

Bunco Stacking

Equipment:

Each stacker will need a set of cups. Tables with four Stack Mats each. Stack Mats are optional.

Set-up:

Prepare round tables with four stack mats (optional) each around the room.

Procedure:

Randomly assign a stacker to each table. If you do not have enough stackers to fill in each table, you can reduce the number of stackers per table. Assign a number rank (Table 1, 2, 3, and so on.) Each stacker will race against the stackers at their table. The teacher announces the pattern to be stacked and gives the "Go" signal. After every round, fastest stacker at each table (except for #1) will move up and trade with the slowest stacker from the next table. (For example, fastest stacker at Table #2 will trade places with slowest stacker from Table #1.

VARIATIONS:

After a while, most stackers will be stacking against kids of the same ability. Then you want to change things up a bit by reversing the ranking of the tables, so that the faster stackers will have to work to move up again.

Copy Cat Stacking

Equipment:

One set of Speed Stacks for each family member participating (solid colors or two/three colors), a shield (poster board, piece of cardboard or sheet of paper) for each pair.

Set-up:

Have family members/stackers partner up and then find a space in the movement area.

Procedure:

Partners sit cross-legged, back-to-back. We suggest that both stackers have either equal solid sets or equal numbers of two or three colors of Speed Stacks mixed together to make a set. One partner is designated the "Creator" and the other is named the "Copy Cat". With backs to their partners, the Creators set up some formation with the Speed Stacks. The stack may be a normal pattern up stacked in the 3-3-3, 3-6-3, 10-stack, 1-101-1 or a creative "cup creation" such as a stalagmite or tower. Once the Creator has completed the cup pattern, he or she shields it from the Copy Cat. The Copy Cat turns around and faces the Creator, who removes the shield. The Copy Cat studies the design for 10-15 seconds. The Creator then shields the design again, and the Copy Cat tries to duplicate the design exactly. Partners then compare their designs, switch roles and do it again.

VARIATIONS:

Use more than three colors... Use Speed Stacks Minis... Switch partners...

Demolition at Stack City

Equipment:

A set of Speed Stacks (one or more per stacker). music.

Set-up:

Place the stackers in a Random pattern in the movement area. Divide the movement area in half with equal numbers of 3, 6, and 10 stacks on both sides. All should be in the up-stack position.

Procedure:

Divide the stackers into two equal teams. Have each team select a demolition crew and a construction crew within their team. Have the teams line up on their designated sides of the movement area. The Speeds Stacks inside the movement area represent buildings in a city. Start the music and have all the stackers to a locomotor movement (walking, skipping, jogging, hopping, etc.) around the outside of the movement area. When the music stops, "demolition" occurs. Teams try to down stack as many sets on the opposing team's side as they possibly can while their construction crew keeps sets on their side in the up stack position. On the instructor's "stop" signal, all the stackers will pause with their hands up. The music resumes and all the stackers move around the outside of the play area until the music stops and the "demolition" occurs again. See which team has the most buildings (up stacks) on their side.

Leader of the Stack

Equipment:

Each stacker needs a set of cups

Set-up:

Have stackers sit in squad formation, 4-5 students in each squad, each with a set of Speed Stacks in front of them. Have the leaders of each squad use the same colored sets, if possible.

Procedure:

The first person in each squad is designated as the "leader" and faces the rest of the squad. Instructor calls out a pattern to be stacked, and the stackers set up their cups accordingly. On the "Go" signal, all stackers up stack and down stack the pattern and stand up when they are finished. The fastest stacker in the squad gets to move to the "leader" position and remain there until someone else has a faster stack.

VARIATIONS:

If a "leader" wins three times in a row, they move to the Winner's Circle, which is another squad comprised of other three-time winners... If you have enough Stack Mats, allow the leaders to stack on them... decorate a bulletin board with a number of cut-out golden cups displayed. Have all the students who have achieved the position of "Leader of the Stack" write their names on the golden cup, which is displayed on a bulletin board. Every time they are a leader after that, they can add a gold sticker to their cup.

One hand stacker, left and right hand

Equipment:

1 set of Speed stacks[12], StackMat

Set-up:

Set up a 3-3-3, 3-6-3, or Cycle on a table, or floor

Procedure:

Stack either one of the 3 patterns and sequences with the left or right hand. If a StackMat is available time your self!

VARIATIONS:

Stack the pattern and sequence with your eyes closed; Stack with one hand balancing on one foot; Stack with one hand, eyes closed balancing on one foot.

Sport Stacking Stations

Equipment:

7 tables, blindfolds*, Battlestack, Stack Spots, StackMats*, sets of Super Stacks*, sets of Mini Speed Stacks*, 22 sets of standard size Speed Stacks *1 per person in the group

Set-up:

Set up each of the following stations. I made a directions sheet to put at each station in case the students needed to be reminded what to do. This set up is based on 4 people per group. 1. Partner stacking - Put 2 sets of cups on a table. 2. Blindfold stacking - Put 4 sets of cups and 4 blindfolds on a table. 3. Freestyle stacking - Put 4 sets of cups on a table 4. Super Stacks - place Super Stacks on a table. 5. Mini Sport Stacking - place Mini Speed Stacks on a table 6. Battlestack - Place the Battlestack and 2 sets of cups on a table 7. StackMats - Place 4 StackMats and 4 sets of cups on a table 8. Stack Spots - using the floor, designate an area for the Stack Spot station. Pair up the Stack Spots (1 fitness with 1 stacking) You will also need 1 or 2 sets of cups

Procedure:

1. Partner Stacking - students pick a partner, 1 partner uses their right and while the other uses their left. Students work together to stack a 3-6-3. If they are successful, they may try the Cycle. 2. Blindfold Stacking - Students will set their cups in a 3-3-3 and then put on the blindfold. They will attempt to up stack and down stack while blindfolded. If they are successful they may try other stacks. (An alternative would be to have 2 people stack and the other two could guide them) 3. Freestyle Stacking - Students are allowed to stack any way they would like. They can be creative and come up with a new way or they are allowed to build. 4. Super Stacks - Students are allowed to stack with Super Stacks. (I only have a few sets so this allows the students a chance to stack with them) 5. Mini Sport Stacking - Students are allowed to stack with the mini cups and time themselves on the Mini Mat. (I only have a few sets of the minis and Mini Mats so this allows the students to practice stacking with them). 6. Battlestack - Students take turns battlestacking. (I only have 1 Battlestack so in groups of 4 they can rotate around and battle each other) 7. StackMats - Students each go to a StackMat and can practice any of the competition sets and time themselves. 8. Stack Spots - Students can work as 1 group or they can split into 2 groups of 2. With the pairs of stack spots lined up students will take the set of cups and start at one end. One person will stack while the other person (or 3 people) will do the fitness activity. Tell the students to challenge themselves and see how many of each fitness activity they can do while the person is stacking (i.e. How many jumping jacks can you do while the other person is doing the Cycle).

VARIATIONS:

This can be done in a gym or open space but it is also good for the classroom.

Stacker City

Equipment:

1 scooter, 1 rubber ring and 1 set of cups for each student

Set-up:

distribute equipment and ask students to find their personal space. Have 1/3 of them set up their cups in a 3-6-3, 1/3 in a 6-6 and the rest in a single stack of 12. These are called "buildings."

Procedure:

Ask the class to name as many different types of buildings found in a city as they can, then ask them ways to get around a city. When someone says "drive", demonstrate with a scooter and rubber ring how to "drive" around Stacker City. Explain that they are to drive to as many buildings as they can and either build it up (up-stack) or tear it down (down-stack). Encourage them to explore the whole city, be sure to try all types of buildings and to alternate up-stacking and down-stacking. Also incorporate discussion of safe driving.

VARIATIONS:

Give 1/2 of the class rings to drive cars with and 1/2 noodles to drive motorcycles. After a few minutes, change your city to a "water world" and have half use a paddling motion with a noodle, as if canoeing, and half on their belly using swimming motions. You may also choose to incorporate streets and street signs using gym floor lines, or stop lights to regulate traffic.

Winner Advances

Equipment:

Cups(12 for each participant), Floor tape, Cones(6)

Set-up:

Prior to the start of class place 6 tape marks on the floor. All of them are the same distance from the sideline on the basketball court. Then place 6 starting cones on the sideline of the court. Form the students into 6 groups and have them stand on the sideline behind a cone. Place 12 cups on the tape line in front of each group.

Procedure:

The first person in each group goes first. On the teacher's signal, they must run out to the cups and build two 3-2-1 pyramids. They must then run back to their line and touch the sideline with their foot. They will then run back to the cups and unstack them. The first to get back to the sideline is the winner. They will advance to round two. Do the same for the next three groups. Take the four winners and they will go against each other. Take the top two from that group and they go against each other.

BRAIN RESEARCH

(Jean Blaydes Madigan, Neurokinesiologist—Murphy, TX)

“What makes us move, makes us think. New learning follows established motor patterns first before it is stored in the cortex. Therefore, if we teach our students to move better, the better thinkers they will become. The brain seeks patterns. Locomotor movements are built on patterns. Information that is arranged in patterns is more easily processed, retained and retrieved. Cross lateralization/crossing the midline; when one crosses the midline the brain begins to make new connections and the right and left hemispheres begin to work together.

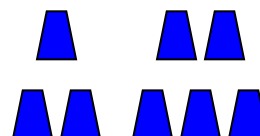
This communication process organizes the brain for better concentration and problem solving. Crossing the midline integrates brain hemispheres to enable the brain to organize itself. When students perform cross lateral activities, blood flow is increased in all parts of the brain making it more alert and energized for stronger, more cohesive learning. Movements that cross the midline unify the cognitive and motor regions of the brain: the cerebellum, basal ganglia, and corpus callosum while stimulating the productions of neurotrophins that increase the number of synaptic connections. (Dennison, Hannaford) Most all of the activities we do in physical education cross the midline and require coordination of body systems for mastery at any level. Daily quality physical education then becomes essential for optimum learning.

Eye tracking exercises and peripheral vision development helps reading. One of the reasons students have trouble with reading is because of the lack of eye fitness. When students watch screens their eyes lock in constant distant vision and the muscles that control eye movement atrophy. Physical education curriculum provides this avenue for strengthening eye muscles. Tracking exercises, manipulatives, navigation activities and target games exercise the eye muscles, making the eyes fit to read.”

The brain is attracted to novelty. The brain learns best when more of the senses are involved. Color, sounds, music, smells, manipulatives and navigating space are better remembered. Learning environments filled with enriched sensory input enhances cognition. Brain compatible learning perceived as FUN increases success.”

Title of Lesson: “The Sport of Sport Stacking & More!”

Grade Level(s): K-6



Subject(s): Physical Education, Math

Learner Outcomes:

- The students will develop physical skills needed to excel in most any sport
- The students will demonstrate responsible, personal and social behavior in physical activity settings
- Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction
- The students will demonstrate knowledge of basic math skills during game activities

Duration: 2 thirty minute class periods (can be easily extended)

Materials Needed: Speed Stacks (12 specially designed plastic cups), cups, bowls, containers (anything stackable-use your imagination!)

- Stop watch
- Paper and pencils/calculator

Technology Tools/courseware:

- Calculator
- Camera (digital or 35MM)
- Internet ready computers with
- Word processing software (to print out activity sheets)
- Printers
- DVD/VCD/CD player
- Television

Teacher Notes:

This lesson is an expansion of an activity I learned at our state physical education conference. Bob Fox, President and Founder of Speed Stacks, Inc. donated a set of "Speed Stacks" to each participant. More information about "Cup Stacking with Speed Stacks" can be found on the following web sight and address: www.speedstacks.com

Speed Stacks-The Leader in the Sport of Cup Stacking

14 Inverness Drive E, D-112

Englewood, CO 80112

303-663-8083

Toll-free 1-877-GOT-CUPS

FAX: 303663-8580

This activity is so great for all students that I highly recommend you purchase a set or school pack of speed cups for your students. Cup stacking helps students use both sides of their bodies and brains to develop important athletic, academic and lifelong skills.

Many school systems are on a tight budget so I'm going to focus on activities that can be done with low cost or free items.

Procedures:

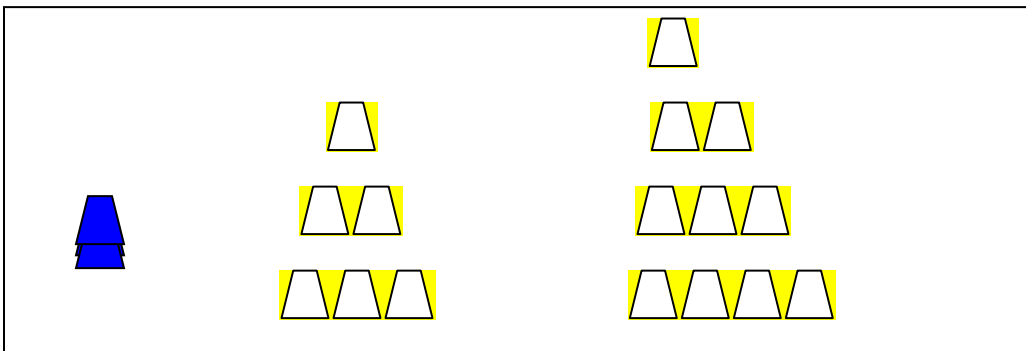
If you have purchased a set of “Speed Stacks”, the pack includes:

a set of 12 cups, a 28-minute combined introductory and step-by-step instructional video, a complete teaching unit, and the WCSA Cup Stacking Rule Book. Everything you need is included. The lesson plan is for 5 days. This unit can be shorter or longer.

