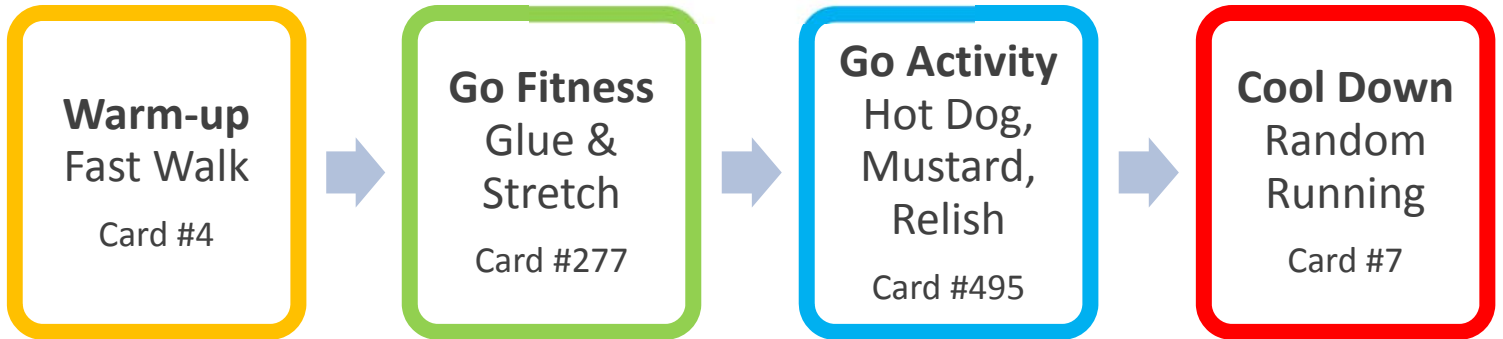


Parachute



Equipment Needed:

Balls, Cones, Parachute, Music (optional)

Want more CATCH?

Check out additional activities on cards:
#490, #494

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



BASKETBALL



Equipment Needed:
Ball, Cones, Music (optional)

Want more CATCH?
Check out additional activities on cards:
#385, #391

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

TERMINOLOGY

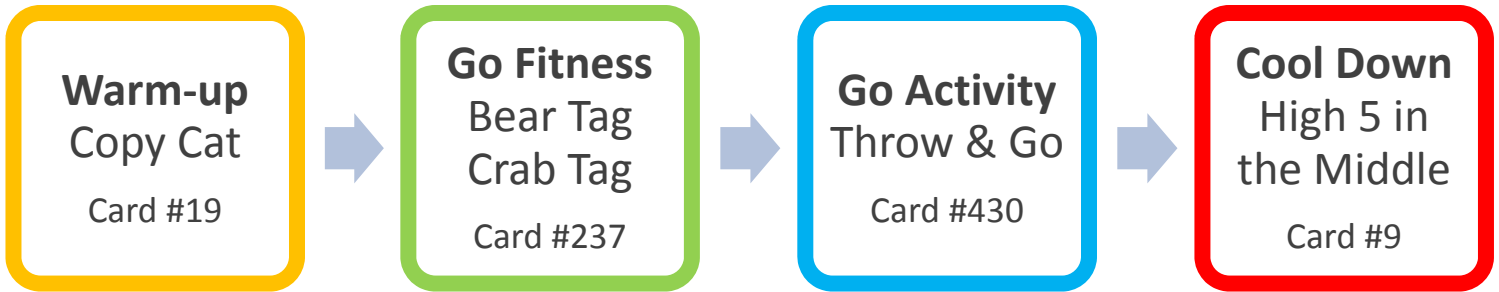
- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



FLYING DISC



Equipment Needed:

Cones, Flying Disc, Music (optional)

Want more CATCH?

Check out additional activities on cards:
#424, #431, #435

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

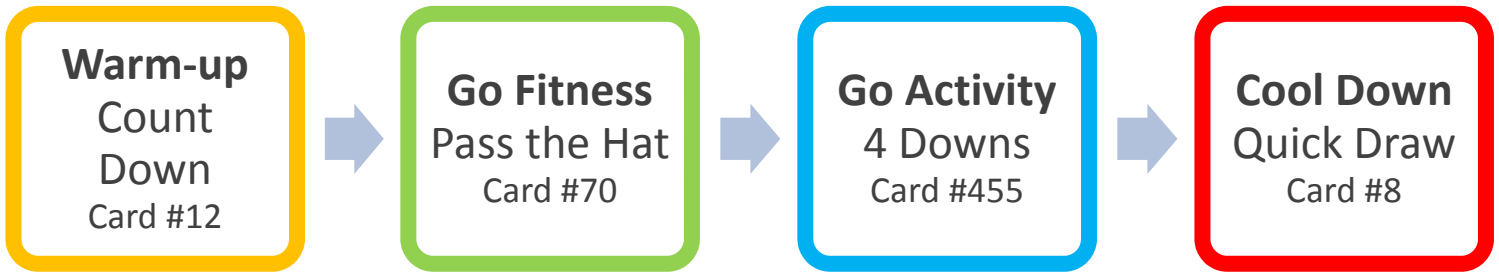
TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



