

# Welcome to PE2theMax!

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

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

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

### **Equipment:**

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

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

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

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

### **Rules and Safety:**

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

Ricochet ball, which must be dropped by a canner into a bucket or trashcan.

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

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

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

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

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

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

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

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

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

### **HULA HUT THROW DOWN (2-8)**

#### **OBJECTIVE:**

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

#### **EQUIPMENT:**

- Gatorskin balls (30+; the more the better)

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

### **PROCEDURE:**

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

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

**To Begin:** On the teacher’s signal, “**Scorers**” (everyone will be scorers at this stage in the game) will begin throwing the Gatorskin balls, trying to score them into the basketball goal or corner trashcans located on the opposite end of the gym. All players who make a shot into the basketball goal are allowed to go and “capture” one hoop from either cone to take and put on their team’s side. All players who score a ball into the trashcan are allowed to go and “capture” two hoops from either cone to take and put on their team’s side.

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

### **RULES AND SAFETY:**

1. Scorers and Destroyers may not cross the midline to roll or throw balls.
2. Gatherers may cross the midline to go and retrieve balls from the opposing team’s side, but may not roll or throw balls until they are back on their team’s side.
3. Scorers are allowed to capture one hoop for each score into the basketball goal and two hoops for each score into the corner trashcans.
4. Hula Huts may be built anywhere on a team’s side, but Builders should strategize and determine the safest and best places to build Hula Huts.

5. All Hula Huts are “free game” to be destroyed once a Builder places the last hoop (roof) on top of the hut. Players may not touch the Hula Huts again once a Builder places the last hoop on top of the hut. Also, a damaged Hula Hut may not be repaired at anytime.
6. Protectors may guard the Hula Hut in any way as long as they do not touch the hut.
7. Protectors are the only players allowed to play defense and their defense is limited to protecting Hula Huts. Defending trashcans or blocking balls that are not directed at the Hula Huts is not allowed.
8. Destroyers may also cross the midline, but only to collect the six hoops of the Hula Hut that they have completely destroyed. All hoops of a destroyed hut must immediately be returned to one of the traffic cones.

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

### **BLOCKHEADS (K-5)**

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

#### **Equipment:**

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

#### **Procedure:**

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

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

All towers must be built in stacks of four. *Note: remind players that they can build their own 4-block towers or add to existing towers that are in need of one or more blocks.* Teams will continue this process the entire class and the team with the most 4-block towers, when the time expires or there are no more blocks, will be declared the Blockhead Champions for that round or for the day. Clean up by performing a 10-second count down while students return the blocks to each team’s container before starting a new round. *Note: push ups can be substituted with any exercise or list a variety of exercises so that each child will have a choice in what exercise to perform.*

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

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

7. The opposing team will be awarded an automatic win if any player is caught destroying the other team's towers or for taking more blocks than what he or she won.

### **Egypt, Egypt (by Egyptian Lover) or Down (by Jay Sean)**

#### **Part 1:**

- Egyptian or King Tut hand gestures to the R **2 counts**
- Egyptian or King Tut hand gestures to the L **2 counts**
- Egyptian or King Tut hand gestures to the R **2 counts**
- Egyptian or King Tut hand gestures to the L **2 counts**

#### **Part 2:**

- Jump and row to the R (like rowing a boat) **2 counts**
- Jump and row to the L (like rowing a boat) **2 counts**
- Jump and row to the R (like rowing a boat) **2 counts**
- Jump and row to the L (like rowing a boat) **2 counts**

#### **Part 3:**

- Moving Forward...shuffle step R, L, R, L while swiveling your R foot **4 counts**
- Moving Forward...shuffle step L, R, L, R while swiveling your L foot **4 counts**

#### **Part 4:**

- Moving Backward...step R as you chest pump twice with your arms (imagine you are doing a standing push up-elbows back, chest forward) **2 counts**
- Moving Backward...step L as you chest pump twice with your arms (imagine you are doing a standing push up-elbows back, chest forward) **2 counts**
- Moving Backward...step R as you chest pump twice with your arms (imagine you are doing a standing push up-elbows back, chest forward) **2 counts**
- Moving Backward...step L as you chest pump twice with your arms (imagine you are doing a standing push up-elbows back, chest forward) **2 counts**