For teachers with little or no budgets, check Dollar Stores, Big Lots, Wal-mart etc. and purchase a set of plastic cups that stack one on top of the other and are the size a small hand can grip. “Speed Cups” are specially designed for speed stacking and don’t stick together when using them. Cereal bowls, plastic yogurt cups, and many other items can be used for stacking activities. Stacking Buckets are even found in many sports equipment catalogs. Flaghouse (Call:800.793.7900 or e-mail at flaghouse.com)has “Multi-Buckets”. They are too large for right and left hand activities but are an example that almost anything can be used as a stacking activity. A set of 12 items is a good start. I collected yogurt cups and lids from the school cafeteria several times and now have a collection of over 500 stacking cups. The only cost of the yogurt cups was my time to wash and dry.

Beginning session:

A demonstration of “up stacking/down stacking; right to left or left to right” is how you begin. The group instruction is done best with the teacher up front using a table and students on the floor.



Student instructions:

1. students can move left to right or right to left.
2. use both hands with “light, soft touch”(alternating R, L, R, L, etc.)
3. hands are placed on the sides of the cups-not over the top
4. let gravity do the work—let the cups drop, don’t slam them down
5. always go back to the beginning stack when down-stacking
6. when doing the six stack or more, the hand holding the most cups is the first hand to put a cup down.

5-DAY UNIT PLAN

Materials Needed:

- SPEED STACKS SPORT PACK includes:
 - o Speed Stacks sets (recommend 1 set/stacker)

- o StackMat® (Mat and Timer)
- o set of Super Stacks® weighted training cups
- o set of Super Minis
- o set of Minis
- o Mini Mat
- o Stacker Training DVD
- o *On the Move with Speed Stacks*

Activity Guide

- o 5-Day Lesson Plan
- o WSSA Sport Stacking Rule Book
- Tables (Optional)
- Tournament Displays (Optional)

Reasons for Teaching Sport Stacking:

- To help students master the 3-3-3, 3-6-3 and Cycle stacks (all good for **developing motor skills, patterning, sequencing, focus and concentration**);
- To promote **eye-hand coordination** and **ambidexterity**, important skills in most any sport;
- To give students the opportunity to use both sides of their body and brain to improve **bilateral proficiency**;
- To **encourage students to set goals** through establishing personal records and reinforce **perseverance and practice** as the way to improve those records;
- To reinforce the **value of teamwork** and the importance of **never giving up**;
- **TO HAVE A LOT OF FUN!!!**

Day 1 *Begin session with a warm up/fitness activity.*

1. **SHOW A SEGMENT OF THE DVD**

Kids will get really excited about Speed Stacks and Sport Stacking if they can “see” what the potential is for them. Therefore, we suggest you show them either the “Introductory” section or the “World Championship Highlights” section on the Stacker Training DVD.

2. **DEMONSTRATION of 3-3-3 & 3-6-3**

Up stacking Down stacking Right to Left Left to Right

(Group instruction with teacher up front using a table, kids on the floor)

3. **3-STACK**

On the floor, remind students to use both hands with “light, soft touch”; 3, 3-3 then 3-3-3; do first group race; introduce “fumbles”

4. **FINISH** with the following activities from the ***On the Move with Speed Stacks Activity Guide***

a. **Continuous Relays 3-3-3**-page 18

b. **Leader of the Stack**-page 5

c. **Stackers and Blasters**-page 4

d. **Floor Relays 3-3-3**-page 17

See It, Believe It, Teach It!

Materials Needed:

● STACKS SPORT PACK includes:

- Speed Stacks sets (recommend 1 set/stacker)
- StackMat® (Mat and Timer)
- StackPod
- set of Super Minis
- set of Minis
- Mini Mat
- Stacker Training DVD
- Instructor Training DVD
- 5-Day Lesson Plan
- *On the Move with Speed Stacks* Activity Guide
- WSSA Stack Meet Manual

● Tables (Optional)

● Tournament Displays (Optional)

Day 2

1. **WARM-UP** with one of the **Warm-Up Activities** from the *On the Move with Speed Stacks Activity Guide*-pages 4-5

2. **QUICK REVIEW** of everything learned on Day 1

Follow the same sequence; Teacher again using a table, kids on floor

3. **KIDS PRACTICE 3-3-3**

Fix fumbles; Help individual students

4. **FIND A FRIEND** and race 3-3-3

Stacker Challenges-page 19

5. **TEACH 6-STACK**

3-2-1 method: Spread cups, hold loosely; “Pinky” under bottom cup; Perform “magic trick” grabbing 3 cups off the 6 without looking; practice; Pick up 3 cups in one hand, 2 cups in the other and leave one cup; Alternate placing cups working from the outside to the middle – right, left, right, left, right or count 1, 2, 3, 4, 5; keep base of cups together; down stack – gravity, slide, don’t slam!

6. **TEACH 3-6-3 STACK**

Put it all together! Use everything previously learned; Review fumbles; Practice; Group race

7. **FINISH** with

a. **Cardiovascular Fitness Activities**-pages 11-13

b. **Floor Relays (3-6-3)**-page 17

Day 3

1. **WARM-UP** with one of the **Warm-Up Activities** from the *On the Move with Speed Stacks Activity Guide*-pages 4-5

2. **KIDS STACK ON TABLES**

Let them warm up on their own with 3-3-3 and 3-6-3 stacks

3. **GROUP INSTRUCTION ON HOW TO USE A STACKMAT**

4. **INDIVIDUAL TIMING ON STACKMATS**

Throughout your Speed Stacks unit have kids rotate to the StackMat, and time themselves to set their own personal record – **Personal Bests**-page 19

5. **Choose a couple of TABLE ACTIVITIES**-pages 6-7

Continue 3-3-3 and 3-6-3 practice

6. **EMPIRE STATE STACKING**-page 22

7. **TEACH 6-6 STACK**

Teacher up front stacking on table; kids on the floor; group instruction 6-6; demonstrate and practice; move kids back to tables to practice

8. **6-6 STACK ON TABLES**

Individual races in group setting; **Continuous Relays**-page 18

9. **FINISH** with

a. **Floor Relay**-page 17 or **March Madness**-page 19

b. **Cardiovascular Fitness**-pages 11-13

PROMOTES:

Hand-eye coordination · Ambidexterity · Quickness · Concentration

Day 4

1. **FITNESS ACTIVITY** using one of the **Fitness Stacking Activities** from the ***On the Move with Speed Stacks Activity Guide***-pages 8-9

2. **WARM-UP** on tables 3-3-3 | 3-6-3 | 6-6

Rotate to StackMats

a. **Personal Best**-page 19

b. Encourage students to keep track of personal records and try to improve them each time

3. **CYCLE STACK** Group instruction - kids on floor

a. Teach the 3-6-3 transition into 6-6; demonstrate and practice

b. Review and practice 6-6 transition into the 12 stack

c. Teach the placement of the single cups; demonstrate and practice

d. Teach 10 stack – emphasize the “up stack” only with 5-4-1 method (“right, left, right, center”); demonstration and practice

e. Teach 1-10-1 down stack into 3-6-3; emphasize the single cups turn and tap; demonstrate and practice

f. Put it all together; demonstrate and practice

4. **PRACTICE CYCLE STACK** on tables

5. **RUN A SERIES OF RACES** on tables

a. Individuals, Partners, Teams of 4; isolate stacks for relays 3-3-3 | 3-6-3 | 6-6 | 1-10-1 | Cycle

b. **Freestyle Stacking**-page 22

Day 5

1. **WARM-UP/FITNESS ACTIVITIES** with one of the **Fitness Stacking Activities**-pages 8-9 and/or **Muscular Strength & Endurance Activities**-pages 10-11 from the ***On the Move with Speed Stacks Activity Guide***

2. **WARM-UP** on tables 3-3-3 | 3-6-3 | 6-6

3. **REVIEW** and continue working on the **Cycle Stack**

4. Have students time themselves (3-3-3 | 3-6-3 | Cycle stacks) on the StackMat for their **Personal Bests**-page 19

5. **INTRODUCE AND TEACH “DOUBLES”** from the *On the Move with Speed Stacks Activity Guide* page 21

6. Explore additional Activities from the *On the Move with Speed Stacks Activity Guide*

7. Organize a **LADDER TOURNAMENT!**

8. Organize a **WSSA STACK MEET!** (WSSA Stack Meet Manual)

HELPS DEVELOP:

Motor skills · Patterning · Sequencing · Focus

11 Inverness Way South

Englewood, CO 80112

Phone: 303-663-8083

Toll Free: 877-GOT-CUPS (US only)

Notes:

Congratulations on teaching your students this exciting sport. If you have any questions or want to learn more, please give us a call, toll free at 1-877-468-2877. Check out our website at www.speedstacks.com.

If you're ready to put on a tournament, check out the World Sport Stacking Association (WSSA) at www.worldsportstackingassociation.org or call 303-962-5667.

We're confident that between Speed Stacks and the WSSA you will have the tools and information you need for a successful Sport Stacking program year after year.

NOTE FROM BOB FOX, FOUNDER OF SPEED STACKS, INC.

"Although this Sport Stacking unit has been designed for five days, it can easily be extended. I would also encourage

you to offer a before or after-school Speed Stacks Club. An excellent way to culminate your Sport Stacking unit and/or

Speed Stacks Club would be to hold a Sport Stacking competition. Tournament information is available through the

World Sport Stacking Association (WSSA). Check it out online at:

www.worldsportstackingassociation.org

or call 303-962-5667.

Best of luck with this unit and from all of us at Speed Stacks, we thank you for introducing this exciting sport to your

students. Please let us know how it is going!"



Cup Stacking

For a free set of Speedstacks and a DVD: Go to their teacher web site and fill out their online information. Click the Cup stacking picture (above), or the following link:

[Speed Stacks Teacher Central](#)

Basic Stacking Information

- **Introduction: The first day of cup-stacking is a DVD or smart board video if your students have not been previously introduced. The DVD, videos and other Sport-stacking items are available at the Speedstacks website. There are also many videos on You Tube.**

Teach Stacking in order of difficulty:

- **3-3 Stack**
- **3-3-3 Stack**
- **6 Stack**
- **1-10-1 Stack**

Six Stack -up stack

- **Start with 6 cups in front of you**
- **Take 3 cups with your right and 2 cups with your left**
- **Leave one cup down**
- **Spread the cups apart with your fingers**
- **Release the bottom cup of your right hand to the right of the center cup so you now have 2 cups left in that hand**
- **Release the bottom cup with your left hand to the left of the center cup**
- **Release the next cup from your right hand on top of the center**
- **Set the cup on in the left hand next to it**
- **Put the final cup on on top with right hand**

6 Stack -Down stack

- **Place right hand on top cup and your left hand on the second cup on the left**
- **Slide to the right with your right hand, at the same time slide left with your left hand**
- **Take the 3 cups in your left hand and the 2 cups in your right hand and put them in one stack of 6 cups**

Partner Challenge:

- **Sets of cups are needed for each students.**
- **Students sit in pairs across from each other.**
- **Teacher designates a stacking formation:**
- **3-3-3-3**
- **3-6-3**
- **1-10-1**
- **Start in down-stack position.**
- **Stand up when up-stacking and down-stacking are complete.**
- **Teacher gives the accumulated time count after the first person is standing.**

Around the Table

- **(Set up tables so four people to six people are able to stack at the same time)**
- **Students stand behind a table in front of down-stacked cups.**
- **Teacher designates a stacking formation:**
- **3-3-3-3**
- **3-6-3**
- **1-10-1**
- **After upstacking and downstacking -**

- Rotate to the right and begin the next stack.
- Continue until everyone is back to their starting position.

Shuttle Relay

- Students stand in shuttle relay style.
- Cups are set up in the middle of the gym with one stack for each team. (in line with their team position)
- Teacher designates a stacking formation:
- 3-3-3-3
- 3-6-3
- 1-10-1
- On the signal, the first stacker runs to the middle and stacks up.
- Then they run to their teammates on the opposite end of the gym and give them a “five”.
- This stacker goes to the middle and down-stacks.
- Continue until everyone is back to the starting position, or...
- Set a time, such as 2 minutes and see how many stacks can be made in that amount of time.

Scooter Relay

- Students are lined up in teams in relay style with a partner.
- Each team has two scooters linked together.
- Each team has downstacked cups in the middle of the gym floor and at the opposite end.
- Two students from each team will take turns as the pusher and the rider.
- One partner from each team is sitting on the scooter, with feet extended forward
- The other partner (next in line) will be pushing.
- One set of 6 cups is on middle gym line.
- Three sets of three cups are at the opposite end of the gym.
- Students are pushed on the scooters to the center stack – up-stack the three sets of three.
- Then, travel to the opposite end and up-stack the 6 cup stack
- Now partners switch places and the new “rider” will down-stack the same set of cups.
- Return to the beginning of the line and pass the scooters to the next partners in line.
- Continue until everyone has had a turn up-stacking and down-stacking.

Speed Cup Stacking

Divisions I, II, III

Classroom or Small Space

Equipment: specially designed stacking cups (plastic cups with a hole in the bottom)

3-Stack

1. Supply each student with three cups. Throughout all these activities the cups are always placed with the lips of cups down.
2. Lift the top cup with the right hand and place it to the right of the stack.
3. Lift the middle cup with the left hand and place it on top of the two cups, forming a pyramid. This is called **up stacking**.
4. Put the right hand around the top cup in this pyramid and the left hand around the bottom cup on the left.
5. Slide the top cup onto the bottom cup on the right and bring the bottom cup on the left to the top of the stack of three cups. This is called **down stacking**.

6. Increase the number of stacks to two. Up stack the left stack first, then up stack the right stack. Only handle one stack at a time. Down stack from the left stack to the right.
7. Increase the number of stacks to three. Up stack each stack starting from left to right. Only handle one stack at a time. Down stack from the left to the right.
8. When students are finished, have them slap their hands on the ground and then raise them above their heads.

