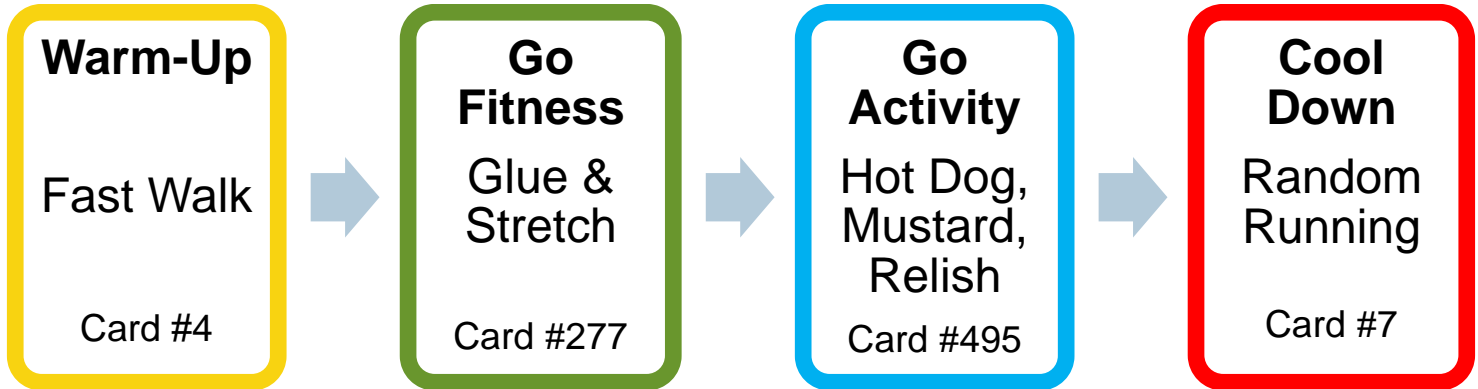


# PARACHUTE



## Equipment Needed:

Balls, Cones, Parachute, Music (Optional)

## Want more CATCH?

Check out additional activities on cards #490 and 494

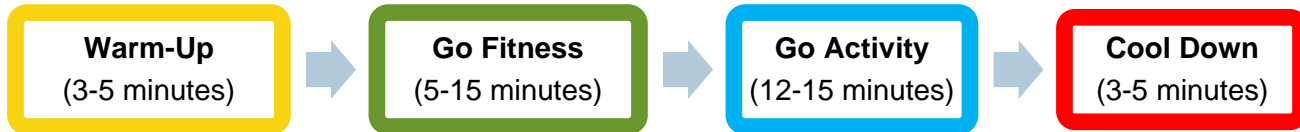
## RECOMMENDATIONS

- 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.
- CFHL, UC 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).

