

CATCH® Go Slow Whoa Healthy Food Spots

Item #11044

- **Overview.** This set of 12 vinyl poly spots helps reinforce the healthy nutrition message in CATCH games and activities. The spots can be used as bases, goals, targets, visual clues, objects, positions, props and more. Four types of each spot are provided: Go, Slow and Whoa.



- **What Are the Educational Applications?**
Students will use the spots to reinforce CATCH's healthy nutrition message by moving around, touching, jumping over and landing on the spots. The visual message on the spots will help children strengthen the message of the correct foods to eat.
- **How Can I Use This Product With My Students?**
 - **Where:** Can be used indoors and outdoors.
 - **Age:** These soft flexible CATCH spots are great for any age groups and can be used with many other products.
 - **Group Size:** 1-50
 - **Basic Skills Needed:**
 - Can be used with any movement or sports skills.
 - Partner and teamwork activities can be adapted for any skill or fitness level.
- **Set Up/Instructions:**
 - The spots can be placed on the ground using either side.
 - Clean the spots with a wet cloth then dry before using again.

The Games/Activities

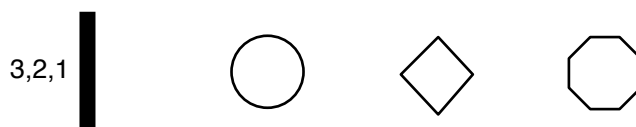
- **Activity #1: On the Move**
 - a. **Objective:** To improve spatial awareness and cooperative skills.
 - b. **NASPE Standard:** 1, 2, 3, 4, 5, 6
 - c. **Set Up:** Scatter the CATCH spots around the activity area.
 - d. **How to Play:** On the start command by the instructor, the student moves around the spots without touching the spots or any other student.
 - e. **Extensions:**
 - Touch the Go spot with your right foot.
 - Touch the Slow spot with your left foot.
 - Jump over the Whoa spots.
 - Stomp on the Whoa spots.
 - Move quickly by a Go spot.
 - Move slowly by a Slow spot.
 - Stop by a Whoa spot and then continue.
 - Step on the Go with one stomp, the Slow with two stomps, and the Whoa with three stomps.
 - Change your locomotor activity: jog, skip, hop, gallop.

• **Activity #2: Touch Them All**

- a. Objective: To move quickly through the area, identifying and stepping on the appropriate or designated spots.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Set up your students in teams of two or three and give them the numbers 1, 2 and 3. Have them line up on the outside of the activity area. Scatter the spots around inside the activity area.
- d. How to Play: On command, the team follows Leader #1 from each group out into the area and they touch (step on) all the CATCH spots, then return to their team area outside the activity area. The first team that finishes tells the group how they did it and what each spot stands for. When completed, change leaders and go again until each person has been a leader.
- e. Extensions:
 - The first person touches only the Go spots, the second person only the Slow spots and the third person only the Whoa spots.
 - Circle the spots.
 - Jump over the spots.
 - Touch only one kind of each spot.
 - Each student picks up one spot and brings it back to their team, with each team collecting one of each kind of spot.
 - The team has one minute for Leader #1 to lead the team to jump over the Go spots, Leader #2 to lead the team circling the Slow spots, and Leader #3 to lead the team stepping on the Whoa spots.

• **Activity #3: The Go Slow Whoa Line Up**

- a. Objective: To move quickly as a team to step on the designated spots in the correct order.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Set up your children in teams of two or three. Have them line up on the outside of the activity area. In front of each team about 10' out, line up the spots in order of Go, Slow and Whoa, with about 10' between each spot.