FOOTBALL



Equipment Needed:
Cones, Football, Polyspots

Want more CATCH?
Check out additional activities on cards:
#459, #618

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

TERMINOLOGY

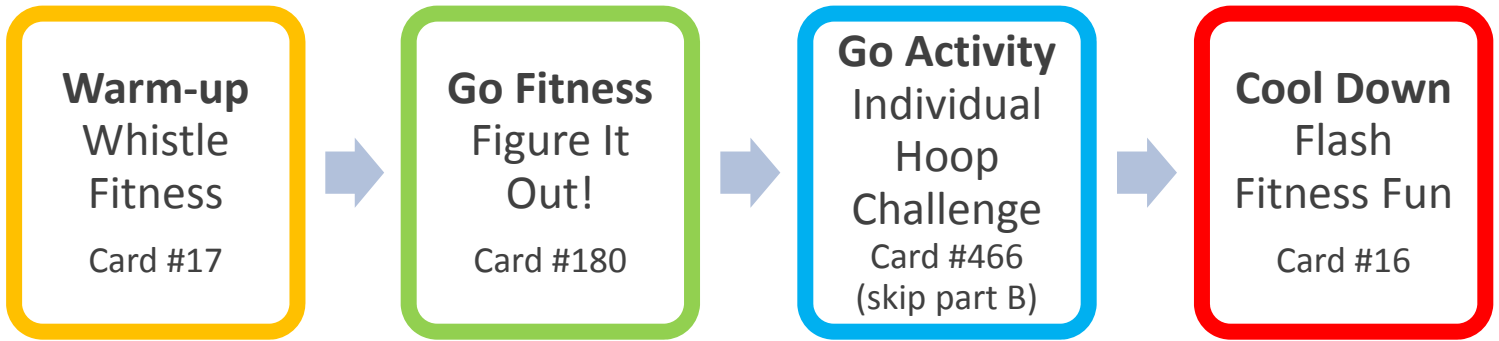
- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



JUMP ROPE



Equipment Needed:

Rope, Cones, Task Cards (optional)

Want more CATCH?

Check out additional activities on cards:
#179, #182

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

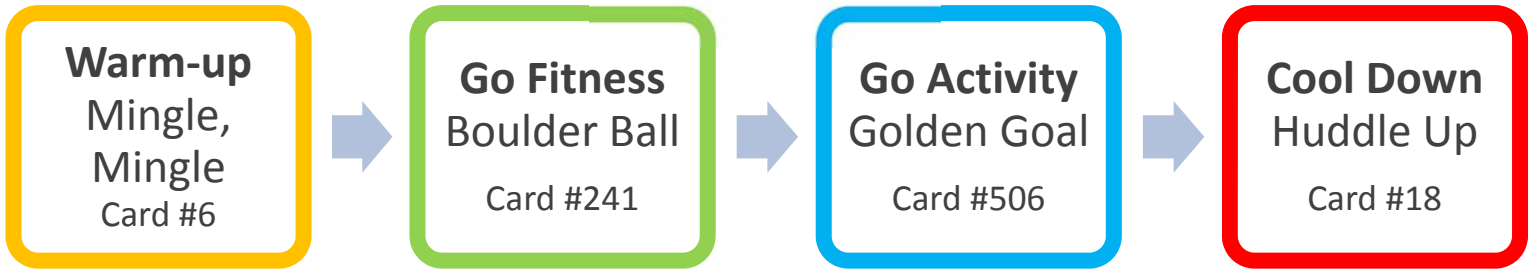
TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



SOCCER



Equipment Needed:
Ball, Cones, Music (optional)

