

**So You want to be an
Astronaut, Dancer, or Firefighter. . .
or Marathon Runner
or Super Bowl Star**
(Integrating Physical Activity and Content Areas)



Presented by

Joella Mehrhof – Emporia State University

Vicki Worrell – Emporia State University

Kathy Ermler – Emporia State University

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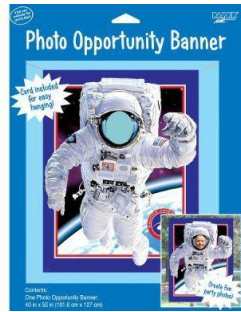
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So you want to be an Astronaut. . . .

Suggested Enhancements: Astronaut

- Secure a Photo Opportunity Banner with the Astronaut suit. These are available from Amazon.com for about \$8.00. Have each student's picture taken in the Astronaut suit. An assistant may be needed to take all of those pictures. Give the Astronaut photo at a parent-teacher conference. Tell the parents about the space integration, as well as inform them about their child's progress.



ACTIVITIES: Astronauts with Space Integration

Secret Mission to Space

- Before the activity, prepare puzzles or task cards.
- Have the students get a partner. The pairs are given a puzzle to put together. Once they put the puzzle together, the pairs perform the activity.
- Upon completion, they retrieve a "secret message" from the teacher, return their first puzzle, and get a different puzzle.
- This sequence continues for an allotted period of time.
- At the end of the time, the pairs read all of their secret messages.
- One minute **GENIUS TIME** is called. During this time, they share their secrets with another pair of students.
- Hint: Puzzles should be made on heavy card stock and laminated. Keep each puzzle in its own individual Ziploc bag.
- ADDITIONAL idea: If desired, after completing a puzzle, the pairs can get on their Mars Rovers (scooter) and ride one lap before retrieving the secret message and a new puzzle.

Ideas for Secret Messages:

- Falling asteroids have created thousands of craters on the moon's surface.
- It takes the same amount of time for the moon to orbit Earth as it takes for the moon to rotate on its axis.
- The Earth blocks sunlight from hitting the moon at different angles. That is why there is a moon phase every 30 days.
- Sunspots on the Sun are actually the coolest areas on the Sun's surface.
- The Sun is a big ball of super-heated gas that generates as much energy every second as all of the power plants on Earth could produce in 2 million years!
- All of the planets orbit the Sun.
- Mars is known as the Red Planet because its soil is really rust.
- The Sun is the nearest star to Earth.
- Jupiter is 11 times the size of Earth.

- Jupiter has a famous storm that has lasted for more than 300 years.
- Mercury has no atmosphere. This means there is no wind or rain.
- Venus is the only planet that rotates backward.
- Venus is the hottest planet in the solar system.
- Earth is known for being the only planet with liquid water and life.
- Mars is the most explored planet by unmanned spacecraft.
- Saturn has massive rings. One ring could hold 1 billion Earths.
- Saturn is the second largest of all of the planets. It is nine times larger than Earth.
- Saturn is completely made of gas.
- Uranus is known for being “the lazy planet” because it orbits on its side.
- Neptune is mostly made of a gas called methane.
- Planets do not just fly off into outer space because of the Sun’s gravitational pull.
- All planets are basically round due to gravity. Every part of the planet is pulled evenly toward the center giving each planet a round shape.
- Three of the planets actually have rings: Jupiter, Saturn, and Neptune.
- Pluto is no longer considered a planet; Pluto is basically a big chunk of ice.
- A shooting star is really a meteor.
- A light year is roughly 5.88 trillion miles.

