

Delaware Model Unit Gallery Template: 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: Warming Up to CATCH

Designed by: Libby Thomas, School Health Consultant, DOE

Grade Cluster: K-2

Time Frame: 4 Lessons

Summary of Unit

This unit of instruction is based on the lessons of the *Coordinated Approach to Child Health (CATCH) physical education program. Students will learn to differentiate between activities that are low intensity and those that are of higher intensity. Students will understand that activities of different intensity levels can be performed in a variety of ways and at a variety of venues.

*Coordinated Approach to Child Health (CATCH) is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit and 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 wishing to use this unit of instruction should contact their district lead teacher or curriculum supervisor for further information.

This unit was developed for the Delaware Department of Education 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.

Stage 1 – Desired Results

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

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

- We need to move.
- Physical fitness is good for you.

Unit Essential Questions(s)

- Why is physical fitness good for you?
- What is fitness?
- Why do we need to move?

Knowledge and Skills

Students will know...

- The body works easier or harder depending on the type of activity being performed
- Any type of movement is considered physical activity
- Physical activity is integral to lifetime fitness

Students will be able to...

- Recognize changes that occur in their body due to activity
- Practice physical activity at home
- Identify light, moderate, vigorous levels of intensity in physical activity
- Identify activities that use muscular strength and/or flexibility

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

Suggested Unit Transfer Task(s)

I’m Active!

You have been learning all about how to be active and why it is important to be active. In class, we will have an “I’m active” day. You need to be ready to show your classmates how you are active outside of school. You can draw a picture of yourself being active, bring in pictures, or demonstrate an activity you do. Be ready to tell us why being active is important to you.

	Targeted	Acceptable	Unacceptable
Presentation	Student is well prepared (has poster, has planned activity, brings additional materials as visuals, etc.) to show/demonstrate an activity that she/he participates in. Activity involves physical movements.	Student shows/demonstrates an activity he/she participates in and is physical in nature. Show/demonstration is basic presentation that could have been prepared quickly.	Student is unprepared with an activity or chooses an activity that he/she could not actually participate in.
Reflection	Student is well prepared to explain why the activity is physical in nature and includes bodily changes that occur when participating in activity. Student can accurately express why activity is important to health and how she/he will be able to continue on with this activity or other similar activities.	Student is able to adequately explain why the activity is physical in nature and why it would be important to his/her health to continue participating in the activity.	Student cannot explain what makes the activity a physical activity. Student cannot state why participating in that particular activity would be important to his/her health.

Other Evidence

- Teacher observation
- Oral discussions
- Homework
- Exit slips

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Student will reflect on different activities he/she can perform and how much work would be involved in performing the activity on exit slip and during transfer task.

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

Unit Title: Warming up to CATCH

Lesson: 1

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity

Delaware State Standards Addressed:

- **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

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

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment:

- CATCH activity box cards # 11, 101, and 168
- Equipment required for any CATCH activity
- Optional music

Lesson Goals

- Introduce students to concept of light, moderate, and vigorous activity.
- Provide students with examples activities that require light, moderate, and/or vigorous activity.

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify how strong their heart beat is after each activity • Provide examples of activities that require different levels of activity 	<p>Students will know:</p> <ul style="list-style-type: none"> • Different activities cause their heart rate to change
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Assessment Plan

