

## ***Delaware Model Unit Gallery: Physical Education***

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: CATCHing Physical Activity**

**Designed by: Libby Thomas, School Health Consulting**

**Grade Cluster: 3-5**

**Time Frame: 4 Lessons**

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### **Summary of Unit**

The Coordinated Approach to Child Health (CATCH) program is designed to promote daily physical activity and healthy eating for a lifetime of fitness. In this unit, teachers and students make use of the CATCH *Physical Education Teacher's Guidebook* and *CATCH Grades 3–5 Activity Box*, and introduce *Activitygram* as one way to track activity time. As students participate in CATCH activities, they will begin to place each one into *Activitygram* to gain a better understanding of how these activities contribute to their overall health and wellness. This unit is primarily designed for 5<sup>th</sup> graders, but activities can be used with 3<sup>rd</sup> and 4<sup>th</sup> graders and modifications made to integrate with *Activitygram*.

CATCH (Coordinated Approach to Child Health) is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit, modify, or expand it are available through the Nemours Foundation. District teams (made up of health educators, physical educators, cafeteria personnel, administrators, classroom teachers, and others) are required for CATCH professional development. Teachers who have not had this professional development and wish to use this unit of instruction should contact their district lead teacher or curriculum supervisor for further information.

This unit was developed for the DOE website with the permission of Flaghouse, Inc., publisher of *Taking Off, A Fourth Grade Curriculum*, CATCH, second edition, 2002 and the Cooper Institute, publisher of the *Fitnessgram/Activitygram Test Administration Manual*, third edition, 2005, through the Nemours Health and Prevention Services of the Nemours Foundation. Physical Education units written in consultation with Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware.

## Stage 1 – Desired Results

(What students will know, be able to do and understand)

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### Delaware Physical Education Standards

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity

### Big Idea: Fit For Life

#### Unit Enduring Understandings

- Physical activity involves using movement and motor skills.
- Moving is important.
- Physical fitness is good for you.

#### Essential Questions

- What are ways to move?
- What are physical activities?
- Why is moving important?
- Why is physical fitness good for you?
- What is fitness?

#### Knowledge and Skills

##### Students will know...

- Sixty minutes daily of moderate to vigorous physical activity (MVPA) daily is best.
- Warm-up and cool-down are important components of physical activity.
- Physical activity is necessary for lifetime fitness.
- Physical activity is fun.

##### Students will be able to...

- Label activities as rest, light, moderate, or vigorous.
- Plan for a goal of 60 minutes of MVPA daily.
- Choose physical activities to meet their goal.
- Describe different activities that meet the need for MVPA.

**Stage 2 – Assessment Evidence**  
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

**Suggested Unit Transfer Task**

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

**Fit Boy/Fit Girl**

You are in charge of creating a new video game or story that has one or more characters that help children understand why they need to be physically active for at least an hour (60 minutes) a day. You need to make sure that your major character is fit and has an appropriate name. In your video game or story, you must have your character demonstrating that he/she participates in at least 60 minutes of physical activity every day and also helping all children know why it is important to do so. After you have created your game or story, be ready to explain to your editor (teacher) why you think your story/game has done a good job of helping children understand that they can move in lots of ways and that they should do it for at least 60 minutes per day.

