

Welcome to PE2theMax!

By the author of *No Standing Around In My Gym, PE2theMax I and II, PE², 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)

PACE MAKER (2-8)

Objective: To utilize the outrageously aerobic game of Pace Maker to introduce and illustrate the concept of pacing and its importance in physical activity. Playing Pace Maker is also a great way to introduce and/or reinforce locomotor skills.

Equipment: (needs are based on 5 teams of 15)

- Hula hoops (10 green, 10 orange, 10 blue, 10 red, and 10 yellow) Substitute poly spots or items that can be used to designate the 10 spots. Like-color hoops or spots are recommended, but not required. Poly spots are recommended for larger classes because they take up less space, which will allow room to add more teams.
- Popsicle sticks or tongue depressors (1000 or 200 per bucket)
- 5-gallon buckets (10 or 2 per team; 5 buckets empty and 5 buckets with sticks)
- Pace Maker Progressions List (5 or 1 per team; taping the list on the wall is recommended)
- Optional: traffic cones to separate each team

Procedure: Before classes arrive, place five rows of ten hula hoops on the floor. Next place an empty bucket along with one poster at the beginning of each row of hoops. Finally, place a bucket of sticks at the end of each row. The **object** of the game is for each team to pace themselves and earn all 200 sticks faster than the other teams or earn the most sticks within the designated time limit. Divide the class into five teams and assign each team to a different color row. Explain that the verb **Pace** is defined as “doing something at a controlled rate: to run or work at an even controlled speed so as not to waste energy.” Encarta® World English Dictionary [North American Edition] © & (P) 2004 Microsoft Corporation. The key to success in the game of Pace Maker is being able to complete the Pace Maker Progressions List without having to quit due to exhaustion. **Note:** *Reading the **Tortoise and the Hare**, especially with the younger students, may also enhance student learning of the concept of pace.* A brief teacher/student demonstration of how “bumping” works is necessary to show students exactly how bumping works. **To Begin:** On the teacher’s signal, all players must look at their Pace Maker Progressions List and begin performing as a team the first locomotor movement listed. For example, players read number one, “Jump on both feet,” and begin jumping until they cross the end line located on the opposite end of the gym. Upon completing the skill, players may retrieve **one** stick from their bucket once they cross the end line. The first player who crossed the end line and collected a stick must get into the first hula hoop. The next teammate collecting a stick will then jump into the first hoop, tap the back of the player who was occupying the hoop to “bump” the first player to the second hoop. The process of “bumping” continues throughout the entire game resulting in a constant rotation of players from hoops 1-10. **Reminder: only one player may occupy a hoop and a player cannot advance up one hoop until someone taps his/her back.** Players getting bumped from the tenth hoop must drop their sticks into their team’s bucket before reading the Pace Maker Progressions List to find out the next locomotor skill to perform. Players must do their best to follow, in order, the progression of locomotor skills identified on the Pace Maker Progressions List. **Note:** *although most players won’t notice, the faster players will eventually pass some of the slower players. It is possible that slower players will skip some skills, especially when a teammate asks them to do a partner skill, although the slower player had not yet completed some of the skills. This is acceptable because the underlying objective of the game is aerobic exercise and participation.* The team to earn all 200 sticks the fastest will be declared the winners of the first round. **Option:** The team who earns the most sticks within the designated time limit will be declared the winners. Return all sticks and start a new game. **Note:** *Take opportunities before, during, and/or after the game to show examples or get feedback of how “pacing” was and was not demonstrated.* Try to get the point across that the players who pace themselves do not necessarily go as fast, but are able to last longer and attempt more locomotor skills without getting exhausted. **Note:** *Interjecting the Tortoise and the Hare during this time works very well.*

Rules and Safety:

1. Players should attempt to follow the progression of locomotor skills identified on the Pace Maker Progressions List. There will be occasions, especially when another player needs a partner, that some players might skip a skill or two.

2. Only one player may occupy a hoop.
3. Players may only advance up one hoop after being bumped. Players must remember that they cannot advance up one hoop until someone taps their back!
4. Only one stick can be taken out of the bucket upon completion of a locomotor skill.
5. Players must carry their sticks and drop them in their team's bucket after being bumped out of the last hoop.

