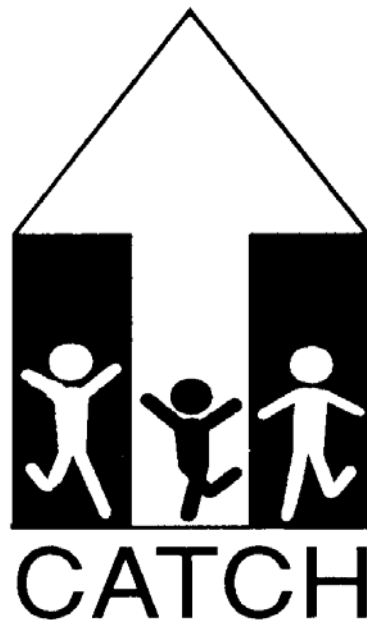


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Coordinated Approach To Child Health

*TEACHING OUTSIDE THE BOX
CATCH SOMETHING NEW!*



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Teaching Outside The Box CATCH Something New



Face it, when teachers hear the call of “*No Child Left Behind*,” they know the course of academic priority has been charted. District mission statements proclaim to teach the “*Whole Child*,” and “*Provide a Well-Rounded Curriculum*.” Who can argue these types of mandates influence how teachers teach or the extremes to which school administrators will go in an effort to, “raise those test scores!”

And, truth be told, it seems to be working – for we indeed have an epidemic of a ***Whole lot of Well-Rounded children Left on their Behinds***. The reason is simple – there is a direct correlation between the emphasis on charting journeys of “*No Child Left Behind*” and the decline of quality physical education programming. We are ready to embrace any initiative that purports to raise test scores, but shut out opportunities for children to move and be active. ***Essentially, we have systematically engineered physical activity out of our children’s lives.***

We know that quality Physical Education directly addresses the critical and well-documented issues of health and well-being. We know that Physical Education is about opportunities to learn, meaningful content, appropriate instruction, and guiding youth in the process of being active for a lifetime. We know the consequences of denying children the right to be active on a regular basis. But do others? Parents? Classroom Teachers? Administrators? Our children?

At CATCH we have strived to uphold the standards of quality physical education programming for the past 15 years. Teachers nationwide continue to use the ***CATCH Physical Education Activity Boxes*** to construct meaningful curriculum, utilize instructional best practices and provide standards based quality physical education. As a result, CATCH school communities across the nation have created healthy school environments that support increased opportunities for physical activity and documented changes in children’s dietary habits.

How did we get this done? **By thinking and teaching outside the box.** Not just outside the *CATCH PE Activity Boxes*, but the “box” of the gymnasium as well.

What does this mean? ***It means systematically engineering activity back into our children’s lives.*** It means teaching classroom teachers how to weave in a bit of activity throughout their academic day. It means working with parents to help discover movement opportunities at home. It means designing activity ideas at recess other than monkey bars and slides. It means empowering children to make active use of their spare time when they are alone. ***Teaching Outside The Box*** will provide you some activity ideas that address each venue of a child’s day, i.e., their classroom, their home, and their time with friends.

But we are not the key piece to engineering the activity puzzle – you are! You are the engineer that constructs time in a faculty meeting to demonstrate a quick activity for classroom teachers to use the next day. You are the engineer that steps up to steal a moment at a PTA gathering to further the knowledge base regarding the importance of physical activity. You are the engineer that pours the movement foundation for children to empower them with concrete examples how to increase their physical activity opportunities each and every day.

So put on your hard hat...We’re just here to get the ball rolling....it is up to you to CATCH it!

OUTSIDE THE CATCH BOX NEW ACTIVITIES FOR THE GYM



Battery Powered Rock Paper Scissors

Create 3-zones, Gold Medal, Silver Medal, and Bronze Medal. Objective is to reach the Gold Medal Zone as often as possible. Play Rock-Paper-Scissors with a partner. Winner moves up one zone – loser moves back one zone. Those that win in Gold zone stay in Gold zone. Those that lose in Bronze zone stay in Bronze zone. Variation: Battery Powered – students must keep feet moving at all times.

Sharks & Eagles

2-Line Game (15-20 yards apart). Students work with a partner. One student is the eagle, their partner is the mouse. Mice sneak toward their eagle. On verbal signal, “*Fly Eagles Fly,*” eagles try to tag their mouse partner before s/he returns back to their line. Change roles – eagles become minnows, mice become sharks. Minnows swim toward sharks. On verbal signal, “*Swim Sharks Swim,*” sharks try to tag minnow partner before s/he reaches their line. Variation: have students dribble a basketball when they are the mice or the minnow.

