

Helping our kids to **win** in the game of life

CHOICES / LEVEL 1 MODULE



CHOICES

STRIKING & FIELDING
EXCELLENCE / RESPONSIBILITY / BALANCE

L1

L2

L3



This module teaches kids how to make great CHOICES in their lives that will guide them for the future.



Crackerjack Kids mission is to provide a quality resource to:

- Empower educators to teach a quality Physical Education programme
- Enable students to become competent and confident participators in sport and recreation
- Train "Inner Fitness" by delivering a strong values based programme

Acknowledgement: The Crackerjack Kids programme utilises the "Developing Fundamental Movement Skills" resource. The games and resources included in the programme have been collected from numerous sources some of which are unknown. Therefore the Crackerjack Kids authors wish to gratefully acknowledge the originators of these unknown games and resources. They also wish to thank the teachers who have commented on the draft material included in this manual.

CHOICES

STRIKING & FIELDING

EXCELLENCE / RESPONSIBILITY / BALANCE

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Make great **CHOICES**
to succeed in life

Helping our kids
to **win** in the game of life



NEW ZEALAND CURRICULUM LINKS

CRACKERJACK KIDS / OVERVIEW

General aims

- Develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal and physical development
- Develop motor skills through movement, acquire knowledge and understandings about movement, and develop positive attitudes towards physical activity
- Develop understandings, skills and attitudes that enhance interactions and relationships with other people
- Participate in creating healthy communities and environments by taking responsible and critical action

Achievement objectives

STRAND A – Personal health and physical development

- Describe feelings and ask questions about their health, growth development and personal needs and wants
- Participates in creative and regular physical activities and identify enjoyable experiences
- Describe and use safe practices in a range of contexts and identify people who can help
- Describe themselves in relation to a range of contexts

STRAND B – Movement concepts with motor skills

- Develop a wide range of movement skills using a variety of equipment and play environments
- Participate in a range of games and activities and identify the factors that make participants safe and enjoyable

STRAND C – Relationships with other people

- Explore and share ideas about relationships with other people
- Demonstrate respect through sharing and co-operation in groups
- Express their own ideas, needs feelings clearly and listen to those of other people

STRAND D – Healthy communities and environments

- Identify and discuss obvious hazards in their home, school and local environment and adapt simple safety practices
- Take individual and collective action to contribute to environments that can be enjoyed by all

Underlying concepts

WELL-BEING

- Increase confidence and competence
- Having opportunity to contribute and share

SOCIO-ECOLOGICAL PERSPECTIVE

- Critically analyse their own and others actions

ATTITUDES

- Develop a positive and responsible attitude towards their own well-being and others

HEALTH PROMOTION

- Actively take part with aim to develop confidence to self direct and initiate future play/game opportunities

Key competencies

- Using language, symbols and texts
- Relating to others
- Thinking
- Managing Self
- Participating and contributing

Key areas of learning

- Mental Health
- Body Care and Physical Safety
- Physical Activity

Module Details

Duration: 1-2 Terms (Approximately)

L1 Year 1-2



CHOICES / ADDITIONAL NOTES



Helping our kids
to **win** in the game of life

CHOICES

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

GAME PLAY / CHOICES

CHARACTER / CHOICES

EXCELLENCE / RESPONSIBILITY / BALANCE

Learning Intentions: I am learning how to...	Success Criteria: I can...	Learning Intentions: I am learning how to...	Success Criteria: I can...
CHOICES Play striking and fielding games	<ul style="list-style-type: none"> • Send an object into space • Score runs for my team • Work with my teammates to play games by making good choices 	Make good choices in a variety of situations	<ul style="list-style-type: none"> • Make good choices with my friends • Make good choices at school • Encourage others to make good choices
EXCELLENCE Catch and throw successfully	<ul style="list-style-type: none"> • Underarm a variety of objects with accuracy and power • Throw a variety of objects overarm with accuracy and power • Catch a variety of objects • Play simple catch and throw games • Participate in games and do my best 	Become the best person that I can through excellence	<ul style="list-style-type: none"> • Be a fun person to be around because of my excellent choices • Encourage others to be the best they can be through praise • Develop a "Yes" attitude in everything that I do • Develop a habit of excellence
RESPONSIBILITY Participate in striking and fielding games by striking a ball	<ul style="list-style-type: none"> • Strike a ball with a variety of bats • Run around bases to score runs for my team • Work with my team to return a ball • Play a game responsibly by making good choices 	Act responsibly	<ul style="list-style-type: none"> • Do what I say I will do • Develop my personal responsibility by: <ul style="list-style-type: none"> – Not blaming others – Following the rules – Asking for help – Saying sorry – Setting goals
BALANCE Participate in a variety of activities that promote aerobic, muscle and bone strengthening exercises	<ul style="list-style-type: none"> • Play a variety of tag games to help build my aerobic fitness • Skip using small and long ropes • Build up my muscle strength using a variety of activities and equipment • Build up my bone strength using a variety of activities and equipment 	Live a healthy balanced life style	<ul style="list-style-type: none"> • Make healthy eating choices • Cook a simple healthy recipe • Make good choices with the use of my spare time so that I have a balance of activities in the 4 areas of the Exercise Pyramid

CHOICES

CHUCK THE CHICKEN

Movement Skills

- Running
- Throwing
- Passing an object over and under

Language

- Running, teams, chicken, scoring, points, throwing

Set Up

- Arrange students into 2 teams. (If you have 2 rubber chickens you could have 2 games running simultaneously)

Activity

- One team throws the chicken, calling out “Chuck the Chicken” then scores points by one of their players running around the rest of the team that has formed a circle. One point for every time they run around their team.
- Meanwhile the second team races over to where the chicken has been thrown to and completes an over-under relay with the chicken. The last person to receive the chicken throws it in any direction. The whole team calls “Chuck the Chicken” which is the signal to the other team to commence the chase over to the chicken.
- Game continues for several turns before stopping and asking the students some of the following questions. (Note some questions will come from your observations while the students are playing)

Small Sided Game Questions

1. What did you enjoy most about the game?
2. What did you find most difficult?
3. What do you notice the other team is doing when they throw the chicken?
4. Where are they throwing the chicken after their team has finished passing it? In what direction are they throwing it, in relation to your team?
5. Why do you think they are doing that?
6. How is that helping their team?
7. What are the main problems that need to be solved when playing this game?
8. What can you do as a team to make the other team score less runs than your team? (Give teams time to come up with strategies and apply them)

Life Focus Questions

“Life is full of choices”. How would someone making “Good Choices” behave while playing the game “Chuck the Chicken”. *(Look for children to make choices to follow the rules e.g. some players may just pass the chicken to the person behind them rather than over under because it's quicker).*

When do you feel tempted to not make good choices?

How can others influence you to make (a) Good Choices (b) Bad Choices?

What do you find helps you to make Good Choices when playing “Chuck the Chicken”?

Basic Underarm and Over Arm Throws

Movement Skills

- Underarming/overarming objects towards a target
- Catching

Language

- Throwing, catching, power, accuracy, underarm, overarm

Set Up

Activity

Skill Progression for Younger Children for catching a ball thrown underarm ball

(Option to use a bean bag before starting with a small ball)

Individual Activities

- Children practice individually in their own space tossing to self catch the ball.
- Throw it using different release points to throw with both high and low trajectories.
- Roll or throw the ball at a target e.g. cone, wall or target on a wall.
- Underarm the ball to catch it off a wall.
- Roll between cones/markers.
- Underarm the ball to catch it off a wall. (Or draw different shapes onto a poster and tape them to the wall. Make a throw line around 3 metres from the target. (Increase or decrease the distance depending on the ability of your children).
- Roll at different speeds e.g. as fast or as slow as you can.
- Roll the ball standing still and stepping forward.
- Roll/throw the ball/beanbag at a stationary cone to knock it down.
- In the first instance concentrate on throwing balls for distance rather than accuracy.

Preferred versus Non Preferred**Set Up**

- Each child has 2 beanbags each.
- Open space marked with a throwing line.

Activity

- Children throw their first beanbag with their preferred hand as far as they can. (Permit them to have several attempts to get it as far as they can).
- Using their “non-preferred” hand they attempt to match the distance.
- Count the number of throws they need to make to reach their “preferred hand” throw.
- Explore ways to help them improve their “non preferred” hand’s distance. Guide them using the Skill Development Teaching Points below.

Partner Activities

- Use soft larger balls and in pairs, roll them underarm to each other.
- Try to roll it between your partners 2 legs.
- Increase the distance.
- Underarm the ball so that it bounces once before reaching your partner.
- Increase the distance.
- Underarm the ball to reach your partner on the full.
- Throw it using different release points to throw with both high and low trajectories.
- Roll or throw the ball at a target e.g. cone, wall or target on a wall.
- Underarm the ball to catch it off a wall.
- Roll the ball standing still and stepping forward.
- Place a target e.g. cone between 2 children and roll/throw the ball/beanbag at the target to knock it down.
- Using a target drawn on a wall, take it in turns to throw a wet sponge at the target. Draw a variety of different targets.
- Practice throwing at different heights e.g. below the knees, waist height, above the head. Discuss the differences required with the release point.
- Follow a similar sequence for over arm throwing using the skill development points included below.

The Underarm/Overarm Throw and Catch Challenge

- Partner challenge
- Children are a set distance apart. (Set this suitable to their ability).
- Children throw and catch a beanbag or ball 25 times. Throws and catches must be behind the line
- They must complete in 60 seconds. (Or time how many they can do and record results on a simple graph for the children to have a goal to work towards so that every child experiences success.
- Children alternate and take each others place while throwing and catching.
- Increase the distance as the children achieve the goal.
- Begin with the beanbags and progress to a small ball.

CROCODILES

- Play feed the crocodiles: put children into pairs. One child stand in the hoop (crocodile).
- Practise throwing bean bag into partner's crocodile hoop. Aim for the hoop, start close, partner back further away. Can you throw further? Swap over.
- Explore different ways of delivering the beanbag to the crocodile by balancing it on different parts of the body. E.g. hand, back of hand, head and shoulder. Swap over.

CIRCUIT OF TARGETS**Movement Skills**

- Underarming and/or overarming objects towards a stationary target.
- Wall targets or cardboard/plastic boxes as targets.
- Water bombs.

Language

- Throwing, power, accuracy, underarm, overarm, distance, targets.

Set Up

- Empty plastic bottles e.g. 1 or 2 litre milk bottles filled with water or sand as targets.

Activity

- Make up a circuit of different targets for the children to rotate around. Use some of the ideas already listed above in the individual or partner areas, plus the addition of some of these ideas:
 - A wet tennis ball leaves a temporary mark on a wall for scoring purposes.
 - Water bombs thrown at a cardboard box can be fun.

GAME PLAY / CHOICES

L1

- Set up bottle targets at a range of different distances from the throwing area with targets further away worth more points.
- Rubbish tins or buckets to toss beanbags into.
- Circles drawn onto the ground with chalk with 1/2/3 point regions e.g.
- Different targets can be worth different points.
- Children rotate around in small groups and spend a set number of time or a set number of throws at each activity and record their points. (Use the Circuit Target initially without points or record the first time, give the children several opportunities over subsequent weeks to practice, then record their scores and compare. With younger children see if some older students can be available to record the points at the beginning and at another time when you retest them).

Life Focus Questions

1. What types of behaviours would you expect to see from someone making Good Choices while participating in activities outside?
2. How will making “Good Choices” help their learning of some new skills in throwing and receiving objects?

Skill Development Teaching Points

Underarm Throw

- Face the person you are throwing to.
- Step with the opposite foot from the throwing hand. (Or you can begin with 1 foot in front of the other). You can put tie a ribbon or make a mark on the foot for children who are struggling with what foot to step forward with.
- “Tick”...arm goes back like a grandfather clock.
- Take the weight onto the back foot as you swing the arm back.
- Legs first...arms last and fast.
- “Tock”... arm swings forward to release the ball (Have the children use the saying “Tick Tock goes the Clock” to help them remember the cues for the underhand throw.)
- Keep the swinging arm straight throughout the action.
- Swing the free arm, that is pointing towards the target, back as the the throwing arm swings forward.
- Release the ball midway between the waist and shoulder for a short low trajectory (or flight).
- Release at head height or above for a longer higher trajectory (or flight).

Sequence you are looking to develop is “Backswing, transfer of weight...or step through, and follow through. This sequence is a key sequence to many fundamental skills around throwing, striking with an implement and striking with the foot.