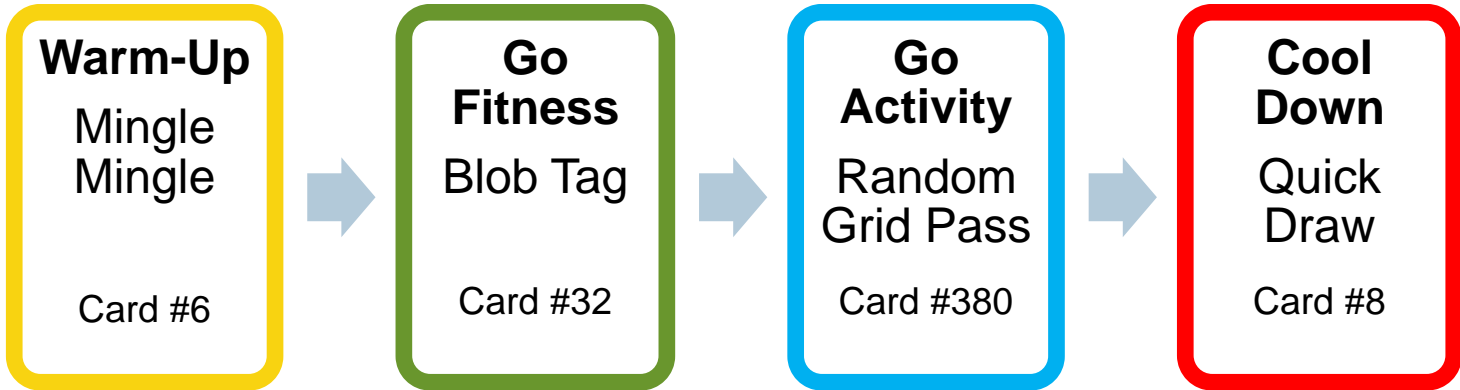
## TERMINOLOGY

- **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:**  
Balls, Cones, Music (Optional)

**Want more CATCH?**  
Check out additional activities on cards #385 and  
391

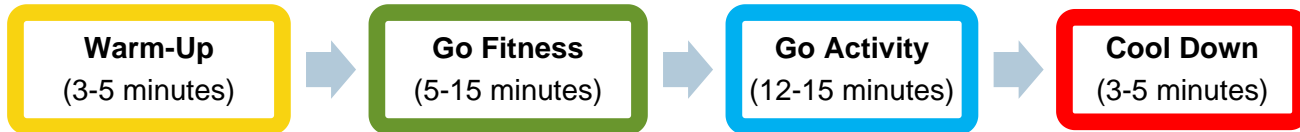
## RECOMMENDATIONS

- 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.
- CFHL, UC 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.)

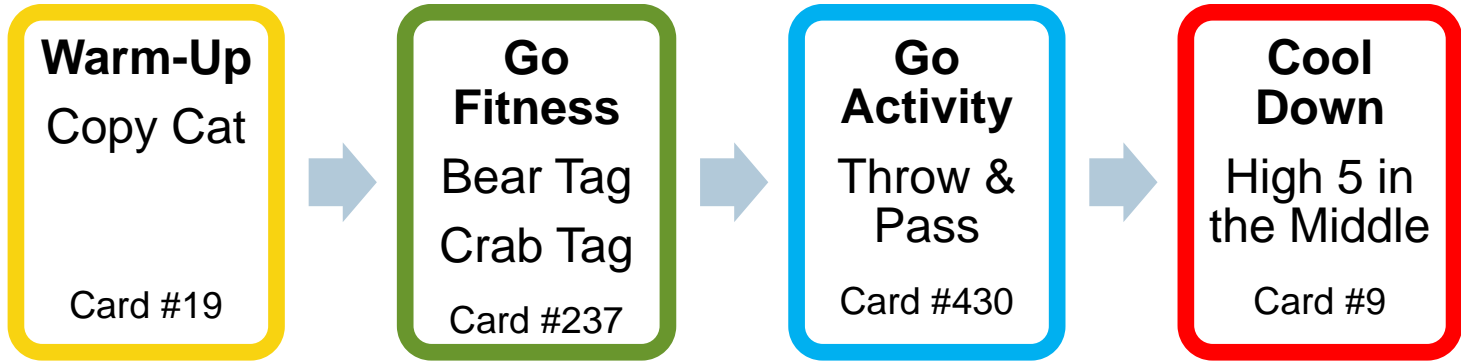
## TERMINOLOGY

- **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



# FLYING DISK



## Equipment Needed:

Cones, Flying Disk, Music (Optional)

## Want more CATCH?

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

## 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.
- CFHL, UC 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.)

