

Welcome to by J.D. Hughes

From the best Selling author of *No Standing Around in My Gym: Creative Lesson Plans, Games, and Teaching Tips for Elementary Physical Education* (2002), *PE2theMax: Maximize Skills, Participation, Teamwork and Fun* (2005), *PE2theMax II: Stepping up the "Game" in Physical Education* (2008), *The Best of No Standing Around in My Gym, 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), and *PE2theMax's Greatest Hits* (2021).

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

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

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

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

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

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

Boom, Boom, Pow (Black Eyed Peas)

Part 1: 1-2 Step

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

Part 2:

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

Part 3:

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

Part 4:

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

The Thriller Dance Modified (Michael Jackson)

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

Part 1: "Monster Claws"

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

Part 2: "Slide, Shimmy, Clap"

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

Part 3: "Breast Stroke"

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

Part 4: "Zombie Stomp Backwards"

- Backward.....stomp R while performing monster claws, eyes bulging **2 counts**
- Backward.....stomp L while performing monster claws, eyes bulging **2 counts**
- Backward.....stomp R, L, R, L with monster claws and eyes bulging **4 counts**

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

Part 5: “Dealing Cards”

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

4 counts

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

4 counts

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

START OVER

HULA HUT THROW DOWN (2-8)

OBJECTIVE:

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

EQUIPMENT:

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

PROCEDURE:

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

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

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

RULES AND SAFETY:

1. Scorers and Destroyers may not cross the midline to roll or throw balls.

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

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

Temperature (Sean Paul)

Part 1:

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

Part 2:

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

Part 3: 1-2 Step

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

Part 4:

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

Part 5:

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

START OVER

GOBBLE, GOBBLE (K-5)

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

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

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

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

trap one ball at a time.

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

RULES AND SAFETY:

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

STACK ATTACK (2-8)

OBJECTIVE:

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

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

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

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

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

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

RULES AND SAFETY:

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

BullsEye

2-8

OBJECTIVE:

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

EQUIPMENT:

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

PROCEDURE:

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

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

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

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

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

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

The teacher will collect each Team's Cash Container when the time limit has expired and add up the cash earned by each team to determine the Bullseye Champions. *Option: choose 1-2 Captains from each team and allow them to take money out of their Team's*

Cash Container. Each Captain can trade \$100.00 in smaller bills to the teacher in exchange for a \$100.00 bill. This strategy will allow you to replace the smaller bills into the Cash Buckets and make it easier to total money at the end of the game.

RULES AND SAFETY:

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

cooPEration

2-8

OBJECTIVE: This zany, action-packed teamwork game reinforces spatial awareness, throwing for accuracy, bucket manipulation, eye-hand coordination, communication, patience and most importantly.....cooPEration!

EQUIPMENT:

- Super 70 balls (50+; A Super 70 ball is a 2.75” ball that is approximately the size of a baseball – See Figure 1; Substitute with foam tennis balls– See Figure 2)
- Small, plastic buckets or sand pails (10± per team depending on class size; See Figure 3)
- Play Money. Most sets contain (100) \$1 bills, 50 each of \$5, \$10, and \$20 bills, and 25 each of \$50 and \$100 bills. If possible, laminate each bill to increase durability. *Note: substitute sticks or anything else to represent points if play money is not available.*
- One cash bucket to store the \$1.00 bills (See Figure 4 of my cash bucket of \$1.00 bills).
- cooPEration Challenge sheet (4-6 copies; I recommend taping the sheets to the wall inside each end zone)
- Container (1 container per team to for storing each team’s money; See Figure 5)
- Traffic cones (6-8 cones to designate each team’s end zone)
- Optional: Money drawer or container to keep money: My drawer contains the following bills: \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills (See Figure 6 for an example of the money drawer I use).

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

The Bankers play the game just like everyone else, but are allowed to go and count the money from their team’s container (See Figure 10). For example, the Banker from the blue team collects 20, one dollar bills from the blue container and gives them to the teacher in exchange for a \$20 bill to put back inside her team’s blue container. *Note: encourage Bankers to turn the \$1.00 bills in periodically so that the teacher can replenish the bucket of \$1.00 bills.*

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

RULES:

1. Throwers may not cross the midline to throw balls. No throwing balls at others!

2. Catchers must stay within the coned off end zone to catch a ball from one of their team's Throwers.
3. Any dropped ball from the Scorers is dead and can only be picked up and thrown by a Thrower.
4. Scorers must collect the amount that is depicted underneath the challenge picture once that challenge has been completed. Collecting the wrong amount results in the teacher removing \$20.00± from the team's bucket who was caught cheating.
5. Defense is not allowed. Players may not block balls or interfere with or touch Scorers that are carrying balls.