- Teacher Observation
- Oral questions at end of class

Lesson Sequence

- *Introduction* – Ask children why they need to move. Explain that movements make the body stronger. The harder the movement the harder the body works, and the more the body works the stronger/healthier it becomes. Ask the students if they notice anything different about their bodies when they have been moving around a lot. Answers should be sweating, red face, hard to breath, fast heart rate, etc. End discussion with question “how hard did your body have to work to sit there while we were talking?” Explain that this would be an example of a resting activity.
- *Content*
 - Warm-up: On “go” signal (or start of music), have children begin to walk around area. When music stops or “freeze” signal is given, have students perform one task from Card #168. Use “go” signal or begin to play music again and have children move around area again using different locomotor movements. On “freeze” or stopping of music, have students complete a second task using Card #168. After adequate warm-up time ask children how their body is feeling. Explain that the movements around the area were moderate physical activity (should have had increased breathing, increased heart rate, etc.) and that activities from Card 168 were light activities.
 - Main Activity: Move into Activity Card #101. Again after adequate amount of playtime, ask students how their body is feeling now. Explain that this activity would be an example of vigorous activity—increased heart rate, increased breathing, sweaty, red faces, etc.
 - Cool Down: Explain to students that they are now going to cool down their bodies and move into Activity Card #11.
 - Closure: Ask students if they felt they could tell the difference between the types of activities they did. Could they give an example of a resting activity, a light one, a moderate one, or a vigorous activity? Ask if they can think of an activity (movement) they do at home that might fit into one of these categories. How about one in the classroom or at recess? Remind the students that the more they move the healthier they will be.

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. With second graders, this begins to introduce the concepts of the Activitygram that goes along with Fitnessgram.
3. For Cool Down use the words rest, light, moderate, vigorous to reinforce concepts.

4. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
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.

Unit Title: Warming Up to CATCH

Lesson: 2

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, muscular strength

Delaware State Standards Addressed

- **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

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

Enduring Understandings

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #4, 59, 124, and 164-165
- Equipment required for any CATCH activity
- Optional music
- Homework sheet (see attached)

Lesson Goals

- Review concepts of light, moderate, and vigorous activity.
- Introduce students to muscular activities.
- Provide students with examples activities that require light, moderate, and/or vigorous activity and those that require muscular strength.

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify bodily changes after each activity. • Provide examples of activities that require different levels of activity intensity. • Identify activities that work on the different muscles of the body. 	<p>Students will know:</p> <ul style="list-style-type: none"> • Different activities have different effects on their bodies. • Having strong muscles contributes to having healthy bodies.
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Assessment Plan

- Teacher observation
- Homework sheet
- Oral discussion questions

Lesson Sequence

- *Introduction* – Ask students what we worked on in the previous class. Remind them of the 4 types of activity—rest, light, moderate, and vigorous. Tell them that today they are going to have to tell you at the end of each activity what type of activity they just performed. Ask them before you begin the warm-up what type of activity they were just performing (rest, obviously).
- *Content*
 - Warm-up: Have students perform basic ideas of Activity Card #4. Ask them what type of activity they felt it was and ask why they chose that level. They should be able to state changes in their body. If not, remind them of the types of changes you discussed in the last class—how much did the heart rate increase, has breathing rate increased, has sweating begun, is your face red?
 - Main Activity: Move into Activity Card #59. Once students have finished the activity, ask students what their body is telling them about the level of physical activity they performed. Ask what bodily changes they feel, see. Then ask them to label the activity using the appropriate term (rest, light, moderate, or vigorous).
 - Second Activity: Move into Activity Card #124. After completing the activity ask students about individual parts of the activity. Which might be considered rest, light, moderate, and vigorous and why? Introduce the concept of muscular activity. Ask which muscles were worked with each part of the activity. Explain that muscular strength is important in movement. If you do not have the muscular strength then you cannot do the movements efficiently.
 - Cool Down: Explain to students that they are now going to cool down their bodies and move into Activity Cards #164-165.
 - Closure: Ask students if they enjoyed today’s activities and why. Ask them to give you other activities they consider fun. Give out homework sheets to students.

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. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
3. Some possible modifications to adjust for different lengths of class time: for Activity Card #59, you can start at a lower number of repetitions depending on the time frame

for your class. Activities for Card #124 may also be shortened. Activity Card #164-165 could be eliminated depending on the changes made to Activity card #124.

4. Card #124 could be converted to a cool down activity.
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.

Rate Your Activity

Circle **R** if you think your body rests during this activity.
Circle **L** if you think the activity was a light activity.
Circle **M** if you think the activity was a moderate level activity. Circle **V** if you think the activity was vigorous. If you need some help deciding, try the activity out!



Sitting

R

L

M

V



Walking

R

L

M

V



Raking Leaves

R

L

M

V



Using the computer

R

L

M

V



Playing Basketball

R

L

M

V



Running

R

L

M

V

List one activity that you do at home and tell what level your body works at when you are doing it.

