

# No Standing Around in My Gym

## **Hula Hut Relay (3-8)** 6 hula hoops per team

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

Form groups of 4-8 and give each team 6 hula-hoops. On the signal, each group will work together, building their hula hut as quickly as possible. Once the hut is completed, each team must successfully get all team members through one side of the hut and out the other without knocking it down. If the hut is damaged in any way, the team must start completely over from the beginning. The first team to get everyone through the hut and seated on the other side will be declared winners for that round!!! Remember that EVERYONE must go through the hut. Play another round and see who can do it the fastest. **VARIATION:** 1. Add blindfolds by making a few students in each group wear them. Teams must now use lots of verbal communication (no touching!) to get their teammates through the hula-huts. 2. Make up your own method of getting through the huts in order to win. For fun, build another hut on the existing hut. Hula hut building also can be a fun activity for all children on Fun Days.

## **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 for set up). 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 to their team's side. *Note: encourage scorers to 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 to go to the opposing team's side to gather balls and bring them 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.

9. 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.

## **WHEEL N’ DEAL (1-8)**

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

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

Hula-hoops (13)

13 different items, preferably items that are small and of the same color; substitute other items if necessary (13 of each): red and black checkers, scarves, green and blue lummi sticks, birdies, wiffle balls, orange and purple beanbags, yellow and blue yarn balls, blindfolds, and foam Frisbees.

**Important:** This procedure must be followed for any additional team. There must be an extra hoop and new item placed in the game for every additional team needed to play. For example, if there are 13 teams then there now must be 14 of a new item placed in the game. One item for each of the 13 teams and one item for the General Store. Also, one more of each of the original 13 items must be placed inside the additional team’s hoop. Reverse this procedure when equipment needs are for less than 12 teams.

**Procedure:** Before classes arrive, set out 13 hula-hoops as depicted in the diagram. Next, place one of each of the 13 items inside each hula-hoop. When students arrive, instruct them to get into groups of five and go sit beside one of the twelve hula-hoops closest to the gym walls to await further instruction. Explain to the class that each team is on a Wheel n’ Deal shopping spree. Make students aware that there are currently 13 different items inside of their team’s hula-hoop. The object of the game is to be the first team to collect all 13 of the same item. Explain that players from each team must decide who will be “scouts” and “traders.” Scouts can take items from their team’s hoop to seek out and wheel n’ deal with other teams for their particular item. Traders hang out at their team’s trading post (hula-hoop) and wheel n’ deal their items with scouts from other teams. Note: no positions will be assigned. Players are responsible for choosing how they want to contribute to the game. Also, the “General Store” (hula-hoop located in the center of the gym) will be available for all players to go and trade out one of their items for any item in the store. To Begin: Play begins by each team collaborating and determining which

of the items they want to seek out and collect. The teacher should take this time to mention that there are only 13 of each item, so choose wisely. Also, teams should decide on who will be scouts and traders. Note: It is at the discretion of each team how many scouts or traders they want to utilize. For example, some teams may choose not to utilize traders, although it is highly recommended to have at least one trader at each hoop to make sure items are not traded without their permission. Scouts, with one item in hand, will venture out to other team's trading posts to wheel n' deal for items that their team's need. Once a trade occurs, the scout will return the item to his or her team's hoop and continue the game. In some cases scouts will not get exactly what they are looking for or the trader at the hoop is unwilling to wheel n' deal. In this case the scout has an opportunity to go and wheel n' deal (sometimes quite a few deals) with other teams until he or she has the particular item necessary to make an "even" trade with the initial unwilling party. Encourage students to be friendly with one another because this type of wheeling n' dealing takes persistence and patience. Note: a teacher-led example of this type of trade may need to be demonstrated, especially with the younger grades. For example, Team A wants a red checker from Team B, but Team B will only trade for a scarf. In order to make an even trade, Team A must find a scarf from their team's hoop or make a trade with another team for a scarf before going to make an even trade with Team B for a checker. Traders on the other hand will stay at their hoop and wheel n' deal with scouts from other teams. Traders can refuse to trade any items they possess. Keep in mind though that all 13 items cannot be collected unless teams are willing to wheel n' deal the 13 items in their possession. There is a great chance that some teams will be collecting the same item. In this case, it is up to the individual teams to decide whether or not to keep their original item or begin wheeling n' dealing for a new item. It is a possibility that teams could experience this scenario more than once. The team to persevere and get all 13 items first or the team to get most of their items within the time limit will be declared the winners for that round. Reequip each hoop with the 13 different items and start a new round. Note: the teacher can make a game out of the cleanup to see which teams can get all 13 different items in their hoop the fastest before starting a new round.