6-Stack (3–2–1 method)

1. Supply each student with six cups in one stack. Practise picking up three cups with the right hand and two cups with the left. This leaves one cup face down.
2. Release a cup from the right hand and place it to the right of the cup that is face down.
3. Release a cup from the left hand and place it to the left of the cups facing down. There are now three cups making up the base of this pyramid.
4. Release next cup in the right hand on top of the right and centre cups forming this base. Release next cup in the left hand on top of the left and centre cups forming this base.
5. One cup should remain in the right hand. Put this on the top.
6. Place the right hand around the top cup and slide it down, collecting all cups on the right side into a stack of three cups.
7. Place the left hand around the top left cup and slide it down collecting the two left cups.
8. Pick up the right stack (three cups) and the left stack (two cups) and put them both on top of the centre cup, forming a stack of six cups.

Do It Daily...for Life

Effort ☐

Safety

Goal Setting ☐

Active Living in the
Community

☐

Cooperation

Communication

Fair Play ☐

Leadership

Teamwork

72 / Section 3: Physical Activities Daily Physical Activity: A Handbook for Grades 1–9 Schools

2006 ♥ Alberta Education, Alberta, Canada

Relay Race

1. Choose the 3–3–3 stack and set up three stacks at intervals across the floor. For example, three metres from the start have a three stack, and six metres from the start have a three stack and nine metres from the start have a three stack and then three meters further, a pylon to mark the end of this half of the relay.
2. Divide the class into teams and instruct half of the team to stand behind the start and half the team to stand behind the pylon (four per team is ideal).
3. On a signal, the first student from each team at the starting line takes off to up stack the first three stack, then to the next and finally the third three stack.
4. After touching the pylon at the end, the first teammate in line behind the pylon goes back through this relay and down stacks each stack in progression.
5. A tag is made to the next person on the team at the starting line. This is repeated until all teams are done.
6. To increase the challenge, increase the distance between the three stacks or try using the 3–6–3 stack.

Leader of the Stack

1. Instruct four to five students to sit in square formation, each with a set of cups in front of them. If possible, have the leaders of each group use the same coloured sets.
2. Designate one person in each group to be the leader and face the group. Call out a pattern to be stacked, and the students set up their cups accordingly. On the “Go” signal, all students up stack and down stack the pattern and stand up when they are finished. When all groups finish, the fastest stacker moves to a new group as the leader.

Demolition at Stack City

1. Place the students in a random pattern in the movement area. Divide the movement area in half with equal numbers of 3, 6 and 10 stacks on both sides in the up stack position. The cups inside the movement area represent buildings in a city.
2. Divide the students into two equal teams. Have each team select a demolition crew and a construction crew within their team.
3. Teams line up on their designated sides of the movement area. Start the music and have all the students move (walking, skipping, jogging, hopping) around the outside of the movement area. When the music stops, “demolition” occurs.
4. Teams try to down stack as many sets on the opposing team’s side as they possibly can while their construction crew tries to keep sets on their side in the up stack position.

5. When the music resumes, all the students stop what they were doing and now move around the outside of the play area until the music stops and demolition occurs again.
6. At the end of the designated time period, determine which team has the most buildings (up stacks) on their side and declare them the winner.

Activity Description:

1. Players move in general space to find a partner. They introduce themselves and name the vegetable they like the best.
2. Players perform rock paper scissors with their body instead of their hands.

(jump 3 vertical quick jumps 1-2-3; and then "shoot")

Rock=land on two feet together

Paper: straddle legs

Scissors: front to back straddled leg position

3. The winners (Rock crushed scissors; scissors cuts paper; paper covers rock) mingle to find

another winner indicated by their walking movement. You match up for second game with someone who is making the same movement.

Grades 6--8

- This is a Rock, Paper, Scissors game for teenagers. All students begin running around the play area playing tag. Once a student is tagged by another student, the students stop and play Body Rock, Paper, Scissors.

The paper position requires the student to stand straight with legs spread. The scissors position requires the student to stand with arms and legs crossed. Finally, the position for rocks requires the student to stoop down.

After the students play the Rock, Paper, Scissors game, the winner of the game receives positive words and a cheer from the person who lost the game.

Once the person who won the game receives his or her cheer or positive words, students go about running again to begin another Rock, Paper, Scissors game.

Read more: [School PE Activities | eHow.com http://www.ehow.com/info_7835125_school-pe-activities.html#ixzz1atJYs8PF](http://www.ehow.com/info_7835125_school-pe-activities.html#ixzz1atJYs8PF)

Games (Video): Elves, Wizards & Giants

Dick Moss, Editor, Physical Education Update

Your students will love this tag game. It's a Rock, Paper, Scissors variation using fitness actions instead of hand signals.

Setup

Divide your class into two teams and have them stand facing each other across a line in your gym or playing field.

The game will be played like of Rock, Paper, Scissors, but using Elves, Wizards, and Giants instead. Here's how it works:

- The Giants will stomp the wizards using an exaggerated high knee stomping action.
- The Wizards zap the elves by spinning in a circle and casting a spell on them.
- The Elves knock out the giants by jumping high in the air and tapping them with their staff.

To summarize the actions:

- Stomping beats spinning.
- Spinning beats jumping.

- Jumping beats stomping.

How to Play

The teams huddle up and decide which character they'll be and which action they'll perform: Giants (stomping), Elves (jumping), or Wizards (spinning).

The two teams then face each other across the line and, on the count of three, perform their action.

As soon as the teacher declares a winner, that team has 10 seconds to tag as many players from the losing team as possible. Players who were tagged go to the winning team's side of the line. Then another round of play begins.

The first team to get everyone on their side of the line wins the game. As in and Rock, Paper, Scissors, if both teams perform the same action, they are tied, so must immediately begin another round.

SPORT STACKING WITH SPEED STACKS

WHAT IS SPORT STACKING?

Sport stacking is a track meet for your hands at warp speed! It „s an exciting individual and team sport where participants stack and unstack 12 specially designed, high-tech cups (Speed Stacks) in predetermined pyramids with amazing dexterity. Stackers race against the clock for individual times and race head-to-head in team relays.

WE BELIEVE THAT SPORT STACKING:

- Helps develop motor skills, patterning, sequencing, focus and concentration
- Promotes hand-eye coordination and ambidexterity, which are important skills in virtually all sports
- Gives students the opportunity to use both sides of their body and brain to improve bilateral proficiency
- Encourages students to set goals through establishing personal records

BODY/BRAIN CONNECTION

The following is reprinted with permission from author Jean Blaydes Madigan, a Neuro-kinesiologist from Murphy, Texas and a leading expert in the body/brain connection to learning.

“What makes us move, makes us think. New learning follows established motor patterns first before it is stored in the cortex. Therefore, if we teach our students to move better, the better thinkers they will become. The brain seeks patterns. Locomotor movements are built on patterns. Information that is arranged in patterns is more easily processed, retained and retrieved.

Cross lateralization/crossing the midline; when one crosses the midline, the brain begins to make new connections and the right and left hemispheres begin to work together. This communication process organizes the brain for better concentration and problem solving. Crossing the midline integrates brain hemispheres to enable the brain to organize itself. When students perform crosslateral activities, blood flow is increased in all parts of the brain, making it more alert and energized for stronger, more cohesive learning.”

THE INFLUENCE OF SPORT STACKING ON HAND-EYE COORDINATION AND REACTION TIME OF SECOND GRADE STUDENTS

By Brian E. Udermann, University of Wisconsin-Lacrosse; Steven R. Murray, Mesa State College; John M. Mayer, US Spine and Sport Foundation, La Jolia, CA; and Kenneth Sagendorf, Syracuse University. This study was published in 2004 in “Perceptual and Motor Skills” and “Research Quarterly for Exercise and Sport.”

This study states that after five weeks of sport stacking, “hand-eye coordination in both the dominant hand and non-dominant hand was increased from between 26.93% and 37.82% respectively.” The study also states that after five weeks of sport stacking, reaction time was increased between 33.1% and 25.94% for the dominant and non-dominant hands, respectively.

TESTIMONIAL

“I have 15 special needs students ranging from learning disabilities to multiple disabilities. My hope was to get them at least to do a few of the beginner sport stacking skills such as the 3 stack and possibly the 3-3-3. After six months of 15 minutes per day, 10 of my students are doing the complete cycle stack!”

Sport Stacking - Lesson Plan for Elementary Ed

- [View](#)
 - [Nominated!](#)
- by [Bernard Barbaric](#), a project created Feb 19 2010 - 12:21pm

Intro:

Below is a lesson plan I created to teach Sport Stacking to a group of elementary-aged students.

Sport stacking involves the use of Speed Stack cups that students build up and break down in a race against time (See [Attachment A](#)). Sport stacking will be coupled with a variety of fitness activities to give students a balanced physical education lesson plan between coordination and fitness.

Discussion:

Sport stacking involves a tremendous use of fine motor skills, sequencing and concentration. Sport stacking is a great practice method for improving hand-eye coordination and ambidexterity in a fun, non-threatening way. It is an activity that allows for students to set personal goals that can be improved upon through practice and determination.

Cognitive Objectives:

1. Students will be able to list two benefits of practicing sport stacking
2. Students will be able describe what a ‘fumble’ is

Psychomotor Objectives:

1. Students will be able to create a ‘3’ stack (See [Attachment A](#)) in 5 seconds
2. Students will be able to create a ‘3’, ‘6’ stack in 20 seconds

Affective Objectives:

1. Students will set their own goals for creating stacks and work to improve on their time
2. Students will work together and display good teamwork when participating in group activities
3. Students will have fun!

IL State Learning Standards:

IL.19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.

Plan & Sequence:

- 1) Teacher led stretch and warmup
- 2) Teacher led brief intro on Sport Stacking
- 3) Student practice up-stacking and down-stacking

- 4) Perform stacking activities with fitness
- 5) Teacher student assessment and assist students
- 6) Debrief students – show short online video clip of World Record Sport Stacking

Organization and Content

Warmup and Stretch (2 minutes)

Play ‘Simon-Says’ as a warm-up activity

Simon-Says jump up and down...Simon Says touch your toes, etc...

Intro to Sport Stacking (1-2 minutes)

What is sport stacking?

Give a demonstration on how to up-stack and down-stack using both hands

Describe a 3-stack and a 6-stack

Student focus should be on using two hands and patience. Describe a ‘fumble’.

Discuss benefits of hand-eye coordination. Ask students what other sports require good hand-eye coordination (i.e golf, tennis, baseball, etc...)

Practice Sport Stacking (10 minutes)

Pair up students. Assign each pair 1x12 cup stack. Students will practice up-stacking and down-stacking in pairs.

Teacher will walk around and provide assistance.

Teaching Cues

- Use both hands
- Light, soft touch

Sport Stacking Activities(10-12 minutes)

The class will operate as one team trying to better their own times. This will encourage teamwork and sportsmanship rather than competition against each other.

Activity 1

Assign each student a 6 cup stack

When the teacher says ‘go’, at the same time each student will:

- up-stack/down-stack 3-3 stack on the floor

- walk across a balance beam
- perform 20 jumping jacks
- race back to their station and up-stack/down-stack 3-3 stack

The timer will end when the last student has completed their task.

The activity can be repeated at the teacher's discretion so students have the opportunity to better their team time.

Teaching Cues

- Use both hands
- Light, soft touch
- Cheer on your teammates

Activity 2

When the teacher says 'go', at the same time each student will:

- up-stack/down-stack 6 stack
- walk across a balance beam
- perform 1 forward roll
- perform 20 bunny hops
- race back to their station and up-stack/down-stack 6 stack

The timer will end when the last student has completed their task.

The activity can be repeated at the teacher's discretion so students have the opportunity to better their team time.

Teaching Cues

- Be patient
- Light, soft touch
- Cheer on your teammates

Activity 3

Group students in pairs.

When the teacher says 'go', at the same time each pair of students will hold hands and:

- Together up-stack/down-stack 6 stack using their free hands
- Each up-stack/down-stack 3 stack
- walk across a balance beam
- perform 1 forward roll
- perform 20 bunny hops
- race back to their station and together up-stack/down-stack 6 stack and each up-stack/down-stack 3 stack

The timer will end when the last pair has completed their task.

The activity can be repeated at the teacher's discretion so students have the opportunity to better their team time.

Teaching Cues

- Use one hand
- Work together
- Cheer on your teammates

Debrief Class and Dismiss (2 minutes)

Show students world record stacking video

http://www.speedstacks.com/videos/new_world_record_cycle-35

Equipment

- 6 speed stack cups per student (can be purchased at <http://www.speedstacks.com/>)
- Gymnastics mats
- Floor-level balance beam
- Laptop/projector with Internet access
- Stopwatch or timer

Adaptation for Special Learners

- Students that require special assistance can be paired with students to assist with stacking.
- Tables/desks can be used if any students are not able to sit on the floor to practice stacking.

Resources

http://www.speedstacks.com/about/learn_how.php

http://www.speedstacks.com/videos/new_world_record_cycle-35

[Attachment A](#)

Groups:

- [Teaching Games 2010-01](#)
- [Login](#) or [register](#) to post comments

Comments

[We are just beginning to](#)

We are just beginning to speed stack here and I was looking for creative ways to practice stacking. I love your ideas with the balance beam. It's a great way to incorporate different skills with cup stacking- this is especially important since some students do not exhibit great stacking skills and need to be encouraged in other activities. I am assuming this is for younger students (K-2)? The cycle stack is fun for older students, and they love the obstacle course style challenges as well.

- [Login](#) or [register](#) to post comments
[Yup, the lesson is geared](#)

Mon, 02/22/2010 - 2:43pm — [Bernard Barbaric](#)

Yup, the lesson is geared towards 1st graders, but would work just fine for K and 2nd graders as well. I just taught it to a group of neighborhood kids this past weekend and incorporating other fitness activities was a hit. Speed stacking alone is fun and can teach great skills, but it's still important for kids to be moving around.