#### **Part 5:**

- Step to the R as you do a R uppercut (immediately pull R arm down) **2 counts**
- Step to the L as you do a L uppercut (immediately pull L arm down) **2 counts**
- Step to the R as you do a R uppercut (immediately pull R arm down) **2 counts**
- Step to the L as you do a L uppercut (immediately pull L arm down) **2 counts**

**Note: you can rotate clockwise or change walls at the 7<sup>th</sup> and 8<sup>th</sup> count by upper cutting L as you step to the R**

- START OVER AT PART 1

## **STACK ATTACK (2-8)**

### **OBJECTIVE:**

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

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

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

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

Provide a brief explanation of the Scorer, Builder, Gatherer, Protector, and Destroyer positions (described below). Inform students that they can choose and change any position at **any time** during the game. **To Begin:** On the teacher's signal,

**“Scorers”** (everyone should be scorers at this stage in the game), starting at the midline, will begin crab walking to the opposing team’s wall where their team’s buckets are located. *Note: each team will want to collect buckets because getting buckets is the only way to earn points.* All players, each time they get a bucket, must crab walk, balancing the bucket on their bellies until they cross back over the midline (See Figure 5). *Note: a redo is necessary if the bucket touches the ground before the player crosses back over the midline. A redo involves standing up and taking the bucket back to the wall before returning to your team’s side to start over.* The Scorer position can be played as long as there are buckets to be earned. As buckets cross over the midline, the positions that can be implemented will be defined as: 1. **“Builders”** are any players who choose to help stack buckets, within their team’s boundaries, each time buckets are earned (See Figures 1 through 4 for the stacking examples and their point values.

2. **“Protectors”** are any players who choose to do whatever it takes to defend a bucket or stack of buckets from the destroyers’ rolled or thrown balls (See Figure 6). Protectors must always stand and may not touch the buckets while protecting. 3. **“Destroyers”** are any players from the opposing team who choose to roll or throw balls with the intent to destroy or knock over buckets or bucket stacks. Each Destroyer who knocks a bucket over on its side must cross the midline and only gather the bucket or buckets that were knocked over (See Figure 7). After retrieving the buckets, the Destroyer must place them back at the opposing team’s end wall to be re-earned. *Note: sometimes a stack of buckets will get hit, but a Destroyer may not capture the bucket unless it was knocked over on its side.* 4. **“Gatherers”** are any players who choose to go anywhere, even crossing the midline to go to the opposing team’s side, to gather balls to bring back to their team’s side. The Gatherer position is important, especially when there are not many balls available on a team’s side.

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

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

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

## **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 (laminated 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 (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.*

## 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.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.
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:**

1. 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.
2. 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.
3. Each player on a team must retrieve one of every coin or bill on their sheet.
4. Teammates must place their money answers inside their hoop.
5. The team to successfully collect the correct amount of each of the coins and bills will be declared the winner for that round.

### **Apache-Jump on it (by The Sugarhill Gang; YouTube "Fresh Prince-Jump on it" to hear the song and get an idea of how part of the dance will look) Modified by J.D. Hughes-pe2themax@bellsouth.net**

**Introduction:** with hands on your hips, move to the beat of the music a total of four 8-counts

#### **Part 1:**

- When you hear the first "Ho" = point R hand to 4 o'clock **2 counts**
- When you hear the second "Ho" = point L hand to 8 o'clock **2 counts**
- When you hear the third "Ho" = simultaneously point R and L hand to 2 and 10 o'clock **4 counts**
- Slowly lower your arms to the ground while moving to the beat **8 counts**

#### **Part 2: (The Chorus)**

- **A.** With your hands on your hips, pop your hips to the R, to the Back, L, to the Front, R, and then to the Back (Hint: there will be 6 obvious beats to pop your hips to within the 8 counts) **8 counts**
- **B.** With L hand remaining on your hip, twirl your lasso with your R hand over your head while circling counterclockwise 90° (or 180°) **8 counts**
- Repeat A and B three more times for an overall total of four 8-counts