### **Rules and Safety:**

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

### **Let's Dance (2-8)**

**Objective:** To elevate dance appreciation through unique, fun, and exciting rhythmic dance skills with the attempt to alleviating any preconceived negative feelings concerning dance. *Note: All dance steps use an 8 or 16 count and L = Left and R = Right. The songs selected for the dances are not required to perform each dance!* It is up to the teacher to determine what is appropriate for his or her classes. Simply choose a fun, upbeat song with a similar beat to the song listed beside the dance.

## 6. The Thriller Dance Modified (Michael Jackson)

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

### **Part 1: "Monster Claws"**

Step to the R while creating monster claws to the R **2 counts**

Step to the L while creating monster claws to the R **2 counts**

Repeat R, L, R, L for the remaining 4 counts performing the monster claws **4 counts**

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

Step to the R with an exaggerated slide of your L foot until it meets your R foot **4 counts**

**Note:** as you slide R, shimmy your shoulders up and down in an alternating pattern and bring your arms straight above your head and clap once on the 4<sup>th</sup> count.

Step to the L with an exaggerated slide of your R foot until it meets your L foot **4 counts**

Repeat the slide, shimmy, clap on the 8<sup>th</sup> count

### **Part 3: "Breast Stroke"**

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

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

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

Backward.....stomp R while performing monster claws, eyes bulging **2 counts**

Backward.....stomp L while performing monster claws, eyes bulging **2 counts**

Backward.....stomp R, L, R, L with monster claws and eyes bulging **4 counts**

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

### **Part 5: "Dealing Cards"**

Stand with feet shoulders width apart. Bend the right leg, lift the heel, and **4 counts**  
move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your right hand each count. Also, slightly lean further and further to the right with each deal of a card.

Stand with feet shoulders width apart. Bend the left leg, lift the heel, and **4 counts**  
move your leg in and out (like opening and closing a door), while simultaneously dealing cards with your left hand each count. Also, slightly lean further and further to the left with each deal of a card.

**Start over**

## **SACRIFICE (2-8)**

**Objective:** Sacrifice will stretch the student's minds by providing multiple opportunities to recall and practice spelling words. The combination of spelling fundamentals, exercise, and teamwork forces players to strategize, and ultimately make individual sacrifices to spell words and earn as many points for their team as possible.

**Equipment:** (Needs are based on a class of 56 students)

- Bucket of sticks/tongue depressors or wristbands ( $\pm 100$ )
- Traffic cones (2)
- Scrabble tile sets (Scrabble tile sets are recommended for their durability. **Note:** *Before purchasing sets, I recommend asking colleagues and friends to donate any Scrabble games that they may have lying around the house.* Also, consider what is in a typical Scrabble set to determine how

many tile sets you will need for your classes. I recommend one set per 15-20 students. A game of Scrabble contains 100 letter tiles in the following distribution:

- ❖ 2 blank tiles (scoring 0 points)
  - ❖ E x 12, A x 9, I x 9, O x 8, R x 6, N x 6, T x 6, L x 4, S x 4, and U x 4 (scoring 1 point)
  - ❖ D x 4, and G x 3 (scoring 2 points)
  - ❖ B x 2, C x 2, M x 2, and P x 2 (scoring 3 points)
  - ❖ F x 2, H x 2, V x 2, W x 2, and Y x 2 (scoring 4 points)
  - ❖ K x 1 (scoring 5 points)
  - ❖ J x 1, and X x 1 (scoring 8 points)
  - ❖ Q x 1, and Z x 1 (scoring 10 points)
- Optional: consider making alphabet sets on index cards, printing and laminating sets of letters or utilizing pre-printed alphabet cards or teaching tools.