Develop with the children their preferred throwing arm. It may not be the hand that the child writes with.

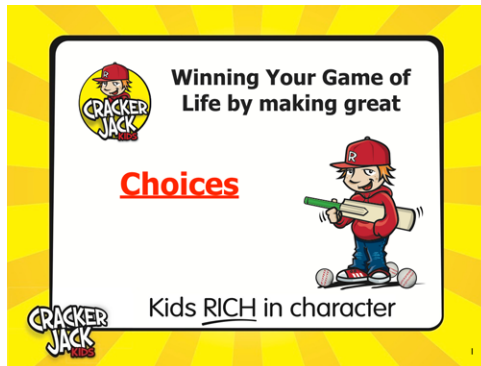
Teach throwing and catching in separate sessions. Children can learn to catch larger balls and throw smaller balls.

Receiving the ball

- Little fingers together to receive a ball below waist height.
- Fingers pointing down towards the ground to receive a ball below waist height.
- Catch the ball with 2 hands.
- Keep your eye on the ball by following the flight of the ball.
- Relax your hands.
- Let the ball drop gently into in your hands.
- Give with your hands by pretending it is a pillow or something soft. You don’t want the ball to bouncing out of your hands when it makes contact with the hand.
- Move your feet quickly so you get your body in front of the ball.

Overarm Throw

- Focus your eyes on the target.
- Stand side in to the target or direction of the throw.
- Point the hand without the ball at the target.
- Hold ball between the fingers and thumb, with the palm facing upwards.
- Elbow bends as throwing arm moves behind the head with the hand coming from a position behind the upper arm.
- Opposite foot to throwing arm steps forward towards the target.
- Throwing arm follows through towards the target and across the body.



PPT #1: Title Slide:

Choices



PPT #2: Choices

Good Choices

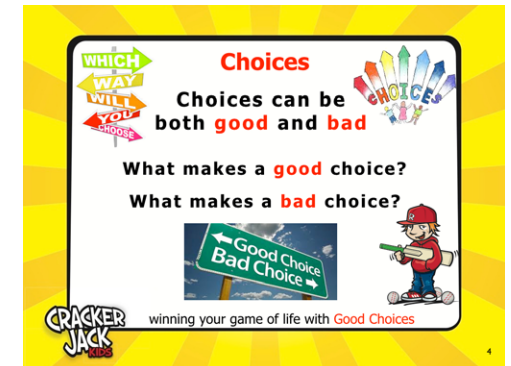
Life is all about choices.



PPT #3: Choices

Good Choices

Everyone lives with choices waiting to be made.

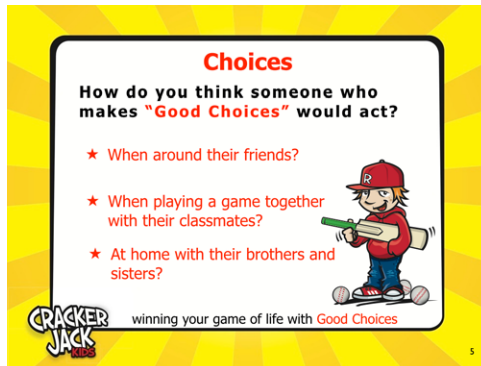


PPT #4: Choices

Making Choices

What makes a good choice?

What makes a bad choice?

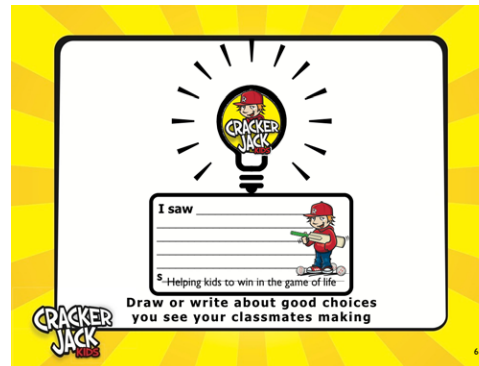


PPT #5: Choices

Making Choices

How do you think someone who makes Good Choices would act?

1. When around their friends? (Make up a list of Do's and Don'ts with the children.)
2. When playing a game together with their classmates?
3. At home with their brothers and sisters?



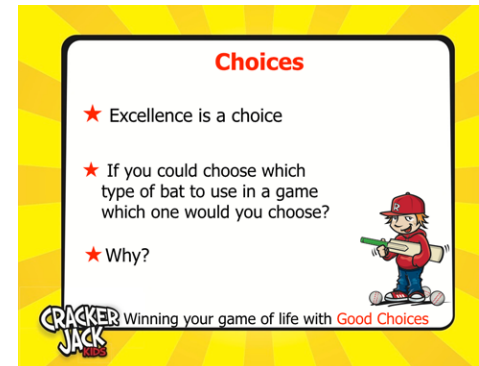
PPT #6: Choices

Making Choices

String of Lightbulbs Activity

Make up a class display of Lightbulbs identifying classmates who you have seen making Good Choices

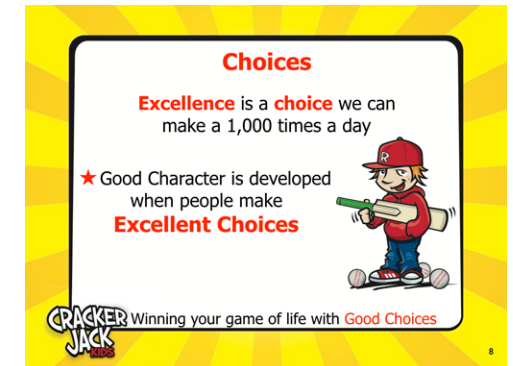
Choices Lightbulb Template P14



PPT #7: Choices

Excellence...Your Choice

- Excellence is a choice
- If you could choose which type of bat to use in a game which one would you choose? (Offer students the option of a tennis racquet, padder tennis bat, softball bat or a cricket bat when playing a striking and fielding game).
- Why? (Often we choose what's easiest and don't develop other areas because we haven't been successful. It's often easier to go along with the crowd than stand up for what we know is right).

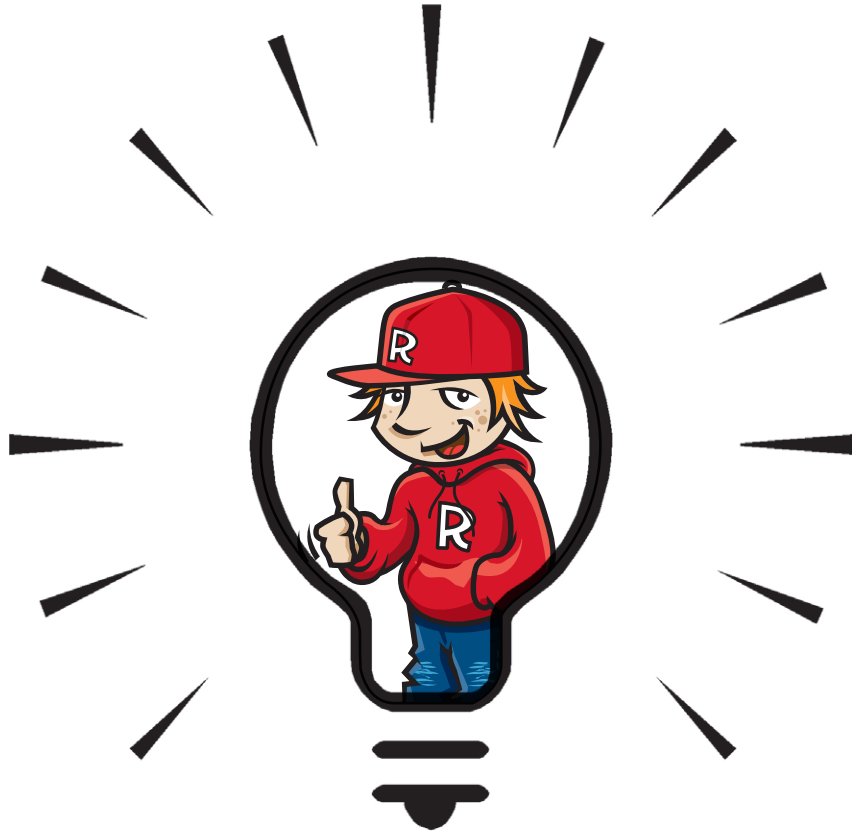


PPT #8: Choices

Excellence

Excellence is a choice we can make 1,000 times a day.

Good Character can be developed through making Excellent Choices.



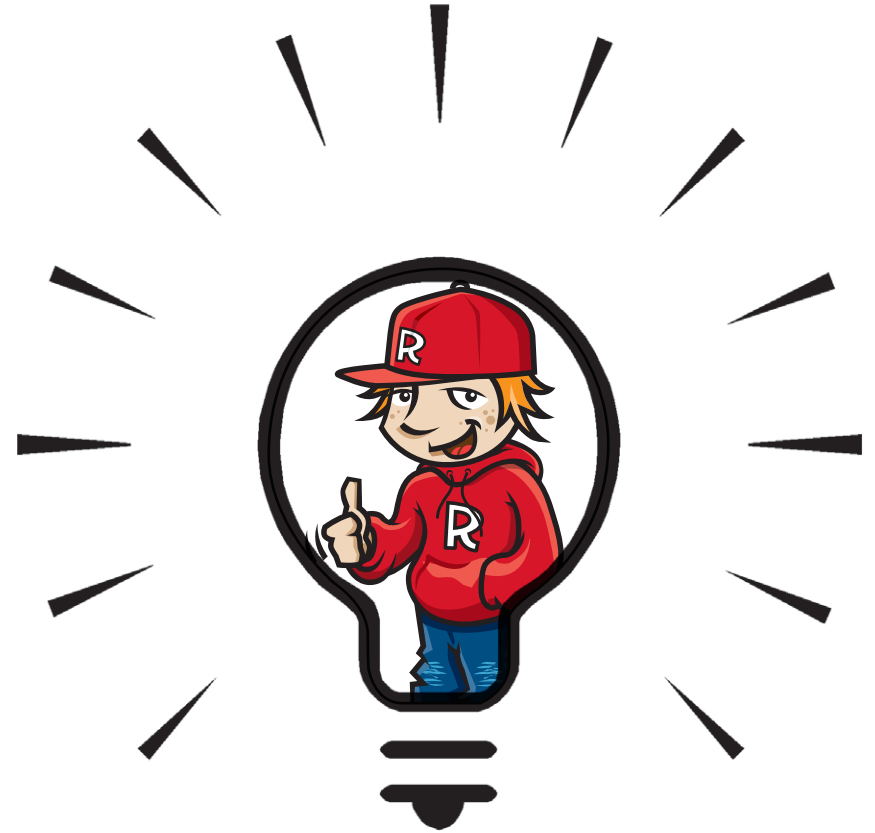
I Saw

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I Saw

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Helping our kids
to **win** in the game of life

EXCELLENCE

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

EXCELLENCE

SPRING CLEAN THE BACKYARD

Movement Skills

- Underarm and/or overarm objects

Language

- Throwing, power, accuracy, underarm, overarm

Set Up

- Play in a space that can be divided into two equal halves using either cones or a line.
- Either play as one big game or divide up and play several smaller games.

Activity

- Divide the class into 2 equal teams and give each child a beanbag/small ball. (If possible have enough beanbags for 1 per child. Begin using beanbags and progress to small balls).
- On the signal, "Go" children "clean" up their area by tossing the objects over the line into the other team's "yard".
- Begin by playing for a set period of time, then stop and count up how many objects are in each area.

Modification

- Add in some spots to throw at e.g. inside a hoop and number them worth a variety of points. Closer spots are worth less than spots further away. If an object lands in one of those areas it's worth that amount of points at the end.

Life Focus Choices

1. What does "Being the best you that you can be" look like when you are playing the game "Spring Clean the Back Yard"?
2. How does it help you when you see your classmates making excellent choices?
3. When could you give your classmates some "Praise"? (Encourage children to give praise when they see a classmate trying hard, and not necessarily just given when they are successful).

4. How are you developing a "Yes Attitude" when participating in this game?

5. What does "Being the best version of you" look like when you're playing this game?
Address this questions to the extremes of ability levels e.g. when you are really good at something, or when you feel that you aren't very good at playing the game.

BEANBAG GOLF

Movement Skills

- Underarm throw for accuracy.
- Underarm throw for power.
- Overarm throw for accuracy.
- Overarm throw for power.

Set Up

- Beanbags
- Targets (Tees) – Cones
- Hoops as targets. If possible set up each course using the colours of the hoops so that the children can follow their particular colour as they go around the course.

