Cross (Curricular) Fit - A fresh approach to integrating core content in Physical Education

Presented by:

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Come join Patrick Swope, (Dragon Fruit team leader) and Chad Triolet, (Passion Fruit team leader) as they share a variety of creative and engaging activities designed to integrate and reinforce important core content through movement. Be ready to move and have fun while getting some great new activities to add to your teaching toolbox.

Opening: Introduction

- Discussion on importance of teaching Physical Education with a purpose, constantly integrating other subjects into our own and framing minds of students around their body’s.
- Using core subjects and building them into games and activities where fitness is a major component. Skills will be used throughout and tied together as well.

Warm-Up/Instant Activity:

United States Spelling Bee meets Bean Bag Tag

• Objective/CrossCurricular Application:
  - Increase CardioRespiratory Endurance while fleeing and dodging other players’ beanbags.
  - Use the bean bags with their state names or capitals and spell them correctly while exercising.

• Directions:
  - Use the bean bags that have the State Names, Capitals, and State Order and try to slide the bean bags along the floor and have it tag another player’s shoe.
  - If your shoe is tagged by a bean bag, pick up the bean bag and raise it over your head while exiting the playing area (hands above your head represent that you have been tagged and are out momentarily).
  - Look at the state name and perform an exercise while spelling the state.
    ▪ Tagged by OHIO bean bag. Let’s say we are completing Jumping Jacks for the first round. Complete 5 jumping Jacks to spell and say the state name: O – H – I – O – OHIO! = 5.

• Modifications:
  - Start and stop the game after a couple of minutes and change the exercise (crab kicks, shoulder taps, cross crawls, etc.).
  - Instead of State Names you can spell the capitals.
  - Use this as a team-building activity and scatter the bean bags all throughout the gym. Have students gather one bean bag at a time and have them organize them in the center of the gym together as a team:
    ▪ Organize states in alphabetical order.
    ▪ Organize the bags in order of when they became a

50 State Bean Bag Set.
Activities:
The following is list of activities that I came up with. Chad and I will be alternating activities and sharing many of our ideas between 2 sessions. All activities are listed in case you miss a session or don’t get to view all of what we have to present. Thank you!

Patrick Swope:
- United State Spelling “Bea(n)” Bag Tag.
- Noodlette Pattern Catapult (Adaptation of “Catapult” from Andrew Wymer and Brandon Flowers, Albermarle Co.)
- Crab Oxygen Transport Relay (Focused Fitness Adaptation).
- Crack the Code (J.D. Hughes game from PE2theMax II).
- Math Fitness War (adaptation from Fitness War by J.D. Hughes).
- Rock Paper Scissors Scrabble

Chad Triolet:
- The Heart Rate Experiment
- Place Value Hockey
- The Great Mali Adventure
- Read-X
- Jumping Math Bingo
- Greater Than or Less Than Challenge
- Rope Spelling
- Spell and Run

Noodlette Pattern Catapult
- This activity was developed and adapted from the game Catapult that I learned at an inservice training by Brandon Flowers and Andrew Wymer in Albermarle County.

**Objective/CrossCurricular Application:**
- Improve CardioRespiratory Endurance and Muscular Strength and Endurance.
- Work on the math skill set of creating patterns in sets or multiples of 3, 4 and 5.

**Directions:**
- Classes will be split into 2 teams, one on each side of the center line.
- Near the center line area there will be noodlettes placed in various hula-hoops.
- There will also be exercises on the color cones that go with each color noodlette. Complete the exercise listed on the dry erase cone marker and you earn one noodlette of that color.
  - Green = 10 jumping jacks
  - Red = 5 rocket blasters
  - Blue = 12 shoudler taps
  - Yellow = 10 carb kicks
  - Purple = 12 cross crawls
  - Orange = 10 mountain climbers
- After you complete an exercise, grab one noodlette of that color and place it behind the designated line on your half of the gym and begin building your own Pattern Tower. The Pattern will be written on a dry erase board.
- Continue completing exercises and building your Pattern
Towers behind your line until all the noodlettes are gone **(emphasize the harder you and your team work, the more towers you will have in your world).**

