

# 2009 Quality Physical Education on a Budget

## PLASTIC CUP ACTIVITIES

### Cup Stack Relays

Equipment: A variety of colored cups (ex. Solo cups)

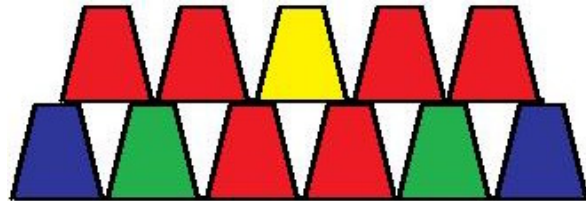
Skills: Locomotor Patterns, Teamwork, Patterns (mathematics)

Organization: Students in small groups (2 or 3 students) at one end of the playing area, large amount of colored cups

Activity: Students will get into small groups of 2 to 3 students. The teacher will show the students a pattern of cups that they will replicate in a relay format.

Adaptations/Tips:

- 1) Have students travel using different locomotor patterns.
- 2) Complicate patterns by stacking the cups.
- 3) Use task cards for each group with a variety of patterns to engage and challenge students. See how many each group can complete before time is over.
- 4) Give the students in line an activity to do while they are waiting (i.e. – cross crawls, juggle scarves, toss and catch a ball, etc.).



### Pyramid Partner

Equipment: Collection of cups (2 colors preferred), 6-10 cups for every two students

Skills: Rolling, Teamwork, Defensive Skills

Organization: Separate the playing area into two equal spaces. Each team will have 6-10 cups that will be stacked into a pyramid (one side of the playing area will have one color (i.e. - red) and the other will have a different color (i.e. – blue).

Activity: Each student will find a partner. Each pair will collect 6-10 cups depending on the amount of cups available. Depending on the color of the cups collected, the pair will make their pyramid of cups in the designated location on their side of the playing area. Once the pyramid has been placed, the partners will choose a job; Bowler or Protector. The bowler will attempt to earn points by rolling a ball and knocking down pyramids on the other side of the playing area (bowlers may NOT cross the mid-line). If a pyramid is knocked down or damaged the bowler will pick up a piece of bling (wrist band, bracelet, etc.) to keep score. The protector will attempt to keep his/her pyramid standing by blocking the balls that are rolled. If the pyramid is destroyed, then partners switch roles after performing a partner activity (i.e. - push-up high fives x 10).

Adaptations/Tips:

- 1) Move the distance of the opposing pyramids to change the difficulty of the game.

### **Cup Up, Cup Down (AKA Builders and Bulldozers)**

Equipment: A large collection of cups (i.e. - Solo cups)

Skills: Locomotor Patterns, Changing Levels, Cardiovascular Endurance

Organization: Students will be on one of two teams and will be spread throughout the playing area.

Activity: The students will be on one of two teams. One team is called the Ups (or Builders), the other team is called the Downs (or Bulldozers). The Up team will try to take any cup that is knocked down and set it up. The Down team will attempt to knock any cup down that is standing up. All cups must be set up or knocked down using the hands only. After a few minutes doing one job, allow the students to switch jobs.

Adaptations/Tips:

- 1) Have the students use different locomotor patterns when traveling from cup to cup.
- 2) To strengthen the upper body, students must be in bear walk position or crab walk position
- 3) To add an additional challenge, have students use three cups to either; three stack up or three stack down (cup stacks), depending on their job.

### **Team Cup Up, Cup Down**

Equipment: A large collection of cups (i.e. - Solo cups) – two or more colors is necessary

Skills: Locomotor Patterns, Changing Levels, Cardiovascular Endurance

Organization: Students will be on one or more teams depending on the number of colored cups used. The different colored cups will be spread throughout the playing area.

Activity: The students will be on a team (the number of teams will vary depending on the number of different colored cups available). Each team will attempt to knock down (bulldoze) cups that are not their color while pick up (build) any cup that belongs to them. All cups must be set up or knocked down using the hands only. After a few minutes, stop the activity and see which team has the most cups standing.

Adaptations/Tips:

- 1) Have the students use different locomotor patterns when traveling from cup to cup.
- 2) To strengthen the upper body, students must be in bear walk position or crab walk position
- 3) To add an additional challenge, have students use three cups to either; three stack up or three stack down (like Speed Stacking).