Special Note:

- Eliminate two to four hoops per row for classes with 30-50 students or eliminate one row of ten hoops. Too many hoops may cause some players to get stuck in hoops for a lengthy period of time and visa-versa.

Pace Maker Progressions {Type this and Post It}

Complete the list in the following order. Start over if you complete the entire list. Remember to PACE yourself!!!
 {Make sure to get a stick each time you travel the length of the gym}

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Jump on both feet 2. Skip 3. Hop on one foot 4. Gallop 5. Crab Walk 6. Sprint 7. Bear Crawl | <ol style="list-style-type: none"> 8. Slide Step (like galloping sideways) 9. Hopscotch (straddle jump, hop, straddle jump, hop) 10. Lock elbows and hop on one foot with a partner 11. Walk back to back sideways with a partner 12. Carefully!!! Piggyback a partner 13. Lock elbows and skip with a partner 14. Free choice (pick your favorite and do it again) 15. Great job now START OVER!!! |
|--|---|

Don't Stop the Rock (by Freestyle)

I. Part 1:

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

Part 2:

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

Part 3:

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

Part 4:

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

Part 5:

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

WHEEL N' DEAL (1-8)

Objective: An energy-packed game where teamwork, decisiveness, and communication skills are critical to wheel n' deal your team to success.

Equipment: Needs are based on a class of 60 or 12 teams of five

- Hula-hoops (13)
- 13 different items, preferably items that are small and of the same color; substitute other items if necessary (13 of each): red and black checkers, scarves, green and blue lummi sticks, birdies, wiffle balls, orange and purple beanbags, yellow and blue yarn balls, blindfolds, and foam Frisbees.
- Important: This procedure must be followed for any additional team. There must be an extra hoop and new item placed in the game for every additional team needed to play. For example, if there are 13 teams then there now must be 14 of a new item placed in the game. One item for each of the 13 teams and one item for the General Store. Also, one more of each of the original 13 items must be placed inside the additional team's hoop. Reverse this procedure when equipment needs are for less than 12 teams.

Procedure: Before classes arrive, set out 13 hula-hoops as depicted in the diagram. Next, place one of each of the 13 items inside each hula-hoop. When students arrive, instruct them to get into groups of five and go sit beside one of the twelve hula-hoops closest to the gym walls to await further instruction. Explain to the class that each team is on a Wheel n' Deal shopping spree. Make students aware that there are currently 13 different items inside of their team's hula-hoop. The object of the game is to be the first team to collect all 13 of the same item. Explain that players from each team must decide who will be "scouts" and "traders." Scouts can take items from their team's hoop to seek out and wheel n' deal with other teams for their particular item. Traders hang out at their team's trading post (hula-hoop) and wheel n' deal their items with scouts from other teams. Note: no positions will be assigned. Players are responsible for choosing how they want to contribute to the game. Also, the "General Store" (hula-hoop located in the center of the gym) will be available for all players to go and trade out one of their items for any item in the store. To Begin: Play begins by each team collaborating and determining which of the items they want to seek out and collect. The teacher should take this time to mention that there are only 13 of each item, so choose wisely. Also, teams should decide on who will be scouts and traders. Note: It is at the discretion of each team how many scouts or traders they want to utilize. For example, some teams may choose not to utilize traders, although it is highly recommended to have at least one trader at each hoop to make sure items are not traded without their permission. Scouts, with one item in hand, will venture out to other team's trading posts to wheel n' deal for items that their team's need. Once a trade occurs, the scout will return the item to his or her team's hoop and continue the game. In some cases scouts will not get exactly what they are looking for or the trader at the hoop is unwilling to wheel n' deal. In this case the scout has an opportunity to go and wheel n' deal (sometimes quite a few deals) with other teams until he or she has the particular item necessary to make an "even" trade with the initial unwilling party. Encourage students to be friendly with one another because this type of wheeling n' dealing takes persistence and patience. Note: a teacher-led example of this type of trade may need to be demonstrated, especially with the younger grades. For example, Team A wants a red checker from Team B, but Team B will only trade for a scarf. In order to make an even trade, Team A must find a scarf from their team's hoop or make a trade with another team for a scarf before going to make an even trade with Team B for a checker. Traders on the other hand will stay at their hoop and wheel n' deal with scouts from other teams. Traders can refuse to trade any items they possess. Keep in mind though that all 13 items cannot be collected unless teams are willing to wheel n' deal the 13 items in their possession. There is a great chance that some teams will be collecting the same item. In this case, it is up to the individual teams to decide whether or not to keep their original item or begin wheeling n' dealing for a new item. It is a possibility that teams could experience this scenario more than once. The team to persevere and get all 13 items first or the team to get most of their items within the time limit will be declared the winners for that round.