Activity

- Play with a partner or group of three:
- Have a competition to see who can score the "least" points with a limited number of throws. It is important that the students know that the person with the least amount of throws at the end of the game has won.
- Leave the beanbag wherever it lands (assuming it doesn't get into the hoop/hole) in one throw). Next turn pick the beanbag up and take another throw to aim the beanbag into the hoop. Total up the amount of throws at the end. Repeat to improve their score.
- Guess a score and see if you can come close to it.

In Teams of Four

- Ground targets (hoops) are arranged as a 'golf' course, positioned at varying distances from one another and with a cone (tee) near each one.
- Players throw from the starting tee towards the target. They continue throwing the beanbag from where it lands until they successfully throw it into the hoop.
- They start throwing towards the next hoop from a cone stationed next to each hoop.

Questions:

1. What kind of arm swing do we need to use? Long or short? Try both. (Long arm swing when target is further away and short when closer).
2. If you increase the distance from the target, what happens to your arm swing?
3. To hit the target consistently, what do you need to focus on? (Power and accuracy).
4. To throw the beanbag further is it better to keep it high or low?
5. Where do you need to release the beanbag to get the best height to throw it along way?
6. What can you do to help you get accuracy? (Straight swinging arm, aiming arm, aiming eye.
7. Some children find closing 1 eye helpful).
8. What can you do to help you get power into your throw? (Long arm swing, stepping through, bending and straightening knees, finish with a good follow through).

Modifications

Increase the difficulty: Increase the distance between the tees and the targets.

Children have to complete the course with accurate throws by restarting each time they miss the hoop from where the cone is stationed. (You may have several courses set up using a variety of distances to challenge the children at their own ability level. They can then move on up to another course with great distances once they have completed one course successfully).

Life Focus Choices

1. What does “Being the best you that you can be” look like when you are playing the game “Bean bag golf”?
2. How does it help you when you see your classmates making excellent choices?
3. What risks are you needing to take in order to help develop that “Yes Attitude” while playing this game?
4. What are some things you are learning while playing Beanbag Golf “Life Long Learning”?
5. If players are making excellent choices the game is more fun. Why?
6. What can you say to encourage excellent through praise?
7. How are you developing a “Yes Attitude” when participating in this game?
8. What does “Being the best version of you” look like when you’re playing this game?

PIRATES AND RESCUERS**Movement Skills**

- Underarming/overarming objects towards a target
- Catching

Language

- Throwing, catching, power, accuracy, underarm, overarm

Set Up

- Class is divided up into two groups, one half are the sailors and the other half are rescuers.
- Use beanbags (or small balls) whatever is suitable for your age group. (Life rings)
- Hoops (or poly spots) are scattered around inside the area and the sailors stand on/in these (called flotation devices) and assume a catching position (Hands up at chest level fingers pointing up)
- A throwing line is established at a distance suitable for your class’s throwing and catching ability. (You may set up 2 games, one for more competent students and one for those still needing to develop their confidence and competence in throwing and catching activities)

Activity

- Teacher provides an introductory story about sailors who are floating out on the sea and in need of rescuing. The poly spot or hoop are designated floating devices where the sailors stand ready to catch a ball.
- On the teacher’s signal the rescuers begin throwing their “flotation devices” using either over or underarm (Teacher decides) in an attempt to rescue the sailors. If the sailor catches it on the full they can join the rescuers and attempt to save others. If the ball is not caught on the full the rescuer must retrieve and continue throwing from behind the throwing line.
- Play continues until all “sailors” are rescued or a time limit reached.

Note the Teachers: If you have very young students you may even begin this activity by underarm rolling it to rescue the “sailors”. Or begin with a simple passing and catching activity in pairs using beanbags to get them use to catching and throwing. Beanbags are good to begin with as some students can be scared of a ball.

Modifications

- Set a time limit to see how many they can rescue
- Increase or decrease the throwing distance depending on the ability of the students
- Use a larger softer ball underarm for younger students.

Small Sided Game Questions

1. What were some of the difficulties you faced when throwing the ball? (Discuss each difficulty and get the students come up with some solutions).
2. What were some of the difficulties you had when waiting to be rescued? (Discuss each difficulty and get the students come up with some solutions).
3. Are there some types of throws that are more successful than others?
4. Did you find it easier being a “rescuer” or a “sailor”? Why?

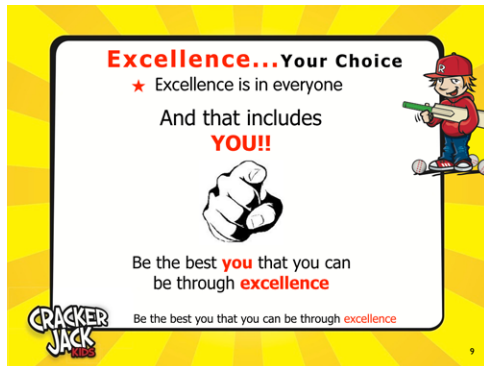
Throwing Skill Development Teaching Points

What helps you throw your object with enough power to reach your “sailor”? (Work on identifying some of the basic skills required to throw an object with power)

What helps you throw your object with accuracy to reach your “sailor”? (Work on identifying some of the basic skills required to throw an object with accuracy)

Life Focus Questions

1. If “excellence” is a habit what are some of the things you need to do repeatedly play this game successfully? (Refer back to some of the Skill Development Teaching Points above)
2. How can you respond positively when you aren’t successful at striking and fielding the ball? How can your team mates best help you?
3. What can you say to classmates in your group to encourage them when they miss the ball?
4. Do you find yourself feeling disappointed when you don’t catch the ball well?
5. How can you respond that will help you?
6. In life we have things that disappoint us...but we need to develop an attitude of “Excellence” in order to make the most of every situation.
7. What are some things you have found difficult to keep on trying your best at? (Can relate to this specific Game Play activity or other situations in their lives).



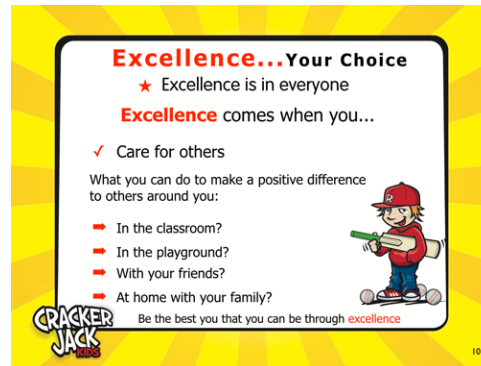
PPT #9: Excellence

Your Choice

Excellence is in everyone

And that includes YOU!

Be the best you that you can be through excellence.



PPT #10: Excellence

Your Choice

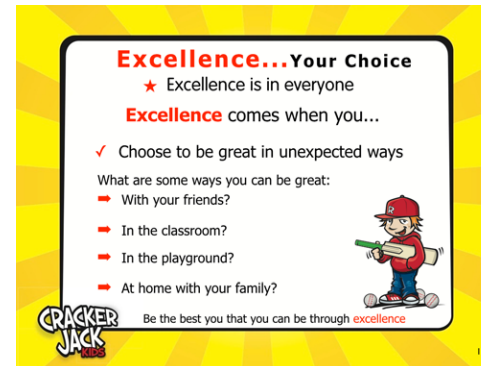
Excellence is in everyone

Excellence comes when you...

Care for others

What can you do to make a positive difference to others around you:

- In the classroom?
- In the playground?
- With your friends?
- At home with your family?



PPT #11: Excellence

Your Choice

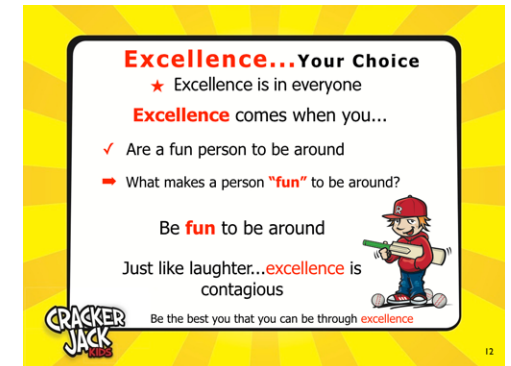
Excellence is in everyone

Excellence comes when you...

Choose to be great in unexpected ways

What are some ways you can be great:

- With your friends?
- In the classroom?
- In the playground?
- At home with your family?



PPT #12: Excellence

Your Choice

Excellence is in everyone

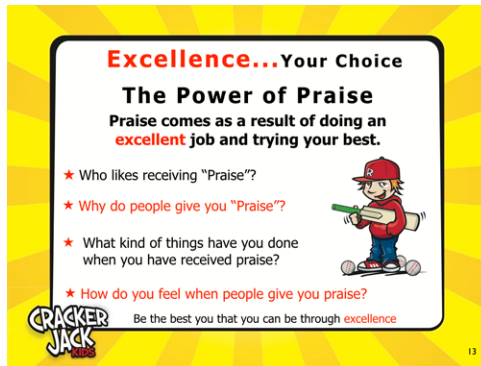
Excellence comes when you...

- Are a fun person to be around

What makes a person "fun" to be around

Be fun to be around

Just like laughter...excellence is contagious



PPT #13: Excellence

The Power of Praise

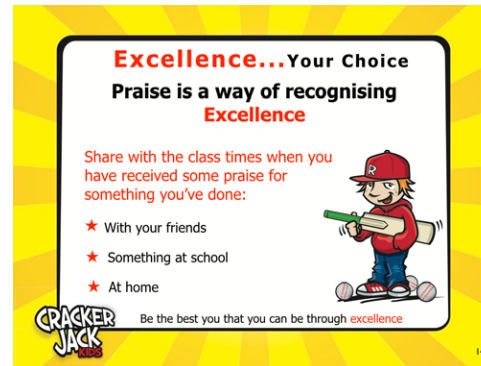
Praise comes as a result of doing an excellent job and trying your best.

Who likes receiving "Praise"?

Why do people give you Praise?"

What kind of things have you done when you have received praise?

How do you feel when people give you praise?



PPT #14: Excellence

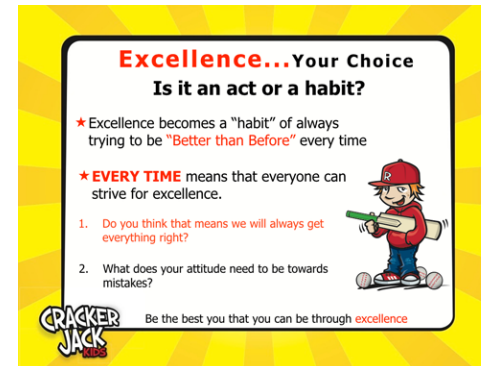
The Power of Praise

Praise is a way of people recognizing EXCELLENCE

Share with the class times when you have received praise for something you've done:

- With your friends
- At school
- At home

Praise Card Template P22



PPT #15: Excellence

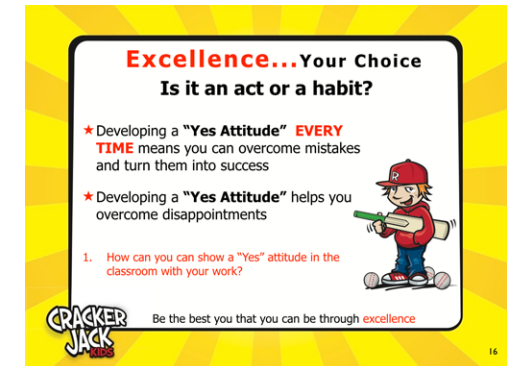
Act or Habit?

Excellence...an act or a habit?

A "habit" of doing your best or "giving the complete effort" EVERY TIME means that everyone can strive for excellence.

Do you think that means we will always get everything right?

What does our attitude need to be towards mistakes?



PPT #16: Excellence

A "Yes" Attitude

Developing a "Yes" attitude EVERY TIME means you can overcome mistakes and turn them into success

Developing a "Yes" attitude can give you victory over disappointments

What are some ways you can show a "Yes" attitude in the classroom with your work?