### **King of the Pharaohs**

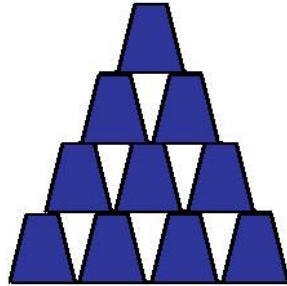
Equipment: Large collection of balls, 2x30 cups of the same color, target (large cones, soccer goals, etc.), 3 hula hoops for each team that will designate the “construction zones”

Skills: Rolling, Throwing, Teamwork, Defense

Organization: Play area will be split into two equal sides, each side will have targets available and the balls will be scattered on the floor.

Activity: The objective of the game is to be the first team to build three 10 cup pyramids that are standing at the same time. To collect cups, the students must roll or throw a ball at the target designated by the teacher. No player from the opposing team may block the target. If the target is hit, the student may collect one cup and place it in the construction area (hula hoop). When 10 cups have

been placed in a hoop, the students can begin building a pyramid. Once the pyramid is built, the students must protect it so that they other team does not knock it down. If a pyramid is knocked down, it must be rebuilt. The first team to build 3 pyramids (that are standing at the same time) first will be the “King of the Pharaohs”.



Adaptations/Tips:

- 1) Move the construction sites closer or further away to make the game more or less challenging.
- 2) Move the targets closer or further away to make the game more or less challenging.
- 3) Change the rule so that if a pyramid is destroyed, the cups must be placed back at the start.

**Stacks**

Equipment: 4-8x 12 cups (red, yellow, blue, green, orange, purple, etc.), 30-50 soft balls, cones to mark boundaries

Skills: Throwing, Rolling, Defense, Teamwork

Organization: Split the space into 4 – 8 even quadrants, one team per quadrant

Activity: Split the group into 4 – 8 teams. Each team will have an equal space in the playing area. Each team will start with 12 cups that will be placed in their space. The team’s cups will be stacked into three sets of four cups (see diagram). Each player on the team must stay inside their playing area. The objective is to protect the stacks while trying to knock down stacks that belong to other teams by rolling balls at them. If a stack is knocked over for any reason, it must be restacked minus a cup. If a stack has been knocked down to one cup, it is eliminated. The game continues until one team has all of their stacks eliminated. When the game is over, the other teams count the number of cups they have left. The team with the highest number of cups left is the champion of the round.



Adaptations/Tips:

- 1) Only allow students to roll the balls if there are safety concerns.

**Risky Business**

Equipment: 60 – 80 cups (2 different colors), lots of soft balls, 60-80 noodlettes or bean bags, cones to separate the two sides

Skills: Throwing, Rolling, Defense

Organization: Playing area separated into two equal sides, at the end of each side is a small section marked by cones where the noodlettes or bean bags will be located, 15 – 20 stacked cups per side

Activity: Separate the group into two equal teams. Each team will be given 30 – 40 cups. The teams must set up the cups (stacked in pairs) on their side of the playing area. On the opposite side of the playing area (behind the other team's cups) will be placed 40 noodlettes. The objective of the game is to either; collect all 40 noodlettes from the other team's side, or knock down all of the other team's stacked cups using Dollar Tree vinyl balls. Before a noodlette may be picked up, the student must perform a physical task chosen by the teacher (jumping jacks, jump rope, push-ups, etc.). Students must decide if they are going to collect noodlettes or bean bags, knock down the other team's cups or defend their own cups.

Adaptations/Tips:

- 1) Have collectors travel using a variety of locomotor patterns throughout the game
- 2) Increase or decrease the number of repetitions necessary to collect at a noodlette or bean bag.

## PLASTIC BAG ACTIVITIES

### **Bag Tag** (from Jim Deline)

Equipment: One or two plastic shopping bags per student

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will get one bag. The bag will be folded/ flattened so that it is straight from handles to the bottom of the bag (see photos). The bag will be tucked into the student's pants like they were tucking in a shirt. Most of the bag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the bag is located for safety reasons. When the game begins, all students will try to pull off other players bags while avoiding having their bags taken. If a bag is pulled out, it will be dropped on the floor and play will continue. The person who had the bag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.

