

# Welcome to PE2theMax!

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

Ed.S, National Board Certified, and 2004-05 Georgia Elementary Physical Education Teacher of the Year

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

## 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.

### **Boom, Boom, Pow (Black Eyed Peas)**

#### **Part 1:** 1-2 Step

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

#### **Part 2:**

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

#### **Part 3:**

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

#### **Part 4:**

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

### **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.

#### **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 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.

**The Thriller Dance Modified (Michael Jackson)**

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

**Part 1: "Monster Claws"**

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

**Part 2: "Slide, Shimmy, Clap"**

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

**Part 3: "Breast Stroke"**

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

**Part 4: "Zombie Stomp Backwards"**

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

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

**Part 5: "Dealing Cards"**

- Stand with feet shoulders width apart. Bend the right leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your right hand each count. Also, slightly lean further and further to the right with each deal of a card. **4 counts**
  - Stand with feet shoulders width apart. Bend the left leg; lift the heel, and move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your left hand each count. Also, slightly lean further and further to the left with each deal of a card. **4 counts**
- \* Turn a quarter turn counterclockwise (to face the wall to your left) as you deal the last card to the left on EVERY 8<sup>th</sup> count.

**START OVER**

**HULA HUT RELAY (3-8)** 6 hula hoops per team

The teacher will provide a brief demonstration of how to build a hula hut. To build a hula hut, place 1 hoop on the ground to be the foundation. Place 2 hoops on the inside edge of the foundation, but on opposite sides of each other and **lean** them together at 45 degree angles. Place 2 more hoops on the inside edge of the foundation, but on opposite sides of the other 2 hoops. Again, lean them together at 45-degree angles over the first two hoops. The sixth hoop, which is the roof, is placed on top to hold the walls in place.

Form groups of 4-8 and give each team 6 hula-hoops. On the signal, each group will work together,

building their hula hut as quickly as possible. Once the hut is completed, each team must successfully get all team members through one side of the hut and out the other without knocking it down. If the hut is damaged in any way, the team must start completely over from the beginning. The first team to get everyone through the hut and seated on the other side will be declared winners for that round!!! Remember that EVERYONE must go through the hut. Play another round and see who can do it the fastest. **VARIATION:** 1. Add blindfolds by making a few students in each group wear them. Teams must now use lots of verbal communication (no touching!) to get their teammates through the hula-huts. 2. Make up your own method of getting through the huts in order to win. For fun, build another hut on the existing hut. Hula hut building also can be a fun activity for all children on Fun Days.

## **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 it 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.

### 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

## Cold Hard Cash

**2-8**

**OBJECTIVE:** The game of Cold Hard Cash is a cooperative challenge that provides a great way to introduce counting money, while integrating multiple fitness activities in the attempt to enhance persistence, teamwork, and comradery.

#### **EQUIPMENT:**

- 1 hula hoop per group of 3-4 students
- 1 die per team
- 50+ \$1.00 bills (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 for examples of Monopoly money).
- 40 of the following bills: (8 of each) \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills.
- Optional: instead of Monopoly money, I now use the EC1109 Pack of 300 Play Money Bills from S&S Worldwide/[www.swww.com](http://www.swww.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 2 for examples of this money).
- 40 poly spots or buckets to cover/hide money
- 1 cash bucket to store the \$1.00 bills
- 1 Fitness Cards per group (lamine each card to avoid having to make copies)
- 1 wristband per team

#### **PROCEDURE:**

Before students arrive, go to the middle of the gym with all 40 bills and all 40 poly spots/buckets and randomly place one bill under one poly spot/bucket until all of the bills are gone (See Figures 3-6 for examples). 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 one Fitness Card and one die inside of each hoop. 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 teacher will then select one Captain from each team by giving him/her a wristband. The **object** of

the game is to earn cash by performing team exercises in order to go to the center for the chance to uncover larger amounts of Cold Hard Cash prizes!

**To Begin:** each team will roll their one die to determine the fitness skill that has to be done from the Fitness Card. For example, Team B rolls a 5. They look at skill number 5 on the Fitness Card and perform 25 jumping jacks together as a team. Upon completion of the skill, the Captain, and ONLY the Captain will go retrieve one, \$1.00 bill from the cash bucket (See Figure 7).

