

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), *PE²: 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.

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.

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.

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 pushups 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:** pushups 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.

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.

- 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.
- 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.

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:

- 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.
- Each team must wait on their opponent's team to arrive to the hoop before making a game move with their team's block.
- Each team must take turns when placing blocks on the template. For example, two blue players would never take back to back turns.
- A player cannot pick up and move a block to another spot once the player removes his or her hand from the block.
- A win results in each player getting one wristband point.

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 opponent's 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.

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 number 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.

Risky Business

2-8

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

EQUIPMENT:

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

1 cash bucket to store the \$1.00 bills (See Figure 2 of my cash bucket of \$1.00 bills).

PROCEDURE:

Place each hoop around the perimeter of the gym, but leave enough space to allow for groups to run laps on the outside of the hoops. Place (5) \$1.00 bills inside of each hoop. Put the cash bucket in a place where students can easily grab \$1.00 after completing their lap. Instruct the class to get into

groups of 3-5 (depending on space and class size) and go sit down at a hoop and await further instructions. The **object** of the game is to earn cash by running laps and/or by taking chances at the Stock Exchange in order to make lots of money!

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

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

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

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

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

\$51 - \$150 = brand new iphones

\$151 - \$250 = brand new ipads

\$251 - \$500 = brand new cars

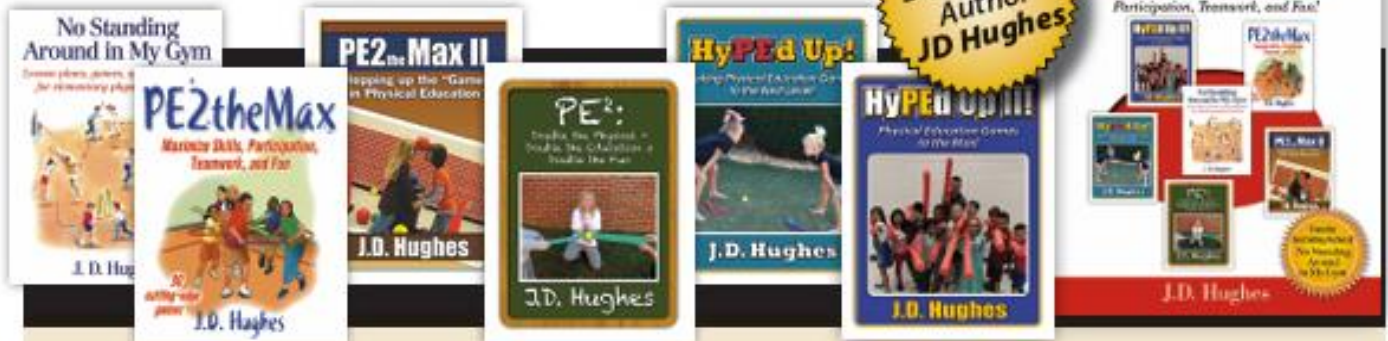
\$500+ = Your team can retire as Millionaires!!!!

RULES AND SAFETY:

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

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