- As the students are getting close to the end, begin setting up the situp mats one each team's side, close to the mid-court line, but have them window each other/spaced out so that one player is not directly facing another player. This will not be good unless you like conflict in your gym 😊
- **CATAPULT** (We can now begin the Catapult aspect of the game):
  - For this part you will have two sets of players:
    - **Catapults:** Lay on their backs in a situp position with their heads flat and their hands placed over their heads. When a ball is placed in their hands, they will complete a situp and launch the ball over the other team in an attempt to try and knock down the other team's pattern towers.
    - **Note:** Catapults must launch with two hands and must complete a full situp.
    - **Loaders/Blockers:** These people must stay in front of the tape line and can block/catch the opponents balls. They must also run forward and place a ball into a catapult's hands.
    - **Note:** If you block one ball, you must load one ball. And when loading a ball they cannot throw it to a teammate, they must place it in their hand basket.
  - Continue playing until you hear one of two calls:
    - **Switch Call** – means the players that are catapults must get up as quickly as possible on the fly and switch with a teammate.
    - **FREEZE/ReBuild** – This means all players on each team stop and in 30 seconds have to rebuild as many pattern towers as they can. I stop the music for this call. When the music starts back up, time is over and you must get new catapults down and resume play.

- **Modifications:**
  - Change the exercises or the amount.
  - Change Pattern sets.
  - You may give them a minute before play to have them work together as a team to make sure all pattern towers are correct and organized.
  - Have multiple pattern sets listed for different patterns:
    - 3 noodles – green, yellow, blue.
    - 4 noodles – red, orange, green, purple
    - 5 noodles – blue, yellow, green, orange, purple.
  - Have older grades complete A-B patterns of their own or A-B-C patterns.

- **Crab Oxygen Transport Relay**
  - *This activity was developed and adapted from the game Oxygen Transport Relay, originally created by Focused Fitness, Spokane, WA.*

- **Objective/CrossCurricular Application:**
  - Improve CardioRespiratory Endurance and Muscular
Strength and Endurance.
- To teach students how when exercising, breathing increases to allow more oxygen to transport to muscles for maintaining an aerobic pace.

- **Directions:**
  - Set class into relay groups of 4.
  - Relay groups will be on each end of the gym and they will only have to go to midcourt line in designated groups and students will rotate within their group while completing different exercises and movements.
  - Position 1 (on end line) – completes Jumping jacks or another CRE activity to represent inhaling more oxygen to keep up aerobically.
  - Position 2 – Travels from end line while crab walking to exercise area, located near midline. Crab walker represents blood carrying the oxygen taken in while doing jumping jacks and needs to get it to the muscles in the body to continue working (in this case completing sit-ups).
  - Position 3 – Holds the feet of the student laying on sit-up mat completing sit-ups.
  - Position 4 – Completes as many sit-ups in the time it takes for crab walker to get there. This also represents the muscles using the oxygen the crab walker carried to maintain the pace.
  - Rotation – Players rotate when crab walker gets to exercise area. Crab walker delivers oxygen and takes over the feet holding position. Person holding feet then gets on the sit-up mat and continues sit-ups where the last person left off, i.e. – finished with 15 sit-ups, next player starts at 16… The person completing the sit-ups gets up and crab walks back to the beginning and then takes over the jumping jacks from position 1. The person completing jumping jacks stops, and then crab walks down, continuing the cycle.
  - Cycle continues for a designated amount of time or until a team reaches a designated amount of sit-ups.

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**Crack the Code**

- This game is copyrighted by JD Hughes in PE2theMax II, Approved to present with credit given.

- **Objective/CrossCurricular Application:**
  - Improve CardioRespiratory Endurance and Muscular Strength and Endurance while exercising to earn tiles.
  - To help students with spelling of different sized words.
  - These words can be created on your own to help each grade level or to work along with spelling tests, etc.

