

# Welcome to PE2theMax!

By the author of *No Standing Around In My Gym*, *PE2theMax I and II*, *PE<sup>2</sup>*, *HyPEd UP* and *Volumes 1, 2, 3, and 4 DVDs*

Ed.S, National Board Certified, and 2004-2005 and 2014-2015 Georgia Elementary PE Teacher of the Year and 2014-2015 Southern District Elementary Physical Education Teacher of the Year

**J.D. Hughes (pe2themax@bellsouth.net)**

## **BOUNCE BRIGADE (2-8)**

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

### **Equipment:**

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

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

Divide the class into eight teams of six and send each team to a hula-hoop to sit down and await further instructions. Explain that each team must decide who will be "throwers" and "Canners." To Begin: Play begins by standing inside the team's hoop to advance a ball to a teammate down the court. "Throwers" can toss or throw the balls, but one bounce (no more) must occur before a "canner" can catch a ball. Note: a "thrower/canner" progression must be followed to advance any ball down the court. For example, throwers, starting from inside their hoop must toss the ball and the canner (allowing the ball to bounce one time) must catch it with the can. Note: "Canners" hold the cans and may switch positions with teammates at any time. The canner may then rotate and toss it to the next thrower waiting further down the court. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning. Each team will continue the "thrower/canner" progression until each ball is very close to one of the four buckets. Finally, a score can only be made by a one bounce into the bucket or trashcan. All misses result in going back to the team's hoop and reentering each ball to start over. The only exception to this rule is with the Ricochet ball. It is advanced the same way as all other balls, but it must be dropped (not bounced) into a bucket or trashcan by a canner.

Teams will need to be encouraged to never give up because patience will be tested due to the sometimes-difficult degree of accuracy needed to get the balls into the buckets. Each team will continue the process of advancing each of the four balls to all four buckets. The team to successfully get one ball into each bucket and trashcan the fastest will be declared the winners for that round. Clean up and start a new round.

### **Rules and Safety:**

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

9. Each team must score at the buckets located on opposite ends of the gym. A team may not have more than one ball in the same bucket or trashcan. Remember, all balls must be scored with a one bounce with the exception of the Ricochet ball, which must be dropped by a canner into a bucket or trashcan.

### **BUILDING BLOCKS (2-8)**

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

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

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

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

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

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

#### **Rules and Safety:**

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

### **WHAT DID YOU SAY? (2-8)**

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

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

- Hula hoops (16 or one per team)

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

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

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

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

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

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

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

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

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

#### **Rules and Safety:**

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

## **LAUNCH IT! (2-8)**

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

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

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

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

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

**1-10 sticks = your team is alright!**

**11-20 sticks = your team is cool!**

**21-30 sticks = your team is awesome!**

**31-40 sticks =your team ROCKS!**

**41 or more=Launch It Champions!!!!**

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

### **Rules and Safety:**

1. Players may not slingshot a ball if another team is in their “line of fire” or shooting pathway. Encourage teams to wait for the other team to move or to slide to the left or right before shooting.
2. Encourage players to use an upward trajectory when slingshotting a ball. Using an upward trajectory typically slingshots the ball further and avoids hitting others in the line of fire.
3. Teams may not advance towards a wall once the ball has been picked up. The next shot has to be taken from where their team’s ball came to rest.
4. One player from each team is allowed to go and collect one stick from the bucket upon hitting a wall. 10 sticks must be traded in to earn one wristband.
5. Once a wall is hit, teams turn around and begin at the new end line and slingshot at the wall on the opposite end of the gym.

## **UFO’s (2-8)**

**Objective:** UFO’s is a unique, cooperative game where speed, teamwork, slingshotting, and visual tracking skills

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

**Equipment:**

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

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

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

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

- 1-5 wristbands = your team is alright!**
  - 6-10 wristbands = your team is cool!**
  - 11-15 wristbands = your team is awesome!**
  - 16-20 wristbands =your team ROCKS!**
  - 21 or more wristbands =UFO Champions!!!!**
- Note: modify the point system as deemed necessary...*

**Rules and Safety:**

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

6. A shot is considered unsuccessful if it stops in the Dead Zone or does not roll on the ground or fly in the air into the End Zone. A player from the Shooter team, not the Catcher, will go retrieve the ball and return to re-shoot the UFO.