Rules and Safety:

1. Each player must take only one item at a time to wheel n' deal for another item.
2. Wheeling n' dealing always involves an exchange of one item for another whether it is with another team or at the General Store. Cheating has occurred if a team has less than or more than 13. In this case, stop the game, resolve the matter, and remind players of the rule.
3. All trades must take place at a hoop. Also, traders can refuse to trade any items they possess.
4. Teams may change their minds and collect a new item if they determine that another team is collecting the same item. No team has to change, but the teams with the same items will eventually lose due to their unwillingness to change items.
5. A trade cannot be made at an unoccupied team's hoop unless it is the General Store. 6. No throwing items!

MATHLETICS (3-8)

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

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

- Decks of cards with jokers (12; approximately one deck of cards per team)
- Mathletic Task Sheet (one per team; Task sheet A for round 1 and sheet B for round 2)

- Pen/pencil (one per team)
- Optional: one jump rope per team

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

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

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

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

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

Rules and Safety:

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

Mathletic Task Sheet A

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

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

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

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

DICE DASH (K-5)

Objective: Students will practice and reinforce number recognition, number comparisons, and teamwork in the fast-paced, high-energy, cardiovascular game of Dice Dash.

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

- Hula Hoops (15 or one per 4 students)
- Dice (60 or four per hoop)
- Bucket of tongue depressor sticks (200-400)
- Buckets (15 or one per team; any size buckets to hold sticks)
- Optional: traffic cones (2)

Procedure:

Before classes arrive, randomly place the hoops all over the gym with 4 different colored dice inside each hoop. Next, place one empty bucket beside each hoop. Finally, place the bucket of sticks in the center of the gym. Optional: place one cone at opposite ends of the midline (see diagram for set up). The **object** of the game is to be the team to win more sticks than the opposing teams.

To Begin: divide the class into teams of four and send each team to a hoop to sit down and await further instructions. **Note:** create one to two groups of five if there are one to two extra players; otherwise allow one group of three. On the signal “go,” each of the four players at a hoop will pick up a die and face-off against each other at their team’s hoop (See Figure 1). A “face-off” in Dice Dash is when all four players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the lowest number(s). The player or players who rolled the lowest number (in case of a tie for the lowest number) must immediately report to a cone and jog (skip, gallop, etc.) one lap before returning to their team’s hoop. **Note:** remind players to always keep their one die in their possession at all times. It goes with them wherever they go. The remaining two to three players will face-off again. The player or players who rolled the lowest number must also jog a lap. This process continues each round until one player remains. **Note:** a face-off that results in all players tying in that no player has the lowest number will always result in a re-roll or new face-off. The “last person standing” is rewarded with a Bonus Roll at the center of the gym. A player earning a Bonus Roll is allowed to go to the center and roll the die to collect the number of sticks from the stick bucket based on the number rolled (See Figure 2). The player will then report to her team’s hoop to drop the sticks into her team’s bucket before starting a new round with all four players.

