



# SPEED STACKING PROJECT

By Carol Vaage

## Abstract

It was a cold winter with 40 consecutive days of -20C weather, which meant children were not allowed outside for recesses. Our school had a set of Speed Stacking cups and I brought them into my Gr. 1 class for physical activity during lunch hours. As the students tried their hand at documenting their learning, they found out that drawing, nor photography captured their learning. They produced a video to share with the school that showed their learning and sparked a school wide interest.

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## Introduction to Speed Stacking

### Watching the Training Video

Included in the speed stacking kit was a training video showing a female teenager teaching a male teenager the basics of speed stacking. We watched the entire video at the beginning of this project, and as a group decided to break it into small chunks of learning and practice.

They practiced the following segments until proficient and then decided to show their learning.

### 3 Stacks

The class decided to write out the steps to make a 3 stack and draw images to show how it was done.

# 3 Stacks

How to do speed stacks is use both hands.  
Then hold them on the sides.  
Then you take the other cup and put it in front.  
and with your writing hand and put the cap on the top. And that is how you do speed stacking.  
Then you down stack and go in a circle.



When I asked if this showed how much they learned about doing 3 stacks, they shook their heads signifying no. So, I asked what else could they do to show the learning? They were excited as they thought of photographing each step.

# The + three - Stack



1. This is how to do a 3 stack.



2. Take the 1<sup>st</sup> cup and put it down.