**Rubric**

Target	Acceptable	Unacceptable
Student creates character(s) that participate in 60 minutes of physical activity and uses 3 or more types of different types of activities. Character clearly demonstrates to children the reasons he/she participates in the activity and makes a clear connection to good health and physical movements. Story or game contains "bad" examples of activities to reinforce "good" activities. Character also makes a clear difference between participating in light, moderate, and/or vigorous physical activity.	Student creates character(s) that participate in 60 minutes of physical activity and use at least 2 different types of activities. Student has character demonstrating to children the reasons that he/she participates in physical activity.	Student has character(s) that show participating in physical activity but does not show or demonstrate at least 60 minutes of it. Character(s) demonstrate only one type of physical activity throughout the story/game. Student's character does not make connections for children to physical activity and healthy lifestyles.
Student makes clear connection to character(s) reasons for participating in 60 minutes of physical activity to living a healthy lifestyle. Student can explain why activity needs to be 60 minutes to have the most benefit. Student makes a clear relationship through character activity and healthy living for children. Student makes it clear that many activities can be considered to contribute to health and why they do.	Student makes clear connection to character's behaviors and being healthy. Student can state different activities that character can or does do and explains why the activity is important to health.	Student cannot connect concept of physical activity with health. Student cannot explain why actions of character may or may not contribute to a healthy life. Student cannot explain why different activities may have different effects on health.

**Other Evidence**

- Teacher observation
- Oral discussions
- Homework
- Worksheets

**Student Self-Assessment and Reflection**

As a home assignment, students will write a reflection about how they are more aware of their physical activity level since using CATCH and Activitygram.

## Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

### Key Learning Events Needed to Achieve Unit Goals

- Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws <http://www.umuc.edu/library/copy.shtml>.

See attached lesson plans.

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.
- This unit is drawn from the *CATCH Physical Education Teacher's Guidebook, Grades K–8*, and *CATCH, Grades 3–5 Activity Box*, 2002. Flaghouse, Inc.
- *Fitnessgram/Activitygram*, 2005. Meredith and Welk, editors. The Cooper Institute.
- Poster of *Activitygram Pyramid* (page 73, *Fitnessgram/Activitygram*)
- [Catchinfo.org](http://catchinfo.org)
- <http://www.cdc.gov/HealthyYouth/physicalActivity/publications.htm>

### Teaching Tips

- See individual lesson plans for specific tips.
- Students should have a knowledge base of the health-related components of fitness.
- Plan this in conjunction with ELA/English and/or art teacher for final transfer task to be applicable to other education areas.
- Students who have been using Activitygram computer programs can input data rather than matching on paper.
- Students may need help with data input.

### Accommodations/Differentiation

- Students with special needs must be accommodated as their plans specify.
- Students may need help with data input into Activitygram program.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and

participate ethically and productively as members of our democratic society, (4)  
Pursue personal and aesthetic growth (AASL, 2007).

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will use their skills and resources to begin planning for lifetime fitness. They will draw conclusions about their current levels of activity and plan for personal growth.

### **Technology Integration**

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

If students are using Activitygram at this point, data can be entered into the program by student or with help. Activitygram Reports can provide students assistance with personal health and with final transfer task.

### **Connections to Other Areas**

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

It is suggested that physical education teachers invite cafeteria workers and classroom educators to reinforce this unit of instruction and, indeed, a healthy lifestyle with emphasis on nutrition and physical activity. Families can be involved through the home assignment of recording activities for the CATCH activity and then Activitygram.

Final transfer task can become a joint effort with classroom teacher, English teacher, and Art teacher.

# Physical Education Lesson Plan Template

**Unit Title:** CATCHing Physical Activity

**Lesson 1:** "How Can I CATCH Fitness?"

**Teacher Name:** Libby Thomas, School Health Consultant

**Date:** June 19, 2009

**Grade Level:** 3-5

## References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) [www.catchinfo.org](http://www.catchinfo.org)
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3<sup>rd</sup> edition. Human Kinetics

## Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Go Fitness, Activitygram

## Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

## Big Idea: Fit for Life

### Essential Questions

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

### Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

## Unit Transfer Task: Fit Boy/Fit Girl

### Materials/Equipment:

- CATCH activity box cards numbers 6, 12, 62, and 237.
- Equipment required for any CATCH activity.
- Activitygram poster found on page 73 Fitnessgram/Activitygram test manual.
- Review sheet for light, moderate, and vigorous activity (see attached).

**Lesson Goals:**

- Review concepts of light, moderate, and vigorous activity.
- Introduce terms used in CATCH program and its relevance to personal fitness.
- Introduce Activitygram as a means of determining activity levels.