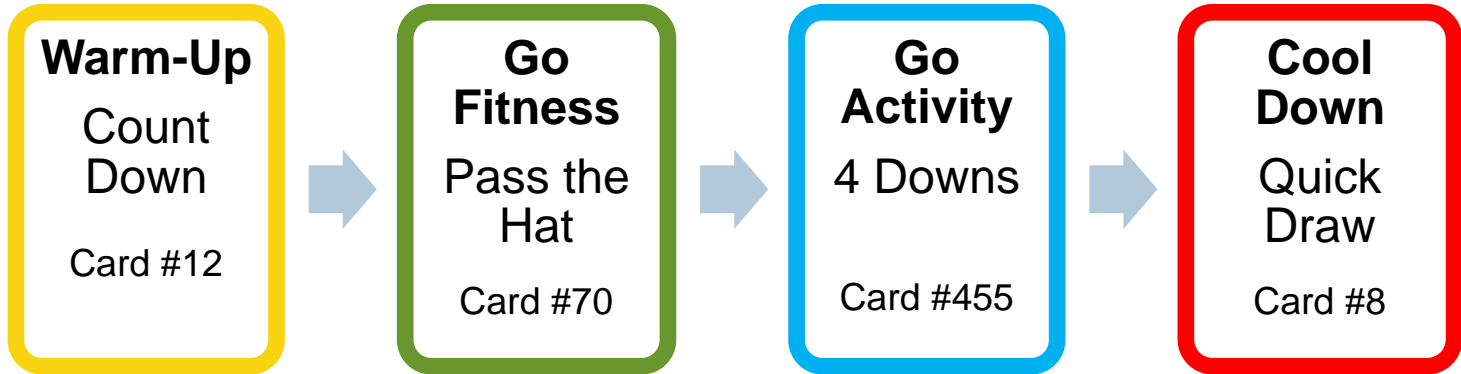
## TERMINOLOGY

- **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, Poly Spots

**Want more CATCH?**

Check out additional activities on cards #459 and #618

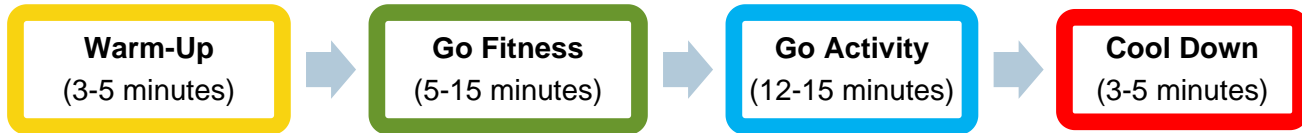
## RECOMMENDATIONS

- 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.
- CFHL, UC 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

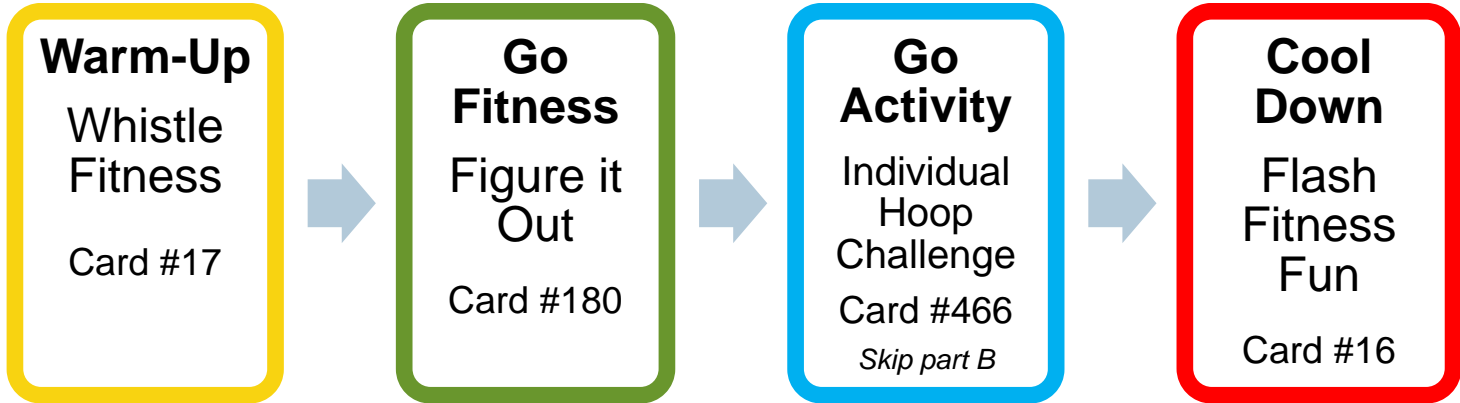
- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes 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