Adaptations/Tips:

- 1) Have each participant start with two bags, as long as one bag is still tucked in, the player is in the game
- 2) Have the students travel using different locomotor patterns while playing a round
- 3) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing



### **1-on-1 Bag Tag**

Equipment: 2 plastic shopping bags for each student,

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Two partners will face one another in an open space.

Activity: Each student will need a partner for this activity. Each partner will have two bags (one for each hip). Remember the tips provided in the previous description. When the music starts, the partners will attempt to be the first person to pull both of the opponent's flags. If successful, the winner will receive one point

Adaptations/Tips:

- 1) Assign a larger number for points if a player wins (mathematics)
- 2) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing
- 3) Remind students that this is a face-off game, there should be no running and chasing.

## Team Bag Tag

Equipment: At least two different colored bags, enough of the bags for all participants

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will be on one of two teams depending on the color bag that he/she collects. The bags will be folded as previously mentioned and tucked in on the side of the waist. The objective is to try and pull the bags of the opposing team. If a bag is pulled, it should be dropped and play continues. The person who had the bag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.

Adaptations/Tips:

- 1) Have each participant start with two bags, if one bag is still tucked in, the player is in the game
- 2) Have the students travel using different locomotor patterns while playing a round
- 3) Introduce a third colored bag to make the game more interesting/challenging
- 4) Remind students that they may NOT hold their own bag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

## Bag Juggling

Equipment: At least 3 bags per student

Skills: Juggling, Hand-Eye Coordination

Organization: Random

Activity: Each student will start with a bag of their choice. In an open space he/she can try a variety of challenges list below:

<b>Challenge 1</b>	Toss with one hand, catch with the same hand (try with the other hand too)
<b>Challenge 2</b>	Toss with one hand, catch with the other, repeat
<b>Challenge 3</b>	Toss with one hand, spin around one time, and catch, repeat with the other hand

Next, have the students try using two bags:

<b>Challenge 1</b>	Hold one bag in each hand, toss up and catch with the same hands (at the same time), repeat
<b>Challenge 2</b>	Hold one bag in each hand, toss up and catch with the same hands (one at a time), repeat
<b>Challenge 3</b>	Hold one bag in each hand, toss up and catch with the opposite hands, repeat
<b>Challenge 4</b>	Toss, spin, and catch with both hands, repeat
<b>Challenge 5</b>	Allow students to come up with their own challenge

Allow students to try using three bags:

<b>Challenge 1</b>	Toss all three up, and catch all three
<b>Challenge 2</b>	Toss up two bags with one hand and toss one with the other then catch them with the same hands, repeat but switch hands that are holding the 2 & 1
<b>Challenge 3</b>	Toss up two bags with one hand and toss one with the other then catch them with the opposite hand that tossed the bags, repeat
<b>Challenge 4</b>	Toss two bags up, before they fall to the floor, toss the third bag, then quickly catch and re-toss the two bags (there should always be at least one bag in the air).
<b>Challenge 5</b>	Allow students to come up with their own challenge

Adaptations/Tips:

- 1) Have student move throughout the room while attempting some of the challenges
- 2) Set up stations for each challenge, students can read task cards then complete the challenge and move (different locomotor patterns) to the next station until they have all been completed
- 3) Have students work in small groups to prepare their own juggling challenges or a bag juggling routine.

### **Throw the Bag.. Tag** (from Jim Deline)

Equipment: Enough bags for every student

Skills: Throwing, Dodging, Fleeing

Organization: Random (students must stay in the boundary lines)

Activity: Each student will fold the bag up into a ball shape. The objective of the game is to score the most points by tagging other players on the feet with the bag by throwing it. The teacher will designate the amount of points each successful tag is worth. All students should use only their own bag. Students may jump to avoid being tagged or block attempts by using their hands

Adaptations/Tips:

- 1) Remind students that there is no sliding or diving on the floor
- 2) Assign points so that students can get practice counting by multiples.

### **Float**

Equipment: 6 – 12 hula hoops, enough bags for every student

Skills: Teamwork, throwing

Organization: Small groups of 4 or 5 students

Activity: The students will need to get in a group of 4-5 students. Each student will be given a number (1-2-3-4-5). The number one person collects a hula hoop, all other teammates get a bag. When the activity begins, the team receives points for any bag that passes through the hula hoop (that is being held by a teammate). The person who is holding the hoop must always be moving. When time expires, the next player in the order will hold the hula hoop and the activity will continue.

