Name/Title: Geographical Distance Skating

Purpose of Event: To get a cardiovascular workout while applying geographical concepts and processes by keeping track of mileage traveled from location to location until reaching the state capital.

Prerequisites: Understanding of and application of inline skating safety, equipment, and basic inline skating skills.

Suggested Grade Level: 6-8

Materials Needed: Must have smooth surface for inline skating, inline skates, skating equipment, 8 small cones, state map, colored toothpicks, and sticky pads (1 for each class). Optional equipment includes a CD player and CDs.

Description of Idea

Introduce the lesson to the students by saying, "we are going to try to travel to our state capital today". The teacher must measure the distance of the facility in order to convert this distance to miles. For instance, 32 laps in the gymnasium might equal 1 mile. Each class is going skate to different destinations on their way to the state capital. A state map is used to show the landmarks according to mileage on the way to the state capital.

Place different colored cones around the gym. Send groups of students to each cone so the entire class is spread evenly throughout the gym. Have non-participating students or aids stand at each cone with toothpicks. Each lap, have the students who started at their particular cone get a toothpick from the helper. This helps students count how many laps they complete (can also use honor system, but it's easy to forget how many laps are completed).

Once time is up, bring the class in to take their skates and equipment off, then turn in their toothpicks/report how many laps they completed. The teacher, with the help of the class, will add up the total class laps and convert it to mileage. After converting it to mileage the teacher will take a sticky pad and mark the class period on it and place the sticky pad according to the distance traveled by the entire class period on the state map. Lastly, leave enough time to cool down, stretch, debrief (daily assessment), and send students to lockeroom to change clothes.

Variations:

For homework, have students look at a map to decide what route to take to their destination. The class can then vote on this before beginning.

Place cones and obstacles around part of the gym so students can choose to skate around them.

Assessment Ideas:

What is the our state capital (hint: also our final destination)?

If 32 laps equals a mile in our gym then how many miles would I have rollerbladed if I skated 16 laps total?

What county is our capital located in?

What physical fitness component did we primarily try to improve on today?

What other subjects, besides Health or Physical Education did we work on today?

Write in a short paragraph how you felt participating in today's activity (why did you like or dislike it)?

Teaching Suggestions:

Have students who are not participating give toothpicks to participating students to help count laps

Inform math teacher of the lesson, you might be able to work together counting mileage in math classes. This could allow for more activity time during PE time.

This activity is a great way of incorporating other subject matter into PE (ex. Geography and Math). Also, this lesson activity really utilizes many of both Mosston's methodologies and multiple intelleginces. For those school's who do not have rollerblading as part of the curriculum, this lesson can be adapted to rollerskates, running, and biking. By using a little bit of creativity, this lesson can be adapted to almost any Physical Education class.

Adaptations for Students with Disabilities:

Students can use wheelchairs, scooters, mobile adaptors, or any maneuvering device instead of rollerblades.

Submitted by **Eben Kostbar** who teaches at Frostburg State University in Frostburg, MD. Additional authors for this idea were Dennis Mickey. Thanks for contributing to PE Central! **Posted on PEC: 8/29/2001**.

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