3. Then take the 2<sup>nd</sup> cup and put it in front.



4. Then take the other cup and put it on top.



5. Then you take the top cup and put it on the side.



6. Then you take the other cup and put it on top.

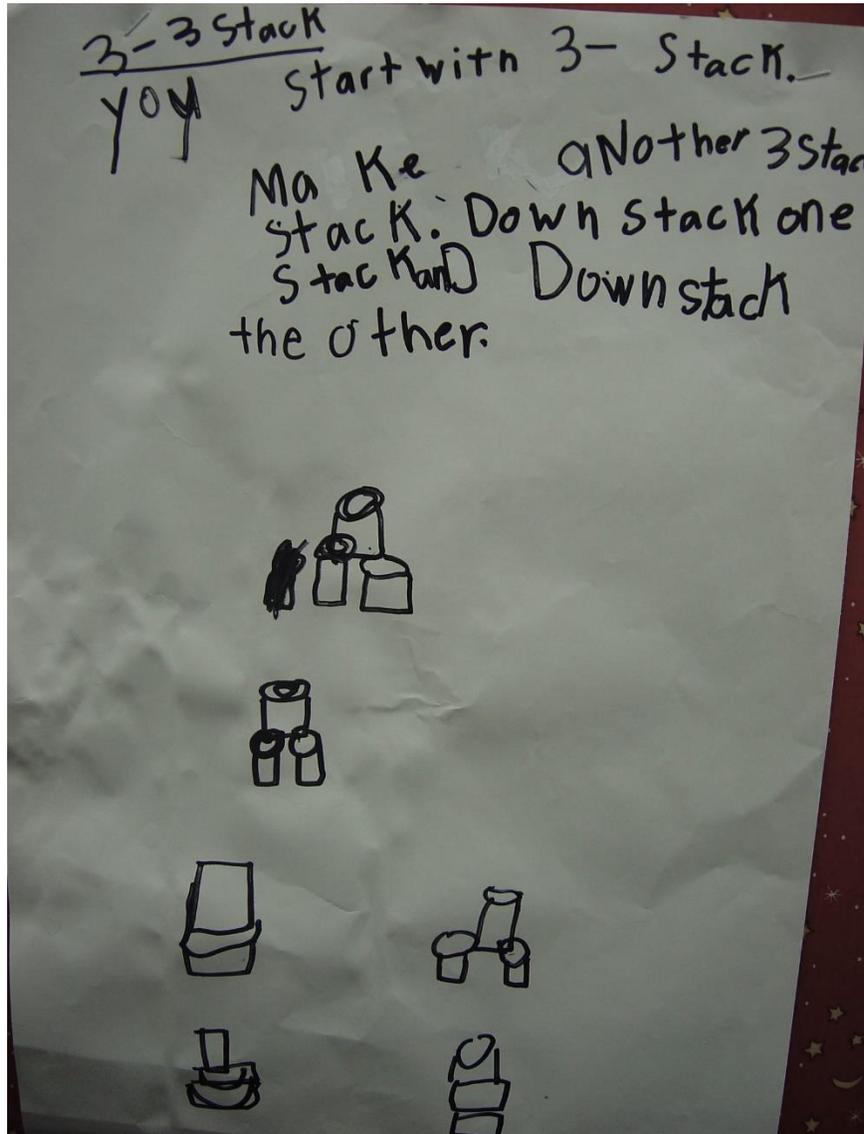


7. That is how you do speed stacks!

This, to the children, was much more accurate and descriptive but still did not show the fluid motion and sounds that come with this segment. Similarly, as you see the other segments, it became clear that documenting this project would be a big challenge.

### 3-3 Stacks

Following is the drawing of the process of creating a 3-3 stack.



And following is the chart with photos and typed descriptions of the 3-3 stack.

# 3-3 stack



1. First you make 2 piles with 3 cups.



4. Then you down stack 1 stack.



2. First you stack up 1 stack.



5. Then you down stack the other stack.



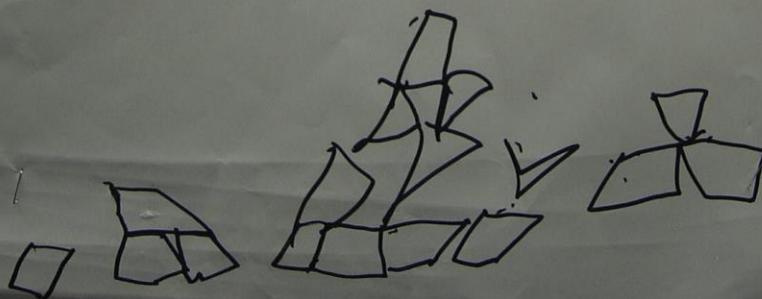
3. Then you stack up the other stack.



6. Then you do it again!

3-6-3 Stack

3-6-3 stack - Make a 3 stack  
and then make 6 stacks  
and then you do 3 stacks. Up stacks  
stacks then up stacks 3 stacks  
The down stacks 3 stacks  
The down stacks stack the down  
stacks 3 stack.



# 3-6-3 - stack



1. This is how you do a 3 stack.



4. Then you take 3 cups in each hand and up stack the 6 stack.



2. First you up stack the 3<sup>rd</sup> stack.



5. Then you up stack the 3<sup>rd</sup> stack again.



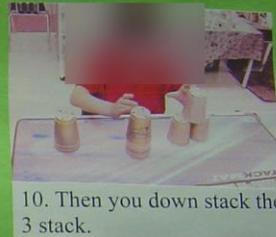
3. You put 2 cups on the bottom and 1 cup on top.



6. This is how you make a 3 6 3 stack.



7. Then you down stack the 3 stack.



10. Then you down stack the 3 stack.



8. Then you down stack the 6 stack.

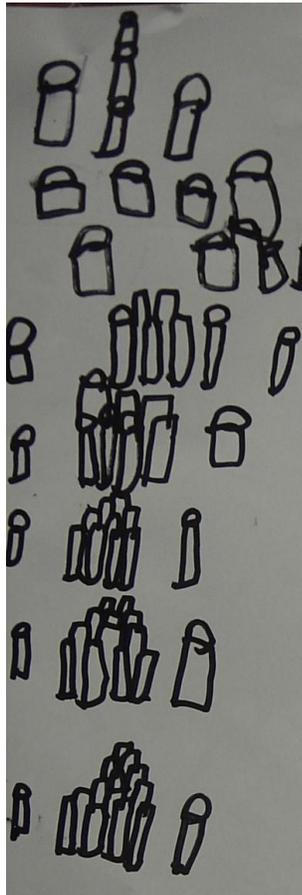


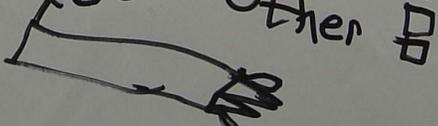
11. This is how you down stack a 3 6 3 stack.