Rate Your Activity

Circle **R** if you think your body rests during this activity.
Circle **L** if you think the activity was a light activity.
Circle **M** if you think the activity was a moderate level activity. Circle **V** if you think the activity was vigorous. If you need some help deciding, try the activity out!



Sitting

R

L

M

V



Walking

R

L

M

V



Raking Leaves

R

L

M

V



Using the computer

R

L

M

V



Playing Basketball

R

L

M

V



Running

R

L

M

V

List one activity that you do at home and tell what level your body works at when you are doing it.

Unit Title: Warming up to CATCH

Lesson: 3

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, flexibility

Delaware State Standards Addressed

- **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

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

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #57-58, 65-66, and 169-170
- Equipment required for any CATCH activity
- Music
- Exit slip (see attached)

Lesson Goals

- Review concepts of light, moderate, and vigorous activity.
- Introduce students to stretching activities.
- Provide students with examples activities that require light, moderate, and/or vigorous activity and importance of flexibility.

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify bodily changes after each activity. • Provide examples of activities that require different levels of activity intensity. • Demonstrate a stretch. • Identify why/how a stretching activity is different from an activity that involves movement. 	<p>Students will know:</p> <ul style="list-style-type: none"> • Different activities have different effects on their bodies. • Being flexible allows a person to move more easily.
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Assessment Plan

- Teacher observation
- Oral discussion questions
- Exit slip

Lesson Sequence

- *Introduction* – Collect and review homework. Ask for volunteers to tell what other activity they added at the end of the homework sheet and what intensity level it was. See how many different answers the class gives.
- *Content*
 - Warm up: Move into Activity Card #57-58. At end of activity, ask students if they used any muscular strength for any part of the activity. Ask them if they felt the activity was light, moderate, or vigorous.
 - Main Activity: Tell students that we want to move into vigorous activity and begin Activity Card #65-66. At completion ask students how they are feeling? How is their body responding to the activity?
 - Cool Down: Explain to students that they are now going to cool down their bodies. Explain that, when we cool down, we do not want to just stop moving, but we want to gradually slow down our body and to cool it off. We also want to stretch out our muscles so they do not become sore. Move into Activity Cards #169-70. After completion of card, bring students together and perform one or two more group stretches.
 - Closure: During stretching, remind students that by stretching they become more flexible. Remind them that if they are flexible, it will be easier to be more active. Ask students to again list physical activities they do here and at home and during recess. Ask if the activity is L, M, or V activity. Ask if it involves using muscular strength. Ask where on their body they need to be flexible to perform the activity.

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. If students have working knowledge of taking or reading heart rate, have them show you how their heart is beating during the different activities.
3. To modify for different time lengths of class, add or subtract parts of each activity.
4. For Activity Card #169-170, if students do not already know a variety of stretches, they can be teacher-led.

5. Having a list/pictures of stretches on walls will help students with Activity Card #169-170.
6. 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.
7. Have aids help special needs children with stretches.
8. For exit slip, modify short answer question as appropriate for grade. Example listed contains question for K, 1. For second graders, an example of short answer question would be "On the back of the sheet, explain what your favorite activity is and why you think it is healthy for you to do." First graders could have an option to draw or write. Primary idea is to have students reflect on the concept that movement is healthy and fun.

Circle any activity below that you do either in school, during recess, after school, or at home.



On the back of this sheet, please draw a picture of your face while you are participating in activity. Be sure to show how you feel when you are doing this activity

Circle any activity below that you do either in school, during recess, after school, or at home.



On the back of this sheet, please draw a picture of yourself participating in some type of movement or physical activity. Be sure to show me on your face how you feel when you are doing this activity.

Unit Title: Warming Up to CATCH

Lesson: 4

References:

- Lee I. Raymond, Department of Health, Nutrition and Exercise Science, University of Delaware
- Coordinated Approach to Child Health (CATCH) www.catchinfo.org
- CATCH Activity Box

Vocabulary/Keywords: Physical activity, light, moderate, vigorous physical activity, flexibility, muscular strength

Delaware State Standards Addressed:

- **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

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

Enduring Understanding

- We need to move.
- Physical fitness is good for you.