- [Login](#) or [register](#) to post comments
[Stacking](#)

Tue, 02/23/2010 - 3:29pm — [Chris Presley](#)

I really like this idea. I've seen some things about this activity but never really thought of it as something to use in PE. I would figure it would be really good for the youngsters like you are gearing it towards. It appears to employ several facets that would aid in developing motor skills for progression toward other activities and sports and the competition aspect would be that of fun rather than outdoing one another.

- [Login](#) or [register](#) to post comments
[I like how you add fitness](#)

Tue, 03/02/2010 - 3:38pm — [Angela Bragato](#)

I like how you add fitness objectives into it! Great lesson plan!

STACKING MADNESS: SET UP 4 SETS OF 3 ON THE NEAR FOUL LINE, MID-COURT, FURTHEST FOUL LINE, FURTHEST ENDLINE. 1ST STUDENT RUNS UP TO 1ST SET(UP-STACK), RUN BACK TO TOUCH ENDLINE, RUN TO 2ND SET AND REPEAT PROCESS, CONTINUE WITH THIRD AND 4TH SET THE SAME WAY.....SIMILAR TO "SUICIDES" DURING BASKETBALL PRACTICE.

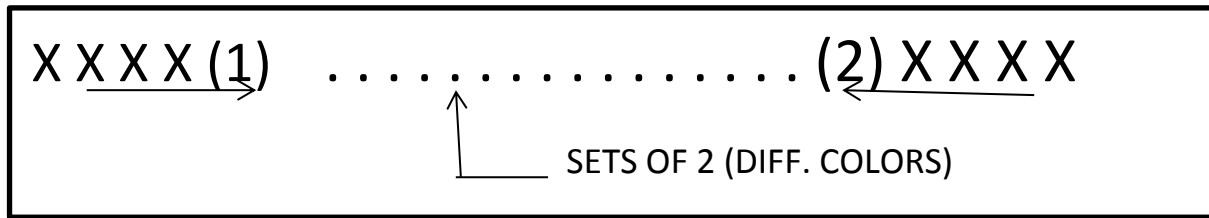
***VARIATION #1> ADD A PARTNER WHO MUST REPEAT WHOLE PROCESS BY DOWNSTACKING EACH STACK.**

***VARIATION #2> HAVE TEAMS OF TWO WHO ALTERNATE WITH EACH STACK (1ST STUDENT STACKS 1ST AND 3RD SET....2ND STUDENT STACKS 2ND AND 4TH SET.**

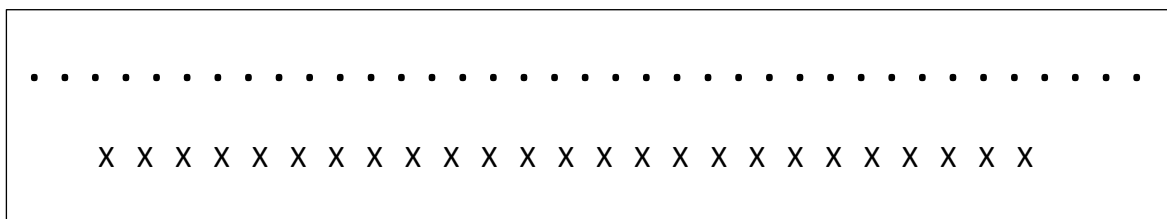
***VARIATION #3> TEAMS OF THREE AND HAVE A CONTINUOUS RELAY.**

ROCK-PAPER-SCISSORS-STACKING: ON THE WHISTLE, 1ST PERSON FROM TEAMS 1 & 2 RUN UP AND SWITCH COLORS OF EACH SET UNTIL THEY BOTH MEET SOMEWHERE IN THE MIDDLE.....THEY THEN PLAY R/P/S..WINNER CONTINUES TO STACK TO

OTHER END-WHILE LOSER RUNS BACK TO END OF LINE-NEW PERSON RUNS UP AND PLACES HAND ON CLOSEST STACK TO STOP THE PROGRESS OF OTHER STACKER. R/P/S IS PLAYED AGAIN.....CONTINUE THIS UNTIL ONE PERSON GETS TO OTHER END OF LINE OF CUPS.

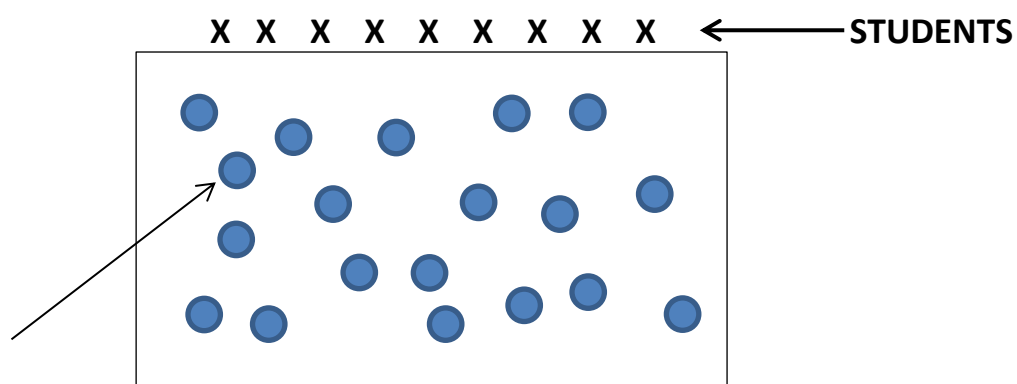


CUP ASSEMBLY LINE: SETS OF 3 OR 6 DOWNSTACKED AND IN LINE ALONG GYM WITH STUDENTS ON THEIR KNEES STANDING IN FRONT OF SET. THEY BEGIN BY UPSTACKING THE SET IN FRONT OF THEM, THEN SLIDING TO THEIR LEFT/RIGHT TO THE NEXT SET AND DOWNSTACKING, THEN SLIDING TO NEXT SET AND CONTINUE PROCESS. HAVE STUDENTS DO THE OPPOSITE OF WHAT THE STACK IS(IF TS UP-TAKE IT DOWN...IF ITS DOWN, BUILD IT UP). ALL STUDENTS CONTINUE UNTIL THEY GET TO THE END-THEN STAND UP AND RUN DOWN TO OPPOSITE END OF LINE AND BEGIN THE ACTIVITY OVER AGAIN.

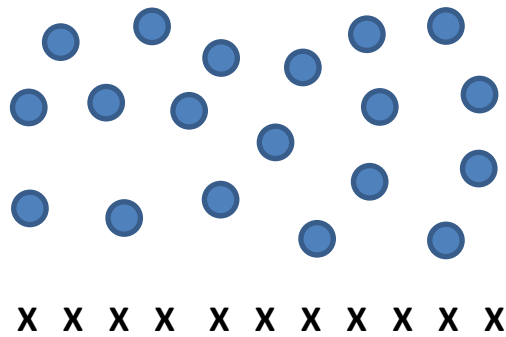


“MASS CONFUSION” STACKING: 1-4 TEAMS LINED UP BEHIND LINE-SQUARE PLAYING AREA-WITH STACKS OF 3 SCATTERED ON FLOOR INSIDE SQUARE AREA. 1ST TEAM RUNS OUT AND UPSTACKS ALL SETS, THEN RUN BACK TO THEIR START LINE...WHILE THIS IS GOING ON, THEY ARE BEING TIMED ON HOW FAST THEY CAN DO THIS. THEN TEAM 2 DOWNSTACK ALL SETS AND TIMED. THEN REVERSE PROCESS AND SEE WHO CAN UPSTACK/DOWNSTACK THE FASTEST.

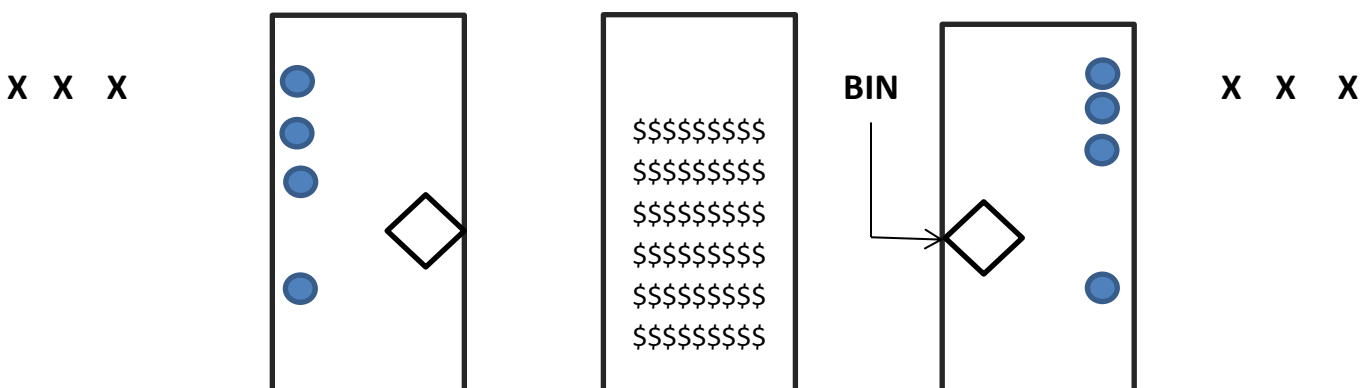
*VARIATION> CAN BE DONE AS A COOPERATE ACTIVITY-ESPECIALLY WITH THE YOUNGER GRADES AS THEY WORK TOGETHER TO SEE HOW FAST THEY CAN DO IT WORKING TOGETHER AS A CLASS.



SETS OF 2



BREAK THE BANK: PLACE PLAY MONEY(\$1,5,10,20,50,100) ON A TABLE-FACE DOWN-WITH TWO TABLES ON EACH SIDE WITH A 3-6-3 SET-UP. FIRST PERSON FROM EACH TEAM RUN UP AND UP/DOWN STACK 3-6-3, RUN AROUND TABLE AND GRAB 1 BILL AND PLACE IT IN BIN-WHEN THIS HAPPENS, NEXT PERSON ON TEAM CAN RUN UP AND STACK....WHILE THE FIRST PERSON GOES BACK TO END OF LINE. YOU CAN SET A TIME LIMIT, OR CONTINUE UNTIL ALL MONEY IS GONE. ALSO CAN BE A COOPERATIVE ACTIVITY FOR THE YOUNGER GRADES-HAND THEM A CALCULATOR AND LET THEM ADD IT UP.



X X X



↑
3-6-3



PLAY MONEY



X X X
←
STUDENTS

Aurora Public Schools Sport Stacking Unit Plan

School completing unit: West Middle School

Name of Unit: Sport Stacking

Number of day's unit will last: 5 days or up to 10 days if you run a tournament.

Suggested grade level: 6-12

Materials/Equipment needed:

Speed Stacks Sport Pack (includes):

- Speed Stacks set (recommend 1 set/stacker)
- StackMat (Mat and Timer)
- Stacker Training DVD
- *On the Move with Speed Stacks Activity Guide*
- *5-Day Lesson Plan*
- *WSSA Sport Stacking Rule Book*

Optional Equipment: (also included in the Sport Pack)

- Set of Super Stacks weighted training cups

- Set of Super Minis
- Mini Mat
- Tables
- Tournament Displays

Description of unit: (Primary Goals)

Reasons for Teaching Sports Stacking:

- To help students master the 3-3-3, 3-6-3, and Cycle stacks (all good for **developing motor skill, patterning, sequencing, focus, and concentration**)
- To promote **eye-hand coordination** and **ambidexterity**, important skills in almost any sport
- To give students the opportunity to use both sides of their body and brain to improve **bilateral proficiency**
- To help students understand the rules of sport stacking and experience individual and team races.
- To reinforce the **value of teamwork** and the importance of **never giving up**
- To **encourage students to set goals** through establishing personal records and reinforce **perseverance and practice** as a way to improve those records
- **To have a lot of fun!**

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Sport stacking promotes perceptual motor skills, dexterity, fine and gross motor development, ambidexterity, hand-eye coordination, concentration, cognition, patterning, sequencing, focus as they learn the 3-3-3, 3-6-3, and the Cycle stack.
- Doing various activities with Sport Stacking throughout the 5-day unit plan will promote flexibility, muscular strength and endurance, cardiovascular fitness and body composition.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- During the 5-day unit, students will participate in “Skill-related Fitness Activities” and “Challenge Activities” that are essential to performance in games and activities. These activities will enhance students’ agility, coordination, balance, reaction time, speed and power.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Competition through sports stacking allows students to compete on an even playing field. There is no gender issue in this sport.
- Promotes student honesty, integrity and good sportsmanship.
- Students are taught to play fair and “never give up... Always finish!!!” Their competition: themselves and the clock.
- In “Floor and Table Relay Activities” they will reinforce their sport stacking skills, and develop sportsmanship and foster teamwork and cooperation.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Teaches students a variety of physical education activities that make the PE class more fun and enjoyable.
- Creates an environment where all students are able to succeed.
- Assists students in setting and achieving personal goals.
- Promotes opportunities for students to succeed in cooperative and competitive situations.
- Prepares and encourages students to practice skills and be active for a lifetime.

Unit Objectives:

Psychomotor: During the 5-Day Unit, we want the students to master the following patterns:

1. 3-3-3 Stack...Up stacking, Down stacking, Right to left, Left to right
2. 3-2-1 Stack...Pinky method (lead up to the 3-6-3)
3. 3-6-3 Stack ...Up stack and Down stack
4. Cycle Stack...using all 12 cups/set...Up stack and Down Stack

Cognitive:

1. The students will learn patterning, sequencing, focus, and concentration to accomplish the different sport stacks.
2. The students will learn what “fumbling” is on the first day of the unit to understand the rules of the sport.
3. All students will practice races as individuals and in teams for all different sport stack races to learn the rules of competition.

Affective:

1. All the activities throughout the unit will have students working as individuals and in teams to accomplish a goal.
2. Promotes opportunities for students to succeed in cooperative and competitive situations.
3. Sport stacking promotes the value of teamwork and fair play.