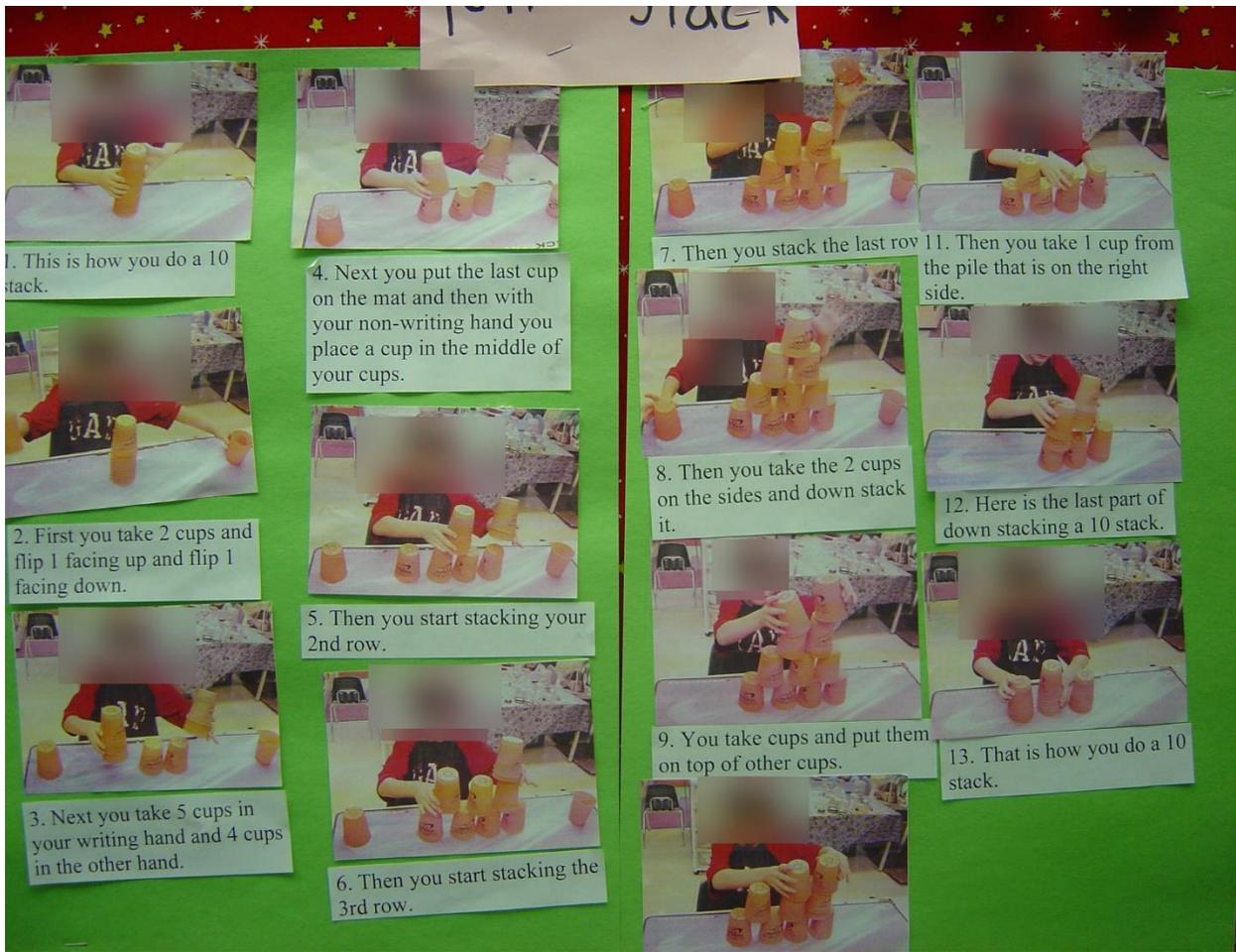


9. Then you have 3 cups in each hand.

10 Stack



10 stack  
 you start  
 with a 12 Stack  
 and with your  
 writing hand  
 you take 5  
 and take 4  
 with your other  
 hand. you  
 Switch hands now  
 like this   
 with your other   
 hand  
 it looks like   
 That's how  
 you do the