For example, Team 1 consists of players A, B, C, and D. The team faces-off against each other by rolling their dice inside their hoop. Player A rolls a 3, Player B rolls a 6, Player C rolls a 2, and Player D rolls a 3. Player C must jog a lap because she rolled the lowest number. Players A, B, and D face-off again. This time, Player A rolls a 5, and Players B and D roll a 2. Players B and D must leave and jog a lap because they tied with the lowest numbers. Players B, C, and D must wait at their team’s hoop until Player A returns from the Bonus Roll. Player A reports to the center for the Bonus Roll and rolls a 5. Player A will get five sticks from the bucket and return to her team’s hoop to drop the sticks off into their team bucket. **Note:** help students realize that although teammates face off against each other to determine a winner, ultimately the sticks won at the Bonus Roll become their team’s overall points. The process of facing-off to establish a single winner to determine who gets the Bonus Roll will be repeated until the end of class or until the teacher stops the game. Teams will then be given a two to three minute countdown to count their team’s total number of sticks in their team’s bucket. **Note:** to avoid arguing or fighting, a warning/reminder may need to be given to implement some type of strategy or come to some kind of agreement to quickly and fairly count sticks. The team with the most sticks will be declared the Dice Dash Champions (See Point System for levels earned). Clean up by performing a 10-second count down while students return the sticks to the center bucket of sticks before starting a new round.

Point System to recognize all teams: {Modify to meet your team’s point levels}

20-40 = Cool; 41-60 = Awesome; 61-80 = Super Human; 81+ = Champions

Rules and Safety:

1. Players must stand on the outside of the hoop and clearly drop their die.
2. Players may not touch or alter the number in anyway once it is rolled and must wait until all players have seen everyone’s numbers before picking up their dice.

3. A face-off that results in all players tying in that no player has the lowest number will always result in a re-roll or new face-off.
4. All players who roll the lowest numbers, until there is one player left, must immediately report to a cone and jog one lap before returning to their team's hoop.
5. Players must keep their dice with them at all times.
6. A player earning a Bonus Roll is allowed to go to the center and roll the die to collect the number of sticks from the stick bucket based on the number rolled.
7. A team will be disqualified from playing the game or will forfeit their teams sticks if any player is caught taking more than the rolled number of sticks after making a Bonus Roll.

ABC's and 1, 2, 3's (K-3)

OBJECTIVE: In Version I, students will practice letter and number recognition, while reinforcing communication skills and developing trust through the use of blindfolds. In Version II, students will practice and reinforce the skills of basketball and soccer dribbling as well as learning how, when, and why using peripheral vision is important.

VERSION I EQUIPMENT:

- Blindfolds (one blindfold per group of two)
- 5" or 9" poly spots (26 spots lettered A-Z and 25 spots numbered 1-25; I recommend having one set of spots to represent uppercase letters and one set of spots to represent the lower case letters. The numbered spots can go as high as you deem necessary. *Note: some physical education companies sell pre-labeled lettered and numbered poly spots or you can purchase plain spots and write letters and numbers on each spot with a sharpie or permanent marker.*

VERSION I PROCEDURE:

Before classes arrive, randomly spread all of the poly spots, with the letter or number face up, all around the play area. Instruct each student to find a partner and go sit at one poly spot as a group. *Note: a group should not be sharing a spot with another group.* Hand one blindfold to each group once they are seated and quiet. The **object** of the game is for each group to travel to each letter of the alphabet and to each number on the floor. **To begin:** the partner who is not blindfolded will look at his or her spot to determine their group's letter/number and verbally guide their blindfolded partner safely to the next letter or number. For example, group 1 is standing on letter D. The non-blindfolded partner must **verbally** navigate his or her blindfolded partner safely to the next letter in the alphabet, which is the letter E.

Each group must travel safely through the play area by not crashing into any other group. Partners may only touch their teammates to avoid a collision with another group or to avoid the wall. *Note: encourage blindfolded players to walk with their hands extended out in front of them for protection.* Upon arrival to the correct letter or number, partners will switch positions and continue the game by traveling to the next letter or number. *Note: a group at letter Z must travel to the number 1 and a group at the number 25 must travel to the letter A.* Any verbal cues such as "walk towards me," "stop," "turn left," "turn to your right," etc. are highly recommended to help each other to navigate safely through the letters and numbers. *Note: stop the activity and allow a group, who is implementing great teamwork and communication strategies, to demonstrate what is helping make them successful.*

Explain that trust is extremely important and is a key component to any friendship and that if you are not trustworthy that you probably won't have many friends. Remember that the safety of the blindfolded teammate is the sole responsibility of the non-blindfolded partner. In real life, crashes cause injury, so if a team bumps into another team or if a collision occurs, each group that crashed must remove their blindfolds and step outside the boundaries to jog 2 laps because physical activity heals the body. Also, encourage players to never give up by persevering until they find their next letter or number.