Scope & Sequence:

Sport Stacking with Speed Stacks

Day 1	Day 2	Day 3	Day 4	Day 5
Watch DVD Kids will get really excited and motivated about Speed Stacking if they can “see” what the potential is for them. I suggest that	Warm-Up with one of the Warm-up Activities from the “ <i>On the Move with Speed Stacks Activity Guide</i> ” Pg. 4-5	Warm-Up Up with one of the Warm-up Activities from the “ <i>On the Move with Speed Stacks Activity Guide</i> ” Pg. 4-5	<i>Fitness Activity using one of the Fitness Stacking Activities from the <i>On the Move with Speed Stacks</i></i>	Warm-Up/Fitness Activities with one of the Fitness Stacking Activities -- Pg. 8-9 and/or Muscular Strength or

<p>you show them the “Introductory” section or the “World Championship Highlights” section on the Stacker Training DVD</p> <p>Demonstration of 3-3-3 & 3-6-3 Up stacking Down stacking Right to Left Left to Right (Group instruction with teacher up front using a table and kids on the floor)</p> <p>Practice: 3 Stack On the floor, remind students to use both hands with “light, soft touch” 3, 3-3 then 3-3-3; do first group race; introduce “fumbles”</p> <p>Drills: (the following activities can be found in the “On the Move with Speed Stacks Activity Guide”)</p> <p>Continuous Relays 3-3-3 Pg. 18</p> <p>Leader of the Stack Pg. 5</p> <p>Floor Relays 3-3-3 Pg. 17</p>	<p>Quick Review of everything learned on Day 1. Follow the same sequence; Teacher again using a table with kids on the floor.</p> <p>Practice 3-3-3 Fix fumbles; Help individual Students</p> <p>Find a friend and race 3-3-3</p> <p>Teach 6-Stack (3-2-1 method) Spread cups, hold loosely; “Pinky” under the bottom cup; Perform “magic trick” grabbing 3 cups off the 6 without looking; practice; Pick up 3 cups in one hand, 2 cups in the other and leave one cup; Alternate placing cups working from the outside to the middle—right. Left, right, left, right or count 1, 2, 3, 4, 5; keep base of cups together; down stack—gravity, slide, don’t slam!</p> <p>Teach 3-6-3 Stack Put it all together! Use everything previously learned; Review fumbles; Practice; Group race</p> <p>Drills:</p> <p>Cardiovascular Fitness Activities Pg. 11-13</p> <p>Floor Relays (3-6-3) Pg. 17</p>	<p>Kids stack on Tables (if you have them) *Let them warm up on their own with the 3-3-3 and 3-6-3 stacks</p> <p>Group Instruction on How to use a StackMat</p> <p>Individual Timing on StackMats Throughout your Speed Stacks unit have the kids rotate the StackMat, and time themselves to set their own personal record – Personal Bests Pg. 19</p> <p>Choose a couple of Table Activities Pg. 6-7 Continue 3-3-3 and 3-6-3 practice</p> <p>Empire State Stacking Pg. 22</p> <p>Teach 6-6 Stack Teacher up front stacking on table; group instruction 6-6; demonstrate and practice; move kids back to tables to practice</p> <p>6-6 Stack on Tables Individual races in group setting; Continuous Relays – Pg. 18</p> <p>Finish with: Floor Relay Pg. 17 Cardiovascular Fitness Pg 11-13</p>	<p><i>Activity Guide</i> Pg. 8-9</p> <p>Warm-up on tables 3-3-3, 3-6-3 and 6-6 Rotate to StackMats Try for Personal Bests Pg. 19 *Encourage students to keep track of their personal records and try to improve each time</p> <p>Cycle Stack – Group Instruction – kids on the floor *Teach the 3-6-3 transition into the 6-6; demonstrate and practice *Review and practice 6-6 transition into the 12 stack *Teach 10 stack—emphasize the “up stack” only with 5-4-1 method (“right, left, right, center”); demonstration and practice *Teach 1-10-1 down stack into 3-6-3; emphasize the single cups turn and tap; demonstrate and practice *Put it all together; demonstrate and practice</p> <p>Practice Cycle Stack on tables</p> <p>Run a Series of Races on tables *Individuals, Partners, Teams of 4; isolate stacks for relays: * 3-3-3 *3-6-3 *6-6 *1-10-1 *Cycle *Freestyle Stacking Pg. 22</p>	<p>Endurance Activities --pg. 10-11 from the <i>On the Move with Speed Stacks Activity Guide</i></p> <p>Warm-Up on tables 3-3-3, 3-6-3, and 6-6</p> <p>Review and continue working on the “Cycle Stack”</p> <p>Have students time themselves (3-3-3, 3-6-3, Cycle Stacks) on the Stackmat for their Personal Best –Pg. 19</p> <p>Introduce and Teach “Doubles” from the <i>On the Move with Speed Stacks Activity Guide –Pg. 21</i></p> <p>Explore additional activities from the <i>On the Move with Speed Stacks Activity Guide</i></p> <p>Organize a Ladder Tournament!</p>
Day 6	Day 7	Day 8	Day 9	Day 10

Warm-Up on tables using the StackMats Each student must sign up to participate in one individual and one team race. Run the 3-3-3 and 3-6-3 Tournament today with Individuals and Teams	Warm-Up on tables using the StackMats 3-3-3 and 3-6-3 Individual and Team Tournament Continued...	Warm-Up on tables using the StackMats Cycle Stack Tournament Individual and Teams	Warm-Up on tables using the StackMats Cycle Stack Individual and team Tournament Continued...	Awards Ceremony Fun Races for additional prizes
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Daily Lesson Plans: Each Sport Stack Pack comes with a “5-Day Unit Plan” and a “Sport Stacking Activity Guide with all the drills listed here. (If you do not have a ‘Sport Stack Pack’ you can borrow these items from any of the Middle or High Schools)

Contingency / Emergency / Rainy Day lesson ideas: The best thing about this particular unit is that you can do this anywhere. You can be in a classroom, in the hallway, or outside on the blacktop or grass. Practice makes perfect so all they really need is a flat surface to stack on.

Assessment Strategies: Assessment for this unit can be done using the following types of assessments:

- *Qualitative – looking for changes in the quality of the skill or skills as it is performed, not the outcome.
- *Quantitative – comparing the students’ individual times to a table of norms, such as in the “*On the Move with Speed Stacks Activity Guide*” **Personal Bests** Pg. 19.
- *Observation – watching the student perform the skill or skills either as they are practicing, during an individual skill test or during the performance of the skill: such as in timed races or competition.

Sample Rubric for the Speed Stack Unit:

*First two assessment rows can be used and repeated for each of the skill stacks: 3-3-3, 3-6-3, and Cycle.

*The last three can be used to assess the students’ level of effort, attitude, and overall participation in the unit.

	1 – Needs Improvement	2- Acceptable	3 – Good	4 - Outstanding
<u>Up Stacking</u>	Does not use the proper way to up-stack (only uses one hand).	Starts to use both hands at times but still uses only one hand for the most part, often fumbles on each attempt.	Uses both hands consistently to up-stack and fumbles on every other attempt, especially in competition/races with other students.	Students now try this skill with more speed and have very few to no fumbles on attempts, especially in competition/races with other students.

<u>Down Stacking</u>	Does not take the cups down properly or does not take cups down at all. Only knocks the cups down.	Students do take the cups down but only uses one hand to do so, often fumbles on each attempt.	Students use both hands to down-stack and fumbles on every other attempt, especially in competition/races with other students.	Students now try this skill and have very few to no fumbles on attempts, especially in competition/races with other students.
<u>Effort</u>	Participates only if he/she enjoys the activity. Rarely attempts to learn new skills. Does not demonstrate listening behaviors.	Usually tries even if he/she doesn't enjoy the activity. Sometimes is encouraged and kind to classmates. Sometimes demonstrates good sportsmanship.	Gives his/her very good effort even if he/she doesn't enjoy the activity. Attempts to learn the necessary skills. Generally listens and may or may not ask questions for clarification.	Consistent in giving best effort all the time. Strives to improve on learned skills. Helps others to develop their own skills. Listens attentively and may or may not ask questions for clarification.
<u>Attitude</u>	Disturbs the harmony of the group, interrupting other's focus and efforts. Typically fools around and is generally uninvolved. Demonstrates poor sportsmanship.	Demonstrates a positive attitude. Sometimes fools around. Sometimes encourages and is nice to classmates. Sometimes demonstrates good sportsmanship.	Demonstrates a positive attitude. Rarely fools around. Often encourages and is nice to classmates. Almost always demonstrates good sportsmanship.	Leads others to improve. Consistently demonstrates an extremely positive attitude. Never fools around. Consistently encourages and is nice to classmates. Consistently demonstrates good sportsmanship
<u>Overall Assessment of Speed Stacking Unit</u>	Skills are weak and need improvement. Is unsure of proper techniques, but is sometimes successful in executing them. Knows and tries to follow some rules of the game.	Skills are adequate. Tries to use proper techniques and is often successful in executing them. Knows and tries to follow some rules of the game.	Skills are generally good. Mostly uses proper techniques and is usually successful in executing them. Knows and tries to follow some rules of the game.	Skills are superior. Uses proper techniques and is successful in executing them. Knows and tries to follow some rules of the game.

SPEED STACKING PSYCHOMOTOR ASSESSMENT



OBJECTIVE: BY THE END OF CLASS STUDENTS WILL DEMONSTRATE WITH CORRECT FORM THE 3-3-3 STACK WITH NO MORE THAN ONE FUMBLE.




Points	Performance Criteria
0	Did not attempt the 3-3-3 stack
1	Completed the 3-3-3 stack with more than one fumble
2	Completed the 3-3-3 stack with only one fumble
3	Completed the 3-3-3 stack with no fumbles
4	Completed the 3-3-3 stack with no fumbles and under 8 sec.

Speed Stacking Skill Report

Student Name:

Circle the level you start on (Must start at Level 3 or below)

Level 1	<u>3 Cup Stack:</u> Complete one Up-Stack/Down -Stack with 3 Cups. 	Level 1:	Check box when completed
		Trial 1	
		Trial 2	
		Trial 3	
Best recorded Time: _____			
Level 2	<u>3-3 Stack:</u> <i>Complete one Up-stack with three cups then another Up-Stack. Once both stacks are standing complete Down-stack by starting on the same side you started the Up-Stack.</i> 	Level 2:	Check box when completed
		Trial 1	
		Trial 2	
		Trial 3	
Best recorded Time: _____			
Level 3	<u>3-3-3 Stack:</u> This is our goal for today! <i>Complete 3 Up-stacks with three cups in each. Once all 3 stacks are standing complete Down-stack by starting on the same side you started the Up-Stack</i>	Level 3:	Check box when completed
		Trial 1	
		Trial 2	
		Trial 3	
Best recorded Time: _____			

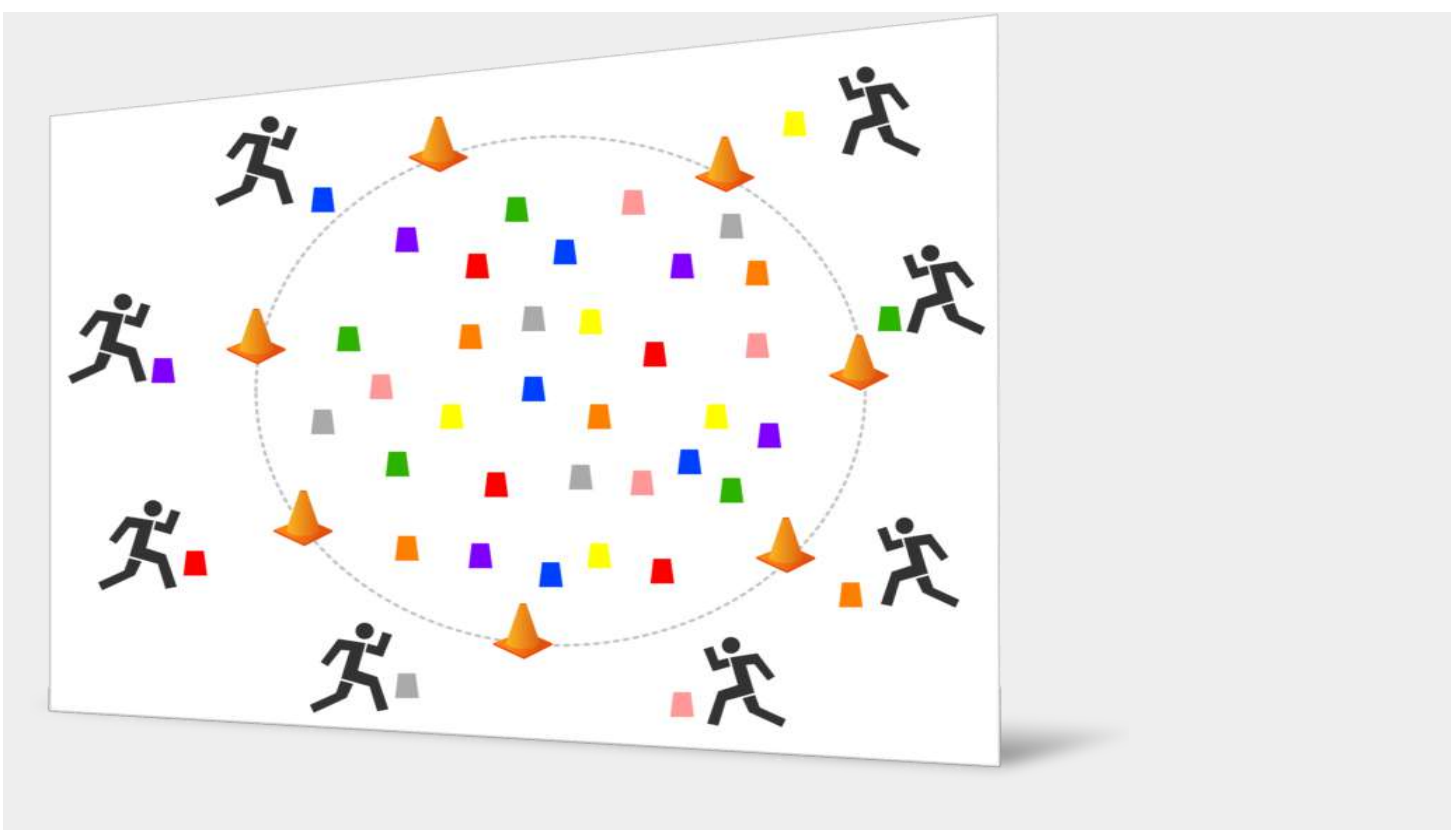
		<p>*Before moving on to level 4 the 3-3-3 stack must be shown to a teacher.</p> <p>_____ <i>Teachers signature</i></p> <p><i>If the teacher is busy with another student please practice the 3-3-3 until a teacher is ready for you.</i></p>								
<p>Level 4: <i>Before attempting to complete this level please watch the instructional video on the I-pad located in the front of the room.</i></p>	<p><u>6 Cup Stack:</u></p> <p><i>Using the 3-2-1 Method</i></p> <p>Up- Stack: 3 Cups in one hand. One on ground. Two in other. Stack by alternating hands by starting with the hand with 3 cups.</p> <p>Down-Stack: Using both hands slide out and down the stack cups from right and left hands back on the center</p> 	<table><tr><td>Level 4:</td><td>Check box when completed</td></tr><tr><td>Trial 1</td><td></td></tr><tr><td>Trial 2</td><td></td></tr><tr><td>Trial 3</td><td></td></tr></table> <p>Best recorded Time: _____</p>	Level 4:	Check box when completed	Trial 1		Trial 2		Trial 3	
Level 4:	Check box when completed									
Trial 1										
Trial 2										
Trial 3										
<p>Level 5:</p>	<p><u>6-6 Stack:</u></p> <p>Same as level 4 except there are two 6 Stacks instead of one. Both stacks must be complete and standing before you can begin down-stack.</p> 	<table><tr><td>Level 4:</td><td>Check box when completed</td></tr><tr><td>Trial 1</td><td></td></tr><tr><td>Trial 2</td><td></td></tr><tr><td>Trial 3</td><td></td></tr></table> <p>Best recorded Time: _____</p>	Level 4:	Check box when completed	Trial 1		Trial 2		Trial 3	
Level 4:	Check box when completed									
Trial 1										
Trial 2										
Trial 3										