1. This is how you do a 10 stack.



2. First you take 2 cups and flip 1 facing up and flip 1 facing down.



3. Next you take 5 cups in your writing hand and 4 cups in the other hand.



4. Next you put the last cup on the mat and then with your non-writing hand you place a cup in the middle of your cups.



5. Then you start stacking your 2nd row.



6. Then you start stacking the 3rd row.



7. Then you stack the last row.



8. Then you take the 2 cups on the sides and down stack it.



9. You take cups and put them on top of other cups.



10. Then you take 1 cup from the pile that is on the right side.



11. Then you take 1 cup from the pile that is on the right side.



12. Here is the last part of down stacking a 10 stack.

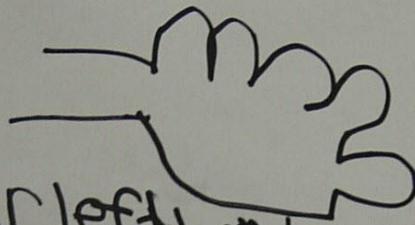


13. That is how you do a 10 stack.

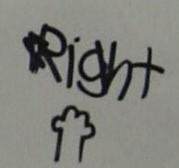
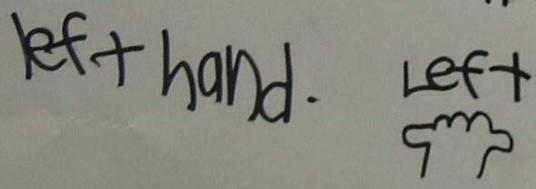
## Left-Handed Stacking

### Left handed speed stacking

1. The hand with the L is your left hand.



2. If your left handed start with your left hand.



3. If you're doing the 3-3-3 Start start off your Right. Go from Right to Middle left.

# Left handed speed stack



1. These are our left hands.



4. Now I am putting my last cup on my stack.



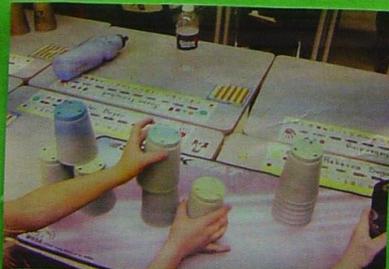
I am doing the 6 stack. It fun.



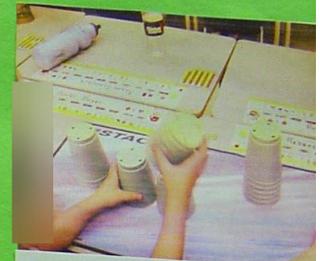
5. Now I am down stacking my 3 stack.



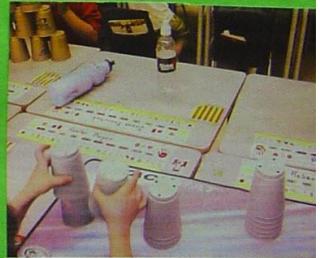
I am building a 3 stack. It easier than the 6 stack.