- **Directions:**
  - Players can work alone or in groups of 2 or 3. This will allow players to work together and help each other as well as motivate each other while completing fitness exercises.
  - Player(s) roll two dice to get a number from 1-12. This number will tell the students what the exercise they will complete (i.e. 4 = Jumping Jacks)
  - The players will also randomly pick a Spelling Word Card which will have blank spots with numbers below it. The number represents two things:
    - How many of the exercise they just rolled they need

- Crack the Code
  - Spelling Word Cards.
  - Cheat Sheets for Letters.
  - Fitness List
  - Dice
  - Scrabble Tiles (2-4 sets).
  - Polyspots
**Math Fitness War (adaptation from Fitness War by J.D. Hughes).**

- *This activity was developed and adapted from the game Fitness War by J.D. Hughes in his PE2theMax II Book, 2008.*

**Objective/CrossCurricular Application:**
- Improve CardioRespiratory Endurance and Muscular Strength and Endurance.
- To enhance cooperation, problem-solving techniques and good sports behavior.
- To have students use math skills, such as addition, subtraction and multiplication depending on age and ability levels.

**Directions:**
- **Set-up:**
  - The class will be broken into 2 groups, one on each side of the center court line. The center court line will have hula-hoops spread out across, almost like a fence.
  - Then on each teams side, one in each corner, there will be a hula-hoop with half a deck of cards in each hoop. So two hoops, with approximately 26 cards in each hoop.
  - Have students sit in front of hula-hoop so that they are facing off against someone on the opposite team. If you do not have enough hula-hoops, you can have students wait behind another teammate or just have them face off with someone off to the side…
  - This is also where I give my directions on how the game works. It gives them a good demonstration on how the flow of the game works, as well as how to problem solve and how to move onto the next round.
- **Card values:**
  - 16 hula-hoops
  - 2 decks of cards

- It also represents the letter of the alphabet they need to find to fill in the blank. The 14th letter of the alphabet is “N” so they will need to go find a letter N from the scrabble letter pile.
  - Once they complete the exercise and then find the letter, they bring it back and put it in the blank spot on their spelling word card.
  - This cycle of rolling dice, getting an exercise, completing the number of that exercise from the next number on the card, and then finding the tile will continue until they complete a word. Once they complete a word, they can put the tiles back in the tile pile and keep their card as a word completed.
  - Scoring – You can score in a variety of ways:
    - Get a point for each word.
    - Get points for the number of letters in each word; 5 points for a word with 5 letters.
    - Or you can have the students add up the points per letter that are in the corners of each tile. This would be for more advanced students and you may want to have them use a dry erase board, tile or scrap sheet of paper to help use math skills to add things up.
Ace = 1, 2-10 = their numerical value, and J, Q, & K = 10 as well. Keeping it simple is better.

**Game Procedures:**

- On the go signal, students will run back to either hula-hoop to grab one card without looking at it. They will then return to any open face-off circle (hula-hoop) to challenge someone from the other team. Students should not show their card until they greet their opponent and follow the correct protocol to show cards.
- Students need to count together and complete a 1-2-3-Show count, sort of like Rock, Paper, Scissors, Shoot call…
- Math Fitness War now begins. This is where you can change things up. I would start with addition and whichever player can successfully add the two cards first gets to take both cards.
  - If you WIN – take the two cards back to your first pile and place them face down. You cannot take a new card from that same pile, you must jog over to the opposite pile in the other corner and take a new card from there. This is why there are two piles, so that students cannot take the same cards each time.
  - If you Lose – Jog to the end line and perform an exercise selected by the class. After you have finished your exercise, you can pick up a new card. Again, switch piles.
  - If it was a tie or you cannot agree on who got it faster, each player will keep their card and return it back to its original pile. From there, they can each run to the other pile and grab a new card. At this point they can try to challenge each other again or if they choose, they can face off against someone else who awaits a partner.
- The object is to have both decks on your side of the gym.