Around the Universe in 90 Seconds:

- State the first planet. Challenge the students to complete five of the same motion in ten seconds. State the second planet and give a different motion requirement. Continue to do this until all of the planets have been stated. The students run one lap to reach the “sun”. If desired, the game can be repeated to continue the warm-up.
- Motion examples follow:
 - **Mercury:** Do-si-do five different people in ten seconds
 - **Venus:** Give five different people a high five in ten seconds
 - **Earth:** Elbow swing five different people in ten seconds
 - **Mars:** Do five double underarm turns with a partner in ten seconds
 - **Jupiter:** Take five backward steps with three different people in ten seconds
 - **Saturn:** Do a circle with each of five different people in ten seconds
 - **Neptune:** Do five skips with two different people in ten seconds
 - **Uranus:** Do five jumps with two different people in ten seconds
 - **Run to the Sun and back**
- **Hint:** The way to remember the planets – My Very Easy Method Just Seems No Use

So you want to be a Marathon Runner

Suggested Enhancements: Marathon Training

- Use the concept of the YELLOW BRICK ROAD as a motivational tool. During physical education class, the students can work together and/or separately to earn “yellow bricks” for certain distances. The students can try to earn enough bricks to move across Kansas (or any other desired distance).
- To further integrate with the classroom, the concept of a READ AND RUN MARATHON could be used as a motivational tool. For this concept EACH student can earn his/her own personal marathon “miles” by running during recess. It should be determined how many laps around the playground area would make a mile (portion of a mile). In addition, the students

should be challenged to read 26 books (book chapters) in the allotted time. Check-off sheets are provided.

ACTIVITIES: Marathon Runners with Geography Integration

5K Warm-Up

- Have the students get a partner.
- On the start signal, one of the students in each pair begins marching/jogging in place. The other partner counts the steps.
- When the marching partner reaches 50 steps, the counting partner quickly begins marching/jogging in place and the original marching partner counts.
- The pair trades every 50 steps.
- When EACH partner has done 50 steps – 5 times, the pair moves to give a high five to the teacher. The teacher announces the first person has crossed the “finish line” and everyone else has 30 seconds to reach the 5K.
- As the students get better, a 10K can be initiated. For this, they do the 50 steps (or 100 steps) – 10 times each.
- Allow the first group finished to be the “high fivers” for the rest of the finishers.

States and Capitals Sprints:

- Prepare tongue depressor sticks with a state on one side and the capital and an activity on the other side.
- Have the students get a partner. Instruct them to take a number sticks. (i.e. 10 sticks). Each student should have half of the sticks.
- The first partner shows the other partner the side of the stick with the state on it. If the partner being asked knows the correct answer, then the asking partner does the stated activity. If partner being asked the question does NOT know the correct answer, then he/she does the activity.
- After each stick, the pair must run a sprint (short-length) across the gym.
- Activity ideas for this activity are offered later in this handout.

Geography Run:

- Make a word search puzzle prior to class related to the states. Add an activity to each of the states.
- Have the students get a partner. The pair needs a word search puzzle and a pencil.
- Once the pair has found one of the words in the puzzle, they run to that state poster and perform the activity associated with the state found.
- Once they return from the state/activity, they attempt to find another state on the puzzle. This continues for a certain period of time or until one of the pairs finds all of the puzzle words.
- A sample puzzle is offered. Puzzles can easily be made at puzzlemaker.com

Marathon Mapping:

- Before class, place a picture of each of the states on the wall. Put a number on each state.
- Under each state, place a card that tells the students which state to go to next. Also on that card, make a drawing/design for them to copy.
- Divide the students in pairs. Give each pair a marathon map and a pencil.
- The students may begin at any state. They make the drawing/design associated with that state in the box corresponding to the number on the state. For example, if the pair started at

the Alabama picture and the Alabama picture had #5 on it, then the pair would draw the design in the box number 5 on the marathon map.

- The pair would then go to the state indicated on the Alabama map. That state would be #6.
- This process continues for the desired amount of time. Challenge the students to visit as many states as possible.
- Hint: Do NOT tape the states to the wall in order (from 1-50). This encourages travel/running to the states.

Captain America:

- Each student should have a ball to dribble. Establish an area in which they are doing the activity (i.e, the center area of the activity space). While they are in this area they are dribbling the ball.
- When the teacher calls, “Captain America – go and touch a state that starts with the letter I”. The student continues to dribble the ball, but goes to a state that starts with the letter I and then dribbles back to the established area.
- Ideas for things to call for Captain America to perform:
 - Go and touch a state that starts with M
 - Go and touch an “original 13” state
 - Go and touch a state that has lots of mountains
 - Go and touch a state that has more than one word in its capital city
 - Go and touch a state that is almost cut in half by water
 - Go and touch a state that has a “cousin state” (north and south)
 - Go and touch the state made up of islands
 - Go and touch a state that has the same first letter as its capital
 - Go and touch the state that has Albany as its capital
 - Go and touch the state that is farthest north
 - Go and touch a state that is east of the Mississippi River

Genius Lap:

- The teacher calls “Genius Lap”. The students run one lap AND along the way each student stops at a state to learn something about that state.
- When the lap is over, the students have 15 seconds to share what they learned with a partner.
- This activity can be used for transition from one activity to another.