Adaptations/Tips:

- 1) If a bag touches the floor, the team loses a point.
- 2) Only allow the players with a bag to move their feet when their bag is in the air. If they are holding the bag, they must remain still.
- 3) Have students score points by getting the bags through another team/s hula hoop.
- 4) Require the hoop holder to hold the hoop with two hands.

**Bag Toss and Switch**

Equipment: One plastic bag per pair of students

Skills: Throwing, Tracking, Catching, Teamwork

Organization: Students are lined up across from one partner.

Activity: One student tosses the bag into the air and then the partners switch places. The goal is to catch the bag before it touches the ground. If they switch and catch the bag successfully twice in a row, they can take one step back and try it from a longer distance.

Adaptations/Tips:

- 1) Remind students that they should not be diving or sliding to get to the bag. Make a rule that if they are not on their feet when they catch the bag, it does not count as a successful catch.
- 2) Let every student have a bag so that both partners toss a bag and then switch positions to catch the other bag.
- 3) Raise the number of successful catches required before they can move back.

**Bag Handling**

Equipment: One plastic bag per student

Skills: Throwing, Catching, Basketball Ball Handling, Soccer Juggling Skills, Balancing

Organization: Random. Students must find personal space.

Activity: Students use the bag to practice various manipulative skills. They can be shown and given opportunities to practice any of the following:

Throwing skills:

<b>Challenge 1</b>	Toss with both hands, catch with both hands
<b>Challenge 2</b>	Toss with one hand, catch with the same hand (try with the other hand too)
<b>Challenge 3</b>	Toss with one hand, catch with the other, repeat
<b>Challenge 4</b>	Toss with either hand, catch on a different body part (elbow, knees, foot, arm, head, back)
<b>Challenge 5</b>	Move while performing the above skills.

Basketball Ball Handling Skills:

<b>Challenge 1</b>	Move the bag around the waist (make a circle around the waist)
<b>Challenge 2</b>	Move the bag around the head
<b>Challenge 3</b>	Move the bag around the knees
<b>Challenge 4</b>	Move the bag around one leg (switch)

<b>Challenge 5</b>	Figure 8 around the legs
<b>Soccer Juggling Skills</b>	
<b>Challenge 1</b>	Individually attempt to keep the bag in the air by hitting it with any body part
<b>Challenge 2</b>	Individually attempt to keep the bag in the air without using the hands
<b>Challenge 3</b>	Use specific body parts to keep the bag in the air (feet, thighs)
<b>Challenge 4</b>	Students work with a partner to keep the bag in the air using various body parts (no hands)
<b>Challenge 5</b>	Students work in a group of 3 or 4 to keep the bag in the air using various body parts (no hands)
<p><b>Mirror, Mirror</b>  Students have one partner and take turns being the leader. The leader chooses any activity that has been shown or creates a new activity and the partner mimics that activity. Switch leaders.</p> <p><u>Adaptations/Tips:</u></p> <ol style="list-style-type: none"> <li>1) Remind students to stay in their own personal area while doing the stationary activities.</li> <li>2) Allow students opportunities to be creative in coming up with the next activity.</li> <li>3) Any time students are not in activity (during instruction time), they should ball up the bag in one hand (make it a race of how fast they can all ball up the bags). Tell them to make the bag as small as possible, don't let it make any noise, hide it in one hand, etc.)</li> </ol>	

## FLAG ACTIVITIES

\*\* Flags are an easy way to designate who's turn it is or visualizing team members. The flags from equipment companies can be expensive so here are a few alternative ways to get flags for your students. Fabric stores often carry colored vinyl. Purchase a yard or two of a color, then cut the fabric into 2" x 16" strips. Another alternative is purchasing colored duct tape. Duct tape now comes in every color of the rainbow. Purchase a roll of your favorite color, then cut off two strips of tape that are approximately 16" in length, then stick them together (sticky side to sticky side).