6. I am up stacking my 3 stack.



7. Now I am down stack my 3 stack.

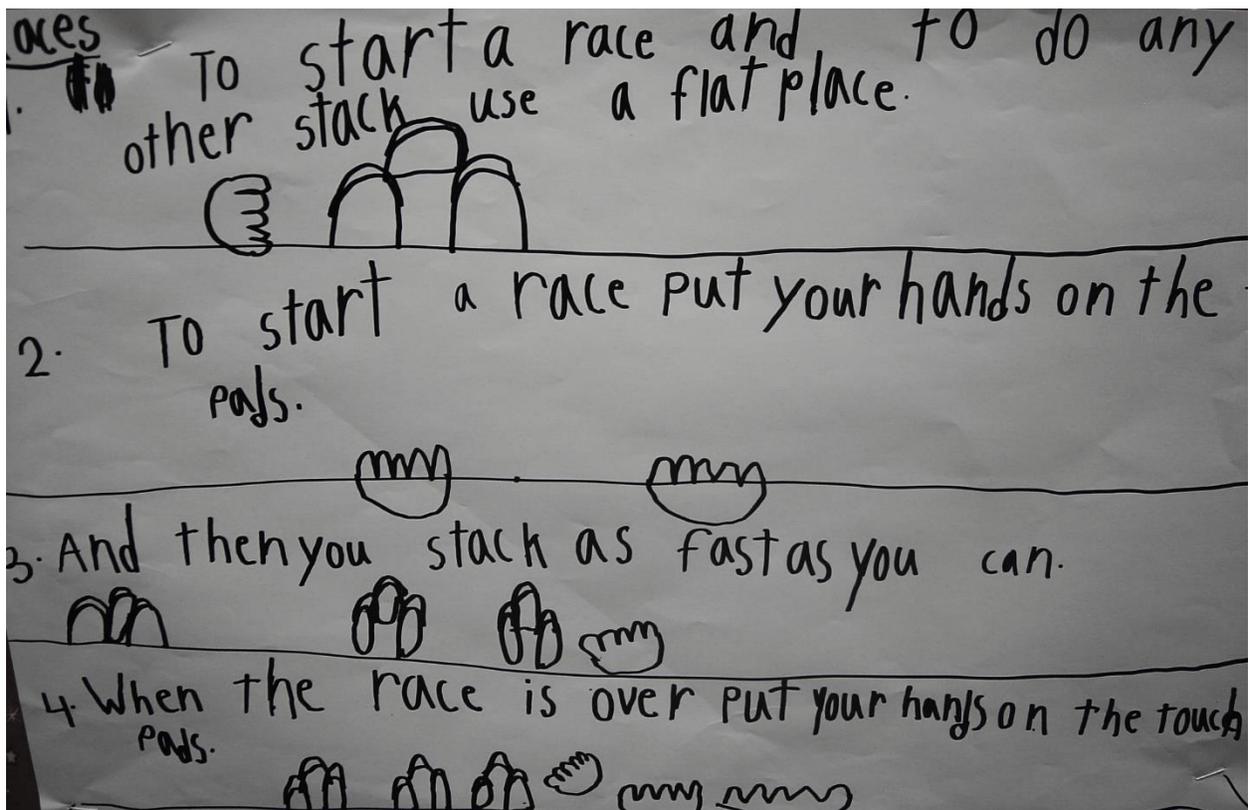


8. That is how you down stack a 3 stack.



9. We are up stacking with our left hands!

## Speed Stack Racing



# RACES



1. This is how you do a race. First you put your hands on the touch pad.



4. Then you make the last 3 stack.



2. You make 1 stack of 3.



5. Then you go back to the beginning and down stack the 3 stack. Then you down stack the 6 stack and the 3 stack.



3. Then you make the next 6 stack



6. After you down stack the 3 stack, put your hands back on

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### *My reflections*

From the beginning, I knew that the children's drawings would feel unsatisfactory to them once they were completed. It would have been easy to use my adult voice and help them realize that, but I greatly valued children discovering and inventing solutions on their own to problems.

The drawing/writing was an arduous task for them as these Gr 1 students had not yet acquired conventional spelling. Phonetically invented spelling was not always interpreted by their peers. Nor were the drawings.

It was a rule of mine that it always be safe for learning, and part of that included it was not allowed to make fun of someone's work. Instead, we used the examples as completed and praised the attempts. But then I asked, "How can we make these better, so others know how much we've learned?" That's when the idea surfaced of using photography. Again, it was a very arduous task. What the children had learned through practice and muscle memory, was difficult to showcase in a step-by-step manner. They problem solved to identify when the photos should be taken in the process, and what the text should explain for each photo.

They also wanted to add in segments that demonstrated other sections of learning – such as the rules, how to handle fumbles, and tips for success. When passion ran high, expectations on sharing all their learning became super important to them.

They ran into difficulty, though, because the rules could not be photographed, nor the other segments they wanted to include. At this time, they realized they needed to have some way to show the action while another person described the process. Below you will see the written and drawn documentation for these other sections, but no photographs are shown. By now, they realized they needed a video camera to make a movie to properly demonstrate speed stacking.