### Temperature (Sean Paul)

#### Part 1:

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

#### Part 2:

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

#### Part 3: 1-2 Step

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

#### Part 4:

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

#### Part 5:

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

### START OVER

### BLOCKHEADS (K-5)

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

#### **Equipment:**

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

#### **Procedure:**

Before classes arrive, place all of the hoops, side by side, on the midline with two different colored dice inside each hoop. Finally, place one container of noodle pieces at the opposing end walls of the gym (see diagram for set up). The **object** of the game for each team is to win the most "blocks" (noodle pieces) in order to build more 4-block towers than the opposing team. **To Begin:** divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions. On the signal "go," each player will go meet at any of the center hoops to face-off against one of the opposing team's players.

*Note: some players may have to wait a few seconds if all hoops are occupied.* A "face-off" is when two players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the higher number. *Note: make sure to leave the dice inside each hoop.* All players who roll the higher number will create and verbalize a subtraction math sentence with both numbers rolled to determine the number of blocks they win and the number of the exercise their opponents must perform. For example, Player A rolls a 6 and Player B rolls a 3. Player A states "6 - 3 = 3" before crossing over the midline to go and retrieve "3" blocks from the opponent's container of noodles. Player B performs three push ups in either "Exercise Area" before going back to perform another face-off. *Note: players must perform a re-roll of the dice if they roll the same numbers.* All players who win blocks must take and stack the blocks (like a tower) anywhere near their team's end wall (See Figures 3 and 4). Each team earns one point for every 4-block tower built on their team's side. 3-, 5-, and 6-block towers do not count.

All towers must be built in stacks of four. *Note: remind players that they can build their own 4-block towers or add to existing towers that are in need of one or more blocks.* Teams will continue this process the entire class and the team with the most

4-block towers, when the time expires or there are no more blocks, will be declared the Blockhead Champions for that round or for the day. Clean up by performing a 10-second count down while students return the blocks to each team's container before starting a new round. *Note: push ups can be substituted with any exercise or list a variety of exercises so that each child will have a choice in what exercise to perform.*

**Rules and Safety:**

1. A "face-off" is when 2 players meet at a hoop w/ each player picking up a die and rolling the die inside the hoop to determine who has the higher number. *Note: make sure to leave the dice inside each hoop.*
2. All players who roll the higher number will create and verbalize a subtraction math sentence with both numbers rolled to determine the number of blocks they win and the number of the exercise their opponents must perform.
3. All exercises must be performed inside either "Exercise Area" before going back to face-off.
4. All players must perform a re-roll of the dice if they roll the same numbers.
5. All players who win blocks must take and stack the blocks anywhere near their team's end wall. Each team earns one point for every 4-block tower built on their team's side. Players can build their own 4-block towers or add to existing towers.
6. Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled. A roll still counts if the die goes out of the hoop.
7. The opposing team will be awarded an automatic win if any player is caught destroying the other team's towers or for taking more blocks than what he or she won.

**GOBBLE, GOBBLE (K-5)**

**OBJECTIVE:**

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

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

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

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

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

**RULES AND SAFETY:**

1. The Minions will be given a 10-second head start to continually disperse all of the balls by foot dribbling or kicking the balls all over the gym.
2. Minions may not use their hands, bend over to hold a ball, or step on the balls. Minions may not kick a bucket that a Gobbler is using to capture a ball.

- 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.
- 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.
- Gobblers may only trap one ball at a time.

## **GAME TIME (2-8)**

### **OBJECTIVE:**

Game Time is an excellent game to reinforce and provide multiple opportunities to learn how to read clocks, convert times, and determine start and end times using word problems. The combination of clock reading fundamentals, fitness, and teamwork forces teammates to communicate and strategize in order to complete their Game Time Task Sheets faster than the opposing teams.

### **EQUIPMENT:**

- 1 hula hoop per group of 2-3 students
- 1 laminated copy of the Game Time Task Sheet 1 per group. *Note: there are Game Time Task Sheets 1-6. Copy the Task Sheets on a different colored paper than the recommended white cardstock of the Game Time Cut Out Sheets.*
- 2-3 copies of the Game Time “Hour” Cut Outs and Game Time “Minute” Cut Outs. I recommend printing the Game Time Cut Out Sheets on white cardstock. Once copied, cut out each number so that there are at least 24-36 copies of each number. Although time consuming, I recommend laminating each cut out to improve durability.
- 1 Bucket/Container to store the number cut outs.
- Optional: 1 piece of scratch paper and pencil per group.

### **PROCEDURE:**

Spread out all of the hula hoops around the perimeter of the gym, but within the gym boundaries. Place the Game Time Task Sheet 1 inside each hula hoop. Scatter the entire set of Game Time Hour and Minute Cut Outs (numbers) on the floor inside the center area of the gym. The **object** of the game is for each team to read and correctly identify the times of the analog clocks on the Game Time Task Sheet.