To encourage children to develop that "YES" attitude, give them a "Developing a Yes Attitude" record card. Use stamps, stickers or sign it every you see they developing this "Yes" attitude. When they have filled in a sheet they can be awarded a certificate

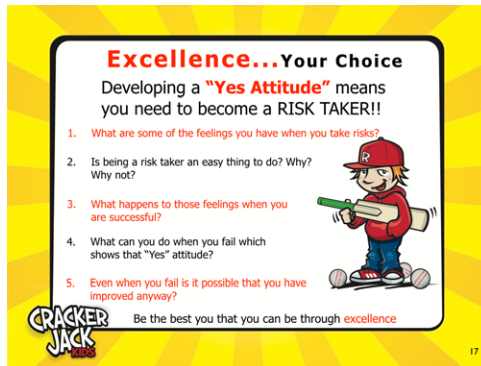
"Yes" Attitude Record Card P23

"Yes" Attitude Certificate P24

Class "Praise" Challenge:

Devise a way for children to record when their classmates give them some "Praise" E.g. you could divide the class into teams and have both a team and/or individual competition. Every time they receive some "Praise" from a classmate they could record their name on a piece of paper and post it in a special "Praise Box" Points can be recorded and individual and group points can be kept.

You may like to institute a rule of not being able to give their own teammates a "Praise" point or randomly draw names out of the hat at the end of the week to make up the teams. Offer some kind of reward for the winning individual and/or teams. Class could brainstorm these.

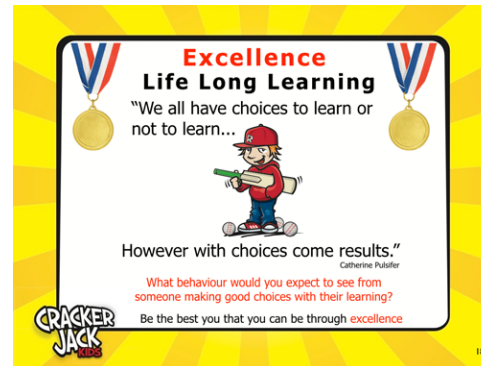


PPT #17: Excellence

Risk Taker

Developing a "Yes" attitude means you need to become a RISK TAKER!

1. What are some of the feelings you have when you take risks?
2. Is being a risk taker an easy thing to do? Why? Why not?
3. What happens to those feelings when you are successful?
4. What can you do when you fail which shows that "Yes" attitude?
5. Even when you fail is it possible that you have improved anyway?



PPT #18: Excellence

Life long Learning

"We all have choices to learn or not to learn..."

However with choices come results."
Catherine Pulsifer

What behaviour would you expect to see from someone making good choices with their learning?



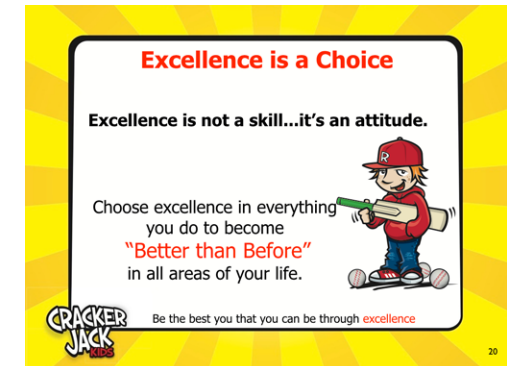
PPT #19: Excellence

Quote

"Top achievers are LIFE LONG LEARNERS.
To know how to do something well is to enjoy it.

Discuss with the children what being a Life Long Learner means. Share from your personal experience some of the things you are learning to do.

Can we enjoy things as we are learning to do new things? How?



PPT #20: Excellence

A Habit

Excellence is not a skill...it's an attitude

Discuss with your children what an attitude is. Attitude is what you think and this shows in how you act and what you say.

Choose excellence in everything you do to become "Better than Before" in all areas of your life.

Discuss with children the areas of their lives they can target e.g. relationships with their friends, class work etc.

Making Good Choices

Praise Cards

Giving **PRAISE** for
an **EXCELLENT** job

Today I received praise from...

For doing an excellent job with...



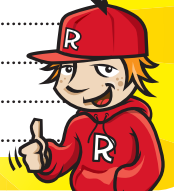
Making Good Choices

Praise Cards

Giving **PRAISE** for
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Today I received praise from...

For doing an excellent job with...



Making Good Choices

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Making Good Choices

Praise Cards

Giving **PRAISE** for
an **EXCELLENT** job

Today I received praise from...

For doing an excellent job with...



Making Good Choices

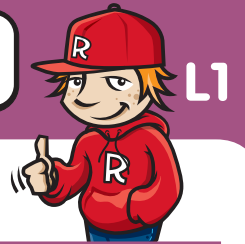
Praise Cards

Giving **PRAISE** for
an **EXCELLENT** job











Today I received praise from...

For doing an excellent job with...





I'm Developing a "YES ATTITUDE" by making Excellent Choices

Winning in my game of life by **MAKING GOOD CHOICES**

"YES" ATTITUDE CERTIFICATE

Awarded to

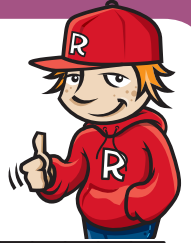


For consistently making
EXCELLENT CHOICES

Signed: _____ Date: _____

"YES" ATTITUDE CERTIFICATE

Awarded to



For consistently making
EXCELLENT CHOICES

Signed: _____ Date: _____

"YES" ATTITUDE CERTIFICATE

Awarded to



For consistently making
EXCELLENT CHOICES

Signed: _____ Date: _____

"YES" ATTITUDE CERTIFICATE

Awarded to



For consistently making
EXCELLENT CHOICES

Signed: _____ Date: _____



Helping our kids
to **win** in the game of life

RESPONSIBILITY

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

RESPONSIBILITY

HOOP HOPPER

Movement Skills

- Running
- Throwing
- Catching

Language

running, catching, throwing, beanbags

Set Up

- Arrange students into pairs, three's or groups of four.
- Hula Hoop and bean bags (enough for each fielder)

Activity

- The game can be played is 1 against 1, 1 against 2 or 1 against 3.
- One player, (the thrower or batter) stands in a hoop and throws beanbags into an area out in front of the hoop.
- They then count how many times they can move in and out of a hoop before fielders retrieve the beanbags. (Option to put another hoop or cone a short distance away that they have to step into or go around)
- The other players (fielders) stand behind the thrower and run to retrieve the beanbags after they have been thrown. There should be 1 beanbag for each fielder to retrieve.
- Players take it in turns to throw and run or field.
- Once the children know how to play the game successfully, the fielders should stand in the throwing area to try to intercept the beanbags.

Modifications

- Nominate 1 player to act as a backstop at the hoop so that the bean bags are thrown back in.
- As skills develop change to small/medium sized balls.
- Change the movement in and out of the hoops e.g. jumping, hopping on either foot.

Small Sided Game Questions

1. Thrower: What do you need to be able to do to score as many runs as possible in the time available?
2. When the fielders are out in front of you, where will you try to throw it? (See modifications)
3. Fielders: What can you do to limit the thrower's runs?
4. What could you do to speed up the process of getting the bean bags back to the hoop?

Skill Related Questions

Thrower

1. How can you get more power into your throw so that the bean bag can go further? (Explore each of the elements of backswing, transfer of weight and follow through to develop more power and accuracy.)
2. Can you get more distance throwing underarm or overarm?
3. How can you develop more power in either overarm or underarm throwing techniques?

Fielders

1. How far away do you need to stand?
2. Is it easier to turn and chase a throw or run into it?

Life Focus Questions

1. Come on...do what you're suppose to do. What choices do you need to make to make this statement true?
2. What are some Personal Responsibility actions that you need to follow through on when playing this game with your partner without needing the teacher watching to make sure you are:
 - Playing fairly?
 - Encouraging your partner to be the best that they can be?
 - Taking risks to make sure you are learning new ways of doing things

(Option to have the pairs sit down and discuss some of these questions between turns at the game).

GAME PLAY / RESPONSIBILITY

L1

3. What happens to the game when rules aren't followed?
4. Why is it important to follow rules not only in this game but in other areas of life?
5. Who could you ask for help if you are struggling with some aspect of the game? or How could you help a team mate that is struggling with playing the game?

SCOOPTASTIC RACE

Movement Skills

- Underarming objects towards a target
- Scooping up an object
- Catching with a scoop

Language

Throwing, catching, power, accuracy, underarm, scooping, tossing

Set Up

- Scoops or any equipment that scoops (e.g. plastic milk bottles cut in half, enough for 1 each).
- Small balls, bean bags, beanie animals etc.
- Hula hoops and poly spots or cones.

Activity

- Work students in pairs and place hula hoops around the edge of the playing area, enough for 1 per pair. Place a cone or poly spot about a metre in front of each hula hoop.
- Place all objects to be scooped up into a space in the middle of the playing area. These can be marked off with cones or use any existing markings (e.g. centre circle of a netball or basketball court).
- On the teachers signal partner #1 runs into the middle from their "home" hula hoop and using their scoop, scoops up one object at a time and runs back to stand on their poly spot (or beside their cone). Once there they toss their object to their partner who is standing in the hoop waiting to catch it.
- If they catch it successfully, they get to keep that object and partner #2 runs in to collect another object and repeats the process. (Option to give the players up to 3 chances to catch the object. (As they develop the skills to perform this it can be dropped down to 1 turn).

Modifications

- Increase the distance between the hula hoop and the poly spot.
- Play a competitive version to see who can get the most in their hula hoop within a set time.
- Decrease the number of times an object can be tossed and missed. It is then taken back to the centre area again. Players have to collect a different object, they can't pick up the same one.
- Rotate players around so that they work with a different person each round.
- Introduce a points system for different objects or colours so that some are worth more points.
- If an object isn't caught and/or lands outside of the hoop that pair can't rescue it but another pair can come and take it from there back to their hoop.

Small Sided Game Questions

1. How can the person tossing the bean bag/object help the person waiting to catch it?
2. If you are waiting to catch the object what does a "ready" position look like?
3. What are some of the things you are doing well that is helping you and your partner to be successful?
4. What can you do to improve your pair's score within a set period of time?

Life Focus Questions

1. What happens to the game when rules aren't followed? Why is it important to follow rules not only in this game but in other areas of school life?
2. If you are struggling with some aspect of the game who could you ask for advice?
3. Or how could you help a classmate who is struggling with some aspect of the game?
4. How would you describe your feelings when either your partner or they didn't deliver the object easily for you to catch it OR when your partner dropped it? When you have these types of feelings do you think they assist your learning at that time?
5. When else do you have these types of feelings? How can you overcome these?

HITTING OFF A TEE**Movement Skills**

- Striking a stationary ball with a variety of implements.
- Receiving (fielding and catching) a small ball.
- Throwing a small ball back to a designated place
- Running for speed to complete runs.

Language

Striking, hitting, running, scoring, runs, bases, hitting tee, bats,

Set Up

- Two or four bases
- Boundary markers
- Hitting Tee/Cone
- Hoop for home base
- A range of striking implements for the children to choose from e.g. padder tennis bat, cricket bat, softball bat, tennis racquet.
- Larger soft small balls

Activity

- Children divide up into groups of four or five.
- Batter strikes the ball and runs to the base and back (if 2 bases are used) or around the bases. (If 4 bases are used as per softball)
- The ball is fielded by the fielding team and thrown back to the home base.
- The player waiting to receive the ball cannot move away from the hoop to collect the ball. One foot must remain in the hoop at all times. Once they have received the ball they can either call, "Stop!" or place the ball back on top of the hitting tee and then call stop.
- One run is scored when the batter returns to the hitting tee. They continue to run until the fielders return the ball back safely to home base. (Can either be caught on the full or put back onto the top of the tee).
- All batters have 3 turns before swapping with a fielder.
- Fielders are not allowed to run with the ball, instead they must throw it back into the home base area. (Encourage players to use relay throws to cover distances that are too big for one throw)

Modifications

- Batter can continue to run around the bases until the ball has been returned to home base. A point can be awarded for every base passed.
- As skills develop try the same activity with the ball being lobbed to hit on the full

Small Sided Game Questions

1. What did you enjoy most about the game?
2. What did you find most difficult?

Batters

1. What did you enjoy most about batting in this game?
2. What did you find the most difficult about batting?
3. Where did you look to try and hit the ball? Why did you choose this area?
4. What did you do to change the direction of your hit?
5. What advantages might there be in keeping the ball along the ground?
6. What did you need to do to try and keep the ball along the ground?
7. To hit the ball a long way, where might you get power from?

Fielders

1. What are some things the fielding side can do to stop the batter from scoring too many runs?
2. How could you work together to throw the ball over distances that were too long for one throw? (Relay throws)
3. What things can you do that will help you to throw the ball accurately? (Discuss throwing related teaching points)
4. Where can you get power from to throw the ball over longer distances?
5. How can you help your teammate who is waiting at home base to receive the ball?