Geography Run

M A U V F I I M D I
A D M T H N R L P I
I I H Z A Z U J B A
N R P L I H O V J W
E O I O W A S E I A
R L L Q T U S R O H
A F I Q J W I M I G
S A S N A K M O H S
T E X A S Z W N O C
V Y I D A H O T P N

Find these states

FLORIDA - Jog to Florida and back

HAWAII - Skip to Hawaii and back

IDAHO - Move backward to Idaho, run back

IOWA - Gallop to Iowa, run back

KANSAS - Run to Kansas, yell "I LOVE PE" on the way back

MAINE - Slide to Maine, skip back

MISSOURI - Run to Missouri, do a 180 jump, run back

OHIO - Skip to Ohio, run back

TEXAS - Leap to Texas, skip back

UTAH - Jog to Utah, leap back

VERMONT - Move to Vermont in a zigzag fashion, run back

MARATHON MAPPING

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

For States and Capitals Warm-up

<u>Montgomery</u> : Show an arm stretch	<u>Alabama</u>
<u>Juneau</u> : Do 10 Biceps curls	<u>Alaska</u>
<u>Phoenix</u> : 10 Karate Kicks	<u>Arizona</u>
<u>Little Rock</u> : Do 5 - 180 jump turns	<u>Arkansas</u>
<u>Sacramento</u> : 20 Flash runs	<u>California</u>
<u>Denver</u> : Flex and point feet – 10 times	<u>Colorado</u>
<u>Hartford</u> : 10 Arm circles	<u>Connecticut</u>
<u>Dover</u> : 10 Ski jumps	<u>Delaware</u>
<u>Tallahassee</u> : 15 Second wall sit	<u>Florida</u>
<u>Atlanta</u> : Swim stroke – 10 times	<u>Georgia</u>
<u>Honolulu</u> : 3 Jumping Jacks	<u>Hawaii</u>
<u>Boise</u> : Straddle stretch – 10 seconds	<u>Idaho</u>
<u>Springfield</u> : Back stroke – 10 times	<u>Illinois</u>
<u>Indianapolis</u> : 5 lunges each leg	<u>Indiana</u>
<u>Des Moines</u> : 2 Curl-ups	<u>Iowa</u>
<u>Topeka</u> : 5 Jumping jacks	<u>Kansas</u>
<u>Frankfort</u> : Hop 5 times each foot	<u>Kentucky</u>
<u>Baton Rouge</u> : Hold a toe touch-10 sec.	<u>Louisiana</u>
<u>Augusta</u> : 10 Airplane side touches	<u>Maine</u>
<u>Annapolis</u> : 10 Shoulder shrugs	<u>Maryland</u>
<u>Boston</u> : 5 Gallops	<u>Massachusetts</u>
<u>Lansing</u> : 3 Push-ups	<u>Michigan</u>
<u>Saint Paul</u> : 7 Ski jumps	<u>Minnesota</u>
<u>Jackson</u> : 5 L-arm stretches	<u>Mississippi</u>
<u>Jefferson City</u> : 4 Tuck jumps	<u>Missouri</u>
<u>Helena</u> : Show a back stretch	<u>Montana</u>
<u>Lincoln</u> : Yell – “I Love PE”	<u>Nebraska</u>
<u>Carson City</u> : Triceps stretch-both sides	<u>Nevada</u>
<u>Concord</u> : 5 Kicks on each leg	<u>New Hampshire</u>
<u>Trenton</u> : Hold V-sit for 7 seconds	<u>New Jersey</u>
<u>Santa Fe</u> : 5 Sitting truck twists	<u>New Mexico</u>
<u>Albany</u> : 8 Giant steps	<u>New York</u>
<u>Raleigh</u> : Give teacher a high five	<u>North Carolina</u>
<u>Bismarck</u> : Flash run for 8 seconds	<u>North Dakota</u>
<u>Columbus</u> : Snap fingers 10 times	<u>Ohio</u>
<u>Oklahoma City</u> : Do-si-do your partner	<u>Oklahoma</u>