### **Procedure:**

Before classes arrive, place the bucket of sticks/wristbands in the center of the gym. Scatter half of the Scrabble tiles or alphabet sets (face up) on one end of the gym and place the other half of Scrabble tiles (face down) on the opposite end of the gym (See Figures 1 and 2). Finally, place one cone at opposite ends of the midline (see diagram for set up). The **object** of the game is for each team to earn as many sticks as possible by creating the most 5-letter words. ***Optional:** begin the class by asking your students to define “self-sacrifice” and provide a few examples. According to [www.merriam-webster.com](http://www.merriam-webster.com), self-sacrifice is defined as “sacrifice of one’s self or one’s interests for duty or the good of another”.*

**To Begin:** instruct each student to get one Scrabble tile from the (face down) side, get into groups of five, and sit down to await further instructions. ***Note:** make a few groups of four if there are not enough students to form a final group of five. Allow one player from each team of four to get two scrabble tiles so that his or her team has a total of five scrabble tiles.* Select one captain per team to be in charge of getting and carrying the earned points of sticks or wristbands. Each team’s goal is to form a 5-letter word using their five letters. Explain that in most cases each team will not be able to spell a 5-letter word with their current five letters. When this occurs, each team must decide on which letter(s) to keep for their 5-letter word and which letter(s) to sacrifice. Each team must also keep at least one of their original letters. ***Note:** obviously, all letters can be used to spell words, but teams must collaborate and determine what letters benefit their team the most at that time and which player(s) should volunteer or sacrifice their letter(s) to earn new letters.* All players who sacrifice their letters must leave the group and go to one of the traffic cones and jog one complete lap. ***Note:** remind students to avoid jogging through the areas with scrabble tiles.* Upon completing a lap, each player will return their letter to the (face up) side and get the letter that his or her team needs. For example, Team 1 possesses the letters E, I, L, O and T. Team 1 decides to keep the letters E, L and O and sacrifice the letters I and T, because they agree to spell the word “GLOVE” (See Figures 3 and 4). Therefore, the teammates who sacrificed their letters I and T must jog a lap, return their letters to

the (face up) side, and locate a G and a V to return to their group to complete the word "GLOVE".  
*Note: remind students to place their returned letters face up when going to the (face up) side of the gym.*

Each team, after completing their word on the ground, must jump up and down to get the teacher's attention. *Note: a team should never have more letters than there are people in their group unless it is a team of four.* Upon the teacher's approval, the team's captain may go to the center of the gym to get one stick/wristband from the bucket (See Figure 5).

*Note: the teacher may offer guidance for any misspelled words or suggest that the team consider a new word to spell. Teams may also need to spell a new word, especially if certain letters are not available from the (face up) side.* Each player on the scoring team will return his or her letter and place the letters face down to the (face down) side of the gym and then each player will select a new letter from the face down letters. *Note: players may not reuse or keep any of the letters from their previous word.* Teams will continue the process of selecting letters, creating 5-letter words, and earning points until the signal is given to stop class. Teams will then calculate their total number of sticks. The team(s) with the highest score will be labeled the **Sacrifice**

**Champions.** The teacher will recognize all other teams by announcing the following categories that a team may fall under:

*Modify the point system to coincide with your class scores!*

1. 12 and up is a Genius
2. 9-11 points is Gifted
3. 6-8 points is Exceptional
4. 3-5 points is Skilled

*Special note: during the game the teacher may need to remove Scrabble tiles from one side to the side that may be getting low on Scrabble tiles.*

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

1. Each team must keep at least one of their original five letters.
2. All players who sacrifice their letters must leave the group and go to one of the traffic cones and jog one complete lap.
3. No proper nouns may be used for the 5-letter words such as Matt, Sara, etc.
4. Blank tiles can represent any letter.
5. Upon completing a lap, each player will return their letter to the (face up) side and get the letter that his or her team needs from the (face up) side.
6. The captain may go get a stick from the bucket upon the teacher's approval of the word and its spelling.
7. The scoring team will return and place their five letters face down to the (face down) side of the gym and then each player will select a new letter from the face down letters. Players must return all of the letters from their word.