# JUMP ROPE



**Equipment Needed:**

Rope Cones, Task Cards (Optional)

**Want more CATCH?**

Check out additional activities on cards #179 and #182

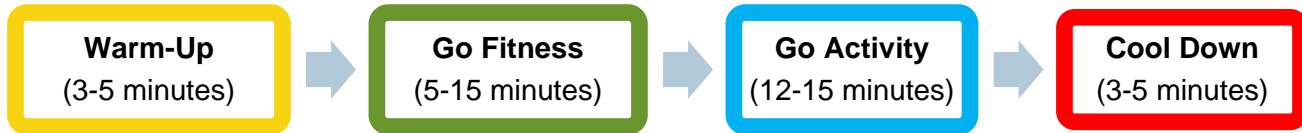
## RECOMMENDATIONS

- 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.
- CFHL, UC 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.)

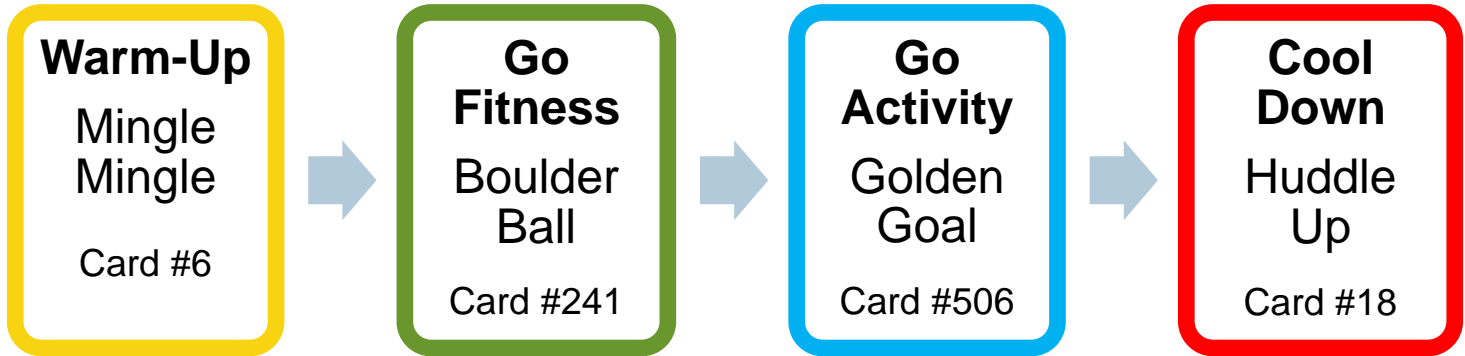
## TERMINOLOGY

- **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 and #511

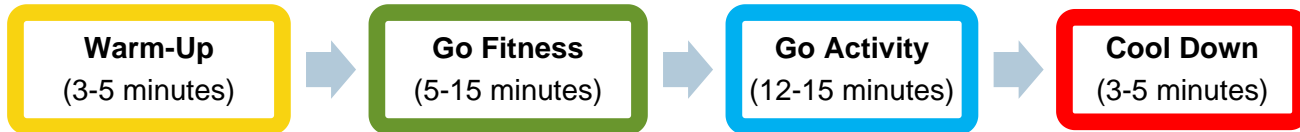
## RECOMMENDATIONS

- 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.
- CFHL, UC 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.)