<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Differentiate between activities with different intensity levels.</li><li>• Categorize activities according to the Activitygram.</li><li>• Participate in activities that work on different health-related components of fitness.</li></ul>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• The CATCH program has a physical activity component that helps students to think about and work on their own personal fitness levels.</li><li>• Activitygram can help them organize their fitness activity levels.</li></ul>
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**Assessment Plan:**

- Teacher observation
- Oral questions at end of class
- Review sheet on LMV activities

**Lesson Sequence:**

- *Introduction:* Ask: "How can participating in activities make you a healthier person?" Record responses for students to see. (Keep responses posted throughout unit.) Have words rest, light, moderate, and vigorous on the board or word wall. Refer students to those words and let them know that we are going to continue to participate in activities that are at each level. However, we are going to begin to discover how LONG we should be participating in those activities to really make us healthier. Introduce final transfer task so students know what they will be expected to be able to do by the end of the unit.
- *Content:* Warm-up – activity card #12. After completion of activity, review activity to find light, moderate, and vigorous activity components.
  - Main Activity: Tell students that they are now going to be participating in two CATCH "Go Fitness" activities. Explain that the idea behind these activities is the development of the health-related components of fitness and that you want them to identify the ones worked on in each activity. Begin Activity Card #237. Play a few rounds. Then, move to Activity Card #62, and play rounds as time permits.
  - Cool Down: Activity card #6
  - Closure: Have students gather around the Activitygram poster. Review "Go Fitness" activities, and have students state which parts of each activity belong in which part of the Activitygram. Ask students if they know how long PE class is. Then remind them that their goal should be to participate in moderate to vigorous physical activity (MVPA) at least 60 minutes per day to have optimum health. Have them estimate how long in today's class they felt they participated in MVPA. Have students complete review sheet for homework.

**Accommodations/Differentiation Ideas and Tips**

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
5. For special needs children find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.

## Physical Education Lesson Plan Template

**Unit Title:** CATCHing Physical Activity

**Lesson 2:** CATCHing the Idea of the Many Ways to Move

**Teacher Name:** Libby Thomas, School Health Consultant

**Date:** January 2009

**Grade Level:** 3-5

### References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) [www.catchinfo.org](http://www.catchinfo.org)
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3<sup>rd</sup> edition. Human Kinetics

### Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Go Activity, Activitygram

### Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

### Big Idea: Fit for Life

#### Essential Question

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

#### Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

#### Unit Transfer Task: Fit Boy/Fit Girl

#### Materials/Equipment:

- CATCH activity box cards numbers 8, 44-55, 371, and 354
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)

**Lesson Goals:**

- Review concepts of light, moderate, and vigorous activity.
- Introduce terms used in CATCH program, and its relevance to personal fitness.
- Introduce idea of completing physical activity at home.

<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Recognize and label activities as light, moderate, or vigorous activity.</li><li>• Discuss how different types of activities contribute to healthy bodies.</li></ul>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• The CATCH program has a physical activity component that helps students to think about and work on their own personal fitness levels.</li><li>• Recording daily activity can be beneficial to understanding how to create a healthy body.</li><li>• Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.</li><li>• Activitygram can help them organize their fitness activity levels.</li></ul>
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**Assessment Plan:**

- Teacher observation
- Completion of activity cards #44-#55
- Oral questions at end of class
- Homework

