

# 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), *PE<sup>2</sup>: Double the Physical + Double the Education = Double the Fun* (2011), *HyPEd Up: Taking Physical Education Games to the Next Level* (2017), *HyPEd Up II: Physical Education Games to the Max* (2019), *PE2theMax's Greatest Hits* (2021), *Gymnastics and Scooter Skills Video Unit Flash Drive* (2023), and *Balloon, Scarf, Ball Handling, Noodle, and Super 70 Ball Skills Video Unit Flash Drive* (2024).

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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.

## **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.

### **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.

### **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.

## **Flip for It**

**K-8**

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

#### **Equipment:**

- Plastic Coin Set. Many packs contain 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars. Only the pennies and quarters will be used in this game. Real pennies and quarters can be substituted, but somehow I seem to always come up short at the end of the day.....LOL.
- Hula Hoops (8-12 on the midline)
- Traffic cones to designate the jogging lanes or exercise area.
- A separate container or place to house the pennies and quarters. *Note: my gymnasium has stage that allows me to spread the pennies out on the floor so that players can easily pick one up each time they jog a lap.*
- Wristbands (3-5 per team)
- Bucket/container (1 bank for each side to place the pennies that have been won)

#### **Procedure:**

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

## **Pokémon Go Get ‘em**

**2-6**

#### **OBJECTIVE:**

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

#### **EQUIPMENT:**

- One bucket of Flat Resistance Exercise Bands (15+ slingshots). An Exercise Band is a rubber latex flat band that comes in various lengths and resistances. I recommend purchasing a medium resistance roll (usually the color green) and cutting it into lengths of 1.5 to 2.0 feet segments.
- One bucket of Super 70 balls or foam tennis balls (30+ balls).
- Stuffed animals (30-50 medium to large size animals; the more the better). **Hint:** send 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.

## 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.

## 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.

## 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 to fast.

When the time has expired, total each team's points. **Hint:** when implementing the Captain and wristband technique. Each team will already have wristbands and sticks in their team's bucket. Save time by giving each team one more wristband to avoid counting the remaining sticks and tell students that you are rounding up each team's remaining points. Total up the wristbands so that scores will be 150, 200, 250, etc. The team to earn the most sticks within the designated time limit will be declared the winners. **Note:** again, take opportunities before, during, and/or after the game to show examples or get feedback of how "pacing" was and was not demonstrated. Try to get the point across that the players who pace themselves do not necessarily go as fast, but are able to last longer and attempt more locomotor skills without getting exhausted.

**RULES:**

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