**Modifications:**

- Change the math operation.
  - For subtraction they have to figure out the higher card and lower card and subtract the lower from the higher. This will allow only one answer and not have any negative numbers.
- Change exercises every minute or two.
- Allow the kids to choose their exercise themselves and complete it a challenging number of times.
- Allow student choice on how they move from hoop to hoop or to and from the face off hoops.
- On a tie, instead of keeping their own cards, they can play rock, paper, scissors against each other to settle the tie. Winner gets both cards.

| Rock Paper Scissors | This activity will be set-up similar to Math Fitness War. There will be polyspots on each team’s side as well as an extra hula-hoop placed |
Scrabble

- **Objective/CrossCurricular Application:**
  - Improve CardioRespiratory Endurance and Muscular Strength and Endurance.
  - To enhance cooperation, problem-solving techniques good sports behavior, and teamwork.
  - To have students use spelling skills and work together to create fun and challenging words.

- **Directions:**
  - **Set-up:**
    - The class will be broken into 2 groups, one on each side of the center court line. The center court line will have hula-hoops spread out across, almost like a fence.
    - Then on each teams side, one in each corner, there will be a hula-hoop with half of the scrabble tiles in each hoop. These tiles should be face down at all times.
    - There will also be polyspots scattered throughout each teams side of the gym. These are spelling areas where students will begin to try and spell different words.
    - The extra hula-hoop will be for extra letters that students may not be able to be used at first.
    - Have students sit in front of hula-hoop so that they are facing off against someone on the opposite team. If you do not have enough hula-hoops, you can have students wait behind another teammate or just have them face off with someone off to the side...
    - This is also where I give my directions on how the game works. It gives them a good demonstration on how the flow of the game works, as well as how to problem solve and how to move onto the next round.
  - **100 Tiles:**
    - E x 12, A x 9, I x 9, O x 8, R x 6, N x 6, T x 6, L x 4, S x 4 and U x 4 (1 point each).
    - D x 4 and G x 3 (2 points each).
    - B x 2, C x 2, M x 2 and P x 2 (3 points each).
    - F x 2, H x 2, V x 2, W x 2 and Y x 2 (4 points each).
    - K x 1 (5 points).
    - J x 1 and X x 1 (8 points each).
    - Q x 1 and Z x 1 (10 points each).
  - **Game Procedures:**
    - On the go signal, students will face off against each other to see who gets to earn a tile for their team.
    - A face-off will be a Jumping Rock, Papers, Scissors match; First to 1 point. If there is a tie, they continue play until someone gets a point.
      - Students say ready, go… And then jump three times and then show their symbol:
        - Rock = Feet together.
        - Paper = Feet Straddled out to the sides.
- **Scissors** = Feet split front/back like a scissor jump.
  - **After the Face-off:**
    - **Winner** – runs to their corner and grabs one tile. They can then do a few things, depending on the letter. They can start an empty polyspot and that word will then begin with the letter they just earned. They can look around to see if they can add their letter onto another polyspot, extending the length of the word, or they can put their tile into the Extra Tile hula-hoop. This could be if you get a strange letter, if there are no new polyspots, or if it just doesn’t fit.
    - **Non-winner** – completes an exercise like in Math Fitness War or jogs a half-lap around their half of the gym, then can get a new tile from the opposite hula-hoop where they came from last.
  - Once a word is formed, you can leave it be or someone can always add a letter onto it.
  - When you win, you can get a new tile, and you can also grab an EXTRA tile of your choice if there are any. So when you win you can have either one or two tiles.
  - Players may not change the order of any words already started.
  - After a set amount of time, you can have them stop and count points a number of given ways:
    - How many completed words your team has.
    - How many total letters there are in all the words spelled (5 letter word plus a 3 letter word plus a 7 letter word = 15 points).
    - Use the scrabble tile points and count those for the words that were completed only.
  - **Modifications:**
    - Change movements, laps, or exercises.
    - Allow students to work together and change as many tiles as they want.
    - Change the way each team adds up their points.

### Conclusion/Check for Understanding/Assessments:

- **Stretching and Cool Down Time**
  - Use students to clean up or re-organize equipment for next class while they get ready to sit down, stretch, relax and conclude on class session.
  - **Follow Up Sharing/Check for Understanding:**
    - Popcorn Sharing
      - What games did we play and what subjects did we tie into each game.
    - Pair/Share
      - Choose one of your favorite games and talk about how you could bring this back to your classroom. You may have to change some rules or directions so that it is appropriate for the classroom.
  - Evaluation Forms