Classroom Management Part I

Warm-up
Parade
Around
Card #38-39

Activity
Mingle, Mingle
Card #54-55

Activity
Partner
Find
Card #58-59

Cool Down
Freeze Walk
Card #42-43

Equipment Needed:
Cones, Music

Want more CATCH?
Check out additional activities on card: #72

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- Parade Around - 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

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Classroom Management Part II

Warm-up
Inside/Outside
Card #52-53

Activity
Skitter Scatter
Card #50-51

Activity
Paint the Bubble
Card #48-49

Cool Down
Shrinking Room
Card #56-57

Equipment Needed:
Cones, Hoops, Music
(Optional: Scarf, Foam Noodles)

Want more CATCH?
Check out additional activities on card: #61

Revised: 6/25/19

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:\FSNEDrop\Kelly Foster\PA PROJECTS\Pacing Guide Revisions\Pacing Guide Final\ECE Pacing Guide.docx
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- Parade Around - 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

- Warm-up (3-5 minutes)
- Go Fitness (5-15 minutes)
- Go Activity (12-15 minutes)
- Cool Down (3-5 minutes)
Body Management

Warm-up
Listen First
Then Move
Card #83-84

Go Fitness
Kanga
(Using Bean Bag)
Card #114-115

Go Activity
Me and My
Bean Bag
Card #257-258

Cool Down
Shadow &
Stretch
Card #453-454

Equipment Needed:
Cones, Bean Bag, Music

Want more CATCH?
Check out additional activities on card: #245

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- **Parade Around** - 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** - 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

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Locomotor & Non-Locomotor

- **Warm-up**
  - The Island
  - Card #67-69

- **Go Fitness**
  - Fast Walk
  - Card #195-196

- **Go Activity**
  - Twist
  - Card #284-285

- **Cool Down**
  - Sleeping Soundly
  - Card #461-462

**Equipment Needed:**
- Cones, Music, Polyspots

**Want more CATCH?**
- Check out additional activities on card: #268

---

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.
**RECOMMENDATIONS**

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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**

- **Parade Around** - 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**

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Parachute

Warm-up
Taking a Walk
Card #74-75

Go Fitness
Parachute Man Says
Card #302-303

Go Activity
In & Out
Card #301

Cool Down
Yoga Breathing Exercises
Card #471-472

Equipment Needed:
Cones, Parachute, Music

Want more CATCH?
Check out additional activities on card: #304

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- Parade Around - 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

- Warm-up (3-5 minutes)
- Go Fitness (5-15 minutes)
- Go Activity (12-15 minutes)
- Cool Down (3-5 minutes)
Throwing and Catching

**Equipment Needed:**
Ball, Cones, Polyspots

**Warm-up**
Show Me
Card #61-62

**Go Fitness**
Touch It
Card #203-204

**Go Activity**
Roll It!
Card #307-308

**Cool Down**
Partner Cool-Down
Card #467-468

*Want more CATCH?*  
Check out additional activities on card: #328
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- **Parade Around** - 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

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Striking and Kicking

Warm-up
People
Dodge
Card #82

Go Fitness
Forceful Movement
Card #96-97

Go Activity
Balloon Volleyball
Card #335-336

Cool Down
Being Balloons
Card #459-460

Equipment Needed:
Balloon, Cones, Music (optional)

Want more CATCH?
Check out additional activities on card: #339

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of **structured** (adult-led) physical activity.
- 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**

- **Parade Around** - 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**

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Dribbling (Feet)

Warm-up Automibile (without hoops)
Card #78-79

Go Fitness Head, Belly, Toes
Card #152

Go Activity Dribble It
Card #350-351

Cool Down Traveling Body Parts
Card #451-452

Equipment Needed:
Foam Balls, Cones

Want more CATCH?
Check out additional activities on card: #354

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.
**RECOMMENDATIONS**

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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**

- **Parade Around** - 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**

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Rhythms

Warm-up
Shake It Up
Card #72-73

Go Fitness
Transformers
Card #106-107

Go Activity
Musical
Partners
Card #372-373

Cool Down
Statues &
Rag Dolls
Card #457-458

Equipment Needed:
Cones, Music

Want more CATCH?
Check out additional activities on card: #360

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of structured (adult-led) physical activity.
- 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

- **Parade Around** - 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

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)
Nutrition

Warm-up Animal Fun
Card #63-64

Go Fitness Stretch & Bend
Card #159-160

Go Activity Grow Garden Grow
Card #394-396

Cool Down Melting
Card #455-456

Equipment Needed: Animal Picture Cards (optional)

Want more CATCH? Check out additional activities on card: #65

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.
RECOMMENDATIONS

- Make physical activity fun and enjoyable for children!
- Work towards achieving ECE recommendations of 60 minutes/day of **structured** (adult-led) physical activity.
- 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

- **Parade Around** - 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

- **Warm-up** (3-5 minutes)
- **Go Fitness** (5-15 minutes)
- **Go Activity** (12-15 minutes)
- **Cool Down** (3-5 minutes)