<u>Salem</u> : 10 Air punches	<u>Oregon</u>
<u>Harrisburg</u> : Spin around 3 times	<u>Pennsylvania</u>
<u>Providence</u> : Pretend surfing for 5 sec.	<u>Rhode Island</u>
<u>Columbia</u> : Swing your partner	<u>South Carolina</u>
<u>Pierre</u> : Block jumps – 5 times	<u>South Dakota</u>
<u>Nashville</u> : Play air guitar for 8 seconds	<u>Tennessee</u>
<u>Austin</u> : Rodeo circles-both arms-5 sec.	<u>Texas</u>
<u>Salt Lake City</u> : Run zigzag for 10 seconds	<u>Utah</u>
<u>Montpelier</u> : Give your partner a high 5	<u>Vermont</u>
<u>Richmond</u> : Balance on each leg – 5 sec.	<u>Virginia</u>
<u>Olympia</u> : Torch run for 10 seconds	<u>Washington</u>
<u>Charleston</u> : Twist in place – 8 seconds	<u>West Virginia</u>
<u>Madison</u> : Pretend jump rope – 10 times	<u>Wisconsin</u>
<u>Cheyenne</u> : Stand on tiptoes – 8 seconds	<u>Wyoming</u>

So you want to be a Super Bowl Star . . .

Suggested Enhancements: Super Bowl Stars

- Put a short quote or a football picture at the gym entry. On entrance, each student should touch the quote/picture as a good luck charm.
- On one of the final days of the unit, invite “coaches” to class to help with the training. These coaches could be high school football players, retired people, community members who were previous players, etc.
- Get some “Eye Black” from a sporting goods store or from a generous football coach. Allow the students to apply this on the last day of the unit. Take a photo of the class and display it on a bulletin board and/or on the departmental website.

ACTIVITIES: Super Bowl Stars with Math Integration

Instant Activity: Pro Drill

1. Carrying a football (or some other ball), run (zig zag) through the cone pattern
2. Carrying a football “high step” run through the tires (hoops or ladder pattern)
3. Center and hike the ball to a partner (10 times EACH person)
4. MVPs: Hold a football and “flash” run in place for 20 steps, turn a quarter turn, repeat to do an entire box (total of 80 steps).
5. With a partner, sit feet to feet. Curl-up and pass the football to the other partner. Repeat for 10 total curl-ups.
6. Slide right, slide left, slide back – HEISMAN POSE. Do all 10 times
7. Throw the football to hit a target. Retrieve the football and start Pro Drill over.

Hut, Hut:

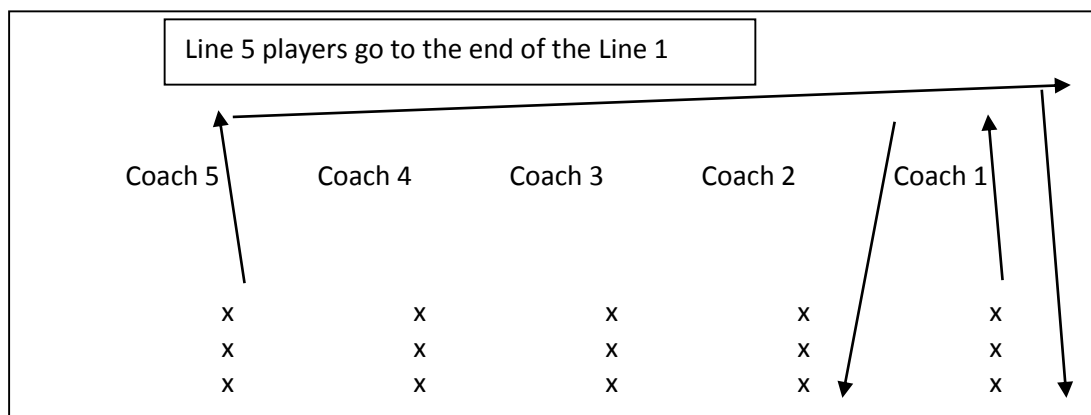
- Have the students get a partner and a ball.
- One of the partners carries the ball as the pair starts to run laps.
- When they hear “Hut, hut”, the partner with the ball centers the ball to the other partner.
- When they hear “Hand off”, the partner without the ball runs towards the “quarterback” (the partner with the ball) and gets a handoff.
- When they hear “Go long”, the partner without the ball runs ahead and the “quarterback” (the partner with the ball) throws to the partner.
- When they hear “Pitch”, the partner with the ball pitches the ball to the partner.
- After every call, the pairs continue to run. This is a continuous running game.