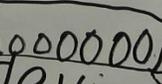
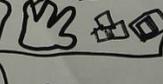
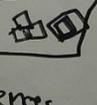
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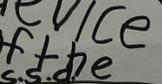
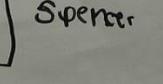
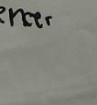
# Rules for Speed Stacking

Rules

1. Use both hands.
2. If you're right handed leg down with your right hand
3. If your LT handed leg with your LT hand
4. one stack at a time
5. all stack's down stacks

Stackmat   

ofissaltiming   

when of the device    Spencer

6. downst ackinacircle

# Fumbles

The image contains three hand-drawn diagrams illustrating different types of fumbles. The first diagram shows a stack of four cups with an arrow pointing to the top cup, which is tipping off the second cup. The second diagram shows a stack of four cups with an arrow pointing to the top cup, which is tipping over the entire stack. The third diagram shows two cups side-by-side with an arrow pointing to the top of the left cup, which is sliding onto the right cup.

**Fumbles**

① Tipper  
A tipper is when one cup tips off another.

② Toppler  
A toppler is when a stack of cups topples over.

③ Slider  
A slider is when a cup slides on to another cup.

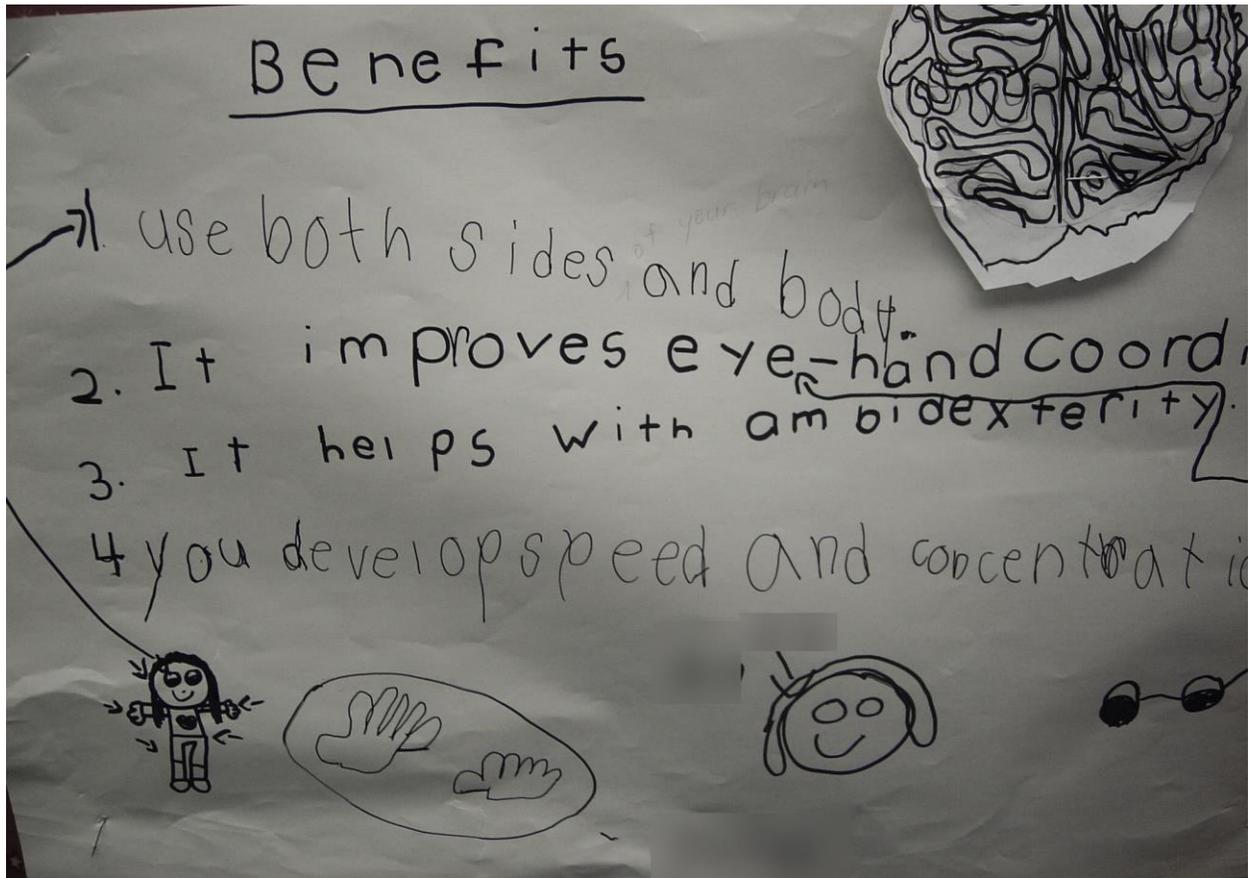
Those are all of the Fumbles!