GAME PLAY / RESPONSIBILITY

L1

Life Focus Questions

1. Being responsible for your choices is just as important while playing games as at other times in your life? What are some of the consequences when you make:
2. Good choices when playing?
3. Bad choices when playing?
4. When you don't follow the rules it is known as "Cheating Choices". What impact does it have on a game when people make "Cheating Choices"
5. Why do you think people make these choices?
6. What can you do to help others make good choices while playing games?

SPOT ON

Movement Skills

- Striking a ball with a variety of implements in a chosen direction.
- Receiving (fielding and catching) a small ball.

Set Up

- Batting tees (cricket or softball), bats, (Ensure smaller bats are used for the younger children) balls, hoops.
- In each group of four, a batter stands at the tee and the others are fielders in hoops spread in front of the tee in a large grass area.
- Set up a variety of striking implements.
- Use larger balls with younger children or for those having difficulty striking a ball. E.g. A beach ball before moving onto smaller balls
- Rotate groups around if their isn't enough equipment for all group to have each type

Activity

- As the batter hits the ball off the tee, they name the fielder they are hitting to.
- That fielder must keep one foot in the hoop and attempt to field the ball.
- The batter scores a point if the fielder is successful. The batter has three turns, then changes roles with a fielder.

Variations

1. Vary the distance for the batter to hit the ball.
2. Extra points can be awarded for keeping the ball along the ground or batters lose a point of the ball is caught on the full.
3. Fielders can protect a zone between 2 cones with points being awarded for both striking accuracy and for the fielder stopping the ball.
4. Progress to a moving ball once the children have mastered striking a stationary ball. Begin with an underarm pitch: (NB Level 1 children may not be able to advance to this stage)

Small Sided Games Questions

1. How can you ensure the fielder is successful?
2. What helps you hit the ball with accuracy?
3. What changes do you need to make to hit the ball in the direction you want it to go?
4. What happens to your balance when striking the ball?
5. What changes do you think you may need to make to hit the ball further?
6. Which striking implement did you find the easiest to hit?
7. How can being able to hit a ball in a particular direction help you in a striking and fielding game? (It's important to be able to place the ball away from fielders and into spaces).

Life Focus Questions

1. What happens to the game when rules aren't followed?
2. Why is it important to follow rules not only in this game but in other areas of life?
3. If you are struggling with some aspect of the game who could you ask for advice?
4. Or how could you help a classmate who is struggling with some aspect of the game?
5. When is it tempting to want to blame others when your team doesn't win?
6. What is more important...improving your abilities to play the game successfully or winning?
7. What are some responsible choices during game play and how do they influence the game?
8. What are some irresponsible choices during game play and how do they influence the game?
9. What are some of the "small things" you can do well that help the game be enjoyable for everyone?

Gripping and position of the bat

- For a right handed batter, the left hand wraps around the end of the bat. Right hand grips the bat directly above. (Reverse process for left handed children).
- When gripping the bat, your hands should touch.
- Don't grip the bat too tightly.
- Hold the bat in the fingers versus back deep in the palms.
- Have the player pick up the bat and "chop" with it like they are chopping wood.
- Knuckles on your hand that you knock with (not the ones you punch with), should be lined up from one hand to the other.
- Hold the bat up, but not resting on the shoulder.

CRICKET**The basic grip**

- Laying the bat face down on the ground with the handle pointing towards the student.
- Pick up the bat with both hands about the middle of the handle.
- The natural position of the hands should form two "V's" formed by the thumbs and forefinger pointing down the back of the bat between the splice and the leading edge of the bat.
- Hands comfortably close together with some space between the hands.

Batting Stance

- T Ball/softball and Cricket
- Stand side on to the tee.
- Feet apart roughly shoulder-width apart.
- Knees slightly bent so you don't feel stiff.
- Eyes watching the ball.

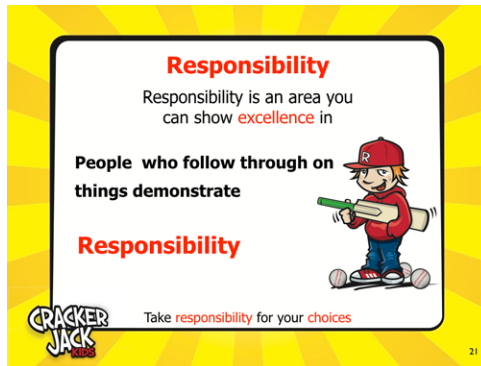
Use a bigger than normal ball to teach hitting

- Give him a plastic bat suitable for his size.
- Start with using a beach ball and move on to smaller balls.

Swing

- Aim to hit the ball with the fat part of the bat (softball) to make it go further.
- Watch the ball until the bat hits the ball.
- Have the bat back up over the shoulder (but not resting on it).
- Focus on a level swing, because that gives a better chance of making contact.
- Follow through after you have hit the ball.
- If you made contact, get ready to drop the bat and run to first base. (Softball. In cricket they carry it).

CHOICES / ADDITIONAL NOTES



PPT #21: Responsibility

Definition

Responsibility is an area you can show excellence in

People who follow through on things demonstrate Responsibility



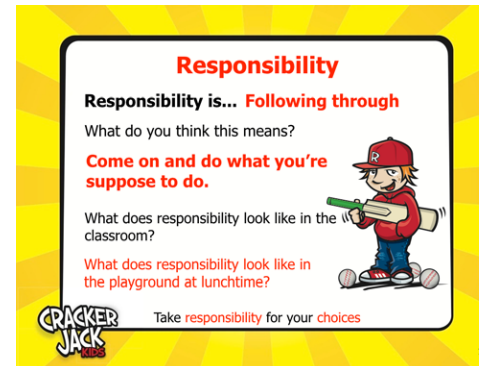
PPT #22: Responsibility

Video clip

This video clips highlights responsibility in the following areas:

- Do what you are suppose to do
- Responsibility is following through on things
- Packing up in the classroom
- Hang up your bag when you arrive at school
- Taking a permission slip home
- Always do your neatest work

Each of these areas of responsibility are covered in the following slides



PPT #23: Responsibility

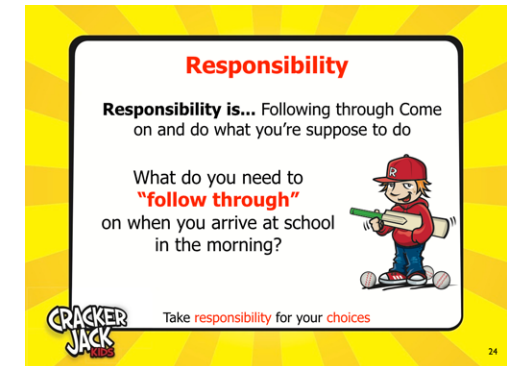
Following Through

Responsibility is following through

1. What do you think this means?

Come on and do what you're suppose to do

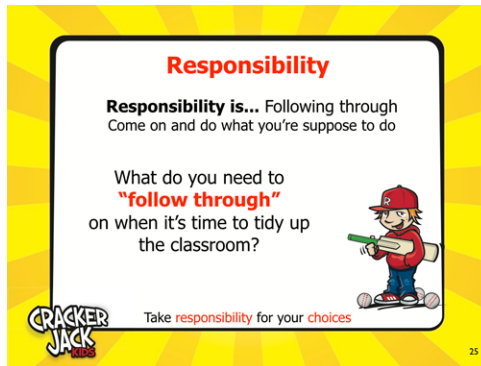
2. What does responsibility look like in the classroom?
3. What does responsibility look like in the playground at lunchtime?



PPT #24: Responsibility

Following Through

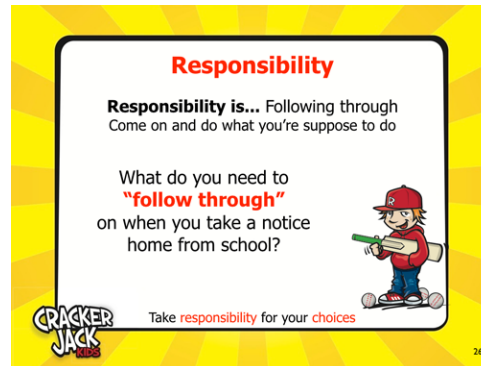
What do you need to "follow through" on when you arrive at school in the morning?



PPT #25: Responsibility

Following Through

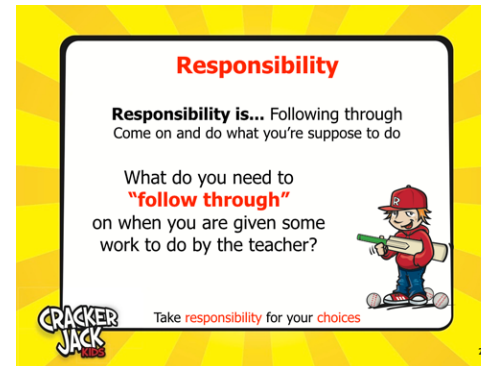
What do you need to “follow through on” when it’s time to tidy up in the classroom?



PPT #26: Responsibility

Following Through

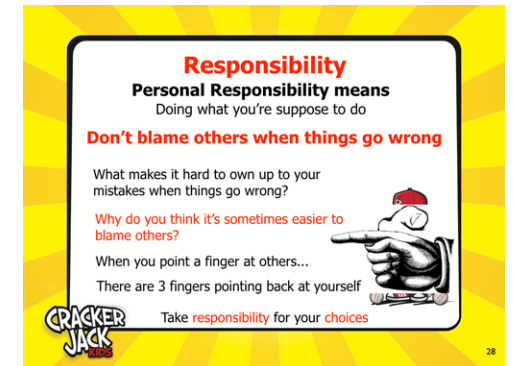
What do you need to “follow through on” when you take a notice home from school?



PPT #27: Responsibility

Following Through

What do you need to “follow through on” when you are given some work to do by the teacher?



PPT #28: Responsibility

Personal responsibility

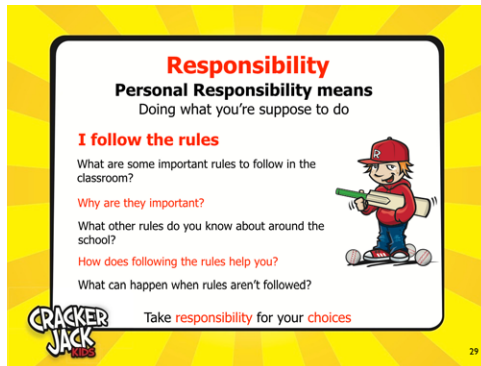
Personal responsibility means doing what you're suppose to do

Don't blame others when things go wrong

Questions

1. What makes it hard to own up to your mistakes when things go wrong?
2. Why do you think it's sometimes easier to blame others?

When you point a finger at others...
There are 3 fingers pointing back at you.



PPT #29: Responsibility

Personal responsibility

Doing what you're suppose to do

I follow the rules

Questions

1. What are some important rules to follow in the classroom?
2. Why are they important?
3. What other rules do you know about around the school?
4. How does following the rules help you?
5. What can happen when rules aren't followed? (For older students introduce the word consequences and explain what these are).



PPT #30: Responsibility

Personal Responsibility

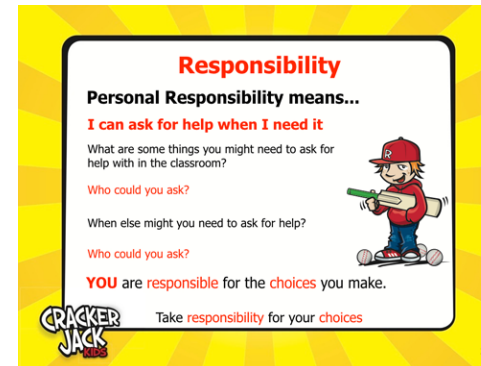
Doing what you're suppose to do

I follow the rules

Questions

1. What other rules can you think of outside of school that helps keep you safe?
2. What other rules can you think of outside of school that helps with things being fair for everyone?
3. How do traffic lights help both fairness and safety?

People who don't follow the rules make "Cheating Choices".



