

*This workbook is provided to participants of the CATCH Kids Club Training Workshop. Key points and highlights from the CKC Training are included with additional space provided for individual notes, observations or questions.*



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## **CATCH ON THE INTERNET**

[www.CATCHINFO.org](http://www.CATCHINFO.org)

- Information about what's going on with CATCH around the nation
- Monthly newsletters
- Handouts and resources
- Information about CATCH components
- Links to videos on YouTube
- Grant information
- Research
- Resources

New Hampshire CATCH Kids Club is coordinated by [ACROSS NH](#) in partnership with the [Foundation for Healthy Communities](#) and promotes the use of CKC as the Childhood Obesity Prevention curriculum at out-of-schooltime sites. Through this partnership we are able to offer trainings state-wide spreading the reach of the CKC curriculum.



Foundation *for*  
Healthy Communities

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### Founding Funder of the NH CATCH Kids Club Project:

Harvard Pilgrim Health Care Foundation



Harvard Pilgrim  
HealthCare Foundation

# Why are we here today?

Our purpose today is to provide you with the knowledge and skills to successfully implement CATCH Kids Club. The objectives for the day will help guide you in understanding the process of implementing the CATCH Kids Club Program.

**C**larify and identify the objectives of CATCH Kids Club.

**A**ddress the national health epidemic.

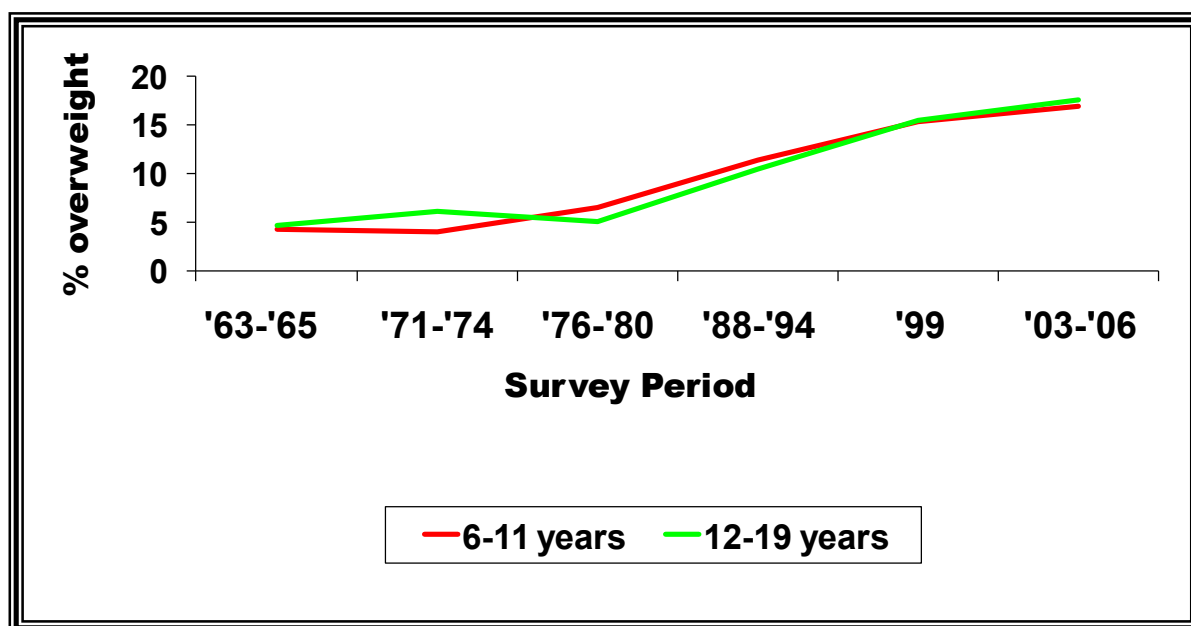
**T**arget things in your area of specialty that you can do to begin implementing the CATCH Kids Club philosophy.