Hot Feet

Each student has a juggling scarf, plastic grocery bag, or bean bag. Objective is to throw your object and hit someone else’s feet while trying to dodge throws at your own feet. If hit on the foot (or below the knee), stop and do 5 jumping jacks before resuming play.

Toe Fencing

Students work in pairs. Each student has an activity wand. One end of wand must slide along the floor at all times. Partners begin by crossing wands to make an ‘X’ and tap wands together 3 times. Objective is to touch partner’s toes with the wand. Parry, block and lunge are all encouraged!

Partner Target Toss

Students work in pairs. One poly spot and beanbag per pair. Students face each other. One puts poly spot on the floor at his/her feet other student has the beanbag. On signal, beanbag student tosses at the poly spot. Score one point if bag touches spot, score 3 if bag is on the spot entirely. Poly spot student picks up beanbag, immediately switches places with partner and toss again. Objective is to see how many points each pair can accumulate in designated time.

Home Play

A “homework” assignment made easy. Fold a piece of paper into quarters. Designate each square a different category. For example, top left square is Learning Behaviors; top right square is Movement Fitness; bottom left square is Skill Development, and; bottom right square is Nutrition Fitness. Dictate what the assignment is for each square and have students write it down. Learning Behavior – at home what did you listen, learn and do? Movement Fitness – do an exercise during each commercial of a 30-minute TV show. Skill Development – how many different ways did you throw and catch a tennis ball? Nutrition Fitness – write down a vegetable and fruit you ate each day of the week.

Paper budget a problem?!? Hummmm.....how about scavenging the blue recycle bin that really doesn’t get recycled? Or asking the PTA to provide you with a few reams of paper? Or, asking students to bring you any paper that is blank on one side?

**OUTSIDE THE GYM BOX
ENGINEERING ACTIVE CLASSROOMS
"TAKE TWO" AT A FACULTY MEETING**



Stand Up Sit Down Sing-a-long

Good game for K-2 to help with phonemic awareness (letter sounds). Teacher sings *My Bonnie Lies Over The Ocean*. On each /b/ sound, students alternate standing up or sitting down. Variation: Read the nursery rhyme *Peter Piper*. Students sit down or stand up on the /p/ sound. Really, any tongue twister will do...Sally sells seashells by the seashore.

Gitchie-gitchie-goo and A-rah-ta-ta

Students stand in a circle – at least four per circle or as many as desired. First, teach and practice the following lyrics and movements:

A-rah-ta-ta pat knees three times
A-rah-ta-ta pat knees three times
Gitchie-gitchie-goo one hand scratches top of head while other hand scratches chin
and A-rah-ta-ta pat knees three times

A-rah-ta-ta pat knees three times
A-rah-ta-ta pat knees three times
Gitchie-gitchie-goo one hand scratches top of head while other hand scratches chin
and A-rah-ta-ta pat knees three times

Awaaaay.....sway up high to one side
Awaaaay.....sway down low to other side
Gitchie-gitchie-goo one hand scratches top of head while other hand scratches chin
and A-rah-ta-ta pat knees three times

Awaaaay.....sway up high to one side
Awaaaay.....sway down low to other side
Gitchie-gitchie-goo one hand scratches top of head while other hand scratches chin
and A-rah-ta-ta pat knees three times

Now sing the song again but with the following two changes:

A-rah-ta-ta **pat the knees of the person to your immediate right**
Gitchie-gitchie-goo **one hand scratches top of head while other hand scratches chin of the person to your immediate left.**

Good Luck.

Letter Line

An activity to help students remember how letters should be formatted. Some letters reach above the line, e.g., **h, t, f**. Some letters go below the line, e.g., **p, q, g**. And others are written on the line, e.g., **a, r, s**. Simply call out letters at random and students respond as follows:

Reach Tall – for letters above the line
Squat in a Seated Position – for letters on the line
Touch Toes – for letters below the line.

Variation: Give a word, i.e. *pat*. Spell the word with movement only, e.g., touch-squat-reach.

OUTSIDE THE GYM BOX
ENGINEERING ACTIVE RECESS TIME
TEACH DURING YOUR PE CLASS



Jumping Jack Flash

A great game for reinforcing math fact families. Students work in pairs. Each player begins with one hand hidden behind their back. To play, players count together, “One, two, three!” On three, each player shows their “hand” revealing a number of fingers 1 through 5 (a fist or zero is not allowed). The first player to call out the correct sum of the combined fingers is the winner and scores that many points – the other player scores one point. For example, Player A shows 3 fingers and Player B shows 4 fingers. Player A calls out, “Seven!” Player A scores 7 points and Player B scores 1 point.