PPT #31: Responsibility

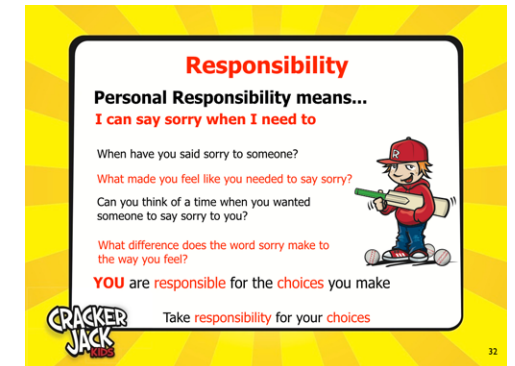
Personal Responsibility

I can ask for help

Questions

1. What are some things you might need to ask for help with in the classroom? (Opportunity to discuss class protocols around waiting to see the teacher when he/she is working with other students or a group).
2. Who could you ask?
3. When else might you need to ask for help?
4. Who could you ask?
5. You are responsible for the choices you make.

Make up a chart of situations from suggestions from the children and then in a column beside make a list of people they could ask for help. E.g Crossing the road safely. They could ask their parents, an older brother or sister, another adult, a policeman, a teacher etc.



PPT # 32: Responsibility

Personal Responsibility

Personal responsibility means

I can say sorry when I need to

Questions

1. When have you said sorry to someone?
2. What made you feel like you needed to say sorry?
3. Can you think of a time when you wanted someone to say sorry to you?
4. What difference does the word sorry make to the way you feel?

You are responsible for the choices you make.

Responsibility... Asking for help P37

Responsibility

Sorry is an easy word to say...
but a hard word to show in your actions


How do you know if someone really means it?

What are some good things to do when you have said sorry to someone?

What are some good things to do when someone has just said sorry to you?

YOU are responsible for the choices you make

Take responsibility for your choices



33

PPT #33: Responsibility

Personal Responsibility

Sorry is an easy word to say but a hard word to show in your actions

Questions

How do you know if someone really means it?

What are some good things to do when you have to say sorry to someone?

What are some good things to do when someone has just said sorry to you?


Responsibility Test

Responsibility @ Home

I finish my jobs at home
I remember to pack everything into my school bag
I make my own bed
I remember to clean my teeth and comb my hair and
I have healthy food in my lunchbox e.g. fruit, yoghurt or a sandwich
I remember to give school notices to my parents/caregivers

YOU are responsible for the choices you make

Take responsibility for your choices



34

PPT #34: Responsibility Test

Responsibilities @ Home

Give each child a sheet to record their answers on. Read each question and get them to circle the appropriate smiley face.

They consistently do what the statements says Sometimes
Not very often.
It's something they are not very good at.

Statements

1. I finish my jobs at home.
2. I remember to pack everything into my school bag.
3. I make my own bed.
4. I remember to clean my teeth and comb my hair every day.
5. I have healthy food in my lunchbox e.g. fruit, yoghurt, or a sandwich every day.
6. I remember to give school notices to my parents/caregivers.


Responsibility Test

Responsibility @ School

I remember to give signed notices and money to the teacher
I return my library books on time
I take gear back to the PE Shed
I help keep the classroom tidy
I follow the classroom rules
I can do something quietly when the teacher is out of the room

YOU are responsible for the choices you make

Take responsibility for your choices



35

PPT #35: Responsibility Test

Responsibility @ School

7. I remember to give signed school notices and money to the teacher.
8. I return my library books on time.
9. I take gear back to the PE shed.
10. I help keep the classroom tidy
11. I follow the classroom rules.
12. I can do something quietly when the teacher is out of the room.

Responsibility Test

Responsibility with Friends

I keep my promises with my friends i.e. do what I say I will do
I accept blame without blaming my friends
I come home on time after playing with my friends
I like helping others even if they aren't my friends or I don't know them
I'll tell the truth even if I know my friends won't like it
I can stand up to my friends when they want me to do something I know I shouldn't do

YOU are responsible for the choices you make

Take responsibility for your choices



36

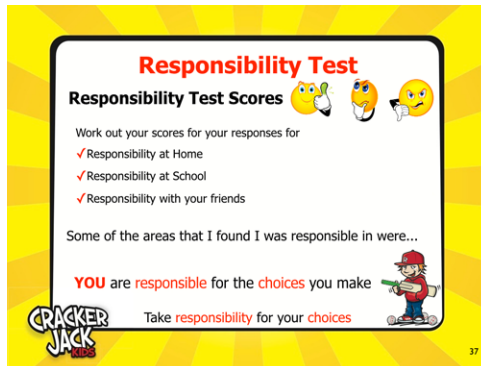
PPT #36: Responsibility Test

Responsibility with Friends

13. I Keep my promises with my friends...i.e. do what I say I will do.
14. I accept blame without blaming my friends.
15. I come home on time after playing with a friends.
16. I like helping others even if they aren't my friends or I don't know them.
17. I'll tell the truth even when I know my friends wont like it.
18. I can stand up to my friends when they want me to do something I know I shouldn't do.

You can add or change ideas to the test that you feel are relevant for your students. A blank answer sheet is supplied in the Life Skills Practice section.

Responsibility Test P38



PPT #37: Responsibility Test

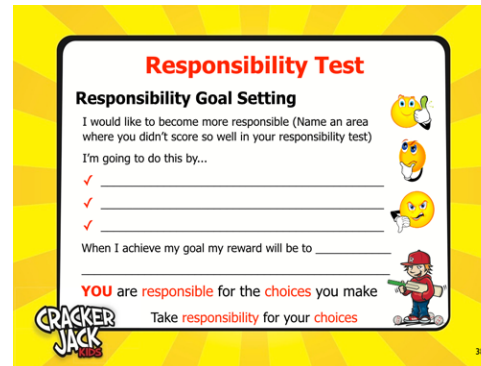
Test Scores

Work out your scores for your responses for

- Responsibility at home
- Responsibility at school
- Responsibility with friends

Transfer the answers to a number by giving points as follows

Smiley Face = 3 points, Smiley face rubbing it's chin = 2 points, Sad Smiley Face= 1 point. You could graph your class's results and get children to reflect on their individual scores in each category.



PPT #38: Responsibility Test

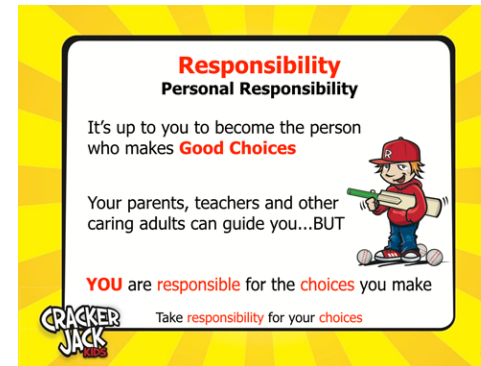
Goal Setting

Discuss each point and encourage children to increase their own personal responsibilities. Children to set a goal to improve in an area of responsibility that they scored poorly in.

Celebrate their achievement by with a special "reward" that they can choose when they set the goal. e.g. free time on the computer in the classroom or playing a game they particularly enjoy. Encourage the children to share their goals with their parents. They could also discuss an appropriate celebration with their parents .

Responsibility Goal Setting P40

Ensure that whatever the children decide on is appropriate and achievable so that they experience success.



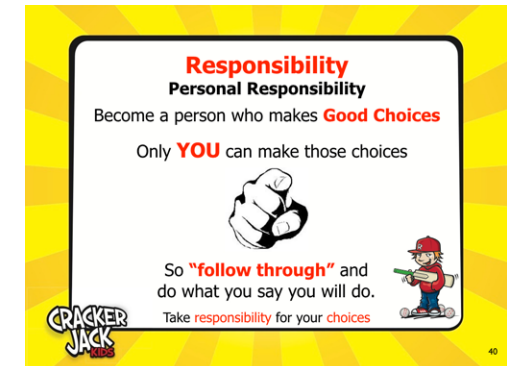
PPT #39: Responsibility

Personal Responsibility

It's up to you to become a person who makes Good Choices.

Your parents, teachers and caring adults (e.g. coaches) can guide you...BUT

You are responsible for the choices you make.



PPT #40: Responsibility

Personal Responsibility

Become a person who makes Good Choices

Only you can choose to make those choices.

So "follow through" and do what you say you will do.

I can ask these people to help me...

This image shows a blank sheet of white paper designed for writing or drawing. It features a vertical purple margin line on the left side and ten horizontal dotted lines spaced evenly down the page. In the bottom right corner, there is a small cartoon illustration of a boy with blonde hair, wearing a red baseball cap with a white letter 'R' and a red jacket over blue pants. He is smiling and holding a green-handled cricket bat horizontally.



Taking responsibility by asking for **HELP**

Responsibility Test

Circle one of the 3 smiley faces that best fits the answer to the question.



MOST
OF THE TIME



SOME
OF THE TIME



HARDLY
EVER

Responsibility at Home

1. I finish my chores at home.



2. I remember to pack everything into my school bag.



3. I make my own bed



4. I remember to clean my teeth and comb my hair every day.



5. I have healthy food in my lunch box e.g. fruit, yoghurt, sandwich every day.



6. I remember to give school notices to my parents/caregivers.



Responsibility at school

7. I remember to give signed school notices and money to my teacher.



8. I return my library books on time.



9. I take gear back to the PE Shed.



10. I help keep the classroom tidy



11. I follow the classroom rules.



12. I can do something quietly when the teacher is out of the room.



Responsibility with friends

13. I keep my promises with my friends i.e. do what I say I will do.



14. I accept blame without blaming my friends.



15. I come home on time after playing with my friends.



16. I like helping others even if they aren't my friends or I don't know them.



17. I'll tell the truth even when I know my friends won't like it



18. I stand up to my friends when they want me to do something I know I'm not allowed to do



Responsibility Test

Draw one of the 3 smiley faces that best fits the statement read out by the teacher



**MOST
OF THE TIME**



**SOME
OF THE TIME**



**HARDLY
EVER**

Responsibility at Home

Responsibility at school

Responsibility with friends

Responsibility Goal

My goal is to

I am going to achieve this by

I am going to celebrate my success by

Taking responsibility for my CHOICES

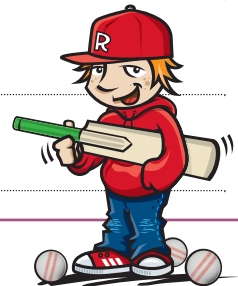
Responsibility Goal

My goal is to

I am going to achieve this by

I am going to celebrate my success by

Taking responsibility for my CHOICES





Helping our kids
to **win** in the game of life

BALANCE

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

BALANCE

The purpose of this section is to give teachers a variety of games and activities to develop the children's aerobic fitness, muscle and bone strength.

The game play section for the word "Balance" includes activities to build the children's fitness in the following areas:

- Aerobic fitness. This is done using a variety of tag games and relay activities.
- Muscles Strength activities.
- Bone Strength activities. These are weight bearing type activities that work against gravity. E.g. jumping, hopping etc

Aerobic Activities: 3 - 5 times a week

TAG FITNESS GAMES

Play a selection of these with the children to help improve their aerobic fitness in a fun way.

Movement Skills

- Running
- Jumping
- Skipping
- Hopping
- Movement sequences
- Space and body awareness

HEALTHY FRUIT

Set Up

- Play in a defined area e.g. inside a hall, netball court or coned area on the field.
- Bands or bibs for designated

Activity

- One person is designated as "Healthy Fruit" and everyone else has to try and catch that person.
- If "Healthy Fruit" gets tired they can just stop and let someone tag them and the game continues.

Modifications

Have more than one player designated as the "Healthy Fruit". Identify them using a bib/band which gets swapped when

MONSTER MASH

Set Up

- Play in a defined area e.g. inside a hall, netball court or coned area on the field.
- Bean bags.
- Selection of music.

Activity

- Select three or four children to be the "monster mashers" and give each of them a bean bag. Everyone else is a monster.
- A monster is "mashed" whenever he is tagged below the knee with a beanbag.
- The children may slide the beanbags across the floor or gently throw them.
- When mashed, a monster dances the "Transylvania Twist" (twisting the body five times) to the music.
- After dancing, the mashed monster collects the beanbag and re-enters the activity as a monster masher.
- Suggested music: "Monster Mash" by Bobby "Boris" Pickett, but any up beat music is suitable.

Modifications

Nominate other parts of the body e.g. feet, arms, back etc

TAIL TAG

Set Up

- Piece of clothe per player or use ripper rugby tags.
- Play in a defined area e.g. inside a hall, netball court or coned area on the field.

Activity

- Give each child a strip of plastic or cloth (or use ripper rugby tags) to put in their waistbands to represent a tail (Or they can be placed on the side).

