IV. REPEAT ALL 6 PARTS AGAIN

Pokémon Go Get ‘em

2-6

OBJECTIVE:

Inspired by Launch It from my book PE² (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 a 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 station 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 cone must be immediately placed on top of any Pokémon to signify that it has been captured. 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 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.

RULES:

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.
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.

CONE FLIP CHAOS

K-6

Objective: 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 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.

STATE LINGO BINGO (2-8)

OBJECTIVE:

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

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

- 1 hula hoop per group of 3-4 students
- 1 laminated copy of the State or State Capitals Bingo Card per group. **Note:** there is a States Bingo Card 1 and Card 2 and a State Capitals Bingo Card 1 and Card 2.
- 15-20 copies of the State Cut Outs and State Capitals Cut Outs. I recommend printing the State Cut Out Sheets on white cardstock and for example, State Capitals Cut Out Sheets on yellow cardstock. This makes it easier to separate the two sets. Once copied, cut out each state and state capital so that there are 15-20 “**markers**” of each state and state capital. Although time consuming, I recommend laminating each cut out to improve durability.
- 1 Bucket/Container to store Bingo markers.

- Go to www.teachervision.com and search for “U.S. Map with state capitals”. The maps are free, so print out four or more of the 8.5 x 11 maps and laminate them to tape to each wall.
- Optional items I recommended instead of using the smaller, 8.5 x 11 maps above: two, large USA Maps taped to the wall to assist students with their map reading skills who do not know their states or state capitals (kind of like a cheat sheet). LR1966 or LR2397 USA Maps are 40” x 28” maps that feature states and capitals. LR2397 is a laminated map.

PROCEDURE:

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

To Begin: instruct students to get into groups of three/four and sit beside a hoop to await further instructions. Explain that each team must work together to seek out and collect the correct Bingo markers based on the Bingo Challenge given by the teacher (See Bingo Challenges below).

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

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

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

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

BINGO CHALLENGES:

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

RULES AND SAFETY

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

State Lingo Bingo

States Card 1

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

Don't Stop the Rock (by Freestyle)

Part 1:

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

Part 2:

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

Part 3:

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

Part 4:

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

Part 5:

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

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)
- 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 1 and 2). The **object** of the 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 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 3 and 4). 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
- 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.

cooPEration

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.....cooPEration!

EQUIPMENT:

- Super 70 balls (50+; A Super 70 ball is a 2.75" ball that is approximately the size of a baseball – See Figure 1; Substitute with foam tennis balls– See Figure 2)
- Small, plastic buckets or sand pails (10± per team depending on class size; See Figure 3)
- Play Money. Most sets contain (100) \$1 bills, 50 each of \$5, \$10, and \$20 bills, and 25 each of \$50 and \$100 bills. If possible, laminate each bill to increase durability. *Note: substitute sticks or anything else to represent points if play money is not available.*
- One cash bucket to store the \$1.00 bills (See Figure 4 of my cash bucket of \$1.00 bills).
- cooPEration Challenge sheet (4-6 copies; I recommend taping the sheets to the wall inside each end zone)
- Container (1 container per team to for storing each team's money; See Figure 5)
- Traffic cones (6-8 cones to designate each team's end zone)
- Optional: 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 6 for an example of the money drawer I use).