RULES AND SAFETY:

1. No peeking! Trust your partner to safely direct you to the next letter or number.
2. No touching. Use only verbal instructions.

Never allow your friend to crash into someone or something! Partners may touch their teammates at anytime to avoid a collision with another group or to avoid the wall.

Risky Business

2-8

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

EQUIPMENT:

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

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

PROCEDURE:

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

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

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

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

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

\$5 - \$50 = unlimited tokens to Chuck E. Cheese’s
\$51 - \$150 = brand new iphones
\$151 - \$250 = brand new ipads
\$251 - \$500 = brand new cars
\$500+ = Your team can retire as Millionaires!!!!

RULES AND SAFETY:

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

Problem (by Ariana Grande)

I. Part 1:

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

Part 2:

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

Part 3:

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

Part 4:

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

Part 5:

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

Part 6:

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

II. REPEAT ALL 6 PARTS AGAIN

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

IV. REPEAT ALL 6 PARTS AGAIN

CRACK THE CODE (3-8)

OBJECTIVE: Each student will demonstrate competency in fitness skills while being challenged to crack the mysterious codes in order to reveal their hidden words.

EQUIPMENT:

- Scrabble tile sets (2-4; Scrabble tile sets are recommended for their durability. *Note: Before purchasing sets, I recommend asking colleagues and friends to donate any Scrabble games that they may have lying around their classroom or house.* Also, consider what is in a typical Scrabble set to determine how many tile sets you will need for your classes. I recommend one set per 15-20 students. A game of Scrabble contains 100 letter tiles in the following distribution:
 - ❖ E x 12, A x 9, I x 9, O x 8, R x 6, N x 6, T x 6, L x 4, S x 4, and U x 4 (scoring 1 point)
 - ❖ D x 4, and G x 3 (scoring 2 points)
 - ❖ B x 2, C x 2, M x 2, and P x 2 (scoring 3 points)
 - ❖ F x 2, H x 2, V x 2, W x 2, and Y x 2 (scoring 4 points)
 - ❖ K x 1 (scoring 5 points)
 - ❖ J x 1, and X x 1 (scoring 8 points)
 - ❖ Q x 1, and Z x 1 (scoring 10 points)
- Hula hoops (2-4)
- Dice (8+ sets; the more the better)
- Jump Ropes (2-4)
- Fitness List (1 copy taped to each wall or copy the list to a dry erase board; see page 19).
- Number codes (1 copy of each code; some examples of 7 and 8-letter words have been provided on pages 20-21). The words chosen can be individually written on 3x5 index cards or typed on paper and cut out. I

recommend laminating each coded card/paper to make them more durable. New words can be added to the game by assigning each word a number code. For example, A=1, B=2, C=3, D=4, E=5, and so on all the way to the letter Z, which will equal 26. The word “cat” would be coded 3 1 20.

- A bucket of Popsicle sticks, tongue depressors, or anything that can represent points (100-200).
- Optional: type, copy, and tape the following alphabet codes to the wall: 1 = A, 2 = B, 3 = C, 4 = D, 5 = E, 6 = F, 7 = G, 8 = H, 9 = I, 10 = J, 11 = K, 12 = L, 13 = M, 14 = N, 15 = O, 16 = P, 17 = Q, 18 = R, 19 = S, 20 = T, 21 = U, 22 = V, 23 = W, 24 = X, 25 = Y, 26 = Z. *Note: these are especially useful as a “cheat sheet” for those students who may struggle with figuring out certain letters in the alphabet.*

PROCEDURE: Before classes arrive, place all the Scrabble tiles face up in the center of the gym and spread out all of the number codes, dice, hoops, and jump ropes anywhere inside the gym boundaries. Tape the Fitness Lists and Alphabet Codes (if being used) on surrounding walls. The **object** of the game for each player is to decode as many words in order to earn the most points. Instruct each student to get a number code off the floor, sit down in personal space, and await further instructions.