Great Job Today!

FETCH 12

Simple activity to warm up stackers and review stacking patterns

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for every stacker
- Perimeter markers or cones

SET UP

Establish a perimeter with markers or cones. Build the perimeter as large as possible. Each stacker sets one cup on the floor outside of the perimeter and this cup is now their 'home base'.

Stackers then place their remaining 11 cups randomly inside the activity area. It's best to have colors mixed up and not clustered together. Once the stackers are finished placing their cups inside the activity area, they go back to their home base and wait for the 'go' signal.

HOW TO PLAY

On the 'go' signal; stackers move in and out of the activity area collecting one cup at a time and returning it to their home base. The cups they collect must be the same color as their home base cup. Once stackers have retrieved all 11 cups, completing their set of 12, they stack a designated pattern, and then signal their completion by raising their hand.

RULES

- If a stacker knocks over a cup while they're inside the activity area they must fix that cup by placing it upright.
- If a stacker has retrieved a cup and then knocks over another cup inside the activity area, they must set their retrieved cup on the floor, fix the knocked over cup, then run back and touch their home base, before they can resume play.

VARIATIONS

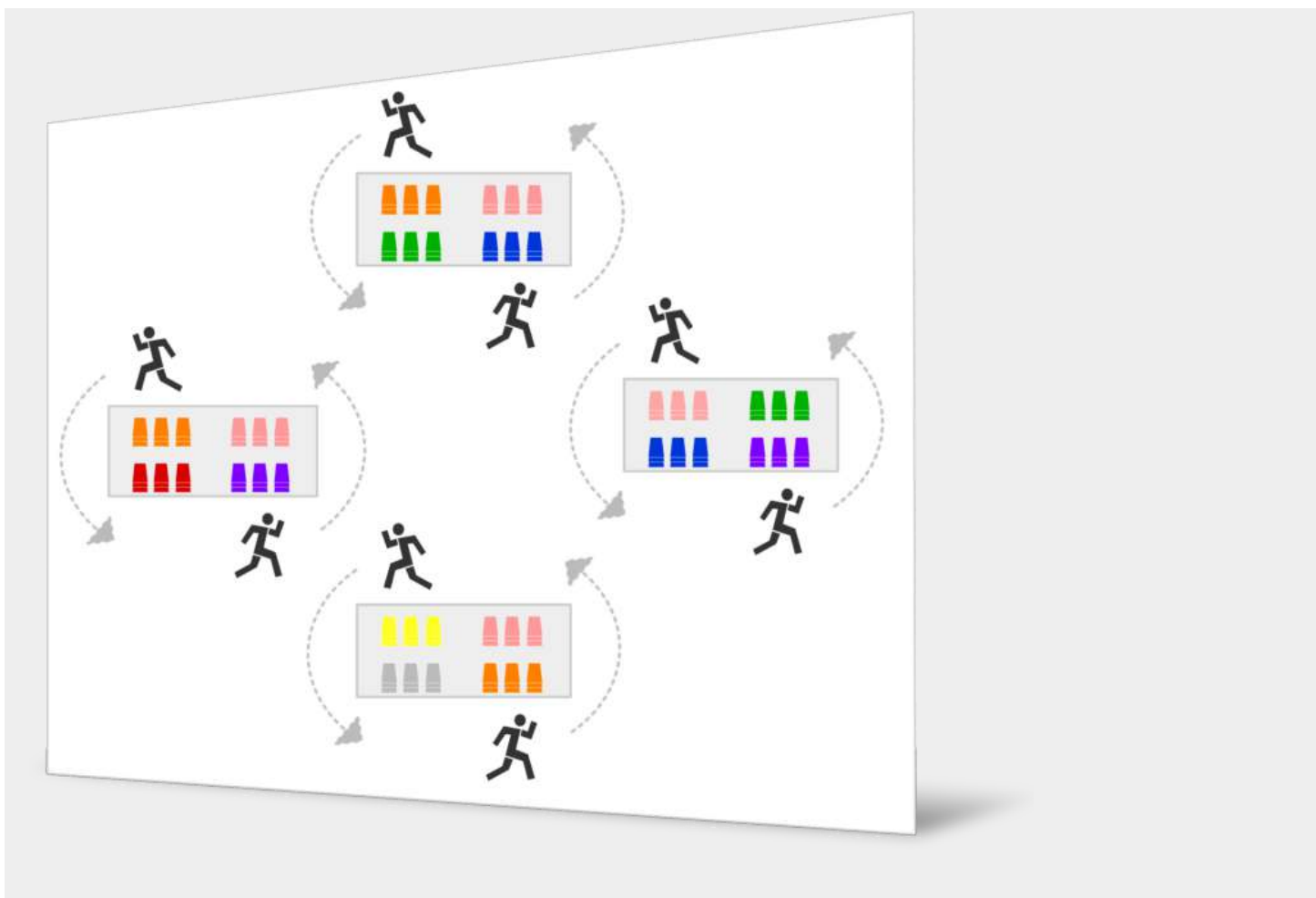
- Choose an alternative locomotor skill for retrieving the cup like skipping or hopping.

- Choose a variety of stacking patterns or number of repetitions (3-3-3, 3-6-3, Cycle).
- Have stackers work in pairs stacking Doubles (Doubles stacking is when two stackers stack together. The stacker on the right is the right hand, and the stacker on the left is the left hand).

HOUND'N RABBIT

Activate your stackers' hands and minds with this fun activity

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for every stacker
- One table for every four stackers

SET UP

Place tables so stackers can easily move around the table's perimeter. Place stackers two to a table on opposite sides diagonally across from each other with their cups downstacked and hands resting on the table. Designate one stacker as the 'Hound' and the other as the 'Rabbit'.

HOW TO PLAY

On the 'go' signal, each stacker upstacks and downstacks their set of cups. Once they've completed the set pattern, stackers rotate clockwise to the next set of cups and repeat the stacking pattern. The object is for the Hound to catch the Rabbit as they stack around the table. The Rabbit's goal is to not get caught by the Hound. Once the Hound catches the Rabbit or vice versa they'll switch roles.

RULES

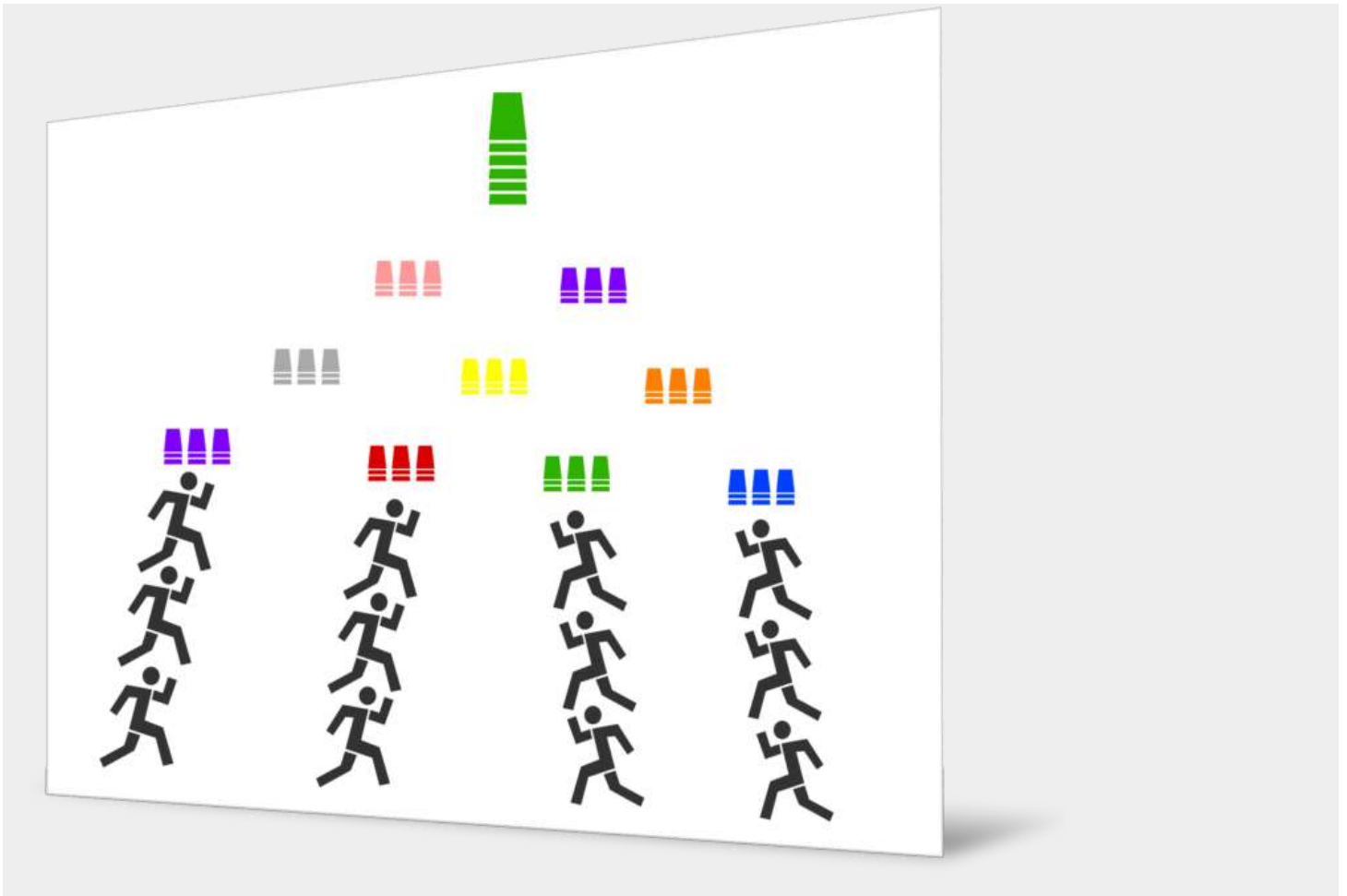
- Stackers must make sure the proper stacking technique and patterns are followed.
- All fumbled cups must be fixed properly.

VARIATIONS

- Set a time limit for the Hound and Rabbit to switch roles.
- Stack different patterns.
- Move winning Hounds to different tables.

MARCH MADNESS FINAL 4

DIAGRAM



EQUIPMENT

- Nine sets of Speed Stacks per setup
- Six Speed Stacks Jumbos

SET UP

Place four sets of Speed Stacks in a downstacked 3-6-3 pattern in a row. Place three sets of Speed Stacks about six feet up in a downstacked 3-6-3. Then walk forward another six feet and place two sets of Speed Stacks in the 3-6-3. Finally place six Jumbo cups in column form six feet from the last row. The setup should be a pyramid shape. When placing the sets in each row separate them so that stackers can easily move in between them.

HOW TO PLAY

The object of March Madness Final 4 is to be the fastest stacker through the first, second and third row reaching the Jumbos first.

To play March Madness Final 4, separate your stackers into four lines placed directly behind the first row of four sets. On the 'go' signal the first four stackers begin upstacking and downstacking the first row of 3-6-3. Since there are only three sets of Speed Stacks in the second row, the first three stackers to finish stacking will move up and begin stacking. The slowest stacker simply returns to a line and joins in when it's their turn. The remaining stackers in the game continue stacking and moving up the ranks until the fastest stacker reaches the Jumbo cups. The fastest stacker gets to stack one of the Jumbos into the designated pyramid or tower. The next round of stacking begins on the instructors 'go' signal. The fastest stacker returns back to a line to resume play.