PROCEDURE: Before classes arrive, place all balls in the center of the gym. Place the traffic cones on each side of the gym from sidewall to sidewall to create the end zones for each team. *Note: increase or decrease the size of the end zones based on the throwing and catching abilities of each class.* Tape 2-3 copies of the cooPEration Challenge sheet to the wall and place 10± small buckets inside each end zone. Finally, place the bucket of \$1.00 bills and the containers for collecting each team's money on one side of the gym, but outside the boundaries (see diagram for set up). The **object** of the game is for each team to complete as many of the cooPEration Challenges as many times as possible in order to earn the most money within the designated time limit. **To Begin:** Divide the class in to team blue and team red and send each team to opposite sides of the gym to sit down and await further instructions. Choose 1-2 students from each team to be Bankers by providing them with a wristband or jersey. Provide a brief explanation of the Catcher, Thrower, Scorer, and Banker positions (described below), informing students that they can choose and change any position at any time during the game with the exception of the Banker position. On the teacher's signal, any player who chooses to be a "**Catcher**" may cross over their team's midline and go to the opposite side of the gym to claim a bucket located within the coned off end zone. Catchers must catch a ball in the air **OR** after one bounce from within their team's end zone from one of their team's Throwers (See Figure 7). "**Throwers**" are players who continually throw balls, attempting to score balls into any of the Catcher's buckets who are standing inside the opposite end zone (See Figure 8). Throwers may not cross the midline to throw a ball. Immediately upon catching a ball, the Catcher will become a "**Scorer**" and will place the bucket on the ground, take the ball out of the bucket, recruit a partner and go look at a cooPEration Challenge sheet to determine which challenge they want to perform. *Hint: the teacher may need to stop the class and remind students to always be aware of positions that need to be filled in order to avoid any standing around and waiting in order to maximize the earning of points.* The challenge is not complete until the Scorers travel from end zone to end zone. *Note: A dropped ball results in a dead ball and must be left on the ground for a Thrower.* Scorers can figure out any creative way to carry the ball as long as they use the body parts depicted in the picture and do not touch the ball with their hands once they begin traveling (See Figure 9). *Note: the ball can immediately be dropped once the Scorers cross into the end zone on their side of the gym.* A dollar amount is then awarded to the Scorers based on the challenge completed from the cooPEration Challenge sheet. The Scorers will then get the awarded amount of money from the bucket of dollar bills and place the money into their team red or team blue container.

The Bankers play the game just like everyone else, but are allowed to go and count the money from their team's container (See

Figure 10). For example, the Banker from the blue team collects 20, one dollar bills from the blue container and gives them to the teacher in exchange for a \$20 bill to put back inside her team's blue container. **Note:** *encourage Bankers to turn the \$1.00 bills in periodically so that the teacher can replenish the bucket of \$1.00 bills.*

The process of Throwers throwing balls to Catchers, Scorers transferring balls to the end zones and collecting money will continue the entire game. The team to have the most money in their team's container when the time expires will be declared the champions for that round. Clean up and start a new round if time permits.

RULES:

1. Throwers may not cross the midline to throw balls. No throwing balls at others!
2. Catchers must stay within the coned off end zone to catch a ball from one of their team's Throwers.
3. Any dropped ball from the Scorers is dead and can only be picked up and thrown by a Thrower.
4. Scorers must collect the amount that is depicted underneath the challenge picture once that challenge has been completed. Collecting the wrong amount results in the teacher removing \$20.00± from the team's bucket who was caught cheating.
5. Defense is not allowed. Players may not block balls or interfere with or touch Scorers that are carrying balls.

DISARMAMENT

2-8

OBJECTIVE:

To reinforce the skills of throwing, catching, accuracy, cooperation, hand-eye coordination, and teamwork in a time where the future of physical education is a stake.

SCENARIO: The future of physical education is at stake because the FBI has informed all PE teachers to be on alert for a mysterious villain known as the "sedentary terrorist". The sedentary terrorist is against kids getting active and having fun, threatening to destroy the gymnasiums all over the world. I entered our gym this morning and found what appears to be explosives lying everywhere. I need your help! In order to save our gym from destruction and losing our physical education program, we must work together to disarm all of the explosives and defeat the evil, sedentary terrorist.

EQUIPMENT:

- Super 70 balls or foam tennis balls (1 ball per partner group; Super 70 balls are 2.75" in diameter (approximately the size of a baseball), and are typically sold in sets of six different colors of red, blue, green, purple, orange, and yellow; see Figures 1 and 2).
- Traffic cones to create a jogging lane or an exercise area
- Optional: Play Money \$1.00 and \$5.00 bills from www.swww.com.
- Plastic buckets or sand pails (50+; found in most school cafeterias or order "Catch Buckets" from www.swww.com; see Figures 3 and 4 for examples).

PROCEDURE:

Before classes arrive, create a jogging lane or exercise area with the traffic cones. Randomly spread out the buckets (explosives) within the gym boundaries. The **object** of the game is for partner groups to transfer their ball, by means of throwing and catching, in order to bounce the ball into any bucket to disarm the explosives. Instruct students to partner up and get one ball per group. Send half of the teams to one side of the gym and the other half of the teams to the opposite side of the gym to sit down and await further instructions. **To Begin:** Play begins with each team starting from behind their end line (See Figure 6). The goal is to advance the ball to a teammate down the court by throwing, catching and bouncing the ball into a bucket, therefore disarming an explosive. **Note:** *positions will not be assigned. Teammates are responsible for choosing what positions to play and how they want to contribute to the game.* A ball can be thrown any distance down the court to a partner, but any ball that touches the ground or knocks over a bucket **or** any player that physically knocks over a bucket results in that partner group jogging a lap or visiting the exercise area before starting over from behind the end line. **Note:** *the teacher will predetermine if laps or exercises are to be completed.* Catchers, upon catching the ball can pivot and turn to throw to a teammate to advance the ball to get closer to an explosive or attempt to disarm an explosive by bouncing the ball into the bucket (See Figures 7 and 8).