**C**oordinate, highlight & share with others the things you are already doing that create a healthy learning environment.

**H**ave Fun!

More children in this country are overweight than ever before, more than triple the number who were heavy in the late 1970s. Children who are overweight are more likely to develop diabetes and other chronic disease risk factors like high blood pressure or high cholesterol. The graph below shows the increase in obesity rates of children ages 7-13 over the past few decades.

Sources: Medline, 2006. Ogden et al. *JAMA*;195:1549-55. Hedley et al. *JAMA*;291:2847-2850.



# Health Status of the United States

Following are a few of the latest statistics from the Centers for Disease Control and Prevention (CDC):

- The estimated annual cost attributable to obesity-related diseases is approximately \$100 billion.
- Results from the 1999-2004 National Health and Nutrition Examination Survey (NHANES), using measured heights and weights, indicate that an estimated 18 percent of children and adolescents (about 9 million young people) ages 6-19 years are overweight. Medline, 2006. Ogden et al. *JAMA*;195:1549-55, Hedley et al. *JAMA*;291:2847-2850.
- Obesity increases the risk for type 2 diabetes, hypertension, dyslipidemia, cardiovascular disease, respiratory problems, certain cancers, gallstones, osteoarthritis, and lowered life expectancy.
- Poor eating habits are often established during childhood. More than 60% of young people eat too much fat, and less than 20% eat the recommended five or more servings of fruits and vegetables each day.
- More than a third of young people in grades 9–12 do not regularly engage in vigorous physical activity.
- Data shows that 16.5 percent of children and teens between the ages of 2 and 19 are considered at risk of being overweight (BMI from the 85th to 95th percentile). *JAMA*. 2006;295:1549-1555.

**What did you learn about the Health Status of kids and adults that you didn't**

**know before?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What is the answer? What can we do?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# What is CATCH Kids Club?

- ☺ *The **CATCH Kids Club** is an after-school program designed to promote behaviors that assist in developing and maintaining health in school-age children. The primary goal is to promote healthy nutrition and physical activity behaviors.*

## **CKC Highlights**

### **Materials - Resources**

- CATCH Kids Club Activity Box
- CATCH Kids Club Healthy Habits & Nutrition
- CATCH Websites

### **Physical Activity**

- Wide range of activities for all developmental levels
- Easy to follow Activity Cards
- Sample Activity Plans
- Teaching cues and variations for activities

### **Healthy Habits & Nutrition**

- Staff/User friendly
- Easy to follow lessons with “scripts”
- Fun, hands-on, and interactive

## **Research Background & Overview**

Millions of children today have their only parent or both parents working outside the home. These families have a clear need for child care programs during after school hours and when school is not in session. The unstructured time after school and during the summer provides a ready-made opportunity for programs to fill this child care need with fun, hands-on nutrition activities as well as enjoyable structured physical activity.

The CATCH Kids Club (CKC) is a physical activity and nutrition education program designed for elementary school aged children (grades K – 5) in an after-school/summer setting. CKC was developed based on the successful elements of the Coordinated Approach To Child Health (CATCH) Program, which is a successful and proven elementary health promotion program. CKC is composed of nutrition education materials (including snack activities) and a physical activity component. The CKC program offers an easy-to-use format that both children and staff enjoy and is ready to implement in the after-school and summer settings.

The Research Trial was conducted in 1999-2000 in 16 after school sites in Texas. Significant positive effects were demonstrated in nutrition knowledge, healthy eating intentions and behaviors, as well as self-efficacy for healthy food choices and participation in physical activity.

# What is CATCH Kids Club?

## Does CKC Work?

- CKC physical activities *increased* MVPA, were easy to implement, and was enjoyed by staff and children.
- CKC nutrition lessons *increased* healthy eating behaviors and intentions, and nutrition knowledge.
- CKC *increased* self-efficacy for healthy food choices and involvement in physical activity.