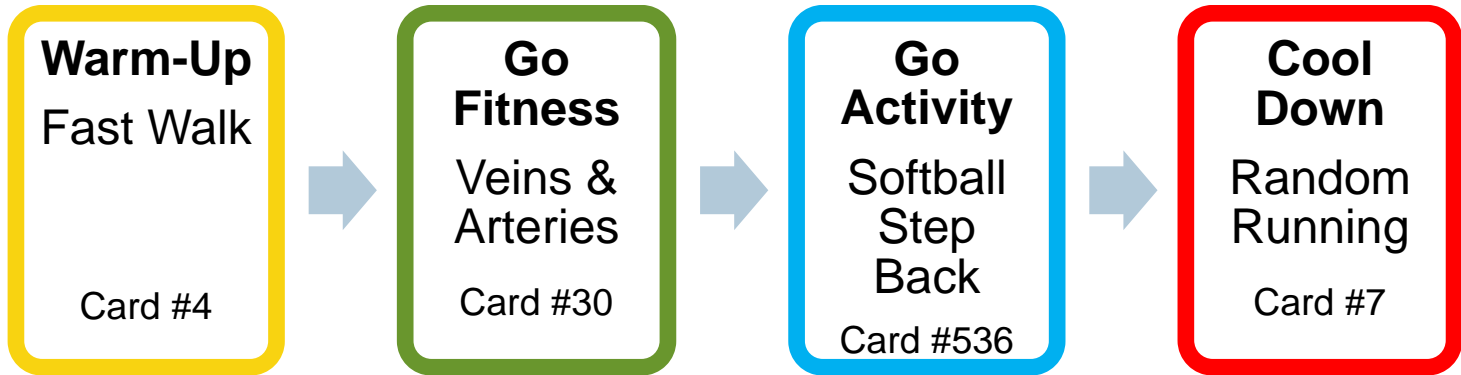
## TERMINOLOGY

- **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, Hoops

**Want more CATCH?**  
Check out additional activities on cards #540 and #542

## 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.
- CFHL, UC 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.)

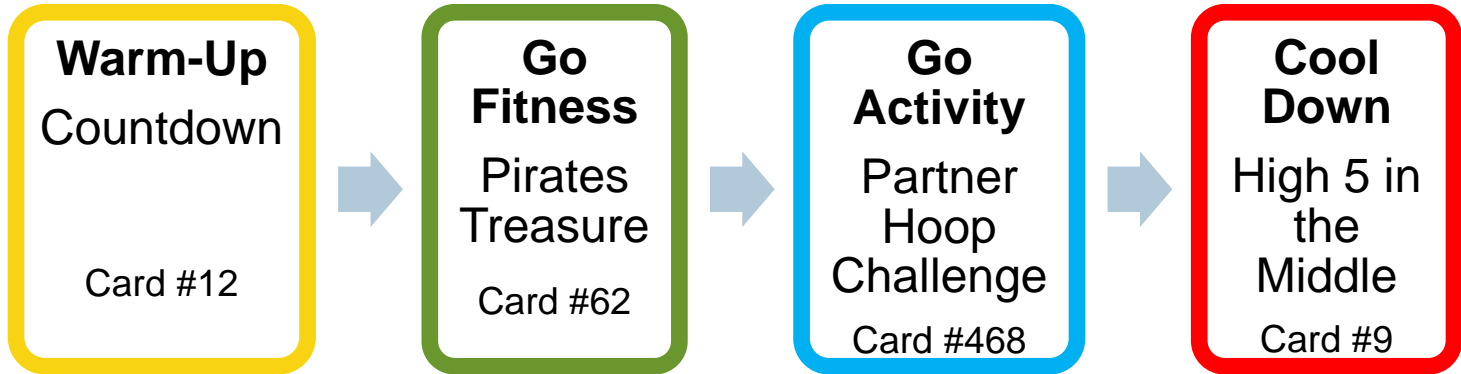
## TERMINOLOGY

- **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 and #542

## 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.
- CFHL, UC 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