8. Each player may turn over and keep one letter per round unless it is being traded at the (face up) side. Players must return and get their own letters.

9. Anyone caught cheating will sit out for a few minutes or have one to two points taken from their team.

## **WHAT DID YOU SAY? (2-8)**

**Objective:** Watch heads turn with a look saying “what did you say?” when you explain this unique, exhilarating, heart-pounding game that will blow their minds when teams not only must cooperate and strategize, but face the ultimate challenge of trying to succeed by only using non-verbal communication.

**Equipment:** (Needs are based on 16 teams of three to four players per team)

Hula hoops (16 or one per team)

Jump Ropes (16 or one per team)

Deck of cards (5-6; add more decks for classes of 70 or greater)

**Scenario:** An evil witch has placed a spell on the entire town of Moofaloo. The town’s people are distraught because of this horrible spell. In order for the witch to cast the spell, she had to provide a way to break the spell. So, the witch separated the recipe pages to the potion that are needed to break the spell and then she spread the pages all over town. Finally, she separated other recipes and also spread those pages all over town to make it even harder to find the correct potion. Although seemingly impossible, the town’s people must form search parties to seek out and collect all of the pages of the correct recipe to break the horrible spell. **Note:** the conditions of the witch’s spell will be revealed after the procedures.

**Procedure:** Spread out 16 hula hoops within the gym boundaries. Next, place one jump rope inside each hula hoop. Finally, scatter all of the decks of cards (face down) on the floor in the center of the gym (see diagram for setup). The **object** of the game is for each team to find and collect all of the recipe pages necessary to create the potion for breaking the witch’s spell.

**To Begin:** Instruct students to get into groups of three/four and go sit beside a hoop to await further instructions. Read the scenario and explain that each team must work together to seek out and collect all of the pages of the recipe to break the horrible spell. All of the cards, scattered face down in the center of the gym represent the “pages” of the recipe book. First, explain that the spell can only be broken by finding all of the pages to one of the following recipes. **Note:** choose one of the following requirements (or recipe) to be completed during the first round. Choose a new requirement each succeeding round:

1. Find four different cards, but four of each of those cards with a total of 16 cards. For example, a team could win with four aces, twos, fives, and eights.

2. Find three different cards, but five of each of those cards with a total of 15 cards.

3. Find five different cards, three of each of those cards with a total of 15 cards.

4. Find six different cards, three of each of those cards with a total of 18 cards.

5. Find eight different cards, but two of each of those cards with a total of 16 cards.
6. Or, make up your own unique requirement.

For example, to start working on requirement # 1 above, all players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards (recipe pages) or they want to return up to unwanted cards. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym. Players, upon turning over their two cards, may choose to take one or both cards back to their team's hoop. **Note:** remind students to always turn over all unwanted cards to their original face down position. As teammates begin collecting cards, they must gather at their hoop (at a time of their choice) and collaborate by selecting at least four different cards for which they want to find matches. Again, for this round they must choose four different cards, but four of each of those cards with a total of 16 cards. An important rule that must be followed is that at no time can a team have more than 16 cards inside of their hoop (for requirement # 1). Teammates, after earning a right to make a trip, must remember to return unwanted cards (up to 2 at a time) to the center of the gym so as not to exceed the 16 card limit. **Note:** this rule violation will result in the teacher returning one set of matches to the center. Teams may walk around to see what cards other teams have chosen as their matches. This information may be crucial when deciding on which four different cards to select or if card changes need to be made.

Now, for the head turning, "what did you say," part of the game. After explaining all of the procedures, reveal the conditions of the witch's horrible spell. The spell has completely removed all speech, noise, and any form of verbal communication from the people of Moofaloo. Only non-verbal communication can be made once the game begins. **Note:** this rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter. It is fun watching students develop different strategies such as:

1. Hanging out in the center to observe other teams flipping cards until they see cards they need.
2. A teammate flashing cards back to their team's hoop to get visual feedback.

Watch all teams scream in relief once the first team to find four different cards with their matches equaling 16 cards is given credit for breaking the witch's spell. Return the cards to the center, choose a new requirement to be met, and start a new round.