Quick Draw:

- Have the students get a partner. They need one football.
- Each partner puts one hand behind his/her back and choose to show 1 OR 2 fingers.
- Have the partners say – “One, two, three, DRAW”. On the draw, they show the fingers from behind their backs. The partners add up the fingers of both students. If it is ODD, then they move across the activity area and back side pitching the football to each other as they run. If it is EVEN, one partner runs out about five steps and the other partner passes to the running partner. Repeat the DRAWS several times.

Pigskin:

- Have teams of 4-5 students line up single file at a starting point in the play area.
- Have one student from each team stand in front of his/her team and about halfway across the activity area. This player is the Coach.
- Each Coach puts on a “Math Problem Vest”. This vest has a problem on the front and the answer on the back. Each Coach should have a different math problem/answer.
- Each team has a football. The first person throws the football to the Coach in each group.
- The player calls out the answer and then runs past the left side of the Coach about three steps.
- The runner should look at the answer to the problem (on the back of the Coach) and then yells HUT. The Coach centers the ball to the runner.
- As the runner passes on the right side of the Coach, the runner tosses the ball back to the next person in his/her original line AND then moves to the end of the next line to begin the pattern again with a new Coach. This Coach will have a different math problem to solve.
- This continues until the class has completed running through the entire course. At this point, the students that have served as Coaches are changed and a new math problems are displayed.

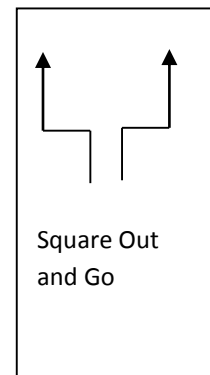
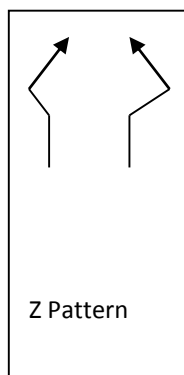
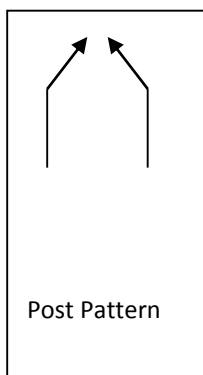
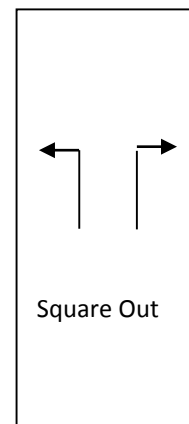
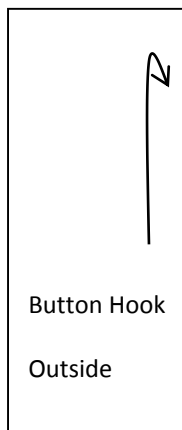
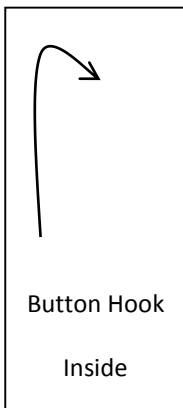


Ten and Go:

- Have students get a partner. Each pair needs a football.
- On the wall have several sets of the numbers 1, 2, and 3, as well as a picture of a football.
- Have one partner stand a distance from the wall, while the other partner stands near the wall. The partner standing near the wall retrieves for his/her partner.
- The partner standing away from the wall has the ball. He/she throws at the numbers attempting to hit a number. The thrower wants to get the targets hit to add up to ten.
- When the throwing partner gets ten points, he/she get one throw to hit the football. If the football target is hit, the student gets a touchdown. If the football target is not hit, then they did not convert to score. If they DO get the touchdown, the throwing partner gets a clothespin from the teacher. The student attaches the clothespin to his/her shirt.
- The partners trade places.

