

# Welcome to PE2theMax!

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

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

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

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

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

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

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

## **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.

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

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

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

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

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

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

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

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

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

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

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

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

## Rules and Safety:

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

## UFO’s (2-8)

**Objective:** UFO’s is a unique, cooperative game where speed, teamwork, slingshotting, and visual tracking skills are essential to earning a maximum number of points. Like the game of Launch It, UFO’s also provides the opportunity to explore various ways to develop and improve ball manipulation, and the skills of trajectory, force, and accuracy. Played in conjunction with the game of Launch It, UFO’s is a great prerequisite to the games of Slingshot and Slingshot Golf.

### **Equipment:**

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

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

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

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

**1-5 wristbands = your team is alright!**  
**6-10 wristbands = your team is cool!**

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

**Rules and Safety:**

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

**Temperature (Sean Paul)**

**Part 1:**

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

**Part 2:**

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

**Part 3: 1-2 Step**

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

**Part 4:**

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

**Part 5:**

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

**START OVER**

**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.

## **Risky Business**

**2-8**

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

#### **EQUIPMENT:**

- 1 hula hoop per group of 3-4 students
- (5) \$1.00 bills per team (I "borrowed" the money out of my child's Monopoly game and laminated it; you can Google "printable play money or printable game money" to find all kinds of ideas; See Figure 1 under the game "Cold Hard Cash" for examples of Monopoly money).
- Money drawer or container to keep money: My drawer contains the following bills: \$5.00 bills, \$10.00 bills, \$20.00 bills, \$50.00 bills, and \$100.00 bills (See Figure 1 for example of the money drawer I use).

- Optional: instead of Monopoly money, I now use the EC1109 Pack of 300 Play Money Bills from S&S Worldwide/[www.ssw.com](http://www.ssw.com) because it is more realistic. Each pack contains (100) \$1 play money bills, 50 each of \$5, \$10, and \$20 play money bills, and 25 each of \$50 and \$100 play money bills. (See Figure 1 for examples of this money).
- 1 cash bucket to store the \$1.00 bills (See Figure 2 of my cash bucket of \$1.00 bills).

#### PROCEDURE:

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

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

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

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

Individuals or teammates always have the option of running laps to earn cash, especially if they have bad luck at the Stock Exchange. When the time has expired, give each team 1-2 minutes to go back to their hoop to calculate their cash.

#### 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?

### 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.
6. The team to successfully answer each problem from the Money Task Sheet the fastest will be declared the winner.

**Answers for Money Word Problems-Task Sheets 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

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

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 \$1.35¢ minus .40¢?   | _____ |
| 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.               | _____ |

Problem (by Ariana Grande)

**I. Part 1:**

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

### **Part 2:**

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

### **Part 3:**

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

### **Part 4:**

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

### **Part 5:**

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

### **Part 6:**

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

**II. REPEAT ALL 6 PARTS AGAIN**

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

**IV. REPEAT ALL 6 PARTS AGAIN**

## **Don't Stop the Rock (by Freestyle)**

### **Part 1:**

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

### **Part 2:**

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

### **Part 3:**

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

### **Part 4:**

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

### **Part 5:**

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