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

1. Players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards.
2. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym.
3. Teams may walk around to see what cards other teams have chosen as their matches.
4. Players must always turn over all unwanted cards to their original face down position.
5. Unwanted cards must be returned so as not to exceed the requirement number chosen for that round. This rule violation will result in the teacher returning one set of matches to the center.

6. Only non-verbal communication can be made once the game begins. This rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter.

## **CONE HEADS (K-5)**

### **OBJECTIVE:**

Students will practice and improve throwing for accuracy, spatial awareness, and defensive strategy in the high-energy game of Cone Heads.

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

- Super 70 balls (40; A Super 70 ball is a 2.75" ball that is approximately the size of a baseball; colored or numbered wiffle balls or other foam-like balls may be substituted).
- Dome or half cones (40; A dome cone is 7 – ¾" in diameter, 2" in height plastic cone, with a 2 – ¼" diameter hole on top).
- Size 6" to 8" Gatorskin balls (20)
- Traffic cone (2)

### **PROCEDURE:**

Before classes arrive, place all balls and dome cones in the center of the play area. Finally, place each traffic cone at opposite ends of the midline. When classes arrive, select and send 40 students to each get a small Super 70 ball and a dome cone, and instruct these students to have a seat in personal space. Instruct the 20 remaining students to get a Gatorskin ball and have a seat in the middle of the play area to await further instructions. The **object** of the game is for "Coners" to have a dome cone with a ball on top of it by defending it from the "Cone Heads" who are trying to knock the ball off of the dome cone. All players with a ball and dome cone when the game is stopped will be declared the winners of that round. **To Begin:** provide a brief explanation of the Cone Head and Coner positions (described below). Also, provide a 10-second countdown for the Coners to quickly determine the best spot to place their dome cones and balls. On the teacher's signal, players must follow the rules as defined by the following positions: 1. "**Coners**" are all players that have a small ball placed on top of their dome cone (See Figure 9). *Note: make sure Coners do not place their ball under their cone or lodge the ball inside the cone hole.* All Coners must defend or protect their dome cone and ball from the Cone Heads (See Figure 10). Coners must stand at all times when defending their dome cones and may not touch their dome cone or ball when playing defense. "**Cone Heads**" are players who want to become Coners. Cone Heads move around the play area with their Gatorskin ball trying to roll and knock the Coners ball off of their dome cone.

All Coners, upon getting their small ball knocked off, must retrieve the Cone Head's Gatorskin ball and go to one of the traffic cones to jog one complete lap around the play area until returning to that traffic cone. After completing a lap, the former Coner assumes the role of a Cone Head, and tries to become a Coner again. All Cone Heads, upon knocking a ball off of a dome cone, replace the original Coner and place the small ball on top of the dome cone and begin protecting it from the Cone Head attacks (See Figure 11). *Note: Coners who accidentally knock off their own ball may reset the ball on the dome cone.*

End each round every 5-10 minutes and declare all students who are Coners the winners for that round. *Note: it may be necessary to remind students that the goal of the game is to avoid being a*

*Cone Head before the time elapses. Send all Cone Heads to the center of the play area, and start a new round after allowing the Coners the opportunity to reposition their dome cone and ball anywhere within the play area. **Note:** a few extra balls for both Coners and Cone Heads may need to be put into the game in case a child has a hard time finding his or her ball.*

**RULES AND SAFETY:**

1. Coners may not place their ball under their dome cone or lodge the ball inside the cone hole.
2. Coners must stand at all times when defending their dome cones and may not touch their dome cone or ball when playing defense.
3. Cone Heads may travel inside and outside the boundaries to throw balls.
4. Cone Heads can only throw balls to knock off a Coners ball. They can not physically touch the Coner or the Coners ball and dome cone.
5. Coners can only block balls, and cannot physically touch the Cone Heads.
6. All Coners, upon getting their ball knocked off, must retrieve the Cone Head's Gatorskin ball and go to one of the traffic cones to jog one complete lap around the play area until returning to that traffic cone.
7. All Cone Heads, upon knocking a ball off of a cone, replace the original Coner and place the small ball on top of the dome cone and begin protecting it from the Cone Head attacks

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