RULES

- If any stacker knocks over or fumbles a set of cups they must return them to their original position before moving forward.

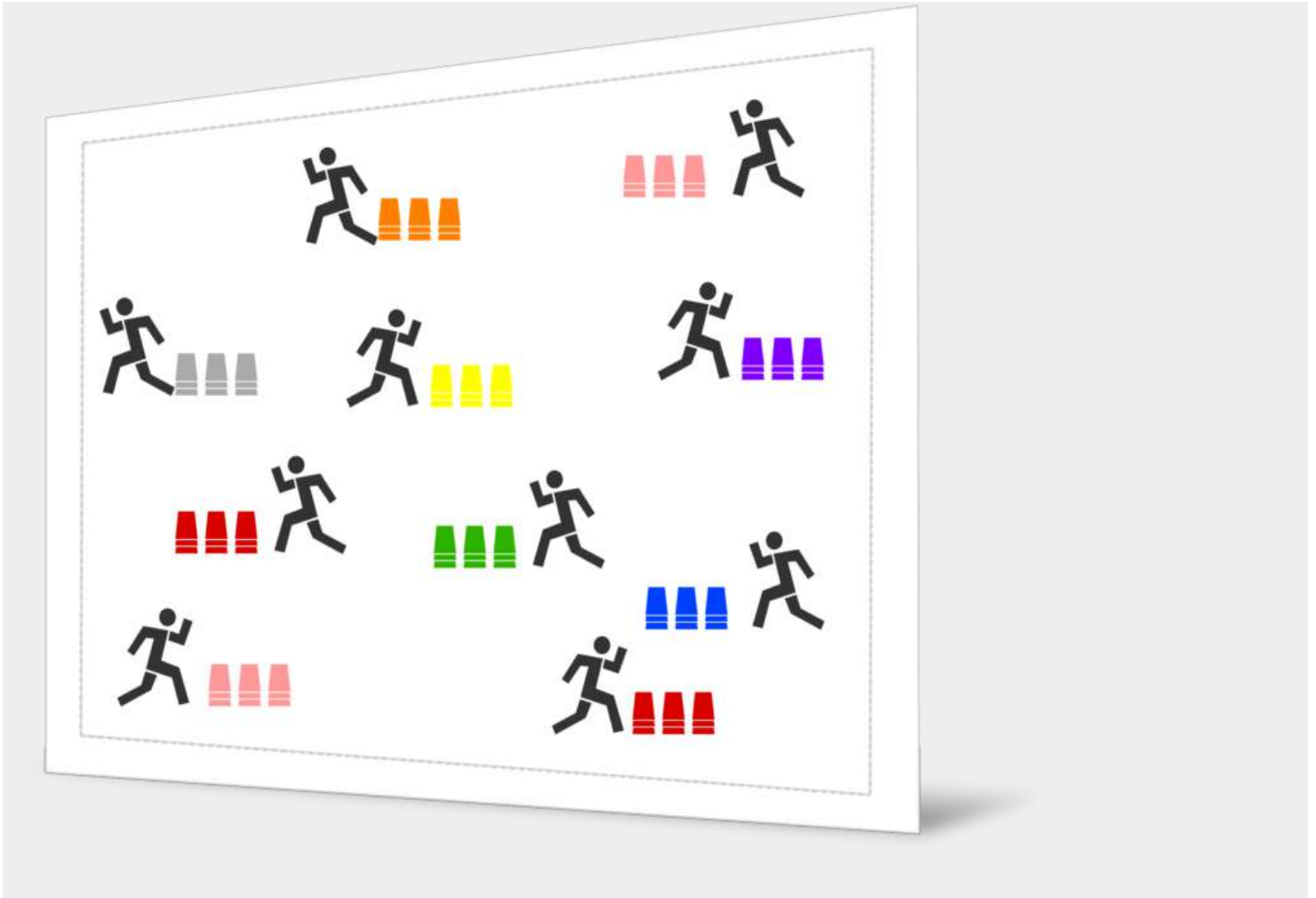
VARIATIONS

- Set up several pyramids around the activity area. These pyramids are where the fastest stackers pair up against each other for head-to-head competition. As stackers race each other they can rotate to another triangle and face a new challenger.
- Choose a different stacking pattern (3-3-3, 3-6-3, Cycle).

SIMPLE STACK TAG

High energy game of tag combining sport stacking and movement skills

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for every stacker
- Perimeter markers or cones

SET UP

Have stackers stand in random positions throughout the activity area with their Speed Stacks in front of them in a downstacked position. Determine which pattern will be stacked (3-3-3, 3-6-3, 6-6, 1-10-1, Cycle).

HOW TO PLAY

In this game of tag, every player is 'it'.

On the 'go' signal, stackers chase and tag other players. A stacker who gets tagged must move to the nearest set of Speed Stacks and stack the designated pattern. Once the stacker has completed stacking, they may reenter the game and continue playing.

RULES

- If a stacker knocks over a cup or cups they must replace them in their original position.
- Because all players are considered 'it', the player to get tagged first is required to run to the nearest set of Speed Stacks upstack and downstack the pattern before reentering the game.

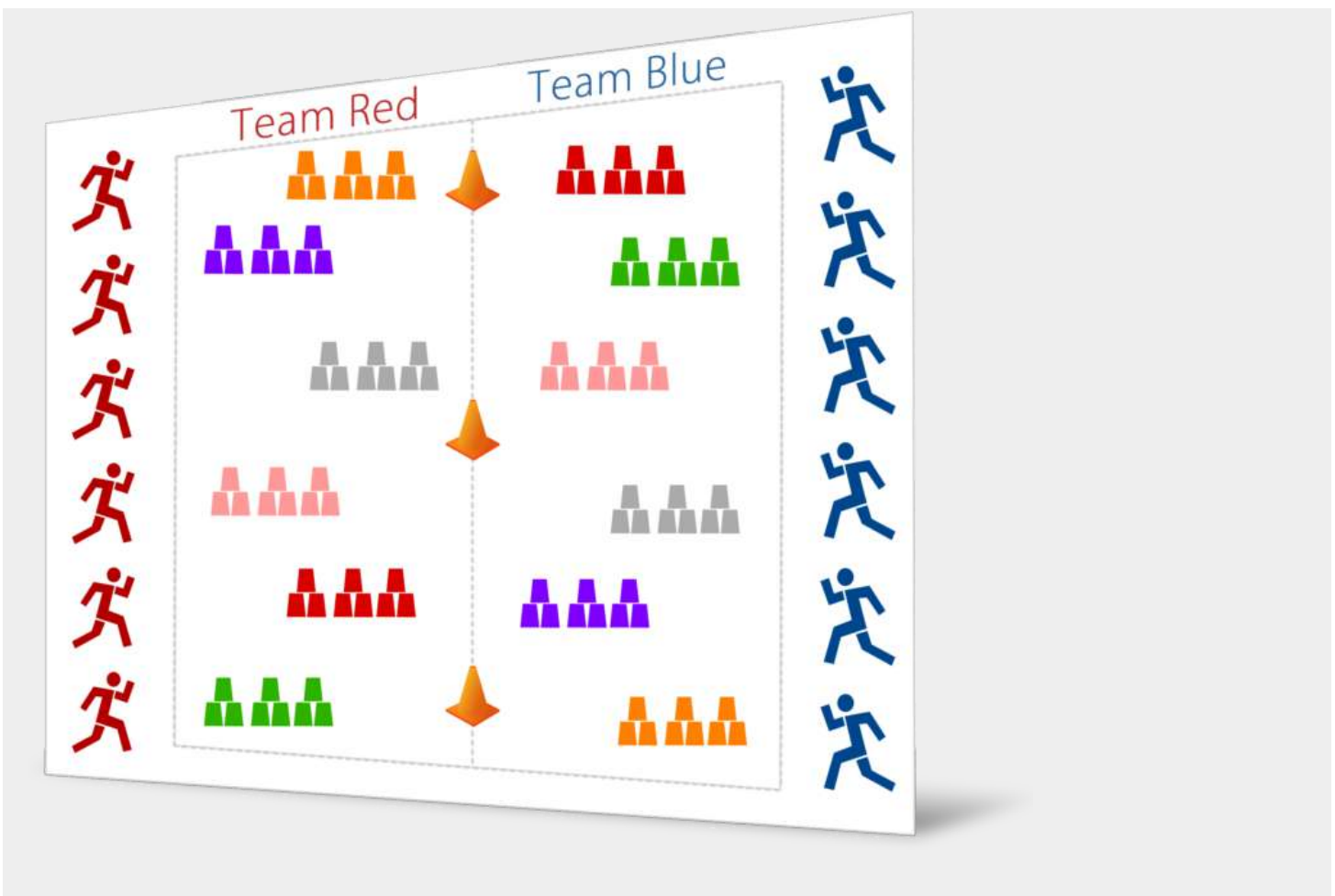
VARIATIONS

- Choose an alternative locomotor skill such as skipping or hopping.
- Choose a different stacking pattern, or number of repetitions stackers must stack, once they have been tagged.
- Hot Potato: Time 15-30 second intervals ending in a 'stop' signal for stackers to not get caught stacking.

SWITCHBACK

Team based activity that incorporates running and stacking guaranteed to get the heart racing

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for every stacker

SET UP

Divide your stackers into two teams and assign each team one half of the activity area as their side. Each stacker upstacks a designated pattern somewhere in their half of the activity area before the game begins. All stackers go to their respective baselines and wait for the race to begin.

HOW TO PLAY

On the 'go' signal, stackers run to the opposing team's side, downstack any set of cups, pick those cups up and run back to their side to upstack them. Stackers continue running back to the other team's side to downstack, collect cups and bring them back to their side to upstack. The winning team is determined by the team that has the most upstacked sets in their half on the 'stop' signal.

RULES

- Stackers may not touch a set of cups that another stacker is upstacking.
- Stackers may not wait next to a stacker who is upstacking.

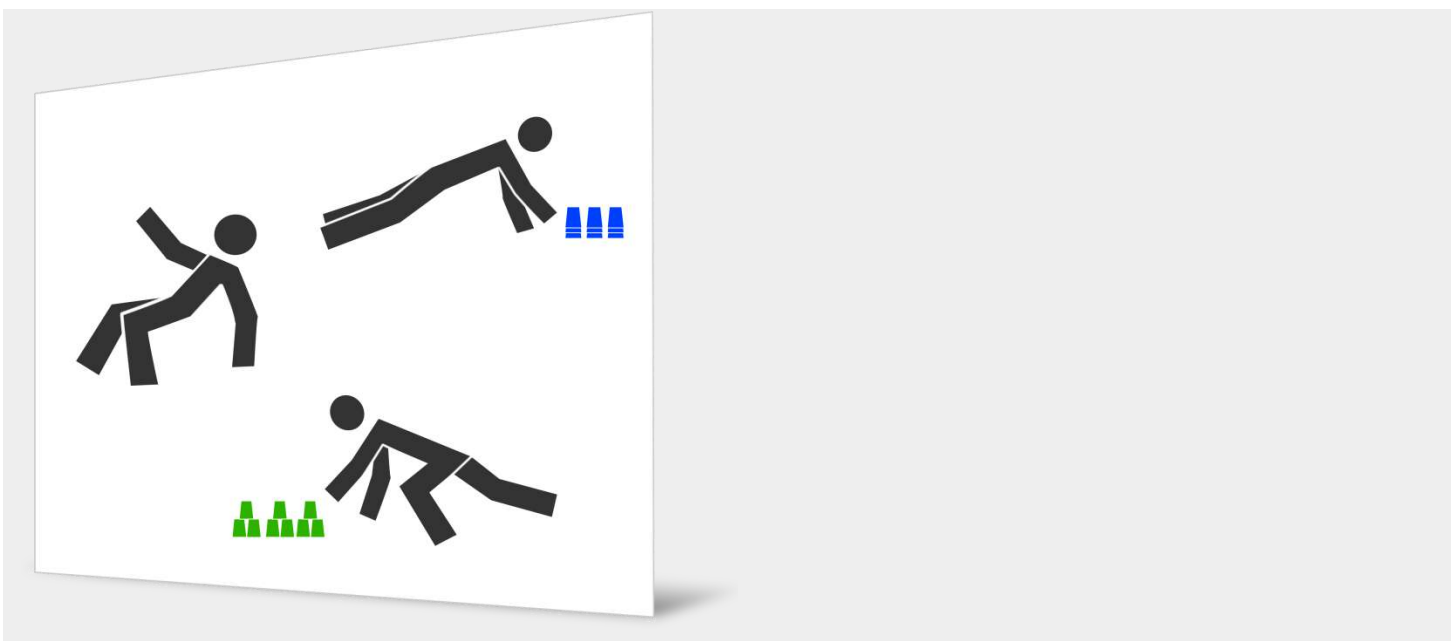
VARIATIONS

- Pair stackers up and stack as Doubles teams. The stacker on the right side uses only their right hand and the stacker on the left side uses only their left hand.
- Use a different locomotor skill.
- Begin the game with downstacked sets of cups so stackers upstack and downstack before taking the cups to their half.
- Perform fitness exercises (sit-ups, pushups, flexibility) when upstacking and downstacking.

STRENGTH AND FLEXIBILITY STACKING

Individual flexibility and strength / endurance sport stacking activity

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for every stacker
- Perimeter markers or cones

SET UP

HOW TO PLAY

RULES

- If a stacker knocks over a cup while they're inside the activity area they must fix that cup by placing it upright.
- If a stacker has retrieved a cup and then knocks over another cup inside the activity area, they must set their retrieved cup on the floor, fix the knocked over cup, then run back and touch their home base, before they can resume play.