Fix your fumbles as soon as they happen!

Made in Canada

Jillrae Hunter

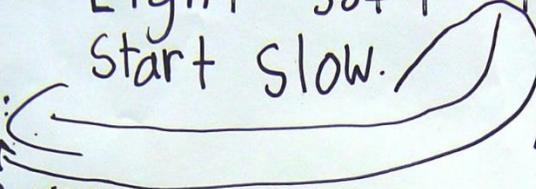
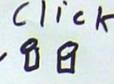
## Benefits of Speed Stacking



# Tips for Speed Stacking

Tips for Speed Stacking

1 Tip: <sup>slide, slam, thump</sup> Don't Slam - Slide them  
Light soft touch.  
Start slow.

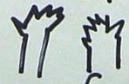
2 Tip:  slow <sup>click</sup> 

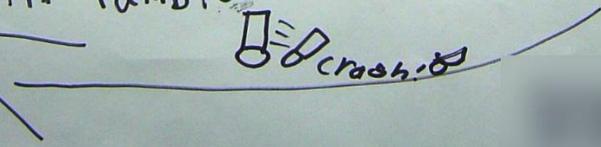
3 Tip: Think what you're doing.

4 Tip: Make sure that there are

5 Tip: No gaps in between your cups. <sup>cup</sup>

6 Tip: Hold the sides - not the tops of your hands

7 Tip: Use both of your cups.   Work on a flat surface.   
Fix fumbles when they happen.

8 Tip:  crash

9 Tip: Never, never, ever give up!

speed stacks AAA  I won't give up

## Show Me the Evidence

The displays of each of these speed stacking tasks was beautiful and the class was very satisfied with them, until I asked, “Do these show evidence of **all** your learning? If someone didn’t know speed stacking, would they know how much you’ve learned? Do they show the speed and smooth motions needed?”

The idea for making a movie came from them and with my scaffolded questions, a storyboard developed for the sequence and production of this movie.

They decided to have prompts for the speaker for each section, much like the teleprompters use in the media. That way, the dialogue would contain all the information the class wanted to share.

The extra sections were added in, such as the 3-3-3 stack and a 6 stack. The demonstrator for each segment orally gave the instructions as they showed the stacking process. After the slow demonstration, they speeded up to show their mastery.

Often the entire class demonstrated a stacking section, so the noise of the cups slapping on each other and on the desks was loud, but very effective to demonstrate whole class participation.

The video closed with the Cooperative Stack – one they invented on their own. The entire supply of cups was stacked together to make a “wall” and as it was being built the video showed in the background, children jumping in excitement at how tall it was getting. At parts of the wall, it was taller than the children.

One last addition was asked for after the video was shown in culmination. They wanted me (as movie editor) to add words to the dialogue portions as not all the words were heard clearly.

The movie was saved to DVDs for each child at year end.

## Playing the Movie for the Entire School

While we practised our speed stacking during lunch hours during this cold snap, I’d often notice children from the other classes stopping at our doorway to watch.

I asked the class if they would like to share this movie with the whole school, and they were extremely excited to do so. The children decided to go in small groups to each class to invite them to come and watch the movie. We cleared it with the librarian, so we moved bookshelves to create a large seating space for everyone and played the movie on the big dropdown screen.

They received a big round of applause and were very satisfied, that yes, this was evidence of their learning. It was a great closure for this project.

Until the other classes came to use the stacking cups...

Documentation Board and Table