### Flag Tag

Equipment: Enough flags for each student

Skills: Dodging, Fleeing, Locomotor Patterns

Organization: Random (all students must stay in the boundary lines)

Activity: Each student will get one flag. The flag will be tucked into the student's pants like they were tucking in a shirt. Most of the flag should be visible and it must be tucked in on the side of the body near the hip. If the student is wearing a long shirt, they should tuck the shirt in where the flag is located for safety reasons. When the game begins, all students will try to pull off other players flag while avoiding having their flags taken. If a flag is pulled out, it will be dropped on the floor and play will continue. The person who had the flag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.

Adaptations/Tips:

- 1) Have each participant start with two flags; if one flag is still tucked in, the player is in the game
- 2) Have the students travel using different locomotor patterns while playing a round
- 3) Remind students that they may NOT hold their own flag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

### Flag Tag Touchdown

Equipment: 10-12 flags, 10-12 footballs, cones to mark the endzone on each end of the playing field

Skills: Dodging, Fleeing

Organization: 10 – 12 players will start with a flag and a football on one end of the field, the remaining students will stand in the center of the playing area to start

Activity: The object of the game is to stop or freeze the players who are carrying a football by plugging their flag. If carrying a football, the object is to score a touchdown without losing your flag. If a student's flag is taken they must stop and at the end of the game they will hand their ball to the person who took their flag. Ten to twelve students will be picked to wear a flag and run with the football. When wearing a flag, it must be visible and should be in a pocket or tucked into the pants. The flag must also be located on the students side (not the front or back). The runners will start on one side of the field and the rest will be across from them. On the command "Go!", the game will commence. If a player gets past the line with their flag and football, they are safe and will get to go again. No player may hold another to take a flag and no one may cover their own flag to protect it. In order to get a turn to run a football, the students must get a flag from a runner. If a player scores three touchdowns in a row, they will let someone new take their place.

Adaptations/Tips:

- 1) Have the students travel in different locomotor patterns
- 2) Remind students NOT to grab clothing, NO diving or sliding, and the players with flags may not cover them or hide them (they must be visible).

**Team Flag Tag**

Equipment: 2 - 6 different colored flags, enough of the flags for all participants

Skills: Dodging, Fleeing, Locomotor Patterns, Teamwork, Strategy

Organization: Random (everyone must remain inside the boundaries)

Activity: Each student will be on one of 2 - 6 teams depending on the color flag that he/she collects.

The objective is to try and pull the flags of the opposing team(s). If a flag is pulled, it should be dropped and play continues. The person who had the flag pulled will pick it up and move to outland (somewhere outside the playing area). Once in outland, the student will perform a physical activity that has been designated by the teacher before they may rejoin the game.

Adaptations/Tips:

- 1) Have each participant start with two flags; if one flag is still tucked in, the player is in the game
- 2) Have the students travel using different locomotor patterns while playing a round
- 3) Introduce more teams to make the game more interesting/challenging
- 4) Have each team member keep track of the number of flags they are able to pull, each flag can be worth points that are designated by the instructor
- 5) Identify a home base where team members take the pulled flags back to before continuing to pull other flags
- 6) Remind students that they may NOT hold their own flag, they may NOT dive or slide on the floor, and they should avoid grabbing the opponent's clothing

**Capture the Flag**

Equipment: 3 hula hoops per team, three flags per team, cones to mark the quadrants, one 2' noodle (demi-noodle) per team

Skills: Dodging, Fleeing, Teamwork, Strategy

Organization: 2 – 6 quadrants will be separated by cones, three hoops will be placed in each quadrant, and one flag will be placed into each hoop

Activity: The objective of the game is to be the team that collects the most flags by the end of the game.

The game will end when one team has NO flags left or the time limit (10 minutes) has been reached.

Before the game begins, one player from each team will be called the "guard". The "guard" will have a demi-noodle and will protect the flags by tagging players from the other teams on the legs or feet. The "guard" may NOT stand in or over top of any hoop. They may only tag players who are inside his/her team's quadrant. When the game begins, players from each team will attempt to capture flags from the other team(s) by picking them up without being tagged and returning to their quadrant. When the game is over, a new "guard" will be chosen and the game will continue.