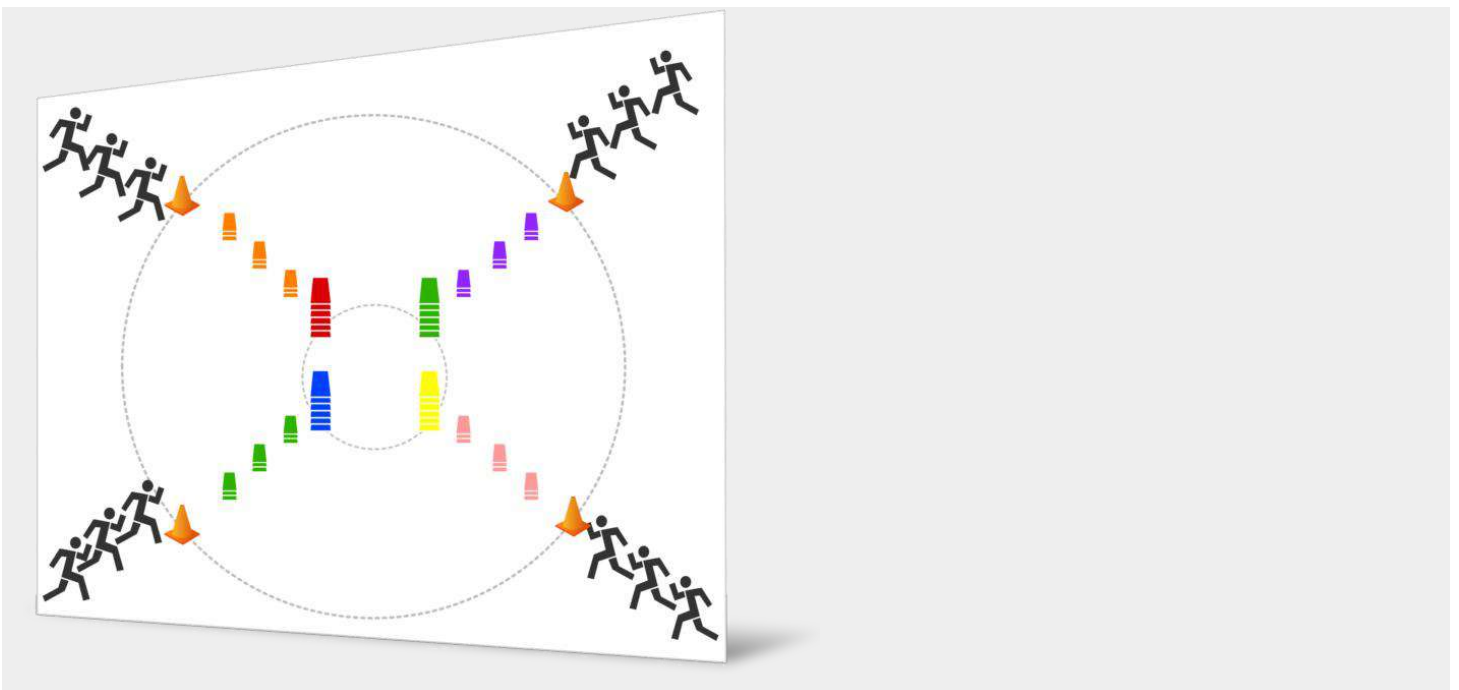
VARIATIONS

- Choose an alternative locomotor skill for retrieving the cup like skipping or hopping.
- Choose a variety of stacking patterns or number of repetitions (3-3-3, 3-6-3, Cycle).
- Have stackers work in pairs stacking Doubles (Doubles stacking is when two stackers stack together. The stacker on the right is the right hand, and the stacker on the left is the left hand).

TRIPLE UP TRIPLE DOWN RELAY

Team-based activity designed for movement and motor skill activation

DIAGRAM



EQUIPMENT

- Six Speed Stacks Jumbos per team
- One set of Speed Stacks per team
- One cone or marker per team

SET UP

Begin by placing each team's set of Jumbos in the center of the gym. In this example we're going to set up the relay as a starburst design. Next, place a downstacked 3-3-3 starting three feet away from the center Jumbos. Space cups evenly apart and set cones or markers around the outside perimeter to represent the starting line for stackers.

HOW TO PLAY

On the 'go' signal, the lead stacker upstacks the 3-3-3 pattern advancing toward the center Jumbos. Once the Jumbos are reached, the stacker takes one Jumbo and sets it on the ground, then runs back to tag the next stacker in line. The next stacker downstacks the 3-3-3 pattern and sets the next Jumbo cup on top of the previous one, stacking them end-to-end creating a tower. This pattern is repeated until all Jumbos are stacked in tower form. Remember, prior to reaching the Jumbos, each stacker is either upstacking the 3-3-3 or downstacking the 3-3-3 pattern, not both. Once the final Jumbo is placed, completing the tower, team members raise their hands in the air signifying their team's completion.

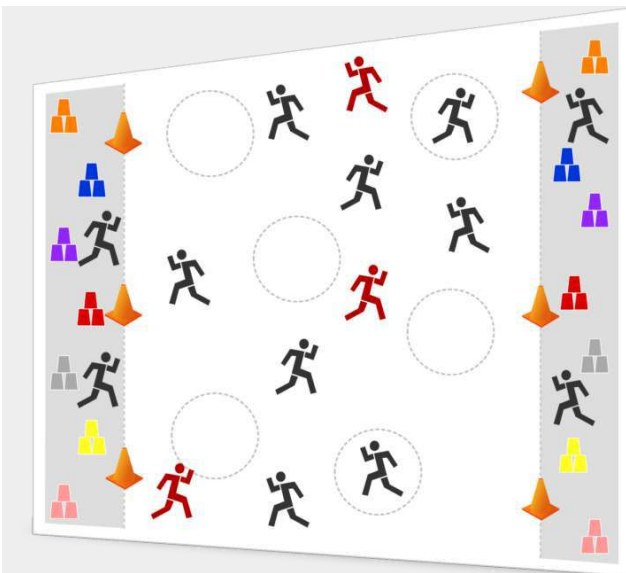
RULES

- Stackers must keep their feet behind the starting cone/marker until they are tagged by the returning stacker.
- If a stacker knocks over a cup(s) they must fix it to its proper position before continuing the race.
- If the Jumbo tower is knocked over, the stacker must fix the tower before continuing.

SURVIVOR

Don't get caught in this movement and skill-based movement activity

DIAGRAM



EQUIPMENT

- One Sport Pack or 15-20 sets of Speed Stacks
- Four to six hula hoops
- Eight to ten cones or floor markers
- Pinnies or scrimmage vests

SET UP

Scatter the hula hoops in the activity area to create “Safe Islands”. Place cones or floor markers to separate the Activity Area from the Stack Zone, which is located on both ends of the activity area. Designate four stackers to be “Captors”. The remaining stackers are the “Survivors”, who move within the Activity Area, avoiding the captors. Within the Stack-Zone boundary, Survivors place 8-10 downstacked sets of Speed Stacks. Determine which pattern will be stacked.

HOW TO PLAY

On the ‘go’ signal, Survivors try to avoid being tagged by the Captors. Survivors can enter a Safe Island. Only one Survivor can be on each island and they can only remain there for 3 seconds. Captors must remain at least five feet back from a Safe Island when there is a Survivor taking refuge. When a Captor tags a Survivor, the Survivor must immediately enter the Stack Zone and complete the predetermined stacking pattern the specified number of times. Survivors leave the Stack Zone once they have completed stacking and return to the Activity Area to avoid being tagged.

RULES

- Survivors may seek refuge on a Safe Island one at a time for a maximum of three seconds.
- Captors may not guard a Survivor seeking refuge on a Safe Island.

VARIATIONS

- Survivors that have been captured stack in the Stack Zone, but return to the Activity Area as Captors; the activity ends when there is only one Survivor left.
- Use different locomotor movements.
- Change the Stack Zone pattern or number of repetitions.
- Add fitness activities, Jumbos, or Speed Stacks Stack Spots in the Stack Zone.

PARTNER FITNESS CHALLENGE

Fitness activity that gets bodies moving and brains working

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for each stacker pair
- One stopwatch

SET UP

Pair up stackers and give each pair a set of Speed Stacks. Spread the stacker pairs around the activity area with a minimum arm distance apart from other pairs. One stacker from each pair starts as the stacker, in a down position with their hands flat on the floor, and the other stacker as the 'exerciser', standing in front of their partner ready to perform an exercise or specified movement activity.

HOW TO PLAY

On the 'go' signal the stacker starts stacking the designated pattern while the exerciser performs a specified movement. The stacker counts how many times they do the pattern, while the exerciser performs the specified movement. After 20-60 seconds, the stop signal is given and the stacker and exerciser exchange their counts and switch roles. Continue, change stacking patterns and movement activities.

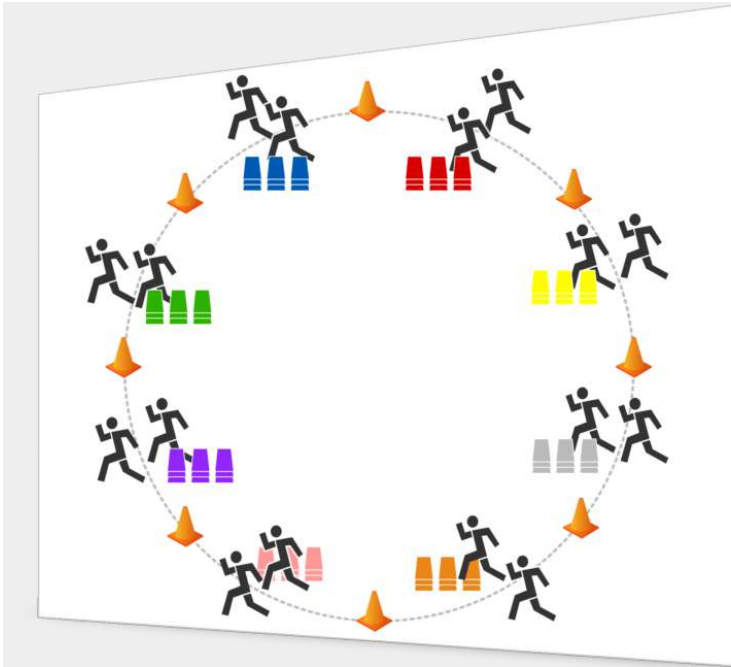
RULES

- Stackers must properly complete the stacking pattern and fix all fumbles properly to be counted.

INDY 500

Race around the track for partner fitness fun

DIAGRAM



EQUIPMENT

- One set of Speed Stacks for each stacker pair
- One set of Speed Stacks Stack Spots

SET UP

Create a large oval randomly placing fitness and stacking spots along with sets of Speed Stacks cups in the center of the activity area. Pair off stackers and designate one as the Pit Crew member (inside the oval) and one as the Driver (outside of the oval).

HOW TO PLAY

On the 'go' signal, the Drivers race around the perimeter of the oval performing a predetermined locomotor movement while Pit Crew members stack a predetermined stacking pattern. On the instructor's "Pit Stop" signal, the Drivers find their partner Pit Crew and switch roles. During the race the instructor calls out different stacking patterns for the Pit Crew to perform and alternate locomotor movements for the Drivers.

RULES

- Stackers must make sure the proper stacking techniques and patterns are followed.
- All fumbled cups must be fixed properly.
- Drivers may pass other drivers, but crashes are not allowed.

VARIATIONS

- Integrate ball handling skills for the Drivers (basketball, soccer balls).
- Instruct Drivers to race a set number of laps before switching with the Pit Crew member.

Name of Activity:

Sport Stacking 4-Square

Purpose of Activity:

To help develop left brain right brain cognitive abilities and eye hand coordination. A fun activity to help students work on cup stacking skills.

Prerequisites:

Learning the basic cup stacking skills. 3-3-3, 3-6-3, 6-6, 1-10-1, cycle stack. Students will be able to do this activity by only knowing one of the previous mentioned skills. In addition, students should know the basic rotation rules for 4-square.

Suggested Grade Level:

3-5

Materials Needed:

1 set of cups for cup stacking per student, 4 square courts

Description of Idea

Rules:

1. Have each student sit in one of the 4-squares with cups.
2. Have the extra students wait in line outside the number 4 square with cups. Limit the number of students waiting in line to 1 or 2.
3. The students waiting in line can practice while they wait their turn to compete.
4. The first person waiting in line is the judge to see who finishes last, what the judge says goes!
5. The person in the number 1 square gets to decide which stack they will be doing. As long as everyone in the squares knows how to do the designated stack. (Try and group by ability level)
6. The first person waiting in line starts the race by saying, hands ready, set, go!
7. The last person to finish goes to the end of the line.
8. As long as you are one of the first 3 finishers you stay in the game.
9. If the person in the number 2 square finishes last they will go to the end of the line and the person in the number 3 goes to square 2 and square 4 goes to square 3.
10. If the person in the number 1 square does not finish first, but does not finish last they get to stay in the number 1 square.

Variations:

Instead of having the person who finished last go to the end of the line for the same group allow them to move to a different group.

In order to allow all individuals the opportunity to obtain the number 1 square, after a player has held the number 1 square for 3 consecutive turns they would rotate out.

Assessment Ideas:

Are they doing the designated stacks? (3-3-3, 3-6-3, 1-10-1, 6-6, or the cycle stack) Are they rotating using the 4-square rules?

Teaching Suggestions:

This would also make a good station activity.

Adaptations for Students with Disabilities:

You can do this activity with kids with disabilities, or you can just have the kids practice the cup stacking activity without doing the 4 square part. You can have the kids find a partner and practice cup stacking with another student in the class. I have kids that are mainstreamed into the regular classroom for PE, you can group the kids by ability level, so the kids will not feel like they are always being beat by another student.