## Why CATCH Kids Club?

- *CKC works!*
  - *It has been kid-tested and approved.*
  - *It has been demonstrated to increase children's physical activity and their nutrition knowledge & intentions.*
- *CKC activities are designed to attract children!*
  - *The variety of activities is a strength of the program.*
  - *The games and sessions are FUN.*
- *CKC is easy to use!*
  - *It provides the information and resource materials to assist after-school staff and counselors to successfully integrate structured activities and nutrition lessons into their programs.*



# CKC Physical Activity

## Key Objectives of CKC Physical Activity

- CKC physical activity is ***fun & enjoyable***
- Provide children with at least 30 minutes of physical activity daily & be involved in **MVPA** (*moderate-to-vigorous physical activity*) for **50% of physical activity time**
- Children are provided with many opportunities to ***participate and practice*** skills
- **Take it Home:** Encourage children to participate in a variety of physical activities in school, after-school, and with *family & friends*

## The Language of CATCH Kids Club Physical Activity

- “Hitting the Track”/ Mingle-Mingle
- Lost & Found
- Eliminate elimination games
- Re-Entry Tasks/Re-Entry Zone
- Challenge by Choice
- The “When” before the “What”
- “GO” Activities = Increase MVPA
- “CATCHify” old favorites
- Integrate Everyday/Sometimes food language
- “CATCH” them making healthy choices!

**List a few activities you think would fit in each category:**

**Traditional- Low MVPA**

**MVPA**

**CKC Philosophy – High**

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# CKC Physical Activity

## CATCH Kids Club Activity Box

**MAKING IT HAPPEN** – making planning simple with suggested strategies for routine planning, safety tips, and sample activity plans.

**ACTIVITY SECTIONS** – variety of activities and games

Aerobic Games

Beanbag

Flying Disc

Jump Rope

Rhythms

Basketball

Fast Games

Plastic Hoop

Parachute

Soccer



**LIMITED SPACE**

**FORMATIONS SECTIONS**

**TEACHING STUDENTS WITH DISABILITIES**

## CATCH Kids Club Sample Activity Session

**WARM-UP** - The WARM-UP prepares the body for the vigorous activity to follow, as well as reduces the likelihood of injury. (3-5 minutes)

**ACTIVITY** - The “GO” ACTIVITIES are the main activity/focus of the day that are designed to increase MVPA. (15-20 minutes)

**COOL-DOWN** - The COOL-DOWN involves tapering the level of intensity to help children’s bodies return to a normal level. (3-5 minutes)

Sample Hula Hoop Session:

- WARM-UP
  - Automobile
- ACTIVITY
  - Hoop Stations
  - Musical Hoops
  - See Ya Later Alligator
- COOL-DOWN
  - Hoop Go ‘Round



# CKC Physical Activity

## Sample Activity Card

### Fast Games

156

**NAME OF ACTIVITY:** Mingle, Mingle

**EQUIPMENT:** cones to designate activity area, music (optional)

**FITNESS COMPONENT(S):** cardiovascular efficiency

**SKILL THEME(S):** traveling, spatial awareness

**ORGANIZATION:**

1. Students are scattered in a designated activity area.

**DESCRIPTION:**

1. Call out “Mingle, Mingle” (or start the music) and a locomotor movement (e.g., walk, jog, slide, hop). Students begin traveling randomly throughout the activity area.
2. Signal (or stop the music) and call out a number from 2-5.
3. Students form groups of the size of the number called, join together, and travel around the perimeter of the activity area continuing to use the designated locomotor movement.
4. Instruct students without a group to raise their hands and go to the center to find others.
5. Repeat Description #1 and #2 above when all students are grouped and moving in the same direction around the perimeter of the activity area. Select a different “Mingle, Mingle” locomotor movement and a subsequent group number size.



**BACK**

**TEACHING SUGGESTIONS:**

1. Call directions quickly; encourage students to group quickly.
2. Encourage students to find different people each time they group.

