



BACKGROUND

Physical activity opportunities after school should be enjoyable, include all children regardless of ability, and involve children in deciding what activities are offered.

OBJECTIVES

- Know the CATCH goals and rules.
- Develop a CATCH game for the program.

STRATEGIES

- Provide children with control over their choices for physical activity to increase self-efficacy.
- Active experience to increase self-efficacy and enjoyment for physical activity.

TIME NEEDED

60 Minutes
HOP'N Rules (14)
Create a game (45)
Wrap-up (1)

GETTING READY

1. CATCH Physical Activity Equipment
2. CATCH Physical Activity Box
3. Blank HOP'N CATCH Card
4. Pencils
5. Dry-Erase Boards
6. Dry-Erase Markers
7. Rubrics

Module 7: Physical Activity Rules!

1. Greeting & distributing nametags.
2. Review HOP'N rules. The students will demonstrate knowledge of CATCH goals and rules through identifying their favorite CATCH game and identifying the key components of a CATCH game.
3. Design a HOP'N Activity. The students will develop an original game using the CATCH format and rules.

Fun on Your Own!

The students will be encouraged to continue development of their game.

FREQUENTLY ASKED QUESTIONS

1. What if a team can't come up with an activity?
Have them pick a CATCH activity and suggest modifications to the rules.
2. What if it is raining?
Limit the activity choices to indoor activities.
3. What if we do not have space to do the CATCH activity?
Work with the after school staff to see if they could schedule their HOP'N activity during the CATCH physical activity time.

Module 7: Physical Activity Rules!

Activity 1: HOP’N Rules

Objective:

The students will demonstrate knowledge of the CATCH goals and rules.

Materials:

Large display copy of CATCH card

Marker

Rubric

Time:

Introduction (4)

Guided discussion focusing on one game (10)

Total: ~14

Procedure:

The instructor will inform the students that they are going to play part of a familiar CATCH game, and when they hear the signal they need to sit down “criss-cross applesauce” in a “personal space.” The instructor will show the students how the game is presented on the CATCH card, and go over each area in detail. The students will play the game with the instructor stopping them to point out key components (students do not stand in line; every student or every other student gets a piece of equipment; students are not eliminate; no one student is the star; competition in minimal; there are boundaries and routines; there is activity from start to finish; there is a stop and start signal; all students are involved; the instructions are clear).

Follow-up/ Assessment:

The students will use the information to create their own CATCH game.

Modifications:

If time permits, the students could play the game and the key points could be pointed out as the students play.

Discussion Points

A rubric is an accurate and fair way to judge.

Module 7: Physical Activity Rules!

Activity 2: Create a Game

Objectives:

- The students will demonstrate knowledge of the CATCH goals and rules.
- The students will develop a CATCH game for the program.

Materials:

Xerox copies of blank CATCH cards with a list of possible equipment and skills emphasized on the back

Pencils

CATCH box

CATCH equipment

Time:

Introduction (5)

Game Development (28)

Description/ Review (12)

Total: ~45

Procedure:

The instructor will describe the assignment. The students will review the assignment and the rules. The instructor will review and give examples of the different kinds of games in the CATCH box. The instructor will point out that the CATCH box is divided up into Aerobic Games, Basketball, Beanbag, Fast Games, Flying Disc, Plastic Hoops, Jump Rope, Parachute, Rhythms, and Soccer. The students will write on their dry erase board/ cardstock what kind of game they are interested in creating. The instructor will group students according to their choice. The students will sit with their team members. The instructor will give each group a copy of a blank CATCH card (the students will copy their finished games on to a card during Module 8), a pencil, and ask a student to be the recorder. The students will have access to CATCH equipment. The students will develop an original CATCH game. The instructor will circulate the room assisting students and offering prompts. The instructor will encourage the students to all agree on the name, but point out if there are a couple names liked by the group they can write those down and decide later. The students will choose a name and the recorder will write it. The instructor will encourage students to reference the list, remind the students of available equipment, and stress the importance of the program having the equipment so the game could be easily played. The students will choose equipment and the recorder will write them. The instructor will give some examples of "Skills Emphasized" from the CATCH cards and encourage students to reference the list of skills. The students will agree on skills emphasized and the recorder will document the group's selections. The instructor will explain that organization includes setting and rules. The students will decide on organization and the recorder will write down the group's decision. The instructor will inform the students that they will write their final version and present their game next session.