**To Begin:** instruct students to get into groups of two to three and sit beside a hoop to await further instructions. Explain that each team must work together to correctly determine the time shown on each clock from the Game Time Task Sheet.

Each player must first earn the right to take a trip to the center of the gym **each time** they want to get **one** number. A trip to the center to get or return an unwanted number is earned by running one lap (See Figure 1). *Note: exercises such as performing five push ups, performing 10 squats, etc. can be periodically changed at the teacher’s discretion.* Each player, after running a lap, may go to the center and choose one cut out to take back to his or her team’s hoop (See Figure 2). *Note: each team must read one of the analog clocks and determine that clock’s time before going to the center to search for the numbers that depict the clock’s time.*

Occasionally, teammates must gather at their hoop to make sure the correct times are being chosen to label their clocks, especially if a team chooses the strategy of splitting their group up to work faster. Teammates must place their answers above each clock. For example, the first clock on Task Sheet 1 shows a time of 1:40. The team wanting to answer that clock must identify the time as 1:40. Each teammate will then perform the predetermined exercise before going to the center to search for a **1:** and **40**. *Note: I recommend illustrating that the numbers with colons go with all of the hour cut outs.*

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

The team to successfully complete the Game Time Task Sheet 1 the fastest will be declared the winner for that round. Instruct teams to return all numbers to the center and to return back to their hoop to listen to the instructions for the next round. Continue play by giving each group the next Task Sheet of 2, 3, 4, 5, or 6. *Note: I recommend implementing Task Sheets 1-2 with 2<sup>nd</sup> Grade, Task Sheets 1-4 with 3<sup>rd</sup> Grade and Task Sheets 1-6 with 4<sup>th</sup> Grade and up.*

### **RULES AND SAFETY:**

- Players must earn the right to make a trip to the center of the gym **each time** they want to get **one** number.
- A trip to the center to get a number or return an unwanted number is earned by running a lap or performing any exercise/skill prescribed by the teacher.
- Teammates must place the numbers above the clocks depicted on the Task Sheets or in the blanks provided beside or under the word problems.
- Players getting more than one number (per person) from the center will be disqualified for that round or given a 2-3 minute sit out penalty.
- Players cheating the exercises by doing less than the prescribed amount will be given a 2-3 minute sit out penalty.
- The team to successfully complete the assigned Task Sheet the fastest will be declared the winner for that round.

# GAME TIME: TASK SHEET 1

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_



## Problem (by Ariana Grande)

### I. Part 1:

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

### Part 2:

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

### Part 3:

- 1-2 Step (like the Grapevine, but stomp R with delay then a quick 2, 3, 4) **4 counts**
- 1-2 Step (like the Grapevine, but stomp L with delay then a quick 6, 7, 8) **4 counts**
- **Repeat**
- **Note: jump up and land on each 4<sup>th</sup> and 8<sup>th</sup> count**

### Part 4:

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

### Part 5:

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

### Part 6:

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

**II. REPEAT ALL 6 PARTS AGAIN**

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

**IV. REPEAT ALL 6 PARTS AGAIN**

## STATE LINGO BINGO (2-8)

### **OBJECTIVE:**

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

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

- 1 hula hoop per group of 3-4 students
- 1 laminated copy of the State or State Capitals Bingo Card per group. *Note: there is a States Bingo Card 1 and Card 2 and a State Capitals Bingo Card 1 and Card 2.*
- 15-20 copies of the State Cut Outs and State Capitals Cut Outs. I recommend printing the State Cut Out Sheets on white cardstock and for example, State Capitals Cut Out Sheets on yellow cardstock. This makes it easier to separate the two sets. Once copied, cut out each state and state capital so that there are 15-20 “**markers**” of each state and state capital. Although time consuming, I recommend laminating each cut out to improve durability.
- 1 Bucket/Container to store Bingo markers.
- Go to [www.teachervision.com](http://www.teachervision.com) and search for “U.S. Map with state capitals”. The maps are free, so print out four or more of the 8.5 x 11 maps and laminate them to tape to each wall.
- Optional items I recommended instead of using the smaller, 8.5 x 11 maps above: two, large USA Maps taped to the wall to assist students with their map reading skills who do not know their states or state capitals (kind of like a cheat sheet). LR1966 or LR2397 USA Maps are 40” x 28” maps that feature states and capitals. LR2397 is a laminated map.

## PROCEDURE:

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

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

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

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

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

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

## BINGO CHALLENGES:

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

## RULES AND SAFETY

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

# State Lingo Bingo

## States Card 1

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