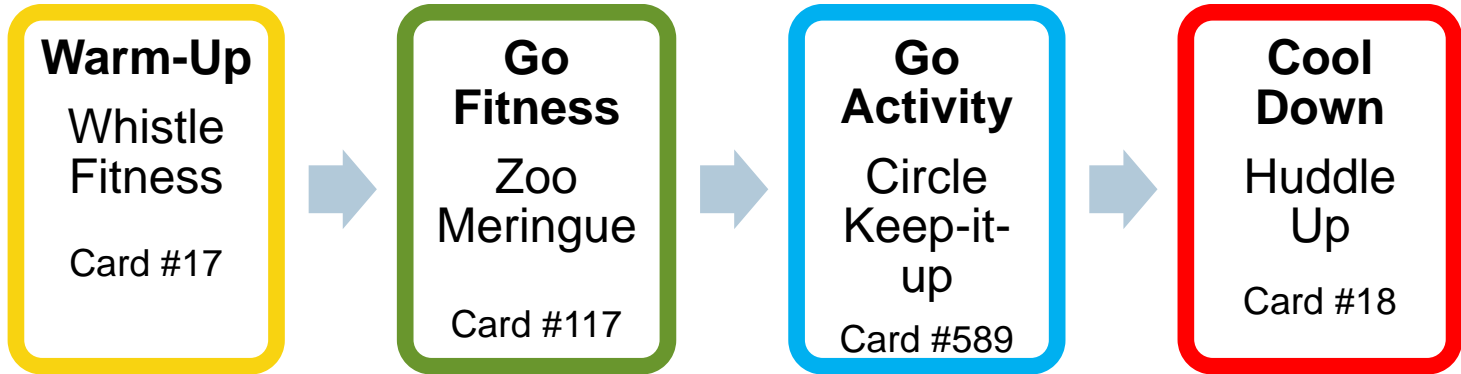
- **Hit the Track-** Have students walk, run or skip around the activity zone. This is a useful transition activity between games and when giving instructions.
- **Start & Stop Signals-** Use action words to indicate when students should begin or finish a movement (e.g. Go, Stop, Freeze). This promotes 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





# VOLLEYBALL



**Equipment Needed:**

Ball, Cones, Rope, Music (Optional)

**Want more CATCH?**

Check out additional activities on cards #212 and #593

## 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.
- CFHL, UC 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.)

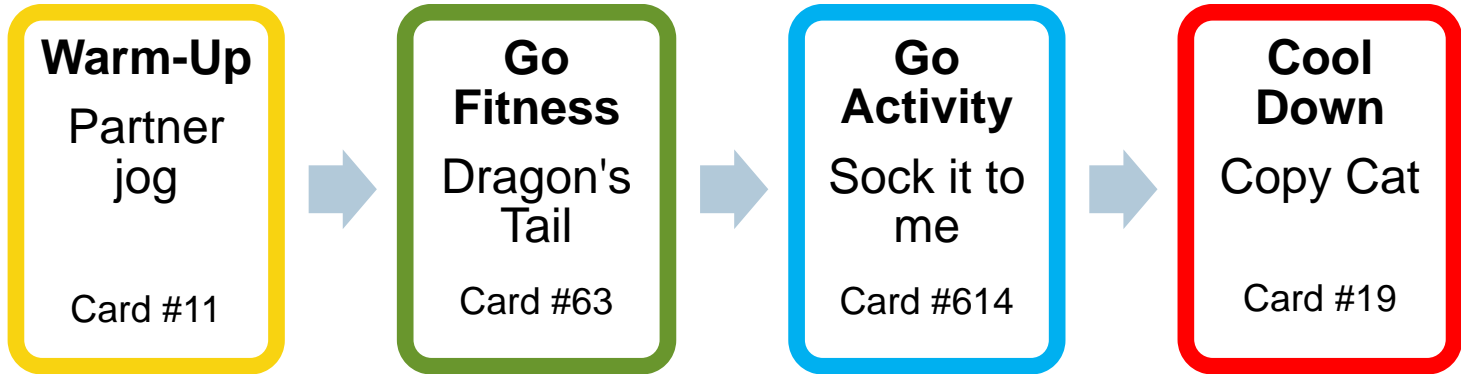
## TERMINOLOGY

- **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 and #314

## 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.
- CFHL, UC 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