A ball is safe and can be replayed, if the ball is bounced towards the bucket, but is caught by a catcher before hitting the ground again. A successful score in the bucket disarms that explosive and must be picked up and turned in to the teacher for safe disposal.

Optional: *each partner group will receive \$1.00 for their bravery every time they disarm an explosive. Note: I allow players to cash in five-\$1.00 bills for a \$5.00 bill.* Each team will continue the process of throwing, catching, and bouncing balls until all of the explosives have been disarmed. **Once disarmed, the teacher will yell out "we've defeated the evil, sedentary terrorist and saved physical education!"**

When the time has expired, give each team some time to calculate their cash (if the money option was used) 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 – \$6 = Elementary Level Players
- \$7 - \$10 = Middle School Level Players
- \$11 - \$14 = High School Level Players
- \$15 - \$19 = College Level Players
- \$20+ = Professional Level Players!!!!

RULES AND SAFETY:

1. The first initial throw to enter a ball into the game must be made from behind the end lines on each team's starting side of the gym.

2. All players who catch balls may rotate their bodies/pivot on one foot to throw to their teammates. Players may not walk or advance toward a bucket while in possession of a ball.
3. Players can make overhand or underhand throws for short or long distances to teammates.
4. Any ball that touches the ground, unless an attempt to score is being made, results in those players retrieving the ball, completing their lap or exercise and going back to start the process over from behind the end line.
5. Players may not play defense or interfere with another team's throwing, catching or bouncing of balls.
6. All balls must be scored with a one bounce into the bucket to disarm the explosive.
7. Any player that physically knocks over a bucket results in that partner group jogging a lap or visiting the exercise area before starting over from behind the end line.
8. A ball is safe and can be replayed, if the ball is bounced towards the bucket, but is caught by a catcher before hitting the ground again.
9. A successful score in the bucket disarms that explosive and must be turned in to the teacher for safe disposal.

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

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.

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. The Poser's job is to perform the poses from the EcSTATIC Poses Challenge sheet at each of the 3 levels. 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 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:

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 exact 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.

GUESS WHO? FITNESS

2-8

OBJECTIVE: Derived from the classic Hasbro game of Guess Who? (www.hasbro.com), the high energy, game of Guess Who Fitness will have your students actively moving and strategizing to see who can guess the opponents mystery athlete the quickest.

EQUIPMENT:

- Traffic cones to designate the jogging/walking/locomotor skill lane
- One copy of the "top half" **gameboard** of the Guess Who Characters sheet per team of two to four (sheets can be downloaded and laminated from <https://www.hasbro.com/en-us/guesswho/guess-who-characters>; There are a few options available for download. I chose the "Sports" characters. See Figure 1).
- 3-4 copies of the "bottom half" of the Guess Who Athletes; I recommend cutting each character out and laminating them (See Figures 1-3).
- Bucket of wristbands (or anything to represent points)

PROCEDURE:

Create a jogging lane/lap with the traffic cones. Randomly spread out the Guess Who Athletes face down on the floor in the center area of the gym (See Figure 4). The **object** of the game is to earn the most points by guessing the most mystery athletes. **To Begin:** instruct students to partner up and go sit down anywhere within the jogging lane to await further instructions. **Note:** *play two against one if one student does not have a partner.* The teacher will give each partner group one copy of the gameboard. The gameboard includes a picture of all 24 athletes. **Note:** *partner groups can place their gameboard anywhere in the gym to refer to if they do not want to carry it with them.* On the go signal, both players must go to center and each will collect one athlete. **Hint:** *make sure you do not let your opponent see which athlete you choose.* Each partner group will then determine who gets to ask the first question by playing Rock, Paper, Scissors (RPS). **Note:** *RPS is played one time to establish who will go first the entire game.* Before any questions can be asked, each partner group must go to any cone and jog one lap TOGETHER until passing the beginning cone (See Figure 5).

ON YOUR TURN: You may either ask a question or guess who the mystery athlete is, but do not use your turn to guess the mystery athlete until you are ready!