- d. How to Play: On the signal, Player #1 runs out and steps on the Go spot then returns to tag Player #2. Player #2 runs out and steps on the Slow spot and returns to tag Player #3. Player #3 runs out to step on the Whoa spot and returns to the line where all teammates are now sitting. The fastest team tells the other teams about a good Go food to eat. While waiting for a turn to run, students balance on one foot or balance on their seats, telling the other partners about a “balanced meal.”
- e. Extensions:
 - Each runner steps on each spot and returns.
 - Each runner jumps over each spot and returns.
 - Each runner does an exercise (sit-up, push-up, jumping jack) on the spot and returns.
 - Each runner runs a circle around each spot and returns.
 - Each runner runs a zig-zag between the spot and returns.
 - Player #1 collects the Go spot and returns, Player #2 collects the Slow spot and returns, and Player #3 runs and collects the Whoa spot and returns.
 - Each team member must use a different locomotor skill (gallop, hop, jog, skip, slide) during their turn.
 - While waiting their turn, each child performs a different exercise relating to balance, muscle fitness or flexibility.

• **Activity #4: Gather the Correct Foods**

- a. Objective: To move through the class area and collect the foods, then return them to the proper Go, Slow and Whoa spots.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Set up teams of two or three. Have the students line up on the outside of the activity area. Each team will have their set of Go, Slow, Whoa spots on the floor in front of them. Place several (at least 10 per student) foam food or food cards (4x6 cards with food names on them) in the center of the activity area.

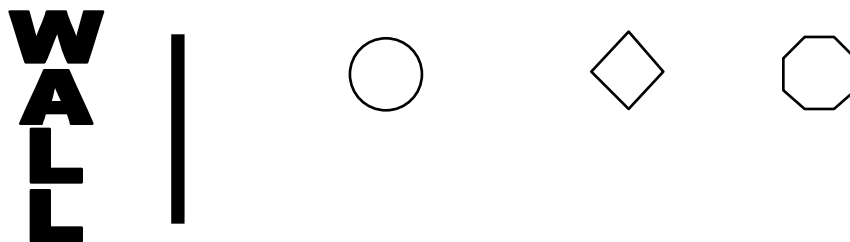
- d. How to Play: On the start command, the runners from each group enter the activity area; gather a food, then return to their Go, Slow, Whoa plate area; and place the food on the correct spot. When all foods are gathered, the team with the most food placed correctly on the right spot wins. They must tell the group which spot has the most food and which food is their favorite Go food.
- e. Extensions:
- Runners can gather more than one food at a time.
 - Runners can gather one of each food during their turn.
 - Runners must say the food's name and the proper spot before the next runner can go.
 - Runners must balance the food or card on the back of their hand, the top of their head or hold between their elbows when returning to their team.
 - The team must use a different locomotor skill each time they go out into the collection area.

• **Activity #5: Target Spots**

- a. Objective: To toss the foam foods out into the Go, Slow and Whoa spot area, attempting to land the foods on the correct spots.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Set up teams of two or three. Have the students line up on the outside of the activity area. Each team will have a pile of foam food in front of their team and a set of CATCH spots out in the activity area 10' in front of their team.
- d. How to Play: On the go command, the team takes turns tossing the food, one piece at a time, trying to land a food on the correct CATCH spot. The team that gets a correct food on each of their spots wins, and will tell the group which food is on which spot and why it is there.
- e. Extensions:
- Place all the spots out in the activity area and if the team gets a food to land on the correct spot, it retrieves the spot and keeps it for their team.
 - Place the spots in a row according to category in proper order (Go, Slow and Whoa).
 - Place a bucket on the spots, and land the food in the bucket.
 - Have a teammate stand on a spot. They must catch the food without stepping off the spot.

• **Activity #6: Off the Wall**

- a. Objective: To toss the ball against the wall and successfully catch the ball on the rebound in the fewest number of attempts.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Set up the CATCH spots so that they are in a row each in a progression about 10' from a wall.



- d. How to Play: The player stands on the Go spot, tosses a ball against the wall, and catches it when it returns. If successful the student moves to the next spot until they complete the group of spots.
- e. Extensions:
- Catches must be made after one bounce on the ground.
 - Catches must be made after two bounces.
 - Catches must be made after naming a food from the spot category.
 - Catches will be made by a partner.

• **Safety Issues & Concerns**

- The CATCH spots are to be used on the floor or ground and should not be tossed or thrown towards other children.
- Students need to be aware of one another as to not bump into each other while playing the games.

Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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