Cross (Curricular) Fit
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Core Content in an Instant

Spell and Run
Students will find a partner and stand outside the boundaries face clockwise. In the center of the space, the teacher will place spelling or math task cards face down. When the activity begins, the partner furthest from the center will begin jogging clockwise. The partner closest to the center will collect one flash card and then meet back up with the jogging partner. The partner with the flash card will read the vocabulary word to the other partner and wait for the response. If there is a mistake, the spelling partner will try again, if there are two mistakes the partner with the flash card will spell his/her word. When the word is spelled correctly or the flash card partner has to spell the word, the spelling partner will take the word back to the middle of the playing area and pick up a new flash card and the activity continues with the partners reversing roles.

* To help motivate participants, place “bling” (bracelets or other objects that students can wear) near the words. Each time a word is turned in, the students can collect “bling”.

Rope Spelling
Students will find a partner and sit in an open space designated by the teacher. At one end of the playing area, the teacher will place a collection of spelling word flash cards (these can be spelling words of the week, health or PE vocabulary or Club 60 words). When the activity begins, one partner will collect a flash card and return to his/her partner. Using the ropes and their bodies, the partners will spell the word on the floor. When the word is spelled, the other partner will return the card and get a new one and the process will continue.

* Motivate participation by taking photos of students using a digital camera. Print photos and post on a bulletin board.

THE MALI ADVENTURE

Skills: Dodging, Fleeing, Teamwork, Social Studies (The Empire of Mali)
Fitness Target: Aerobic Capacity
National Standards: NASPE Physical Education Standard 1 & 5
Equipment: 2 scooter boards per team, one poly spot per team, 4 plastic laundry baskets, buckets, or large cones (bases), 2 or 3 additional scooters and demi-noodles for “bandits”, 100+ noodlettes, cones to mark “the salt and gold mines”

Activity:
For this activity, the teacher will need to create enough groups so that there will be 3 or 4 students per team. Each team will be lined up at one end of the playing area (which will represent Timbuktu). At the other end of the playing area will be the salt, copper, and gold mines, place a large number of noodlettes (100+). The noodlettes will represent either gold or salt that the teams will try to bring back to Timbuktu (their team’s polyspot). The space between the mines and Timbuktu will be called the Niger River. In this space, the teacher can place several objects (buckets, cones, baskets, etc.) that represent a hiding place along the river to avoid the bandits. During the game, one player at a time may touch the object and use it as a base. The teams at the end of the playing area are families attempting to make a living by collecting the Mali treasures (salt and gold). Each team will have two scooters. Two players from each team will get on a scooter and when the game begins, they will attempt to travel across the playing area to the other side to collect one treasure (a noodlette). To begin the game, there will be NO bandits. Therefore, all teams will be able to move their boats (scooters) down the Niger to collect the treasure. If a student falls off a scooter, they have fallen in the water and must return to their team and let someone else go. After a few minutes, the teacher will choose one team (of 3 or 4 players) to act as the bandits (who will try to intercept treasure hunters and steal their treasure). The bandits will have a demi-noodle and will ride on a scooter like the other players. The bandits will try to tag any other player below the waist. If a treasure hunter is tagged, they must pick up the scooter and return to their team and let another player have a turn. If the prey had collected a piece of treasure, they must return it before taking the scooter back to their team. If the treasure hunter successfully completes the task, they will allow another teammate to have their scooter and take a turn.

Crossing the Curriculum:

* The Mali Empire was located in western Africa
* The empire spanned the modern-day countries of Senegal, southern Mauritania, Mali, northern Burkina Faso, western Niger, the Gambia, Guinea-Bissau, Guinea, the Ivory Coast and northern Ghana.
- Important concepts to highlight regarding Mali; oral tradition (storytelling), government (kings), and economic development (trade).

**Teaching Tips:**

- This game can be used to review the concept of habitat with students (vocabulary to include; habitat, predator, prey, conservation).

- To make the game more challenging, take away hiding places or add more predators (conservation concept). Adding a story about the reason for removing a hiding place is effective (i.e. – if an ocean habitat, there is an oil spill and some of the sea anemones did not survive).

- Switch groups every 2-3 minutes to ensure that each group has an opportunity to be the predators.

- To maximize student participation, keep the team sizes small. If there are more than 4 players on a team, make sure that there are at least two flags in use. This will keep players from waiting long because the two players with the flags can go at the same time (limiting the number of players waiting in line).

- To increase student activity levels, the teacher can assign an activity while the teammates wait for a scooters (i.e. – scarf juggling, partner toss and catch, jumping jacks, etc.).