ASKING QUESTIONS: Until you are ready to guess the mystery athlete, ask your opponent **one** "very specific" question per turn. Each question must have either a "yes" or "no" answer. For example, you may ask: "Is your athlete a boy?" Your opponent must then answer either "yes" or "no." After your opponent answers, you will be able to eliminate one or more athletes on the gameboard (See Figure 6). After you ask a question, your turn is over. New questions cannot be asked until each partner group goes to a cone and jogs another lap TOGETHER.

GUESSING THE MYSTERY ATHLETE: When you are ready to guess who the mystery athlete is, make a guess instead of asking a question. For example, say, "the mystery athlete is Dennis the tennis player." Your opponent must then show you the athlete to reveal if your guess is correct. If your guess is correct, you win two wristbands, BUT if your guess is incorrect, your opponent wins one wristband. As soon as a guess is made, the opponent, regardless of whether she is ready to guess or not, must then make a guess. If correct, she gets two wristbands, but if incorrect, the opponent DOES NOT get one wristband because the second player should not get punished since the opponent was the one who initiated the guessing process.

As soon as guesses have been made, both opponents will go to center to drop off their old athlete and collect a new athlete to start another round. This process of jogging laps, asking questions and earning points will continue the entire class for as many rounds 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.*

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

RULES AND SAFETY:

1. Before any questions can be asked, each partner group must go to any cone and jog one lap TOGETHER until passing the beginning cone.
2. You can ask your opponent **one** question per turn. Each question must have either a "yes" or "no" answer.
3. You can make a guess instead of asking a question. Your opponent must then show you the athlete to reveal if your guess is correct. If your guess is correct, you win two wristbands, BUT if your guess is incorrect, your opponent wins one wristband.
4. As soon as a guess is made, the opponent, regardless of whether she is ready to guess or not, must then make a guess. If correct, she gets two wristbands, but if incorrect, the opponent DOES NOT get one wristband.

JENGA-JANGE 1.0

K-5

OBJECTIVE: Jenga-Janga is a great lead up activity for the FITNESSGRAM PACER test. Adapted from the game of Jenga, the fast-paced, jogging and counting game of Jenga-Janga 1.0 will definitely captivate your students. Teams will compete against each other by jogging to collect noodle pieces in order to build towers, being careful not to be the one to cause a tower to fall.

EQUIPMENT:

- Hula Hoops (10-16)
- Noodle pieces/sections (preferably 100-200 of two different colors, each stored in their own container)
- 5-gallon buckets or baskets (3-4 per team)
- Bucket of wristbands (or anything to represent points)

PROCEDURE:

Before classes arrive, place one set of hula hoops on one side of the midline of the gym and the other set of hula hoops on the opposite side of the midline, across from the other set of hoops (See Figure 1). Space each hoop approximately 3-5 feet apart. Next, place one container of noodle pieces (**blocks**) on one end of the gym against the wall and place the other container of noodle pieces on the opposite end of the gym against the wall. Place the point bucket on one side of the midline (see diagram for set up). The **object** of the game is to successfully build more 15-block towers than the opposing team.

To Begin: divide the class into two teams (for example, Team Yellow and Team Blue) and send to opposite sides of the gym to sit down and await further instructions. *Note: I chose these colors based on the color of noodle pieces I own. I purchased multiple packs of the Noodle Sections, item # W10808 from www.swww.com that come in a pack of 100 yellow and 100 blue pre-cut pieces.* Choose 3-4 players from each team to be **Sweepers** and give each of them a 5-gallon bucket. *Note: switch Sweepers every 5-10 minutes.* When the game begins, each player from Team Yellow and Team Blue will jog and collect **one** block from the container on their side of the gym (See Figure 2). After collecting a block, each player will jog to any hula hoop on their side of the midline and carefully begin stacking the blocks in order to create 15-block towers (See Figure 3). *Note: Adjust the 15-block tower to more or less depending on the types of noodle pieces you own and the age group of the class. For example, K-1 students must create 10-block towers to earn points.* A point is earned for each 15-block tower that is successfully built inside a hoop (See Figure 4). A Sweeper will quickly go and “sweep” up all 15 blocks into his/her bucket and dump them back into the noodle container before going to get one wristband from the point bucket (See Figure 5). Any tower that falls before reaching 15 blocks must also be swept up and dumped by the Sweepers before a new 15-block tower can be restarted inside the hoop (See Figure 6). Each team will continue jogging to collect blocks in order to build the 15-block towers to earn points until the time expires. All wristbands will be collected and counted for each team to determine the Jenga-Janga Champions.