**NOW TRY THIS:**

1. Body Parts: call out 1 or more body parts (knee, elbow, hands, shoulder) and a group formation size. Groups are formed by touching those body parts. Challenge students to travel around perimeter as a group while maintaining contact with designated body part.
2. Back to Back (for getting students into pairs): specify a locomotor movement, begin the music, and instruct students to move throughout the activity area. When the music turns off, students find a partner and stand back to back.
3. BASKETBALL, SOCCER, FLOOR HOCKEY, TENNIS, VOLLEYBALL: students move performing a skill specific to the respective piece of sport equipment (Basketball/Soccer – hand/foot dribble. Floor Hockey – stick handle puck, tennis ball, or yarn ball. Tennis – paddle “downs” or “ups”. Volleyball – walk, toss, and set/forearm pass).



# CKC Physical Activity #1

## Activity Demonstration Summaries

ACTIVITY	MATERIALS	DESCRIPTION
2x2 Fitness (template)	2x2 Fitness Sheets	Students follow the directions on the 2x2 fitness sheets and complete as directed by teacher.
Mingle, Mingle (#156)	NONE	Students walk around the activity area while trying to avoid other students. Students can travel using different locomotor skills. The teacher will call out a number, and the students quickly get into groups with the designated number.
Glue and Stretch (#167)	NONE	Students are in groups of two. They take turns leading and following. They follower tries to “stick like glue” to the leader as they move around the activity area. Teacher stops groups, and the leader leads their partner in a stretch. Switch out roles.
Dragon’s Tail (#16)	Scarves, flags or bandanas	Every student has a “tail” (scarf), and every student is “it”. Students try to pull off other student’s tails while trying to not have their tail taken. If a student’s tail is taken, they perform a re-entry task and can come back in the game.
Spinners (Triangle Tag) (#239)	Cones	Students are in teams of 4. Three teammates hold each other’s hands to form a triangle. One of the members of the triangle is the target. The fourth teammate is It. It must try to tag the target without going through the triangle. The triangle tries to protect the target by moving around in a circle. When It tags the target, the target becomes It and a new target player is chosen.
Bean Bag Bucket Brigade (#133) *variation	Balls, Bean Bags, or Chickens	Students are in lines of four to eight. They start at the “fire station” on one end, and take “water” (equipment) to the “fire” on the opposite end of the relay line. The students pass the equipment (one at a time) to the person behind them, and then move to the end of the line. This progression continues until they the group has “put the fire out” (placed all the pieces of equipment on the fire end).
Snake Trail (#392)	NONE	Students are in lines of four to eight. The student in the front of line is the leader, and the rest of the groups follows the leader as he/she “snakes” around the activity area. The teachers can call out different categories to “act out” (i.e. sports, recreation activities, or chores, then all tasks together!) and switch out the leaders.

For more information, visit CATCH on the web:

<http://CATCHinfo.org>

# CKC Physical Activity #2

## *Activity Demonstration Summaries – Plastic Hoop Games*

<b>ACTIVITY</b>	<b>MATERIALS</b>	<b>DESCRIPTION</b>
Automobile (#225)	Hoops and/or flying discs	Students imagine the hoop or disc is an automobile and they are drivers. The teacher will call out different commands like green light, yellow light, one way, highway, tunnel, downhill, pothole, and red light. Students that crash into each other will exchange insurance information and do a re-entry task to rejoin the game.
Hoop Stations (#228)	Hoops, Hoop Station Task Cards	Students break into small groups of 3-4 and are placed at a pre-set station around the perimeter. The teacher will say “go” and the group will perform the task on the hoop task card until the teacher calls out “stop”. The teacher will direct the groups how to rotate to the next station.
Musical Hoops (#223)	Hoops, music	Students will drive their cars to the middle of the play area and drop them on the ground. When the music starts, students will perform the called locomotor movement around (not in or through) the hoops. When the music stops, students immediately move inside a hoop – students can share hoops. Repeat and remove more and more hoops with each round. Challenge to finish with just one hoop!
See Ya Later Alligator (#15)	Hoops, Scarves	Designate 2-3 students to be “it” and give them the scarves. Students and hoops are scattered around activity area. On signal, students run or skip through the activity area avoiding “its”. 1 student at a time stands in hoop to avoid being tagged. To enter an occupied hoop, wave at other student and say “See ya later alligator!”. If tagged, step outside play area for re-entry task.
Hoop Go Round (#227)	Hoops	Students are in teams of 4-5 (or more!). Students take hands or wrists and attempt to pass the hoop around the circle without letting hands come apart. Reverse. Add in 2 different colored hoops – one goes clockwise while the other goes counter-clockwise. Groups can race each other.

This training is brought to you by **ACROSS NH**  
and the **Foundation for Healthy Communities**

<http://www.acrossnh.org/>  
<http://healthynh.com/ckc-home.html>

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603-493-6136

## Two-X-Two Fitness Sheet

Name

**Directions: Find a different partner for each of the activities. Use whatever equipment you see in the gym. You do not have to do the activities in the order they are presented.**

You and somebody:

1. Do 5 wall push-ups
2. Have an arm wrestle
3. Doe-Si-Doe around a partner while howling like a wolf
4. Touch seven different colors
5. Do a 30 second Elvis dance
6. Hula hoop for three revolutions without the hoop hitting the floor.
7. Do 5 jumping jacks
9. Touch something square, yellow, soft, and happy
10. High five a CATCH Trainer!

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# The BASICS

## BEHAVIOR MANAGEMENT STRATEGIES

OR

“HOW TO SURVIVE GROUP AFTER GROUP OF ELEMENTARY SCHOOL CHILDREN”

### CATCH Kids Club BASICS

**B**

***Boundaries and Routines***

**A**

***Activity from the Get-Go***

**S**

***Stop and Start Signal***

**I**

***Involvement by All***

**C**

***Concise Instructional Cues***

**S**

***Supervision***

#### KEYS TO SUCCESS

Publicize your rules/responsibilities: **Post the rules, talk about them and have students recite them. Make sure your students know what is expected.**

Deal with off-task children: **Give them a leadership role, like carrying equipment or going out early to set up the cones.**

Establish routines, routines, routines: **Important routines to establish include: stop/start signal, walking the boundaries, listening to teacher while holding equipment, time-out procedures, getting children into groups.**

# Watch for the following



*This checklist has been prepared for staff to assess demonstrations during the CATCH Kids Club training and on yourself. Circle "Yes" or "No" for each item. Comments for discussion purposes may be written below each item.*

- |   |     |    |
|---|-----|----|
| 1. Were children active right from the start?                                 | YES | NO |
| 2. Did the activity session include a warm-up activity?                       | YES | NO |
| 3. Were the boundaries well established?                                      | YES | NO |
| 4. Was the stop/start signal clear?   | YES | NO |
| 5. Were the instructions clear and concise?                                   | YES | NO |
| 6. Was equipment distributed efficiently?                                     | YES | NO |
| 7. Were management and transition times minimal?                              | YES | NO |
| 8. Did group sizes maximize participation and practice opportunities?         | YES | NO |
| 9. Were all children involved?  | YES | NO |
| 10. Was the child:equipment ratio adequate?                                   | YES | NO |
| 11. Were activities conducted in a safe manner?                               | YES | NO |
| 12. Was the staff enthusiastic about the activities?                          | YES | NO |
| 13. Did most of the children appear to be enjoying the activities?            | YES | NO |
| 14. Were children praised/rewarded for being physically active during class?  | YES | NO |
| 15. Were children prompted/rewarded for their out-of-class physical activity? | YES | NO |
| 16. Did the activity session include a cool-down activity?                    | YES | NO |