To Begin: Each card is labeled with a unique set of numbers that each student will attempt to decode. The previous example demonstrates the procedures that each student must follow in order to decode a word. For example, student A has the following card to decode:

1. To begin decoding the numbers, student A must locate and roll a set of dice.
2. Student A will remember the number that was rolled and go look at one of the Fitness Lists to determine which activity has to be performed. If student A rolls a nine for example, then he will go look at any Fitness List to determine that activity nine states “Jump Rope.”
3. Student A will then perform seven rope jumps because the first number to decode on his card is a seven.
4. Student A will count to seven with his fingers (or whatever method he chooses to figure out the seventh letter in the alphabet) while saying the ABC’s to determine that the seventh letter in the alphabet is the letter “G.”
Note: provide the “cheat sheet” for those students who may struggle with figuring out certain letters in the alphabet.
5. This student must then travel to the center to locate and retrieve a “G” Scrabble tile and return back to his personal space.
6. Student A will continue following procedures 1-5 to decode the remaining letters to eventually collect all of the correct Scrabble tiles to spell the word “gymnast.”
7. Student A will return the letters and coded card to the center and retrieve one stick from the bucket. *Optional: students must bring their cards and say their words to provide proof of understanding to the teacher before getting a stick. The teacher may provide assistance to any students with misspelled words or inability to pronounce the word.*
8. Student A will then locate any unused coded card to repeat the process again.

At the end of class, the player(s) who has earned the most points will be declared the “Crack the Code Champion(s).”

Fitness List

- | | |
|--------------------------------|---|
| 1. Jumping Jacks | 7. Run Downs (run back and forth from the end line to the free throw line) |
| 2. Squats or knee bends | 8. 2-foot Line Jumps (jump back and forth over a line) |
| 3. Push Ups | 9. 1 foot Line Hops (hop back and forth over a line) |
| 4. Hula Hoop | 10. Mountain Climbers |
| 5. Lunges | 11. Sit Ups |
| 6. Jump Rope | 12. High Kicks to the front |

Rules and Safety:

1. All players, even if they have figured out what letter the coded number represents beforehand, must roll the dice, look at the Fitness List, and perform the designated number of exercises to earn each letter in their word.
2. Players must patiently wait to use the dice, ropes, or hoops if they are being used.

3. One blank Scrabble tile can be used in each word, especially if a child has trouble locating a particular letter.
4. Players must return all letters and coded cards to the center of the gym after completing a word.
5. One stick may be taken from the bucket upon completion of each word.
6. Players who take more than one Scrabble tile at a time or do not perform their exercises will lose one stick for each violation.

Number Codes Examples (7-letter words)

- | | |
|----------------------------------|----------------------------------|
| 1. mittens = 13 9 20 20 5 14 19 | 11. gymnast = 7 25 13 14 1 19 20 |
| 2. seventy = 19 5 22 5 14 20 25 | 12. camping = 3 1 13 16 9 14 7 |
| 3. jukebox = 10 21 11 5 2 15 24 | 13. student = 19 20 21 4 5 14 20 |
| 4. tornado = 20 15 18 14 1 4 15 | 14. science = 19 3 9 5 14 3 5 |
| 5. matches = 13 1 20 3 8 5 19 | 15. studies = 19 20 21 4 9 5 19 |
| 6. snowman = 19 14 15 23 13 1 14 | 16. dancing = 4 1 14 3 9 14 7 |
| 7. blender = 2 12 5 14 4 5 18 | 17. barking = 2 1 18 11 9 14 7 |
| 8. soldier = 19 15 12 4 9 5 18 | 18. bulldog = 2 21 12 12 4 15 7 |
| 9. rooster = 18 15 15 19 20 5 18 | 19. reading = 18 5 1 4 9 14 7 |
| 10. lantern = 12 1 14 20 5 18 14 | 20. dentist = 4 5 14 20 9 19 20 |

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.