DISARMAMENT

2-8

OBJECTIVE:

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

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

EQUIPMENT:

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

PROCEDURE:

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

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

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

When the time has expired, give each team some time to calculate their cash (if the money option was used) to determine the following award amounts: **Note:** *mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.*

\$1 – \$6 = Elementary Level Players
 \$7 - \$10 = Middle School Level Players
 \$11 - \$14 = High School Level Players
 \$15 - \$19 = College Level Players
 \$20+ = Professional Level Players!!!!

RULES AND SAFETY:

1. The first initial throw to enter a ball into the game must be made from behind the end lines on each team's starting side of the gym.
2. All players who catch balls may rotate their bodies/pivot on one foot to throw to their teammates. Players may not walk or advance toward a bucket while in possession of a ball.
3. Players can make overhand or underhand throws for short or long distances to teammates.
4. Any ball that touches the ground, unless an attempt to score is being made, results in those players retrieving the ball, completing their lap or exercise and going back to start the process over from behind the end line.
5. Players may not play defense or interfere with another team's throwing, catching or bouncing of balls.
6. All balls must be scored with a one bounce into the bucket to disarm the explosive.

7. Any player that physically knocks over a bucket results in that partner group jogging a lap or visiting the exercise area before starting over from behind the end line.
8. A ball is safe and can be replayed, if the ball is bounced towards the bucket, but is caught by a catcher before hitting the ground again.
9. A successful score in the bucket disarms that explosive and must be turned in to the teacher for safe disposal.

GUESS WHO? FITNESS

2-8

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

EQUIPMENT:

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

PROCEDURE:

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

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

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

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

As soon as guesses have been made, both opponents will go to center to drop off their old athlete and collect a new athlete to start another round. This process of jogging laps, asking questions and earning points will continue the entire class for as many rounds as possible. When the time has expired, calculate their wristbands to determine the following award amounts: **Note:** *mentioning levels/prizes is just for fun and obviously not real. Feel free to change, omit, and or alter the levels.*

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

RULES AND SAFETY:

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

Just Concentrate!

K-8

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

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

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

PROCEDURE:

Before classes arrive, place all of the footballs in the center of the gym. Place the traffic cones on the midline to create a boundary line between the Passing Zone and targets. Set up the targets on the opposite side of the Passing Zone (See Figure 1). *Note: consider the age level when determining placement and positioning of the various targets.* Create or section off an area and randomly spread out the decks of Concentration cards face down on the floor. (See Figure 2 and diagram for set up).

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

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

Game Version 2: each successful score by a Passer allows the Passer to flip over **two** cards. If it is not a match, remember the location of those cards before flipping both cards back over just like in the original Concentration card game.

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

RULES AND SAFETY:

1. Passers must stay behind the midline and cones within the Passing Zone while passing balls at targets.
2. Each score of a target allows the Passer the ability to go & turn over a card or cards depending on the version being played.
3. Passers may travel anywhere to collect up to two balls as long as they return to the Passing Zone before passing. Watch out for thrown balls!
4. Players turning over more cards than allowed, turning over cards without scoring a target, or cheating in anyway will result in the teacher removing two of the matches and returning them face down on the floor.

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.

FRISBEE SMACK DOWN

2-8

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

EQUIPMENT:

- Two storage containers of noodle pieces (100-200 per container; create mini noodles by cutting long foam noodles into 1- or 2-inch pieces--an electric carving knife works best). *Note: two different colored noodle pieces (blocks) is highly recommended to help with the redistribution of blocks at the end of the game.* For example, return Team 1's blue noodle pieces to one side and Team 2's red noodle pieces to the other side.
- Indoor Frisbees or foam discs (30+; the more the better)
- Optional: jerseys or wristbands to distinguish each team
- Optional: Traffic Cones (12 or 6 per side)

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

Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. Provide a brief explanation of the Thrower/Catcher, Builder, Gatherer, Protector, and Destroyer positions (described below), informing students that they can choose and change any position at **any time** during the game. **To Begin:** On the teacher's signal, teammates should attempt to get into as many 2-person "**Thrower/Catcher**" teams as possible. Thrower/Catcher teams are created by finding a teammate and deciding who will be the Thrower and who will be the Catcher. The Catcher will cross the midline to go and get between the end line and the wall (The Catch Zone). *Note: use the optional traffic cones to designate the Catch Zone if the space between the end line and the wall does not provide a big enough area (see diagram).* Throwers will then begin throwing Frisbees to their partner Catchers (See Figures 1 and 2).