# CKC Healthy Habits & Nutrition

## Objectives of CKC Healthy Habits & Nutrition Lessons

- Learning about nutrition can be *fun!*
- Children are provided with many chances to *practice* making healthy choices through interactive sessions.
- Staff are encouraged to *extend* nutrition concepts into all areas.
- Children are encouraged to take the healthy messages *home!*

## CATCH Kids Club Healthy Habits & Nutrition Manual

- **Lessons cover a variety of topics**
  - *Basic Concepts*
  - *Healthy Snacks*
  - *Healthy Beverages*
  - *Fast Food*
  - *Screen-Time*
  - *Breakfast*
  - *Bone Health*
- **Snack Preparation Recipes**
  - Easy to prepare snacks give children “hands-on” practice for making healthy snacks.
  - Each snack contains ingredients from at least 2 food groups, and meets the USDA snack requirements.
- **Family Tip Sheets**
  - Home letters to parents relay information about what their child is learning, tips, and ideas to try at home.
- **FYI Section**
  - The FYI section is at the end of the manual and provides additional information on topics such as: GO-SLOW-WHOA Foods, Fat, Sugar, Fiber, Importance of Physical Activity, Beverages, Fruits and Vegetables, Whole Grains, MyPlate, and Starting Your Day with Breakfast.

# CKC Healthy Habits & Nutrition

## Basic Concepts Theme

- In the Basic Concepts, the *G-S-W Foods: Part 2* Lesson teaches the kids:
  - How to distinguish between GO, SLOW, and WHOA Foods.
  - There is no such thing as a “bad” food.
  - The goal is to eat more GO Foods than SLOW Foods, and more SLOW Foods than WHOA Foods.
  - Healthy GO Foods can become unhealthy WHOA Foods (if you add more fat, salt, or sugar).
- Each lesson has Additional Activities that extend the concept of the lesson.
- What are some additional extension activities that you could create from this lesson?

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- How could you incorporate the lesson’s messages into a physical activity?

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**List a few foods you think would fit in each category (that are not mentioned in the lesson):**

**GO Foods**

**WHOA Foods**

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# GO, SLOW, & WHOA Foods

Basic Concepts: GO, SLOW, and WHOA Foods: G-S-W Foods: Part 2

Name \_\_\_\_\_

## Meat and Beans: GO, SLOW, or WHOA?

	GO	SLOW	WHOA
Dried Beans and Peas 	<ul style="list-style-type: none"> <li>Beans (like pinto) and peas (like black-eyed) – with no fat added</li> </ul>	<ul style="list-style-type: none"> <li>Beans and peas made with liquid oils</li> <li>Refried beans</li> </ul>	<ul style="list-style-type: none"> <li>Beans and peas made with solid fats</li> <li>Canned pork and beans</li> </ul>
Chicken and Turkey 	<ul style="list-style-type: none"> <li>Chicken and turkey without skin (baked, grilled, or broiled)</li> </ul>	<ul style="list-style-type: none"> <li>Chicken and turkey with skin (baked, grilled, or broiled)</li> <li>Baked chicken nuggets</li> </ul>	<ul style="list-style-type: none"> <li>Fried chicken</li> <li>Fried chicken nuggets</li> </ul>
Beef 	<ul style="list-style-type: none"> <li>Extra lean hamburgers</li> </ul>	<ul style="list-style-type: none"> <li>Lean and low-fat hamburgers</li> </ul>	<ul style="list-style-type: none"> <li>Regular hamburgers</li> </ul>
Processed Meat 		<ul style="list-style-type: none"> <li>Sandwich meats (chicken, ham, and turkey)</li> <li>Low-fat hot dogs</li> </ul>	<ul style="list-style-type: none"> <li>Hot dogs</li> <li>Pepperoni</li> <li>Sausage</li> <li>Bologna</li> <li>Chorizo</li> <li>Beef jerky</li> </ul>