#### **Part 3:**

- Grapevine R **4 counts**
- Sprinkler (L palm behind head, R arm at 3 o'clock-flap like a butterfly) **4 counts**

- Grapevine L 4 counts
- Sprinkler (R palm behind head, L arm at 9 o'clock-flap like a butterfly) 4 counts

**Part 4:**

- **A.** Quick step forward while doing the Chief pose-arms straight out front, but bent at a 90° angle with R forearm over L forearm 2 counts
- Quick step backward while doing the Chief pose 2 counts
- Quick step forward while doing the Chief pose 2 counts
- Quick step backward while doing the Chief pose 2 counts
- **B.** Do the Backstroke or “Humpty” Dance with R arm 2 counts
- Do the Backstroke or “Humpty” Dance with L arm 2 counts
- Do the Backstroke or “Humpty” Dance with R arm 2 counts
- Do the Backstroke or “Humpty” Dance with L arm 2 counts
- Repeat A 8 counts
- Repeat B 8 counts

**Part 5:** Repeat Part 1 again

**Part 6: (The Chorus)** Repeat Part 2 again

**Part 7:** Repeat Part 3 again

**Part 8:** Repeat Part 4 again, **but for an overall total of eight 8-counts instead of four 8-counts**

- Watch for slight changes in the remaining Parts!!!!

**Part 9:** Repeat Part 1 again

**Part 10:** Freestyle dance for six 8-counts (I recommend doing an Indian rain dance)

**Part 11:** Repeat Part 1 again

**Part 12: (The Chorus)** Repeat Part 2 again

**Part 13:** Repeat Part 3 again

**Part 14:** Repeat Part 4 again, **but for an overall total of eight 8-counts instead of four 8-counts.**

## BullsEye

2-8

### OBJECTIVE:

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

### EQUIPMENT:

- Gatorskin balls (40+; the more the better)
- Hula hoops (5-8 per side)
- EC1109 Pack of 300 Play Money Bills from S&S Worldwide/[www.ssw.com](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.
- 5-gallon buckets (3 cash buckets to store the \$1.00, \$5.00, and \$10.00 bills)
- Container or 5-gallon buckets (1 per team to store cash prizes)
- Traffic Cones (8-12; For example, 4 cones per line)

### PROCEDURE:

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

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

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

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

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

Immediately upon catching a ball, the Catcher (and only the Catcher) must go and retrieve the dollar amount that was earned based on the way the ball was caught after completing one of the above options. Each Catcher must then go and place the cash earned

into the Team Cash Container. **“Gatherers”** may gather up balls anywhere in the gym to continue throwing or to supply friends with balls. *Note: remind students that all four positions are available to anyone and that any player can change positions at anytime.*

The teacher will collect each Team’s Cash Container when the time limit has expired and add up the cash earned by each team to determine the Bullseye Champions. *Option: choose 1-2 Captains from each team and allow them to take money out of their Team’s Cash Container. Each Captain can trade \$100.00 in smaller bills to the teacher in exchange for a \$100.00 bill. This strategy will allow you to replace the smaller bills into the Cash Buckets and make it easier to total money at the end of the game.*

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

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

## **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:**

- See What’s in Your Piggy Bank
- 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:**

1. Players must earn the right to make a trip to the Bank each time they want to get a bill/coin.
2. 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.
3. 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.
4. 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.
5. 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).
6. 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}

**Sheet A:** 1. \$75.00 2. \$2.26 3. .56¢ 4. \$111.00 5. \$40.00 6. \$1.75 7. \$16.00  
8. .15¢ 9. \$10.00 10. .50¢ + .25¢ +.01¢

## 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 jacks
- d) Perform 5 forward lunges on each foot
- e) Perform 10 sit ups
- f) Perform 8 knee bends
- g) Perform 20 jumping
- 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  $.35\text{¢}$  less than  $.20\text{¢}$ ? \_\_\_\_\_
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  $.76\text{¢}$ ? Show your answer in money. \_\_\_\_\_