**CHAMPPS Video Introduction**

**Welcome to the CHAMPPS Videos!** These videos serve as a guide/example of each unit activity and the essential elements (universal design for learning strategies, school readiness skill support and lesson extension). For each unit, you will see 1 video with examples of each activity and 1 video with examples of essential elements. We have included a description of each video clip that describes what you should be looking for along with teaching tips.

**Unit Example Video**

CHAMPPS contains 7 units each focused on a fundamental motor skill (e.g. walking, running, jumping, balance). There are 6 repeated lessons within each unit which includes: Warm-Up, Core 1, Core 2, Core 3, Music Video and Cool Down. We have selected examples from CHAMPPS classrooms that accurately represent how to lead, organize and plan for each unit activity.

**Essential Elements of CHAMPPS**

CHAMPPS was developed with many UDL strategies that could be used to support the individual needs of children while addressing children’s school readiness skills (motor, social, communication, pre-academics, approaches to learning) and physical activity level. To that end, there are many ways that CHAMPPS can be adapted based on the needs of children in the classroom. At the same time, attention should be given to these essential elements of CHAMPPS to ensure that all adaptations to CHAMPPS lessons still meet the core goals of CHAMPPS even when adapted. In essence these essential elements can be used to establish a parameter or boundary for you to know how much can be adapted. You can check off each of the following essential elements after you have made adaptations to the lesson to ensure that your adapted lesson still meets the core or essential elements of CHAMPPS.

Lesson includes:

**A *30-minute structured lesson*** that includes: Warm-Up, Core 1, Core 2, Core 3, Music Video and Cool Down.

**Use of multiple pre-planned strategies** **to** ***sustain physical activity level and ongoing child engagement*** such as continuous movement through obstacle courses, child choice, ongoing conversation, prompts and praise as well as use of recommended internal structures (small groups, partners, individual practice),

**Use of *multiple pre-planned UDL strategies*** to meet individual needs of children in the class.

**Addresses *school readiness skills* in** **2 or more** of the following areas throughout the lesson: motor, communication, social/emotional, pre-academics.

**Unit 1: Introductory Skills**

**CHAMPPS Unit 1 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Walk, run, stretch, grasp & release, jump, balance & kick |
| Body Awareness | Identify and use: head, shoulders, waist, arms, legs, knees, hands, feet, heels, toes |
| Understanding Personal Space | Share space with peers and stay on own floor marker |
| Motor Imitation | See/imitate movement |
| Visual Tracking | Throw, watch, catch a scarf |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 1 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** with scarves * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Popcorn Kernels | * **Motor Movement:** grasp & release * **Body Awareness:** catch scarf with 2 hands, 1 hand, knee, foot, elbow * **Visual Tracking:** watch and catch scarf |
| Follow Me Home | * **Motor Imitation:** look and repeat movement * **Child Choice:** pick a new animal & model movement for class * **Personal Space:** move about without touching others and return to “home” (floor marker) * **Motor Movement:** explore different animal movements * **Language:** describe different animals (habitats, food, sound) * **Approaches to Learning:** listen for bell and return to floor marker |
| Simon Says | * **Motor Movement** * **Body Awareness:** identify different body parts * **Motor Imitation:** watch and repeat leader * **Follow Directions:** listen for *Simon Says* and repeat movement * **Child Choice:** child picks a movement & class follows * **Language Concepts:** fast/slow, high/low, up/down, together/apart |
| Cool Down | * **Motor Imitation** touch toes, stretch arms, bend and stretch, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 2: Walking and Running**

**CHAMPPS Unit 2 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Walk, speed walk, march, tiptoe, lunch, step over, sidestep, jog, run, stretch |
| Body Awareness | Identify and move: legs, knees, feet, toes, arms |
| Understanding Personal Space | Share space with peers and stay on own floor marker |
| Motor Control | Listen for and initiate: fast vs. slow, stop vs. go |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 2 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Control** with walk vs. jog * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Snowflake, Snowflake | * **Motor Movement:** wave scarf * **Motor Control:** listen for movement chosen & initiate * **Personal Space:** free movement with awareness of other’s space * **Language:** discuss weather * **Approaches to Learning:** listen for movement and follow directions |
| Obstacle Course | * **Motor Imitation:** watch and repeat movement * **Motor Control:** step one foot on each star * **Social Skills:** take turns cheering and moving; socialize with peers by cheering friends’ names |
| Red Light, Green Light | * **Motor Control:** stop vs. go, slow down * **Motor Imitation:** watch and repeat leader * **Follow Directions:** listen for *Red Light or Green Light* and stop or go * **Language Concepts:** discuss transportation and traffic rules |
| Cool Down | * **Motor Imitation** touch toes, stretch arms, bend and stretch, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 3: Balance, Jumping and Hopping**

**CHAMPPS Unit 3 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Balance, jump, gallop, skip, hop, leap, sway, jog, stretch |
| Body Awareness | Identify and move: feet, legs, knees, arms |
| Dynamic Balance | Move and balance.Walk on balance beam, step/hop onto floor markers |
| Static Balance | Maintain balance while standing in one spot |
| Motor Planning | Think about and plan movement through obstacle course |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 3 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Rabbits and Foxes | * **Motor Movement:** focus on jumping and balancing * **Body Awareness:** control speed and body movement * **Personal Space:** move about without touching others and return to “home” (floor marker) * **Science:** ask questions about animals (habitats, movements, sounds) * **Approaches to Learning:** listen for bell and return to floor marker |
| Hungry Horsey | * **Motor Movement:** focus on dynamic balance and encourage holding with 1 hand only * **Personal Space:** move about without touching others and return to “home” (floor marker) * **Language:** describe horses (habitat, food) |
| River Jump | * **Motor Movement:** focus on balance and leaping * **Social Skills:** take turns cheering and moving * **Approaches to Learning:** stay on task during small group * **Science:** describe animals (movements, habitats, food) |
| Cool Down | * **Motor Imitation** touch toes, stretch legs, bend and stretch, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 4: Catching**