**DIRECTIONS:** In the box by each food, write a **G** if it's a GO food, an **S** if it's a SLOW food, and a **W** if it's a WHOA food.

hot dog

canned pork and beans

fried chicken

grilled chicken with the skin

refried beans

pinto beans cooked without fat

pepperoni (on a pizza)

baked chicken without the skin

# Strategies and Techniques

## TO MINIMIZE OFF-TASK BEHAVIOR

1. **PREPLANNING:** Planning around peak distraction times.
2. **PERIMETER:** Move around the outside facing into the activity area. Make sure none of your children are behind you when you are monitoring or giving instructions.
3. **PROXIMITY:** Know your trouble spots and stand near them.
4. **PACE:** Keep your activities flowing and everyone moving. Be aware of children getting tired or bored and be ready to move on to the next activity.
5. **PRAISE:** Let your children know when they are doing well. Positive feedback from both staff and children encourages participation.
6. **ON-THE-BALL:** Stay alert for any disruptive behavior. Addressing any problem early and in a direct manner will help you avoid any serious problems later on.
7. **SELECTIVE IGNORING:** Making a judgment call about when/when not to intervene.
8. **VISUAL REPRIMAND OR SIGNAL:** Using a stare, uplifted eyebrow, or a flip of the lights.
9. **VERBAL REPRIMAND**
10. **TIME-OUT:** Use short periods and inform children why they are being placed in Time-out.

Taken From: Graham, G. (1992) Teaching Children Physical Education and T. Shrigley, (September 1979) "Strategies in Classroom Management," NASSP Bulletin

### **CKC RULES**

1. LISTEN AND FOLLOW DIRECTIONS
2. STAY IN ASSIGNED AREA
3. KEEP ALL BODY PARTS TO YOURSELF
4. RESPECT OTHERS
5. TREAT EQUIPMENT SAFELY AND CAREFULLY
6. MOVE WITH CONTROL AND AWARENESS OF OTHERS
7. BE A GOOD SPORT

# Routine Planning

*Think about your children, your teaching style, your past experience in PE and in the classroom, and what you know about class management and routines. Now, come up with some routines that you think will work for you during physical activity time. Creating routines will help your activities run more efficiently, and there will be fewer breaks for directions/instructions and more time for activity.*

**How will my children line up to go out to Physical Activity?**

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**Who will deal with equipment? How will I teach children how to look after it?**

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**How will my activity time begin? Will we always start in the same area? When my group arrives at the activity area, what will they do?**

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**What is my start signal? How will I give it?**

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**What is my stop signal? What will my children do when I give this signal?**

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**What strategies will I use to get children into groups?**

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**How will I distribute and collect equipment?**

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**What will my plan be when children ask to go to the restroom or to drink water?**

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**What will I do with children who say they don't feel well? What will I expect from special needs children?**

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**How will I handle emergencies during Physical Activity (e.g., injuries, fire alarms)?**

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**How will I close my activity time every day?**

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# Establishing Routines in CKC

## *SAMPLE ROUTINES*

### **LINING UP STUDENTS:**

- Alphabetical order by first name, last name, last letter in first name, last letter in last name (use reverse alphabetical order, too)
- Height
- Birthdays
- Classroom groupings
- CKC squads (four or five per group)
- Color of eyes, hair, clothes
- Pet owners, non-pet owners

### **GETTING CLASS STARTED:**

- Use a pre-set, initial activity like walking around the boundaries.
- The beginning of each activity time is a good time to review/reinforce the start/stop, boundaries and the CKC rules.

### **RESPONSE TO STOP SIGNAL:**

- Give a stop signal (verbal command, like "STOP", "FREEZE", whistle, clap, raised hand, drum, etc), then count, "One, two, three." By three, all children must be quiet, with eyes on teacher.
- Use a combination, like "STOP" and a raised hand. Have all children raise their hand to indicate their readiness to listen.
- Use the same stop signal consistently.