**Lesson Sequence:**

- *Introduction:* Collect homework review sheet from last class and tell students that they are going to continue working on finding light, moderate, and vigorous physical activities. Ask students what other activities they added to the homework review sheet.
- *Content:* Warm-up – activity card #8. Play for 3 minutes. After completion of 3 minutes, tell students how long they participated in the warm-up and ask them how their bodies are feeling. Do they feel that they worked at a light, moderate, or vigorous level and ask why.
- *Main Activity:* Move in activity cards #44-#55. Be sure at each station to include a variety of levels of activities that can be done in a gym or at home. Have students at each station for a set time—30 seconds or 1 minute. Ask students to mark on their card whether the activity was light (L), moderate (M), or vigorous (V). At the completion of activity, ask students if they think how they labeled their activity would change if they had to do the activity for a longer or shorter amount of time.
  - Cool Down: Activity card #371 followed by a 2-lap walk around the gym.
  - Closure: Ask students what type of activity they participated in during the cool down. Explain that CATCH includes all types of activities because moving is good for the body. In this case, we have used the “Go Activities” from CATCH. Activities that are found in specific sports.
  - Give out activity card #354 for homework. Remind students that parents can and should help with this homework.

### **Accommodations/Differentiation Ideas and Tips**

1. This lesson can be done at any of the grade levels, adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
4. For activity cards #44-#55, you can set a time limit for each station at 30 seconds per station for round 1, and then move to round 2 and increase the time per station. Closure involves asking students to compare how they felt with different times.
5. For activity card #354, you can ask students to record the time they spent with each activity.

## Physical Education Lesson Plan Template

**Unit Title:** CATCHing Physical Activity

**Lesson 3:** CATCHing Up With More Activity

**Teacher Name:** Libby Thomas, School Health Consultant

**Date:** January 2009

**Grade Level:** 3-5

### References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) [www.catchinfo.org](http://www.catchinfo.org)
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3<sup>rd</sup> edition. Human Kinetics

### Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Activitygram, muscular strength and endurance, cardiovascular fitness

### Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

### Big Idea: Fit for Life

#### Essential Question

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

#### Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

### Unit Transfer Task: Fit Boy/Fit Girl

#### Materials/Equipment:

- CATCH activity box cards #6, #63, and #235
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)

- Create a handout of the Activitygram poster for each child
- If students are already using computer version of Activitygram, data can be put directly into the program

**Lesson Goals:**

- Review health-related components of fitness and how each type could be light, moderate, or vigorous activity.
- Integrating CATCH journal materials with Activitygram.

<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize and label health-related component of fitness as light, moderate, or vigorous activity.</li> <li>• Correctly determine where their physical activities from home fit into the Activitygram.</li> </ul>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The CATCH activities and Activitygram work together to help students to think about and work on their own personal fitness levels.</li> <li>• Recording daily activity can be beneficial to understanding how to create a healthy body.</li> <li>• Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.</li> </ul>
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**Assessment Plan:**

- Teacher observation
- Completion of Activitygram worksheet
- Student reflection piece

**Lesson Sequence:**

- *Introduction:* Have students have homework sheets out and ready for the end of class. Review with the students the health-related components of fitness. Tell them that today we are going to work on two components and that you would like them to think about whether or not each activity would be considered a light, moderate, or vigorous activity.
- *Content:* Warm-up – activity card #63. After completion, ask students how their bodies are feeling. Do they feel that they worked at a light, moderate, or vigorous level and ask why. Ask which health-related component of fitness they think they were working on.
- *Main Activity:* Move in activity card #235-#236. When finished ask students again which health-related component of fitness they were working on and what level of intensity did they experience.
  - Cool Down: Activity card #6 with last challenge to get homework and find a seat (your management).
  - Closure: Give each student the Activitygram handout that you have prepared. Ask students to transfer their activities from their homework onto the Activitygram worksheet at the appropriate spots. Also, ask them to place the warm-up activity where they believe it belongs as well as the main activity. Collect.
  - As a home assignment, students will write a reflection piece about how they are more aware of their activity level since using CATCH and Activitygram.

### **Accommodations/Differentiation Ideas and Tips**

1. This lesson can be done at any of the grade levels, adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
4. For students that did not complete the homework assignment, ask them to fill in at least two activities they could do at home as well as the day's work.
5. If students have access to the Activitygram program, they can input data into the program rather than use the handouts. This could be done at stations, in a classroom, or in the computer lab. Printouts can be given to students.
6. Homework assignment could be done in conjunction with classroom teacher/ELA teacher.