Unit Transfer Task

- I'm Active! Presentation

Materials/Equipment

- CATCH activity box cards #4 and #231
- Equipment required for any CATCH activity
- Music
- Directions for I'm Active! task

Lesson Goals

- Review concepts and do tasks involving light, moderate, and vigorous activity, flexibility and muscular strength
- Introduce transfer task

<p>Students will be able to:</p> <ul style="list-style-type: none">• Participate in activities that require different levels of activity intensity.• Move at varying intensities while avoiding others.	<p>Students will know:</p> <ul style="list-style-type: none">• Different activities have different effects on their bodies.• Physical activities can involve working with others.
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Assessment Plan

- Teacher observation
- Oral discussion questions

Lesson Sequence

- **Introduction and Warm-up: Instant Activity Card #4**
- **Content**
 - Main Activity: Ask students how many of them participate in physical activities that involve their friends. Explain that the previous activity involved moving around others safely and successfully as well as providing them with movement. Explain that the next activity involves moving around safely and interacting with others. Begin Activity Card #231.
 - Cool Down: Last round or two of Activity Card #231 should be done at a walking pace to cool students down.
- Closure – Gather students into squads, rows, group (usual talk situation with your class). Ask students to think about what they do to be physically active. Brainstorm as a group activities that involve light, moderate, and vigorous activity or that require flexibility or muscular strength. Introduce/read transfer task. Tell students that at the beginning of next class each student will be expected to be ready with their transfer task. Tell them that you will be asking for volunteers to share with the entire class but that during class you will ask each student to share with you at some point.

Accommodations/Differentiation Ideas and Tips

1. If students do not have the requisite skill for Card #231, use other appropriate activity such as throwing and catching to self while moving, etc.
2. For transfer task, remind students that they can show you in any manner they chose and that you are looking to see that they know what physical activity is and why it is important for them to participate.
3. In order to successfully complete transfer task, planning for station work during the next class would allow teachers time for individual presentations. Students who want to volunteer at beginning can and those that were missed can be talked to individually at a station. Activity Cards #135, 172, 251, 280, and 403 are suggested station activities that would be applicable for next lesson.

Resources and Teaching Tips

Resources

- Physical Education Teacher's Guidebook-Grades K-8. 2002. Flaghouse, Inc. California.
- CATCH Activity Box-Grades K-2, 2002. Flaghouse, Inc., California

Teaching Tips

CATCH educators are asked to:

- Emphasize fun and benefits of physical activity
- Encourage cooperation, participation, and off-site activity
- Practice equity
- Discuss rules and practice routines
- Keep kids on task and on track
- Establish and enforce safety zones

It is suggested that the reflection piece is not graded, but marked with a sticker (jumping rope sticker, etc.) that promotes physical activity and acknowledges student work.

This unit is suggested for second graders as a foundation for the 3-5 and 6-8 units using Fitnessgram and Activitygram. The students will become familiar with concepts underlying Activitygram and develop an understanding of why physical activity is important for lifetime health.

See individual lesson plans for additional tips and recommendations.

Accommodations/Differentiation

Students with disabilities must be accommodated according to their Individual Education Plan or adapted Physical Education plan.

See lesson plans for additional tips and recommendations to each lesson

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.
- 21st 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 learn the vocabulary of fitness, apply their own activities to an Activitygram, and make conclusions regarding their activity level. Using the data they collect, they will plan for activity levels on succeeding days. This unit will be an underpinning to future personal growth in fitness level.

Technology Integration

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

No technology is used in this unit. However, information learned will provide a basis for future use with Activitygram and Fitnessgram computer programs.

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 participate and reinforce this unit of instruction and promote a healthy lifestyle with emphasis on nutrition and physical activity. All teachers will be asked to emphasize the need for hydration and healthy foods for fuel for activities. Families can be involved through the home assignments and help with preparing final transfer task.