**Note:** the teacher should keep the cash bucket of \$1.00 bills close by to help avoid cheating. Each team's goal is to continue this process until they have earned \$5.00. Each time \$5.00 is earned, the Captain will "cash in" the \$5.00 by giving the cash to the teacher who will return it to the cash bucket. The Captain may then go to the center to choose and uncover **ONE** spot/bucket (See Figure 8). **Note:** turning over more than one bucket will forfeit all money found. The Captain will then retrieve the cash prize underneath the bucket, trying to uncover one of the eight \$100.00 bills or hoping that it is at least larger than a \$5.00 bill. Once the cash has been retrieved, the Captain must remember to turn the bucket (face up) so that everyone can see that the bucket has been claimed and take the cash prize to put in his or her team's hoop. **Note:** only the (5) \$1.00 bills that are earned can be cashed in to uncover a prize. All cash prizes found may not be cashed in to uncover a new prize. The Captain will give the wristband to a teammate to become the new Captain and the team will continue the process of earning \$5.00 more to be awarded the chance to go uncover another spot/bucket for the chance of increasing their team's dollar amount.

When the time has expired or all 40 spots have been picked up, give each team 1-2 minutes to go back to their team 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+ = you are the champions and will retire as Millionaires!!!!

If time permits, start a new game by instructing all teams to turn in all 40 bills and hide their eyes while the teacher randomly places one bill under one bucket until all of the bills are gone.

#### **RULES AND SAFETY:**

1. All teammates must complete whatever number fitness skill was determined by the roll of the die. Teammates should come up with a system to determine who rolls the die.
2. A \$1.00 bill is awarded after the completion of the fitness skill. Only Captains may come and get \$1.00 bills from the cash bucket.
3. Teams may only perform one fitness skill at a time.
4. \$5.00 earns the right for the Captain to go to the center to choose and uncover **ONE** bucket.
5. Turning over more than one spot/bucket will forfeit all money found.
6. After finding cash, the Captain must turn the bucket (face up) so that everyone can see that the bucket has been claimed and take the cash prize to put in his or her team's hoop and give the wristband to a teammate to become the new Captain.
7. Only the (5) \$1.00 bills that are earned can be cashed in each time to uncover a prize. All cash prizes found may not be cashed in to uncover a new prize.

#### **Fitness Card:**

1. Jog 2 laps around the gym together as a team (stay close to the wall)
2. Perform 10 jumps each with the jump rope (take turns)
3. Perform 5 push ups together as a team (count each one out loud)
4. Perform 10 run downs (end line to free throw line) together as a team
5. Perform 25 Jumping Jacks together as a team (count each 1 out loud)
6. Perform 10 squats together as a team (count each 1 out loud)

## **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.swww.com](http://www.swww.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 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. 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.
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.

## What's in Your Piggy Bank?

**K-5**

#### OBJECTIVE:

What's in Your Piggy Bank? is a great prerequisite to all of the money-based games in this book. The game was basically designed to reinforce fitness while introducing and/or reinforcing money recognition and money values.

#### EQUIPMENT:

1. 1 hula hoop per group of 3-4 students
2. EC1109 Pack of 300 Play Money Bills from S&S Worldwide/[www.swww.com](http://www.swww.com). Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. If possible, laminate each bill to increase durability.
3. EC1185 Pack of 460 Plastic Coin Set. Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars in storage tub. **Note:** *it will be necessary to purchase one more pack of the EC1109 and EC1185 for classes larger than 48 students.*
4. 1 copy of the **United States Money: Coins** sheet and **United States Money: Bills** sheet per group. **Note:** *if possible, I recommend making front and back copies and laminating each copy to increase durability. Email me at [pe2themax@bellsouth.net](mailto:pe2themax@bellsouth.net) if you want a color copy of each coins and bills sheet.*

#### PROCEDURE:

Spread out all hula hoops within the gym boundaries in an oval fashion to allow students to run on the outside of the hoops while also allowing enough room in the center of the gym/play area to create an area for the bank. Place one copy of the United States Money: Coins and Bills sheet inside each hoop (A copy of each sheet is provided below). Scatter all of the money (cash and coins) on the floor inside the center area of the gym (See Figure 1). **Note:** *this area will be referred to as the Bank.* The **object** of the game is for each team to run laps in order to retrieve each of the coins and bills represented on the United States Money: Coins and Bills sheet.