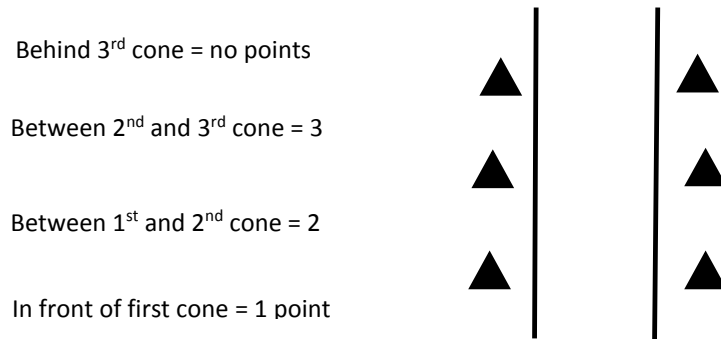
Pass Patterns:

- Give each team of four students a pass pattern sheet and have them practice the patterns indicated below.
- Have each student serve as the quarterback for all of the patterns who throws to each of the team members.



Game in a Lane:

- Have each team set up cones that demonstrate a lane (see pattern below).
- The quarterback of the team calls a pass pattern. The intended receiver runs down the lane into a scoring area. The quarterback throws the ball to the receiver.
- If the receiver catches the ball in the area, then the team has that many points. If there is no catch, then no points are awarded.
- A team must score exactly twenty-one points.
- A quarterback cannot throw into the same lane twice in a row.



Quick Assessment:

While playing any of the football games above, the teacher can hand out clothespins for completing certain skills. At some point, call all Super Bowl Stars to run a lap and meet the teacher at the huddle (middle of the gym). Pick out one player as today's Super Star. Whatever number of clothespins this player has will be the point which all of the other students will line up accordingly. Let's say this person has 3 clothespins, then 3 is the reference point. All of the other students are asked to quickly line up IN ORDER according to the number of clothespins they have. Anyone with 4, 5, 6, 7, etc. clothespins would line up ahead of the chosen student. Anyone with 3, 2, 1, 0 would line up behind the chosen person. You can quickly assess the throwing skills by the order in the line.

4 Downs to Convert: Assessment of Social Skills

- At the end of each class, the teacher quickly assesses the social skills of the class using a football analogy.
- The class has four items they are assessed upon. These items represent "four downs to convert".
- If the class earns all four downs, then they get a football/touchdown to be placed on their classroom door.
- If the class does not earn four downs during their physical education class, then there is no football/touchdown sent to their classroom. This can indicate to the classroom teacher that there were issues today in physical education class.
- The assessment scale is illustrated below:

First down: Team Players – helped their teammates

Second down: In the Zone – focused on learning

Third down: Fair Play – demonstrated good choices

Fourth down: Good Sportsmanship – respected and helped others

READ AND RUN MARATHON

Student's Name _____



Mile 1



Mile 2



Mile 3



Mile 4



Mile 5



Mile 6



Mile 7



Mile 8



Mile 9



Mile 10



Mile 11



Mile 12



Mile 13



Mile 14



Mile 15



Mile 16



Mile 17



Mile 18



Mile 19



Mile 20



Mile 21



Mile 22



Mile 23



Mile 24



Mile 25



MILE 26!!!!!!!

READ AND RUN MARATHON

Student's Name _____



Book 1



Book 2



Book 3



Book 4



Book 5



Book 6



Book 7



Book 8



Book 9



Book 10



Book 11



Book 12



Book 13



Book 14



Book 15



Book 16



Book 17



Book 18



Book 19



Book 20



Book 21



Book 22



Book 23



Book 24

Book 25



Book 26