### **RESPONSE TO START SIGNAL:**

- Say the when before the what: "When I say go, you will move to the perimeter. Ready, Go."
- Use the same start signal consistently, AND use a signal that is different from the stop signal. For instance, whistle for stop, "Go" for start.

### **LISTENING TO TEACHER:**

- Verbal command, "Voices off, focus on me."
- Instruct children to sit or to kneel on one knee. (May not be appropriate if outside).
- Be sure to position yourself so children are faced away from the sun or other distractions.

# Establishing Routines in CKC

## **LISTENING TO TEACHER WHILE HOLDING EQUIPMENT:**

- Instruct children how to hold equipment in "home position" while listening to teacher.
  - Ball: bear hug ball or hold ball to belly button.
  - Ball: on ground between feet.
  - Hoop: stand inside of hoop.
  - Frisbee: hold in right hand or place on ground.
  - Other equipment (bean bags, yarn balls, etc.): place on ground next to feet.

## **SELECTING PARTNERS OR GROUPS:**

- People Dodge variation, Mingle-Mingle, Back to Back or Body Parts.
- Pre-determined groupings or CKC squads.
- Color of Clothing
- Birthday month
- Deck of cards: each child is given a card, memorizes it, and returns it to the leader. Groupings are then made based on that card (same color, same suit, even numbers, odd numbers, even and add numbers, etc.).
- Telephone number with two of the same digits.
- Teacher may pair off, number off children or assign children to groups as children move around the boundaries.
- Try to get children into groups within 30 seconds.

## **DISTRIBUTING & PICKING UP EQUIPMENT:**

- Call on children using groups listed previously.
- As children move around the perimeter, hand out equipment or tap children individually to go get a piece of equipment.
- To minimize off-task behavior, assign children a task as soon as they get a piece of equipment OR instruct them to hold their equipment in the designated home position until everyone is ready.

## **MAKING TRANSITIONS FROM ONE ACTIVITY TO THE NEXT:**

- Instruct children to walk around the boundaries.
- Use Mingle-Mingle to put children into new groups.

## **SUPERVISING/MONITORING CLASS ACTIVITY:**

- Teach from the perimeter, not the middle of the activity area.
- Position self where eye contact can be maintained with all children.
- Scan area frequently.

## **ENDING CLASS:**

- Review body cues experienced during class.
- Encourage participation in physical activity before and after school.
- Give positive feedback for participation.

# Notes

# Connecting CKC

How will you *raise awareness* about health and wellness with parents and your community?

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How can you help *connect* your organization to the community to promote health and wellness?

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What are some *goals* you would like to set to improve community awareness surrounding health and wellness?

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# CKC Action Plan


*Review the five objectives, and plan appropriate actions to build sustainability within your program.*

*The key to sustaining your CKC Program is finding out what works for your site!*

<b>OBJECTIVE</b>	<b>ACTIONS</b>	<b>RESPONSIBLE PARTY</b>	<b>TARGET DATE</b>	<b>COMPLETION EVIDENCE</b>
1. Obtain the CKC Curriculum.				
2. Attend a CATCH Kids Club (CKC) Training.				
3. Familiarize yourself with the CKC Curriculum.				
4. Pilot CKC physical activities and nutrition sessions with small groups.				
5. Establish procedures to continue & maintain program implementation.				



# AM DO, CAN DO, WILL DO

<b>AM DOING</b>	<b>CAN DO</b>	<b>WILL DO</b>
List things you are already doing that correlate with the CKC objectives to create a healthy environment.	Identify new things that you can begin doing immediately.	Identify things you would like to incorporate but require more time and planning.
		

# CATCH Kids Club Planning Tool

DAY	WEEKS		
	Week 1	Week 2	Week 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

*Remember, "Inch by inch it's a cinch. Yard by yard, it's too hard." Bonnie Hopper*

