Description: The National Football League honors its best with enshrinement in the Hall of Fame. This activity encourages students to join your school’s “Hall of Fitness”. Students will learn about the history, culture and diversity of six cities home to National Football League teams and journal about what they learn. They will dedicate, name and perform a group physical activity for each city.

Learning Objectives:
- Students will improve their writing skills through entries in a weekly journal.
- Students will improve their knowledge of geography, history and culture as the class learns about its selected cities.

Activity Time: Introductory day – 15 minutes; Activity day – 55 minutes (once a week for six weeks)

Materials:
- Journal (one per student)
- Equipment for physical activities created by the class (e.g., hula hoops, footballs, jump ropes, etc.)
- Information on the history, culture and diversity of cities selected by the class

Directions:

Introductory day:
- Explain that the class will be taking a journey towards the “Hall of Fitness”, much like the National Football League’s Hall of Fame. They will be studying the history, culture and diversity of selected cities and will create fitness activities in honor of those cities. By performing the fitness activities, the students can be inducted into the “Hall of Fitness.”
- Have students vote on their favorite National Football League teams. (Log on to www.nfl.com for a complete list of teams.) The home cities of the top six teams will be studied in this activity.

Activity:
- Discuss the history, culture and diversity of the home city of one of the six selected teams.
- Separate the class into groups of five to six students, and have them brainstorm ideas for a group physical activity in honor of that city (i.e. Country line dancing for Dallas, ice skating for Minnesota).
• Have the groups present their ideas to the class, and have the class vote on their favorite idea.
• Have the class perform the physical activity.
• As homework, have students write an entry in their journal about what they learned about the city and what they enjoyed (or didn’t enjoy) about the physical activity.

Repeat until you have covered all six cities.

At the end of the six weeks, conduct an enshrinement ceremony, inducting all students who complete the physical activities and journal entries into the “Hall of Fitness.”

Extend the activity:

• Create a bulletin board to display visual representations of each city and its football team.
• Before starting the activity, conduct a “mini-camp” for students and parents. Have students and parents complete a variety of football challenges at the mini camp, such as pass the football through a target, catch passes, kick a mini field goal and run through an obstacle course holding a football.
• Contact principals at schools in the selected cities to establish contacts who will link their students with your students. Have your students correspond (through e-mail or mail) with the other students to learn more about their city.

Note: Could be team taught with physical education teacher and/or social studies teacher.

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Correlation to National Curriculum Standards:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize.

From the National Council of Teachers of English http://www.ncte.org/about/over/standards/110846.htm