**To Begin:** instruct students to get into groups of 3-4 and go sit beside a hoop to await further instructions. Explain that each team must work together to seek out and collect the coins and bills on the United States Money: Coins and Bills sheets. Each player must first earn the right to take a trip to the Bank each time they want to get money. A trip to the Bank to collect money is earned by completing one lap around the gym, performing the locomotor skill that was instructed by the teacher. **Note:** *change the locomotor skill every 3-5 minutes.* Each player, after completing a lap, may go to the Bank and choose one bill/coin to take back to his or her team's hoop (See Figure 2 above). Each player on a team must retrieve one of every coin or bill on their sheet (See Figure 3). For example, the penny is the first picture on the sheet. To complete this requirement, all three teammates (after skipping a lap) must get a penny from the Bank and bring back to their hoop in order to move on to the next coin. **Note:** *instruct students to only get one Sacagawea gold coin to meet the requirement because there are not enough of these coins for everybody.* Occasionally, teammates must gather at their hoop to make sure the correct bills/coins are being chosen to answer each money problem. **Note:** *check for understanding, especially for Kindergarten and 1<sup>st</sup> Grades by stopping the class at least once to do a teacher or student-led discussion on the names and values of each coin and bill depicted on each sheet.* A team, after double-checking their answers, should let the teacher know when they feel they have collected all of the coins and bills on both sheets. **Option:** instruct teams to organize their money inside their hoop so the teacher can make sure they have enough of each coin and bill. The team to successfully collect the correct amount of each of the coins and bills will be declared the winner for that round. If time permits, return all money to the Bank and play the same game or see “**Variations**” for ideas on playing a different version.

#### **RULES AND SAFETY:**

- Players must earn the right to make a trip to the Bank each time they want to get a bill or coin. A trip to the Bank to collect money is earned by completing one lap around the gym, performing the locomotor skill that was instructed by the teacher.
- Each player, completing a lap, may go to the Bank and choose one bill/coin to take back to his or her team's hoop.
- Each player on a team must retrieve one of every coin or bill on their sheet.
- Teammates must place their money answers inside their hoop.
- The team to successfully collect the correct amount of each of the coins and bills will be declared the winner for that round.

## **What's in Your Wallet?**

**3-8**

#### **OBJECTIVE:**

What's in Your Wallet? will reinforce and provide multiple practice opportunities to deepen student comprehension of basic mathematical and money concepts. The combination of money and math fundamentals, fitness, and teamwork forces teammates to strategize and think while constantly exercising to solve 10 money word problems quicker than the opposing teams.

#### **EQUIPMENT:**

- 1 hula hoop per group of 3-4 students
- 1 copy of the Money Word Problems Task Sheet per group
- EC1109 Pack of 300 Play Money Bills from S&S Worldwide/[www.ssw.com](http://www.ssw.com). Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. If possible, laminate each bill to increase durability. **Note:** *substitute Monopoly money if Play Money Bills are not an option.*
- EC1185 Pack of 460 Plastic Coin Set. Each pack contains 100 each of pennies, nickels, dimes, and quarters; 50 half-dollars and 10 Sacagawea dollars in storage tub.
- Pen/pencil (one per team)
- 1 jump rope per team
- Optional: scratch paper to work problems out if necessary

#### **PROCEDURE:**

Spread out all hula hoops within the gym boundaries in an oval fashion to allow students to run on the outside of the hoops while also allowing enough room in the center of the gym to create an area for the bank. Place one jump rope, Money Task Sheet A, and pencil inside each hula hoop. Scatter all of the money (cash and coins) on the floor inside the center area of the gym (See Figure 1). **Note:** *this area will be referred to as the Bank.* The **object** of the game is for each team to find and collect the answers to all 10 word problems on the Money Task Sheet.

**To Begin:** instruct students to get into groups of 3-4 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 word problems on the Money Task Sheet. For round 1, players must answer the problems from Money Task Sheet A. All players must first read the Money Task Sheet and determine what bills/coins can be retrieved from the Bank to solve each word problem. **Note:** *each Money Task Sheet contains 10 word problems that can be answered in any order.* Each player must first earn the right to take a trip to the Bank each time they want to get money. A trip to the Bank to collect or return unwanted money is earned by performing any exercise/skill listed at the top of the

Money Task Sheet (See task sheets A-D below). **Note:** *the exercises, skills, and money word 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 Bank and choose one bill/coin to take back to his or her team's hoop. **Note:** *the teacher may want to take a moment to "show and tell" what each bill and coin represents.*

Occasionally, teammates must gather at their hoop to make sure the correct bills/coins are being chosen to answer each money problem. **Note:** *remind players at some point to make sure they are solving problems from Money Task Sheet A.* Teammates must place their money answers inside their hoop in descending order from 1-10 to match up with each money word problem (1-10) on their task sheet (See Figure 2). For example, question #1 of Money Word Problem-Task Sheet A asks, "What is the sum of \$51.00 and \$24.00?" The answer to this question must be shown by placing the money at the very top, inside of their team's hoop in order to get credit for money problem #1 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 money problem.* It is also important that each team remembers that even though they can solve any money problem at any time, all answers must be inside their team's hoop in the correct order (See Figure 3).