GAME PLAY / BALANCE

L1

- Children try to pull each other's tails while avoiding getting their own tails pulled.
- Every time they pull a tail off another player, they place it in their waistbands next to their original tail.
- If all of their tails get pulled, they stop in place and try to grab a tail from others as they pass by. They must either remain on their knees or limit to having to keep one foot still as they reach for a tag
- Once they grab another player's tail they can re-enter the game.

Modifications

- Players remain in the game and run to grab other tails off any of the players.
- To add a competitive element to the game, children can count the number of tails they have when the whistle is blown. Children can keep a tally of their numbers. Tails are returned to every player before the game is restarted.

BUILDERS AND BULLDOZERS

Set Up

- Play in a defined area e.g. inside a hall, netball court or on the field.
- 20 - 30 witches hat cones.

Activity

- Divide children into two groups. Group one is made up of builders and group two of bulldozers.
- Place cones, in a scattered formation, inside the playing area.
- Knock half of the cones over and leave the others standing.
- On your signal, the builders stand the cones up and the bulldozers knock them over.
- Count the number of cones for each team.
- After a set time the groups switch roles.
- This acts as a good interval training type activity

Modifications

- Increase the length of time the game is played for as the children get fitter.
- Nominate a particular part of the body they need to use to knock the cones over. e.g. right hand only, left hand only, kicking etc.

FREEZE TAG

Set Up

- Play in a defined area e.g. inside a hall, netball court or on the field.

Activity

- "It" chases players within the designated area.
- Tagged players are "frozen" but can be unfrozen if tagged by a free player.
- The game ends when all players are frozen.
- The last one frozen becomes "It" for the next round.

Modifications

- Decide on an activity the unfrozen players have to perform before they can rejoin the game.
- Increase the number of taggers. Use bibs or bands to designate the taggers.

REFRIGERATOR TAG

Set Up

- Play in a defined area e.g. inside a hall, netball court or on the marked with cones field.

Activity

- Pick four objects to be bases and give each base a name:
 - "Don't like it"
 - "Love it"
 - "It's OK,"
 - "Never tried it."
- You can make signs for each base if you like. Alternatively use the lines or corners of a marked court.
- To start the game pick someone to be "IT." "IT" stands in the middle and the players stand on any base they want.
- "IT" calls out the name of a food.
- Players run to the base that describes how they feel about that food. "IT" tries to tag a player before he or she reaches the base. The player who is tagged then becomes "IT!"

Modifications

- Increase the numbers of "IT's"

ELEPHANT STAMPEDE**Set Up**

- Court area with boundary lines e.g. netball court or inside a hall.
- A pool noodle or a paper towel type roll per tagger.

Activity

- Begin with a designated number of players being “It”. These people hold the noodle/roll and chases people within the boundaries.
- To tag people they must strike them below the knees with the noodle.
- When struck by the noodle the person locks arms with the tagger and the 2 of them chase other people hitting them below the knees.
- The game ends when all of the players have joined the team.
- Remind the players to lightly tap their opponents.

HOOPERS**Set Up**

- Court area with boundary lines e.g. netball court or inside a hall or on a field.
- Half as many hoops as children.

Activity

- Children stand outside the hoops.
- On the command “Run” the children run around the whole area without touching anyone or the hoops.
- On the command of “Hoopers” each child must find the nearest hoop to jump inside.
- Vary the actions outside of the hoops e.g. gallop, skipping, hopping, jumping or any combination of different ways to move.

THE MARATHON

- A marathon is 42 kilometres so over a series of weeks/months build up the children's stamina by getting them to run a marathon.
- Measure out a 400 metre track that can easily be followed by the children.
- In the beginning you may even need to begin with a walk, run, walk, run sequence through a set of 100m or 50m markings. Build this up to a run, run, walk, run sequence and eventually to running the complete 400 metre circuit without stopping and then adding extra circuits. Children can build this up at their own rate.
- Ask the students who are finishing earlier than others what they could do to encourage some of the slower runners. (At a school recently I saw around 15 children who had finished get up and run a lap with a slower student. Imagine how empowering that would have felt for this student.)

RELAY ACTIVITIES

- Activities in relays can be aerobically based or designed to build up muscle and bone strength.

FITNESS RELAYS

These relays have the children running around a marker after each individual activity has been performed before the next child performs the activity. This way the children are constantly active with short rests between turns. This acts as a type of Interval Training.

Set Up

- Court area with boundary lines e.g. netball court or inside a hall.
- Cones set where the team lines up and a hoop or cone placed opposite at a distance suitable for the age and fitness levels of your class.
- As the children's fitness improves move this cone further away.
- A collection of equipment needed for the activities selected.

Activity

- Divide the class into even teams. Team can either be randomly chosen or can be divided into children's fitness levels. (If using this option the activity ceases when the “Least Fit” group completes each activity. The other teams continue until that time).
- Each child in the group completes the set task, then returns, runs around the back of their team, then leads their whole team around the cone opposite their team.
- The team runs in order around the cone and back to their starting position. Ensure all teams run around the far cone in the same direction to avoid any collisions.
- When the next player in line gets back to the starting point they begin the exercise.

GAME PLAY / BALANCE

L1

Suggested Activity Ideas

Without Equipment

- First time you do this activity just have the children run to learn the sequence of the relay.
- Skipping Some younger children will struggle to use a skipping rope so begin with using one).
- A selection of different ways for the children to move. E.g. Hopping, side stepping, jumping.
- A selection of activities to be performed at the cones opposite the teams. E.g. jumping jacks, sit ups, push ups, hopping on one leg, twisting toe taps, side to side jumps over a line, jumping on the spot etc. Choose activities the children know.

With Equipment

- Select activities appropriate for the age and ability of your students. Where appropriate leave the equipment required in a hoop beside the cone opposite the team.
- Skipping: Set number of skips to be performed at cone opposite where the team is lined up or skipping on the move around the cone and back.
- Dribbling a ball: Either soccer or basketball.
- Catch and throw a ball: Use a variety of sizes. Children stand still and throw the ball up a certain number of times.
- Padder Tennis Dribble: Children travel with a padder tennis bat and small ball in a variety of ways suitable for the age and ability of your children.

BEAN BAG RELAY

Activity

- Divide your straightaway into 3-4 roughly equal segments.
- Group your runners into roughly equal teams and line them up at the start of the course.
- On your command, the first runners sprint to the first marker, drop off a beanbag, and return to the start. Then they sprint to the second marker, drop off another beanbag, and return to the start. Have the runners continue in this fashion until they complete the course.
- After the first runner has dropped off their last beanbag, they tag the next runner who then picks the beanbags up and returns them to the start one at a time.
- Continue with runners alternating between dropping off the beanbags at the markers and returning them to the start until all the runners have gone.

Runners should not throw the beanbags, but should bend down to place them on the ground to improve agility and anaerobic fitness. Work on speed, fast starts and stops, and efficient turns.

A list of other relay ideas is included in the Active Schools resource Kiwidex relays document. This can be found at the following link. http://www.sportnz.org.nz/Documents/Young%20People/kiwidex_relays.pdf

Muscle and Bone Strengthening Activities: 2 - 3 times per week

These types of activities can be included into your weekly Physical Activity and Physical Education sessions. They are specifically to help the development of muscles strength and the development of bone strength.

Activities ideas to develop muscle and bone strength include:

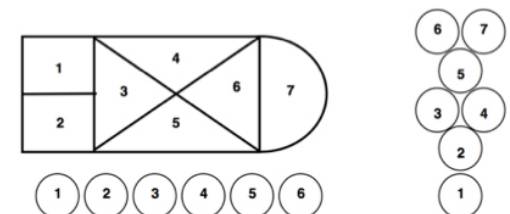
- Tree Climbing
- Climbing on an adventure playground
- Walking along or swinging from the monkey bars
- Running
- Hopping
- Step ups
- Sit ups
- Skipping
- Hopscotch
- Tumbling activities
- Swinging
- Star jumps/astride jumps
- Line jumping
- Elastics

BEAN BAG BALANCING

Balance on hand, back of hand, head, whilst moving around the space in the hall (avoiding hoops/crocodiles). Encourage children to suggest other body part to balance bean bag on.

HOPSCOTCH

As well as the conventional hopscotch markings the following grids can be created either using hoops, chalk markings or carpet squares.



Skill Development Questions

1. What is the difference between a hop and a jump?
2. What will help us to get the beanbag into the hoop? (Power and accuracy).
3. What is going to help me with my accuracy when tossing the beanbag? (Straight back swing, step forward and follow through towards target).
4. How can I make this more challenging for myself? (Move back).
5. Where should the rest of my team be sitting at to help me with my learning? (Aside so there is room to hop out of the hopscotch).
6. What do you find the most challenging in this game? (Get answers from children and problem solve each one individually. You may get a child to demonstrate and look for strategies to help them).
7. Who is having trouble balancing when they bend down to pick up the beanbag? (Holding stomach in, hands out, small hops on the spot).
8. What else could you do to make picking up the beanbag easier? (Aim to throw the bean bag closer to the edge where you will be standing to bend down to pick it up).
9. Where can I get some power from when I need to hop over a square? (Bend knees, drive arms forward).
10. In what way are the hoops like boundaries? (If the beanbag or body goes outside of the boundary their turn is over).
11. Games need rules to help keep us safe. What rules could we add to our game to make it safe? (Children waiting for their turn sit beside the grid or back from the 1st square/hoop).

MUSICAL STATUES**Set Up**

- Court area with boundary lines e.g. netball court or inside a hall.
- Music.

Activity

- Children move around the area using a variety of locomotive movements e.g. running, hopping, skipping etc while the music is playing.

- When the music stops the players stop and get into the balance position with the called out body parts only are touching the ground.. Examples of instructions could include:
 - 2 hands and 1 foot
 - 1 hand and 2 feet
 - 1 elbow, 1 foot and 1 hand
 - 1 knee, 1 foot, and 1 elbow
 - Backside, 1 foot and 1 hand
 - Body parts to use in the instructions include hand, feet, toes, fingers, backside, elbow, head, knee etc.

BRIDGES**Set Up**

- Court area with boundary lines e.g. netball court or inside a hall.
- Pictures of bridges.
- This upper-body strengthening activity could be used during any sessions.

Activity

- Children to make a bridge shape using any of the combinations the teacher calls out. Possible combinations include:
 - 1 foot, 2 hands
 - 1 elbow, 1 foot, 1 hand etc
 - 2 elbows and 2 feet (This is a traditional "plank" position). Encourage them to lift either 1 foot or 1 elbow off the ground and extend out in front of them.
 - 2 elbows and 1 foot

Progressively make each combination harder to suit the ability of your children.

Modifications

- Vary the length of the time the children hold the position
- Wheel Barrow Race

Set Up

- This activity should be played outside or in an open area on a soft surface.
- Children work in pairs
- This upper-body strengthening activity could be used during any sessions.

Activity

- Children pair up and decide who is going to be the wheel barrow first.
- To make a wheel barrow, get down on all fours and have your partner stand behind you. Have your partner carefully lift up your legs while you support yourself with your hands.
- On the word “go,” race the other teams to the end of the playing field, switch positions with your partner, and go back to the starting line.

ROCK, TREE, BRIDGE RACE**Set Up**

- This activity should be played outside or in an open area on a soft surface.
- Children work in teams of 3.
- This strengthening activity could be used during any sessions.

Activity

- A rock, bridge or tree? Which one will you be?
- Line up with your teammates.
- The first person in line is the rock. They duck down on their knees with their head tucked in.
- The second person in line jumps over the rock and stands up and becomes the tree.
- The third person in line jumps over the rock, goes around the tree twice, and makes a tent with his body and becomes the bridge.
- The person who was the rock then goes around the tree 2 times, goes under the bridge, and becomes a rock again.
- They keep repeating this pattern until their team reaches the finish line.
- The first team to finish wins.

Modification

- Include extra children who create another position/exercise e.g. A 4th person could take up a “plank” type position and the others have to jump/leap over them.
- Increase the distance.

CRAB WALK RELAY**Set Up**

- This activity should be played outside or in an open area on a soft surface.
- Children form 2 even teams.
- Beanbag for each team.
- This strengthening activity could be used during any sessions.

Activity

- The first players on each team get into crab walk position-on their hands and feet with their stomachs pointed toward the sky-and then put a beanbag on their stomachs.
- On “go,” they have to crab walk forwards from the starting line to the end of the playing field. Then, they have to return to the starting line crab walking backwards.
- Then the next person in line goes.