Follow-up/ Assessment:

The students will present their games in Module 8.

Modifications:**Discussion Points**

It is okay to pick a game you already know and change it to make it your own.

Module 7: Physical Activity Rules!

Introduction

1. Welcome students back to HOP'N Club. Say,

This is the seventh week of HOP'N Club. What is HOP'N Club? HOP'N Club is a once a week club where we focus on four healthy goals. What are the four HOP'N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP'N stand for? Healthy Opportunities for Physical Activity and Nutrition. Who made the fruit dip with their family or friends? Who told their family and friends about the fruit dip or new fruit they tried?

Review HOP'N Rules

1. Play a CATCH game.

Say,

We are going to play part of a familiar CATCH game, and when they hear the signal they need to sit down "criss-cross applesauce" in a "personal space." Show the students how the game is presented on the CATCH card, and go over each area in detail. The students will play the game.

2. Stop the students during the game to point out key components. These components include: students do not stand in line; every student or every other student gets a piece of equipment; students are not eliminate; no one student is the star; competition in minimal; there are boundaries and routines; there is activity from start to finish; there is a stop and start signal; all students are involved; and, the instructions are clear.

3. Show students the Physical Activity rubric. Say,

If (child's name) and I stepped out of the room right now, and he/ she sang me a song. Then I came back in and said, "it was alright." Would that tell you very much? Would that tell him/ her what he/ she did well? Or what they need to work on? A rubric is an accurate and fair way to judge.

Read the rubric. Say,

During the game: Participants do not stand in line? Yes. Okay, so we will circle the Y for yes. Every participant or every other participants gets a piece of equipment? Yes. Okay, so we will circle the Y for yes. Game rules do not eliminate participants. If participants are out then they have to do another activity or they get to come back in right away? Yes. Okay, so we will circle the Y for yes. Game rules do not allow one participant to be the star athlete. For example, you have to pass the ball to score? Yes. Okay, so we will circle the Y for yes. The goal is participation and fun rather than winning. Competition may be a part of the game, but not the only part? Yes. Okay, so we will circle the Y for yes. Games have BASICS? Yes.

Okay, so we will circle the Y for yes. Finally, Would you like to play this game again? Keep all of this in mind as you put together your game. Your friends should be able to circle yes on everyline for your game.

Design a HOP'NActivity

1. Explain the how the students are going to create a HOP'N Activity.

Review and give examples of the different kinds of games in the CATCH box. Point out that the CATCH box is divided up into Aerobic Games, Basketball, Beanbag, Fast Games, Flying Disc, Plastic Hoops, Jump Rope, Parachute, Rhythms, and Soccer.

2. Ask the students to write on their dry erase board/ cardstock what kind of game they are interested in creating. Group students according to their choice. Give each group a copy of a blank CATCH card (the students will copy their finished games on to a card during Module 8), a pencil, and ask a student to be the recorder. Allow the students access to CATCH equipment. The students will develop an original CATCH game. Say,

It is okay to pick a game you already know and change it to make it your own.

3. Circulate the room assisting students and offering prompts.

Encourage the students to all agree on the name, but point out if there are a couple names liked by the group they can write those down and decide later. The students will choose a name and the recorder will write it. Encourage students to reference the list, remind the students of available equipment, and stress the importance of the program

having the equipment so the game could be easily played. The students will choose equipment and the recorder will write them. Students may need you to give some examples of "Skills Emphasized" from the CATCH cards and encourage students to reference the list of skills. The students will agree on skills emphasized and the recorder will document the group's selections. Explain that organization includes setting and rules. The students will decide on organization and the recorder will write down the group's decision.

Review

1. Remind the students. Say,

I will look over your games and make comments. Next week, you will write your final version and present your game to the group. If you want to work on your game during the week; that is great!

2. Collect nametags.