**CHAMPPS Unit 4 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Roll arms, jumping jacks, roll, throw, pass, catch, hold, kneel |
| Body Awareness | Identify and use: hands, arms, fingers, eyes, elbows, knees |
| Hand-Eye Coordination | Watch ball. Eyes guide hands to catch. |
| Visual Tracking | Watch & catch ball |
| Grasp & Release | Catch, hold, let go and pass/roll/throw ball |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 4 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Pass the Ball | * **Motor Movement:** focus on balance, passing and catching; grasp & release * **Social Skills:** wait-turn and work together to keep balls moving |
| Roll & Catch | * **Motor Movement:** focus on grasp and release * **Math:** encourage number recognition and ask children to find their number * **Social Skills:** participate in cooperative play with a partner, independent of adults * **Approaches to Learning:** listen for bell and children switch from sitting to kneeling |
| Throw & Catch | * **Motor Movement:** focus on grasp and release * **Math:** encourage number recognition and ask children to find their number * **Social Skills:** participate in cooperative play with a partner, independent of adults * **Approaches to Learning:** listen for bell and children switch from kneeling to standing |
| Cool Down | * **Motor Imitation** stretch arms, roll arms, bend and stretch, play piano/drums, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 5: Throwing**

**CHAMPPS Unit 5 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Throw, swim, watch, hold, roll arms |
| Body Awareness | Identify and use: hands, arms, elbows, fingers, eyes, feet, knees |
| Hand-Eye Coordination | Watch ball. Eyes guide hands to throw and catch. |
| Visual Tracking | Watch & catch ball. |
| Force | Throw ball hard vs. soft to reach target. |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 5 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Snowballs in the Air | * **Motor Movement:** focus on underhand vs. overhand throw * **Body Awareness:** catch bean bag with 2 hands * **Visual Tracking:** watch and catch bean bag |
| Snowman Throw | * **Motor Movement:** focus on overhand throw; grasp & release * **Science:** discuss force (throw hard vs. soft) * **Language Concepts:** pick letter or shape target for children * **Approaches to Learning:** follow directions, remain focused, exhibit independence |
| Bottle Bowling | * **Motor Movement:** focus on underhand throw; grasp & release * **Science:** discuss force * **Approaches to Learning:** remain focused, exhibit independence |
| Cool Down | * **Motor Imitation** touch toes, stretch arms, bend and stretch, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 6: Striking**

**CHAMPPS Unit 6 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Twist, lunge, swing, tap |
| Body Awareness | Identify and use: stomach, arms, legs, knees, eyes, hands |
| Hand-Eye Coordination | Watch ball. Eyes guide hands to strike. |
| Visual Tracking | Watch & strike balloon/ball |
| Force | Strike hard vs. soft. |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 6 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** * **Elevate Heart Rate** * **Warm-Up Muscles** |
| Balloons in the Sky | * **Motor Movement:** focus on striking a moving object * **Hand-Eye Coordination:** watch ball, eyes guide hands to strike * **Visual Tracking:** toss and catch balloon with 2 hands |
| Tee-Ball | * **Motor Movement:** focus on striking a stationary object * **Hand-Eye Coordination:** watch ball, eyes guide hands to strike * **Approaches to Learning:** work independently and set up own station |
| Hockey | * **Motor Movement:** focus on striking * **Hand-Eye Coordination:** watch ball, eyes guide hands to strike * **Approaches to Learning:** work independently and set up own station * **Language Concepts:** listen for verbal prompts |
| Cool Down | * **Motor Imitation** stretch arms, roll arms, play piano, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |

**Unit 7: Kicking**

**CHAMPPS Unit 7 Objectives**

|  |  |
| --- | --- |
| Unit Goals  Increase capacity in …. | Lesson Objectives  Child will have multiple opportunities to …… |
| Motor Movement | Kick, trap, dribble, ride bike, tap |
| Body Awareness | Identify and use: feet, toes, knees |
| Visual Tracking | Watch and trap ball |
| Force | Throw ball hard vs. soft to reach target |
| Accuracy | Kick ball in direction of target |
| Sustained Physical Activity | Move continuously by imitating motor moves during music video |
| Sustained Engagement | Use language, make choices, follow directions, a variety of approaches to learning |

**CHAMPPS Unit 7 Activity Objectives**

|  |  |
| --- | --- |
| Activities | Correspondence to Objectives |
| Warm-Up | * **Motor Imitation** * **Elevate Heart Rate** * **Warm-Up Muscles** |
| We Tap the Ball | * **Motor Movement:** emphasize controlled movement (trapping the ball) * **Visual Tracking:** watch and trap ball * **Math:** support number recognition * **Approaches to Learning:** use a bell to support an easy transition between movements |
| Roll & Kick | * **Motor Movement:** focus on kicking for distance and controlling force * **Visual Tracking:** watch and trap ball * **Social Skills:** encourage cooperative play   **Approaches to Learning:** small group engagement; children sustain attention independently with partner |
| Soccer | * **Motor Movement:** focus on accuracy and kicking ball into goal * **Accuracy:** kicks ball aiming for goal * **Social Skills:** encouragecooperative play; children share materials and take turns * **Approaches to Learning:** small group engagement; children sustain attention independently with partner |
| Cool Down | * **Motor Imitation** touch toes, bend and stretch, ride the bike, hug knees, yoga moves, wave goodbye * **Lower Heart Rate** (slow down breathing) * **Cool Down Muscles** |