## Physical Education Lesson Plan Template

**Unit Title:** CATCHing Physical Activity

**Lesson 4:** CATCHing Up With It All

**Teacher Name:** Libby Thomas, School Health Consultant

**Date:** January 2009

**Grade Level:** 3–5

### References

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) [www.catchinfo.org](http://www.catchinfo.org)
- CATCH Activity Box
- The Cooper Institute, Meredith, M. & Welk, G. ed. *Fitnessgram/Activitygram Test Administration Manual*. 3<sup>rd</sup> edition. Human Kinetics

### Vocabulary/Keywords

Physical activity, light, moderate, vigorous, Activitygram, muscular strength and endurance, cardiovascular fitness

### Delaware State Standards Addressed

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3:** Participates regularly in physical activity.
- **Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

### Big Idea: Fit for Life

#### Essential Question

- What are ways to move?
- What are physical activities?
- Why do I need to move?
- Why is physical fitness good for you?
- What is fitness?

#### Enduring Understanding

- Physical activity involves using movement and motor skills.
- We need to move.
- Physical fitness is good for you.

### Unit Transfer Task: Fit Boy/Fit Girl

#### Materials/Equipment:

- CATCH activity box cards #18, #40, #273, and #378
- Equipment required for any CATCH activity
- Activitygram poster (found on page 73 Fitnessgram/Activitygram test manual)

**Lesson Goals:**

- Review health-related components of fitness and how each type could be light, moderate, or vigorous activity.

<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>• Recognize and label health-related component of fitness as light, moderate, or vigorous activity.</li><li>• Correctly determine where their physical activities fit into the Activitygram.</li></ul>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"><li>• The CATCH activities and Activitygram work together to help students to think about and work on their own personal fitness levels.</li><li>• Recording daily activity can be beneficial to understanding how to create a healthy body.</li><li>• Physical activity includes a variety of movements that are done in a gym, on a field, and around the home.</li></ul>
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**Assessment Plan:**

- Teacher observation

**Lesson Sequence:**

- *Introduction:* Collect reflection paper. Review the activities of the last three lessons and explain that this lesson will incorporate some basketball activities. Ask students where on the triangle they think these types of activities will go and where in the lesson they will belong (Go Fitness and Go Activity) as well as whether the activity would be LMV on the intensity scale.
- *Content:* Warm-up – activity card #273.
- *Main Activity:* Move in activity card #40, and when finished move to activity card #378.
  - Cool Down: Activity card #18.
  - Closure: Review the day's activities and ask students if they need to change their guesses from the beginning of class as to where the activities would go. Make changes. Handout final transfer task as homework. Remind students that they will need to report to their editor during the next class.

**Accommodations/Differentiation Ideas and Tips**

1. This lesson can be done at any of the grade levels adapting terms and activities to meet the grades needs.
2. Use CATCH terms "Go Fitness," "Go Activity," "Go Slow, and Whoa."
3. For special needs children, find their range of movement and attempt to create appropriate modifications to the CATCH cards to demonstrate the different levels of physical activity.
5. Transfer task could be done in conjunction with classroom teacher/ELA teacher and/or the art teacher. Students should have ample time to complete the assignment. Remind students you are looking for the ideas to be incorporated and not their artistic accomplishments.

WHAT DO YOU THINK?  
Is It Light, Moderate, or Vigorous Activity?

Swimming for 30 minutes	L	M	V
Biking with friends	L	M	V
Doing the dishes	L	M	V
Watching TV	L	M	V
Sledding	L	M	V
Reading the paper	L	M	V
Playing basketball	L	M	V
Playing soccer	L	M	V
Jumping rope	L	M	V
Dancing	L	M	V
Searching the internet	L	M	V
Raking the leaves	L	M	V
Making your bed	L	M	V

List two other activities you do at home and label each L, M, or V.

_____	L	M	V
_____	L	M	V