Before playing each subsequent round, the player who correctly calculated the sum must do that many jumping jacks while the other player jogs in a circle around him/her. Using the above example, Player A must do 7 jumping jacks and Player B jogs in a circle around Player A. Play to 100 or until someone gets too tired.

Hana, Tul, Set...

“Hana – Tul – Set,” is Korean for “One – Two – Three.” Students work in pairs. One player is designated “ODD” the other “EVEN.” Begin by facing one another and jumping together three times while counting, “Hana – Tui – Set!” After the third jump, each player lands with one foot forward in a scissor position.

The ODD player scores a point if the two players land in a mirror image position with a different foot forward (right foot forward of one player and left foot forward of the other player). The EVEN player scores a point if the two players land in with the same foot forward (right OR left feet forward of both players).

Gorilla, Man Camera

Students work in pairs. Start back to back and count, “One, two, three!” On “three” players turn and “show.”

Gorilla – stand tall to tip-toes hands overhead.

Man – stand feet together and wave hello.

Camera – stoop down low and mimic taking a picture.

Gorilla beats Man. Man beats Camera. Camera beats Gorilla.
Why? Don’t know...but it sure is fun to play.

Variation: Have students make up their own three character sequence and teach other pairs.

Fancy Feet Rock-Paper-Scissor

Students work in pairs. Facing each other both jump together two times. On the third jump players “show.”

Rock – land with feet together.

Paper – land with feet spread wide.

Scissors – land with one foot forward and one foot back.

Variation: Have students play while dribbling a basketball.

**OUTSIDE THE GYM BOX
ENGINEERING ACTIVE HOME TIME
“TAKE TWO” AT A PTA MEETING**



N-S-E-W Nutrition, Exercise, Stay, Well

Kids are often taught the acronym, *Never Eat Soggy Worms* to help them remember the directions of a compass. To better instill the message of health and wellness, teach them a different acronym: *Nutrition Exercise Stay Well*. You will need four different sound makers (whistle, drum, bell, rattle, etc). Assign each sound maker a different direction (North is the drum, South is the rattle, etc.

To play, players must always move in place, i.e., jog, march, jump, etc, but must jump and face in the direction of the corresponding sound signal. At first, sound the signals in an N-E-S-W order. Mix up the sounds as they become more proficient. Variation: work with a partner.

Stare & Glare Joggin’ Showdown

Students work with a partner. The challenge is to stare and glare eye-to-eye your partner. Challenge is over when one player breaks eye contact or is the first to smile or laugh. Begin 6-8 feet apart. Pairs start jogging in place. Blow a whistle every 4-5 seconds – students must take a step closer to each other. Variation: dribble a basketball while staring.

Live Right Wrap

Students are scattered. As you prepare the pledge below, first say the words and follow with the action. The students then chorally respond both the “say” and the “action”. Add the steps one by one, then two by two, and finally challenge your students to repeat the entire Live Right Wrap without stopping.

- | | SAY | and | DO! |
|----|------------------------|------------|----------------------------------|
| 1. | “Eat Right” | | Slap stomach twice |
| 2. | “Be Fit” | | Touch collar bones-make fists |
| 3. | “Work Hard” | | Pump up imaginary weights |
| 4. | “Never Quit” | | Scissor arms |
| 5. | “Take Care of My Mind” | | Point twice to head (both hands) |
| 6. | “Take Care of My Body” | | Hug self |
| 7. | “Be Strong” | | Double biceps pose |
| 8. | “And Heart Healthy” | | Cover heart with both hands |
| 9. | “UGH!!!” | | Freeze in a most muscular pose |

Shadow Ball

Great social studies integration. Shadow Ball was a routine developed by the Negro League Baseball teams of the 1930-40’s. Often depleted of basic equipment, i.e., enough baseballs for pre-game warm up, players would warm up using an imaginary baseball. Throwing, catching and batting was all done with a “shadow ball.” The routine became so entertaining; it became a regular pre-game ritual at most negro league baseball games.

Have students shadow ball their favorite sport. Play *Sweet Georgia Brown*. Every 30-60 seconds call out a new sport for them to shadow ball. Work in pairs or small groups of 3-4.