A team, after double-checking their answers, should let the teacher know when they feel they have all 10 money 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 second step involves checking to see if each money 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 the Money Word Problems-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." Return all money to the center, hand out Money Word Problems-Task Sheet B, and start a new round.

**RULES AND SAFETY:**

- Players must earn the right to make a trip to the Bank each time they want to get a bill/coin.
- A trip to the Bank to collect or return an unwanted bill or coin is earned by performing any exercise/skill listed at the top of the Money Word Problem Task Sheet.
- Teams may walk around to see what other teams have chosen to solve their money word problems. Teams may ask the teacher or others for help on how to solve a problem.
- Teammates must place their money answers inside their hoop in descending order from 1-10 to match up with each money word problem (1-10) on their task sheet.
- Any money word problem can be solved at any time, but all answers must be inside their team's hoop in the correct order (1-10).
- The team to successfully answer each problem from the Money Task Sheet the fastest will be declared the winner for that round.

**Answers for Money Word Problems-Task Sheets A-D:**

{Make a copy of each Task sheet and write in the answers}

<u>Sheet A</u>	<u>Sheet B</u>	<u>Sheet C</u>	<u>Sheet D</u>
1. \$75.00	1. \$120.00	1. \$50.00	1. \$50.00
2. \$2.26	2. \$6.51	2. \$20.31	2. \$25.10
3. .56¢	3. \$1.25	3. \$156.00	3. \$90.00
4. \$111.00	4. \$250.00	4. \$10.50	4. .76¢
5. \$40.00	5. \$55.00	5. \$1.03	5. \$2.10
6. \$1.75	6. \$5.25	6. \$101.25	6. \$6.00
7. \$16.00	7. \$60.00	7. .60¢	7. \$2.10
8. .15¢	8. .35¢	8. \$175.00	8. \$30.00
9. \$10.00	9. \$20.00	9. \$1.70	9. \$225.00
10. .50¢ + .25¢ + .01¢	10. \$1.50	10. \$60.00	10. \$50.00

**Money Word Problems-Task Sheet A**

- a) Hop 20 times (10 hops on each foot)
- b) Jog 1 lap around the boundaries
- c) Perform 10 jumps with your rope
- d) Perform 5 forward lunges on each foot
- e) Perform 10 sit ups
- f) Perform 8 knee bends
- g) Perform 20 jumping jacks
- h) Perform 5 push ups

Perform one of the skills from the list above to earn a trip to the Bank to collect **one** bill or **one** coin. A skill has to be performed for **every** trip made to the Bank. Do NOT take turns. Everyone should be active at all times. Place your money answer inside your hoop in descending order from 1-10 to match up with each money word problem (1-10) on this task sheet. Write the money amount answer in the blank space provided by each money problem. **Note:** make sure to use teamwork when determining how to answer the questions and show your answers! **Hint:** try to use the least amount of bills and/or coins to answer each question!!!!

1. What is the sum of \$51.00 and \$24.00? \_\_\_\_\_
2. How much is one dollar, five quarters, and one penny? \_\_\_\_\_
3. Macy has 1 quarter. Her mom gives her 4 nickels, 1 dime, and 1 penny. How much money does she have now? \_\_\_\_\_
4. After buying an iPod for \$90.00, Josie has \$21.00 left. How much money did Josie have to begin with? \_\_\_\_\_
5. How much is one 10-dollar bill, two 5 dollar bills, and one 20-dollar bill? \_\_\_\_\_
6. Nate gives \$3.25 to Jace. If Nate started with \$5.00, how much money does he have left? \_\_\_\_\_
7. Janie earns \$8.00 per hour working. If she works 2 hours, how much money will Janie earn? \_\_\_\_\_
8. What is .35¢ less than .20¢? \_\_\_\_\_
9. Leon worked to earn \$40.00. If he worked for 4 hours, how much money does Leon earn per hour? \_\_\_\_\_
10. What is the least amount of coins you would use to make .76¢? Show your answer in money. \_\_\_\_\_

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