Adaptations/Tips:

- 1) Make the playing area very large to make it challenging for all of the teams
- 2) To make the game more challenging give each team two "guards"

## PLASTIC BOTTLES

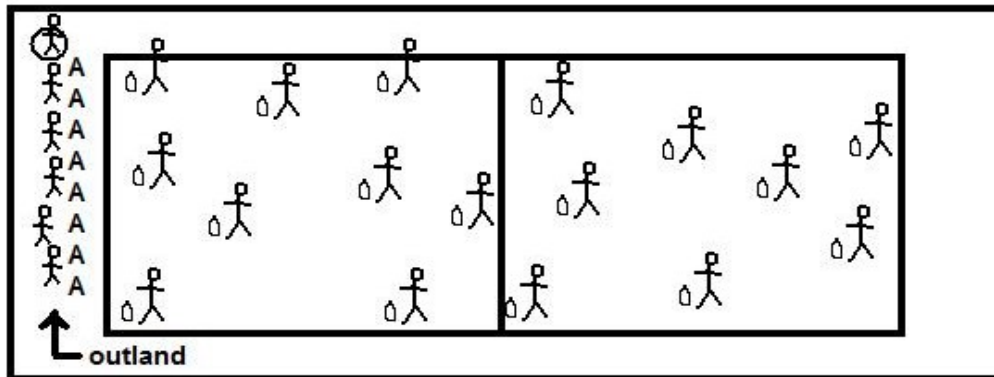
**Air Raid** (from the 1994 VAHPERD Conference in Norfolk, VA)

**Equipment:** 15 – 20 plastic bottles, 25 – 50 soft balls, cones to designate “outland”, 1 hula hoop

**Skills:** Throwing/ Rolling at a Target, Defense, Strategy

**Organization:** Open space with an “outland” area designated using cones at one end of the playing area (see the picture below)

**Activity:** The object of the game is to eliminate players by knocking their bottle over by either throwing or rolling a ball. If a ball or the person guarding the bottle knocks the bottle down, the player is “out” and must take their bottle and move to the “outland” line and hand it to the next person in line (the person in the hula hoop). To start the game, the teacher will choose 15-20 players to begin the game. Those students will get a bottle and some balls and find an open space INSIDE the boundary lines to place their bottle on the floor. When the music starts, they may try and knock other players out. The students who are not in the game will be waiting in “outland” (behind the cones in a line). Remind all students that NO ONE in “Outland” may throw a ball to knock someone out. Students may NOT throw a ball until their bottle is standing up. And, if bottle is knocked down by someone who broke the rule, the bottle may be stood up again (but be honest).



### Adaptations/Tips:

- 1) Remind students that they may NOT partner with others
- 2) Allow students to perform “sneak attacks” (move close to other players to get a better shot at their bottle)
- 3) While students are waiting in “outland”, the teacher can have the students perform a fitness activity until they get back into the game.

### **You Sank My Battleship** (AKA Partner Air Raid)

Equipment: 16 plastic bottles, 8 hula hoops, cones to mark “outland”

Skills: Throwing/Rolling, Defense, Teamwork, Strategy

Organization: Eight hoops spread out in the playing area, at one end of the playing area is an area that is designated as “outland”

Activity: Students will each need to find a partner for this activity. The teacher will select 8 pairs to begin the game and set up a battleship. A battleship is represented by a hula hoop with two plastic bottles representing nuclear reactors. The pair will take their nuclear reactors and stand them up inside the hula hoop to be in the game. Once in the game, they will attempt to keep their battleship from sinking (keep the plastic bottles standing) and attempt to sink other battleships. To sink a battleship, the players must throw missiles (soft balls). If both nuclear reactors have been knocked over, the battleship is sunk and the team must leave the playing area and hand their nuclear reactors to another team waiting to play. The teams can decide to stay by their battleship and protect it by blocking the missiles, or they can go on the offensive and try to knock other teams out of the game.

#### Adaptations/Tips:

- 1) Remind students that as soon as their battleship is sunk, they must collect their nuclear reactors and hand them to the next team waiting in “outland”.
- 2) If a nuclear reactor is knocked over, it cannot be picked up until the team is eliminated.
- 3) Attacking players may get close to the other battleships but they may not be holding a missile when they knock down a reactor.
- 4) They must throw or roll the object to knock down a reactor fairly.
- 5) While students are waiting in “outland”, the teacher can have the students perform a fitness activity until they get back into the game.