RULES AND SAFETY:

1. Players may only collect one block per trip.
2. A 15-block tower earns one point to be collected by a Sweeper.
3. The Yellow Team may not cross the midline and interfere or knock down the towers being built by the Blue Team and vice versa.
4. Players may not hold or touch the tower when stacking blocks.

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 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 & turn over a card or cards depending on the version being played.
3. Passers may travel anywhere to collect up to two balls as long as they return to the Passing Zone before passing. Watch out for thrown balls!
4. 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.

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

RULES:

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.

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 (lengthwise). 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 attempting 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:

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.

TRICK OR TREASURE

K-3

Objective: All students will actively engage in the mysterious game of Trick or Treasure because what is unveiled could be a trick or could be a treasure. Trick or Treasure provides a fun, high-energy outlet for students to reinforce fitness skills, strategy and deception.

Equipment:

- Dice (two different colored dice per hoop that is on the midline)
- Hula Hoops (8-12 hoops on the midline)
- Three hula hoops/storage container per team against the wall with 25 of the following items per hoop (See Figure 1):
 2. Yellow noodle pieces to represent gold
 3. Blue noodle pieces to represent diamonds
 4. Red wristbands to represent rubies
- Trick or Treasure "What beats What" Key (2-3 copies taped on each side wall)

Procedure: Before classes arrive, place all of the hoops, side by side, on the midline with two different colored dice inside each hoop. Place three hula hoops at each of the opposing end walls of the gym with the specified items inside each hoop (see diagram for set up). Tape on each side wall or place on the floor 2-3 copies of the Trick or Treasure "What beats What" Key on each side of the gym. The **object** of the game for each team is to accumulate the most "treasure" (gold, diamonds, and/or rubies). **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. Review the Trick or Treasure "What beats What" Key by explaining that Gold beats Diamonds, Diamonds beats Rubies, and Rubies beats Gold. On the signal "go," each player will go to any of the three hoops on their side of the gym and select **one** piece of treasure, making sure to keep the treasure hidden once it is selected (See Figures 1 and 2). *Note: remind students that this is where the trick occurs in case opposing players are watching. For example, a player may pretend to pick up a diamond, but actually pick up a ruby (See Figures 3-5).* Players will then meet at any of the center hoops to face-off against one of the opposing team's players by revealing their treasure (on the count of "3") to determine the winner (See Figures 6-8). *Note: remind players to refer to the keys taped on the wall to determine who the winner is in case there is any confusion (See Figure 9).* The winner will take both items and separate them into the designated treasure hoops before getting a new treasure to go and face-off again.

A tie occurs when each player reveals the same item (See Figure 10). When this occurs, both players will face-off again by picking up a die and rolling the die inside the hoop to determine who has the higher number (See Figure 11). *Note: players must perform a re-roll of the dice if they roll the same numbers.* All players who roll the higher number win both pieces of treasure to return them to their team's designated treasure hoops. All players losing at a face-off immediately perform three push ups (or any predetermined exercise by the teacher) before going to get another piece of treasure. *Note: make sure to leave the dice inside each*

hoop.

Stop the game when the time expires or a team is out of treasure or very low on one or more types of treasure. The teacher will go and add up each team's three different treasures to determine who are the "Gold Champions," the "Diamond Champions," and/or the "Ruby Champions." Clean up by performing a 10-second count down while students return the 25 of each treasure to the appropriate hoops before starting a new round.

Rules and Safety:

1. Players may select **one** piece of treasure to take to the face-off.
2. A "face-off" is when two players meet at a hoop to reveal their treasure or by picking up a die and rolling the die inside the hoop to determine who has the higher number.
3. Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled. Any roll of the die that goes out of the hoop is an automatic one.
4. All players must perform a re-roll of the dice if they roll the same numbers.
5. All losing players must perform the exercise before getting anymore treasure.
6. All players who win treasure must take both items and separate them into the designated treasure hoops before getting a new treasure to go and face-off again.

LET EM ROLL

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 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 performing 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:

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 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.

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. 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. 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 exercise 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** (teammate) 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 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.

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 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 foam discs (30+; the more the better)
- Optional: jerseys or wristbands 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).

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 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. 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 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 balls 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 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.

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: 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. 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 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 too 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:

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.

Pace Maker II Challenges

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

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

Great job now START OVER!!!