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

Each of the positions that can be performed during each game will be defined as: 1. "**Builders**" are any players who choose to help build a tower each time six blocks have been earned. *Note: towers may be built with anybody's six blocks anywhere on a team's side except within the Catch Zone.* 2. "**Gatherers**" are any players who choose to cross the midline and go to the opposing team's side to gather Frisbees to bring back to their team's side. The Gatherer position is important, especially when there are not many Frisbees available on a team's side. 3. "**Destroyers**" are any players from the opposing team who choose to throw Frisbees with the intent to destroy or knock down towers. Each Destroyer who knocks down a tower, causing one or more of the blocks to fall, must cross the midline and gather the six blocks from the fallen tower and place them back into one of the containers for the chance to be re-captured. 4. "**Protectors**" are any players who choose to do whatever it takes to defend a tower from the destroyers' thrown Frisbees. Thrower/Catcher teams will continue to earn blocks, Builders will continue building towers for every six blocks that are earned, Gatherers will continue retrieving Frisbees from the opposing team's side, Protectors will continue protecting as more towers are built, and Destroyers will continue destroying the opposing team's towers as long as at least one tower is still standing until the stop signal (time limit to be determined by the teacher) is given. The team to have the most towers built when the time expires will be declared the winner for that round. Clean up and start a new round. *Note: remind students that all five positions are available to anyone and that any player can change positions at anytime. Also, mention that all positions are chosen and performed on a voluntary basis, especially Protectors who are at the risk of getting hit by Frisbees while protecting their towers.*

RULES AND SAFETY:

1. Throwers and Destroyers may not cross the midline to throw Frisbees.
2. Gatherers may cross the midline to go and retrieve balls from the opposing team's side, but may not throw Frisbees until they are back on their team's side.
3. Catchers are allowed to earn three blocks for each catch within the Catch Zone.

4. Towers may be built anywhere on a team's side except within the Catch Zone, but Builders should strategize and determine the safest and best places to build towers.
 5. All towers are "free game" to be destroyed once a Builder places the sixth block on top of the tower. Players may not touch the towers again once a Builder places the last block on top of the tower.
 6. A tower is considered destroyed if one or more blocks are knocked off of the tower.
 7. Protectors may guard the tower in any way as long as the each Protector remains standing and does not touch the tower.
 8. Protectors are the only players allowed to play defense and their defense is limited to protecting the towers. Defending or blocking Frisbees from Thrower/Catcher teams is not allowed.
 9. Destroyers may also cross the midline, but only to collect the six blocks of the tower that was destroyed. All blocks of a destroyed tower must immediately be returned to one of the containers.
 10. Protectors must understand that they are at risk of getting hit by Frisbees since they are guarding the towers. The teacher may administer a one to five-minute penalty if it is determined that a student is intentionally throwing at another student.
1. **Great job now START OVER!!!**

1-2 Step (Ciera)

Part 1:

Step R together, then step L together while raising hands high to the R doing the "Car Wash" (palms up or down) on counts 3, 4, and 7,8. Repeat 3 more times for a total of two 8 counts

Part 2: "Old School" Arm swing or "Step Show"

Step, swing R, step, swing L (with closed fist) **4 counts**
 Step, swing R, step, swing L (with closed fist) **4 counts**
 Repeat, but pivot on L, while turning to the R only on counts 7 and 8 to lead into the Grapevine on Part 3.

Part 3:

Grapevine R **4 cnts**
 Grapevine L **4 cnts**
 Repeat

Part 4: 1-2 Step

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

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

START OVER

I like the way you move (Outkast-radio version): With or without Lummi Sticks

Part 1:

Grapevine R, Clap on 4th beat
 Grapevine L, Clap on 4th beat **8 counts**

Part 2:

Step forward R, step together with L and tap sticks two times
 Step back R, step together with L and tap sticks two times **8 counts**

Part 3: Repeat Part 1

8 counts

Part 4: Repeat Part 2

8 counts

Part 5: (2nd Grade Modification-step, tap, step, tap instead)

Squat down, back up, step L, and then tap **4 counts**
 Squat down, back up, step R, and then tap **4 counts**
 Repeat 8 more counts

Part 6:

Riding the Horsey – One hand out front, tapping hip with other hand, while turning/galloping in a circle **Two 8 counts**

START OVER