Want more CATCH?
Check out additional activities on cards:
#509, #511

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



BEAN BAG



Equipment Needed:
Bean Bag, Cones, Hoop

Want more CATCH?
Check out additional activities on cards:
#540, #542

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

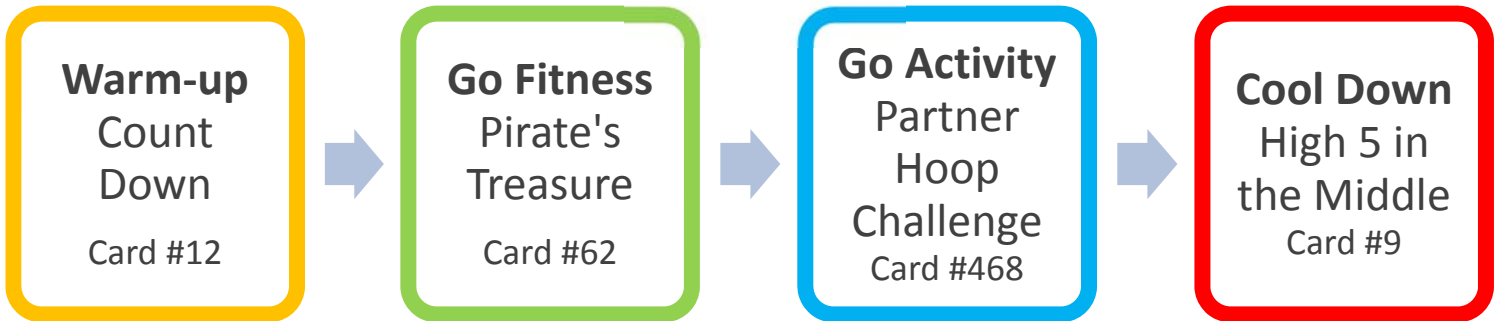
TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. “When I say GO, everyone grab a bean bag.”)

LESSON STRUCTURE



HOOP



Equipment Needed:
Bean Bag, Hoop, Poly Spots

Want more CATCH?
Check out additional activities on cards:
#466, #542

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

TERMINOLOGY

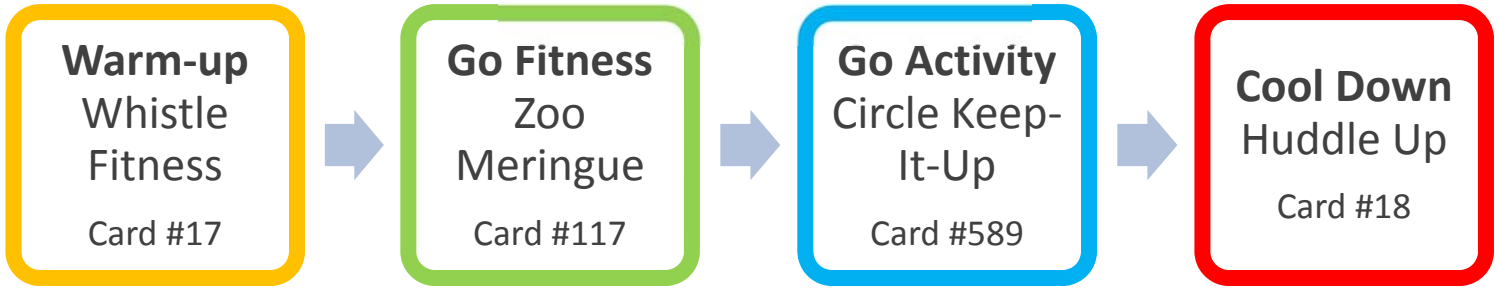
- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



VOLLEYBALL



Equipment Needed:

Ball, Cones, Rope (optional), Music (optional)

Want more CATCH?

Check out additional activities on cards:
#212, #593

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE



FITNESS CHALLENGE/SCARF



Equipment Needed:

Cones, Scarves, Music (optional)

Want more CATCH?

Check out additional activities on cards:

#70, #314

Revised: 10/5/18

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

W:\FSNEP\Drop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\3-5 Pacing Guide.docx

RECOMMENDATIONS

- Make physical activity fun and enjoyable for students!
- Achieve state PE requirements of 200 minutes every 10 school days.
- CATCH is intended to be taught a minimum of **3** times each week, though daily classes are preferable. Additional cards are available to substitute activities.
- Repeat the lesson! Students learn physical activity skills best through repetition.
- UC CalFresh Educators are here to help train teachers, answer questions, and loan out equipment.
- **Short on time?** Choose one! Switch between Go Activity and Go Fitness cards throughout the month. (Both cards should be taught within the month.)

TERMINOLOGY

- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes listening and easier transitions to the next instructional unit.
- **Mingle Mingle-** Students move within the activity zone without bumping into their peers. This is a great way to organize students into groups.
- **When before the What-** Give students instructions *before* they begin to move (e.g. "When I say GO, everyone grab a bean bag.")

LESSON STRUCTURE