Modification

- Set up as a relay with other children at the team waiting at the far end to bring the beanbag back.

TUG-O-WAR**Set Up**

- A length of rope long enough to lined children up on either side of the middle.
- Piece of cloth to mark the middle over the rope.
- 3 cones to mark the middle and a line each side for the teams to remain until pulling begins.

Activity

- Divide your class into equal teams. If more than 2 teams run a competition between each team.
- Line up the centre of the rope marked with a piece of cloth over the centre cone.
- Ensure children on each side are behind their corresponding cone.
- Instruct children to “take the strain” then on the instruction “Pull” each team endeavours to pull the rope marked with the cloth over passed their cone.

Skipping Rope Activities

Individual Skipping activities

- Basic jump forwards: Rope goes under every time you jump
- Increase the difficulty of the skipping moves from a basic jump depending on the ability of your children. Examples include:
 - Basic hop from leg to leg
 - Running in place
 - Skier: Jump side to side
 - Bell: Jump forward and back
 - Side Straddle: Jump with feet out to the side and back together
 - Forward straddle: Alternate feet forwards and back
 - X Step: Cross the feet over

Note: Put in a number of basic jumps between the more complicated ones. There are more advanced skipping jumps in Levels 2 and 3 if required. Some basic jumps can be viewed in a video clip included in the Video folder. Skipping on the move using the running step. For instructions on how to perform some of these basic jumps go to <http://www.wikihow.com/>

Modifications

- Use the interval training approach to develop both aerobic, muscle and bone strength.
 - Encourage more capable children to create a skipping sequence
 - Skipping on the move using the running step. This can be included in relays

Other ideas for skipping circuits can be found at http://www.sportnz.org.nz/Documents/Young%20People/kiwidex_circuit.pdf Page 234 - 242

The Game Play Video Files folder contains the following skipping videos that will help you teach children skipping techniques.

- Teaching the Basic Jump
- 7 Basic Jump Rope Techniques
- Fixing 5 Common Skipping Mistakes (See notes below)
- Other videos are included for more advanced skipping moves if your children are ready for them.

Skill Development Teaching Points

Fixing 5 Common Skipping Mistakes

1. Children only need to jump high enough to get the rope under their feet. Some children jump too high and kick their heels back.
2. When starting to learn to skip some children begin with their hands up by their ears and launch their jump forward. Keep elbows in and tight to the ribs and hands just above the waist and turn with the wrist.
3. Holding elbows out and away from the ribs and slightly behind which shortens the rope. This also means the children have to jump a lot higher.
4. Turning and jumping motions happen at the same time. This means that the rope lands on top of the ankles. Turn first and then jump. Say with the children "Turn, jump, turn, jump."
5. As the arms coming over turning the rope the arms straighten which lengthens the rope and cause it to hit the ground out in front of the jumper, drags and hit their feet. So keep elbows close to the body and hands at waist height.

ROPE TAG

Set Up

- This game is for 4 or more players per group and should be played outside or in an open area.
- 5 foot long piece of rope.

Activity

- Divide the class into groups.
- Pick one person to spin the rope close to the ground.
- Everyone else gets in a circle around him.
- Everyone else tries to jump over the rope. The rope should spin fast enough so that it doesn't hit the ground, but slow enough so that it's not going too fast for people to jump over.
- If a person gets tagged by the rope they swap with the person turning it. (If the same children are always getting out have the same turner for a set period of time so that they children who need the most practice are given lots of opportunities.
- Consider dividing the children into ability groups for this activity.

LONG ROPE ACTIVITIES**Set Up**

- Divide into groups of 3 or 4 with each group having a long rope.

Activity

- 2 people in the group hold the ends while the others jump.
- To help the jumpers get into the rhythm of the rope, give them 3 taps on the foot with the rope before swinging the rope over for the first time.

Ideas include:

- Basic Jump: 1 jump as it rotates around.
- 2 jumpers jumping back to back.
- Run Through: Children run through as the rope is being turned.
- Snake in the Grass: Rope is wriggled around on the ground and the children jump over it to avoid it.
- Ocean Waves: Turners make waves by moving their arms up and down. Jumpers time it so they cross over to the other side at the lowest part of the wave.
- The Pendulum: Let it swing as high as your shoulders to and fro. Jumpers stand in the centre and facing a turner jump over the rope just before it touches your feet. Watch the rope!

Question: When you are jumping over a swinging rope, should you jump when it's high or low?

A series of long jump rope basic jumping videos can be shown to the children. They can be found at <http://carly3.blogspot.co.nz/2011/01/pe-jump-rope-activities-week-2.html>

Modifications

Build up a variety of sequences as a jumper runs into the rope. E.g. Run in, take 1 jump and run out. (Build up the challenge to 2 jumps etc as the ability of the children improves).

GROUP JUMP**Set Up**

- Divide into groups of 8 - 10 children with a turner at each end.
- Long rope at least 7.5 metres long.

Activity

- First jumper runs in and begins jumping. 2nd jumper runs in and begins jumping behind the first jumper.
- How many jumpers can you into the turning rope?

COLOURS**Set Up**

- Divide into groups of 6 - 8 children with turners at each end.
- Long rope at least 7.5 metres long.

Activity

- One of the turners chooses a colour and keeps it in their head.
- As a jumper enters and jumps they shout out a colour.
- If the colour is correct the jumper replaces the turner. If it's wrong they exit and another jumper comes in and tries to correctly guess the right colour.

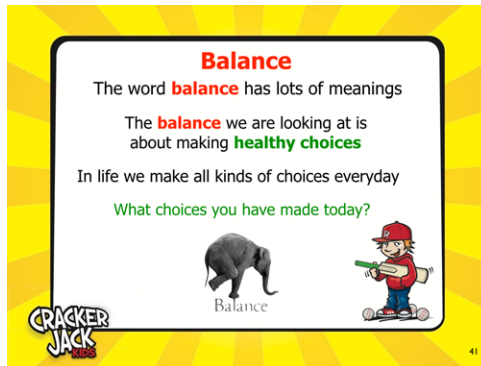
Modification

- The first jumper remains in if incorrect and another jumper joins in. A colour can only be called when all jumpers are safely jumping the rope.

Life Focus Questions

Use these in relation to any of the activities in the "Balance" section.

1. What differences do you need to make to become the "Best YOU that you can be" physically?
2. What are some decisions you can make for yourself that don't require the teacher or others telling you what to do? (e.g walking to school, putting healthy options into your lunchbox etc)
3. What are some of the activities you are doing to develop a balance in physical activity:
 - Aerobic activities?
 - Muscles strength activities?
 - Bone strength activities?
4. How is improving a balance physical activity helping you in other areas of your life?
5. What will "personal responsibility" look like as you develop a balance physical activity programme into your life?
6. What are some things that you can do outside of school from the physical activity pyramid? (Look at the everyday activities that occur outside of school time).
7. What can you do at home to help other family members develop a healthy physical activity lifestyle?



PPT #41: Balance

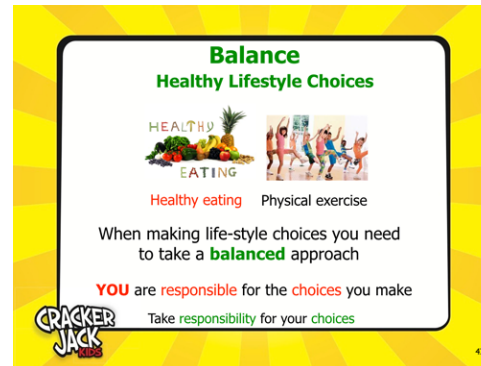
Healthy Choices

The word balance has lots of meanings.

The balance we are looking at is about making healthy choices.

In life we make all kinds of choices everyday.

What choices have you made today?



PPT #42: Balance

Healthy Choices

When making life-style choices you need to take a balance approach.

YOU are responsible for the choices you make.



PPT #43: Balance

Healthy Choices

How balanced are your choices?



PPT #44: Healthy Eating Choices

Food categories

How many different foods can you think of?

In groups write different foods onto Post It notes.

Identify different food groups and place post it notes under each group.

Note to teachers: The main groups we have identified using the Plate Model are: Proteins, Vegetables, Fruits, Dairy products and Carbohydrates.

Use this activity as a pre-module assessment for current knowledge around foods and food groupings.

Balance
Healthy eating choices

"Eat food. Not too much. Mostly plants." by Michael Pollan

What are the key messages in this quote?

Brainstorm a list of foods that mostly come from plants. Create a display / collage of these foods alongside the quote.

CRACKER JACK
Take responsibility for your healthier choices

PPT #45: Healthy Eating Choices

Quotes

"Eat food. Not too much. Mostly plants. " Michael Pollan.

What are they key messages in this quote?

Activity: Brainstorm the foods you think come from plants and collage.

Balance
Healthy eating choices

"An apple a day keeps the doctor away." - Proverb

What do you think this quote means?

"If you're not hungry enough to eat an apple, you're not hungry." - by Michael Pollan

CRACKER JACK
Take responsibility for your healthier choices

PPT #46: Healthy Eating Choices

Quotes

"An apple a day keeps the doctor away. " Proverb.

"If you're not hungry enough to eat an apple, you're not hungry. " Michael Pollan

What do you think these quotes mean?

Balance
Healthy eating choices

"Don't eat anything incapable of rotting." - by Michael Pollan

Discuss the meaning of this quote. What does incapable mean? What does rot mean? Add these words to your class word wall.

Brainstorm a list of foods that can and cannot rot.

CRACKER JACK
Take responsibility for your healthier choices

PPT #47: Healthy Eating Choices

Quotes

"Don't eat anything incapable of rotting." by Michael Pollan.

Discuss the meanings of this quote.

Activity:

Discuss / define rot and incapable. Add them to your class word wall.

Brainstorm/collage a list foods that can and cannot rot.

Balance
Healthy eating choices

Vegetable and Fruit Riddles

I am a root vegetable, I can be red, white or green. I can make you cry a lot even though I'm not mean. What am I?

I am grown underground. I have skin and eyes. I can be eaten in several different ways. What am I?

CRACKER JACK
EAT LOTS of Vegetables and Fruit

PPT #48: Healthy Eating Choices

Vegetable and Fruit Riddles

I am a root vegetable, I can be red, white or green.

I can make you cry a lot even though I'm not mean. (Onion).

I am grown underground, I have skin and eyes and I can be eaten in several different ways. (Potato, Kumara or sweet potato).

Find other vegetable riddles online or make up your own rhymes and riddles.

The Produce for Better Health Foundation has helpful material.



PPT #49: Healthy Eating Choices

Vegetable and Fruit Alphabet

Writing Activities Can you come up with a fruit or vegetable for every letter of the alphabet?



PPT #50: Healthy Eating Choices

Raw vs Cooked

Make up a list of vegetables that can be eaten raw and another list of vegetables that have to be cooked before eating.

Create a wall display of each list.

Highlight those vegetables that belong in both lists and create a venn diagram if appropriate for you class.



PPT #51: Healthy Eating Choices

5+ a day

Eat 5 servings of vegetables and fruit every day.

3 servings of vegetables and 2 of fruit.

Half of your plate should be filled with vegetables.

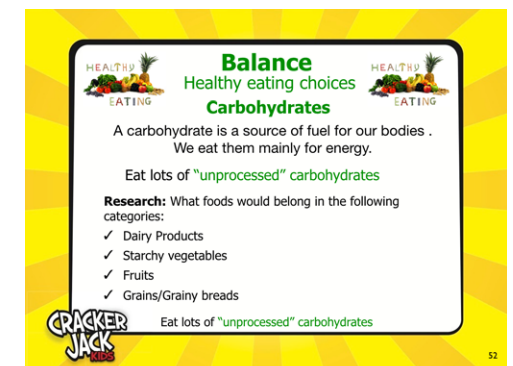
Activities:

What are some vegetables and fruits suitable for your lunch boxes?

Create displays that reflect 5+ a Day choices for lunches and dinner.

The 5+ A Day has it's own website where you can find lots of fun facts and jokes. Create some questions that they can find the answers to for homework or as a reading research activity.

Healthy Plate Guide P66



PPT #52: Healthy Eating Choices

Carbohydrates

Definition: A carbohydrate is a source of fuel for our bodies.

We eat them mainly for energy.

Eat lots of "unprocessed" carbohydrates.

Research: What unprocessed carbohydrate foods belong in the following categories:

- Dairy Products.
- Starchy vegetables.
- Fruits.
- Grains/Grainy breads.



PPT #53: Carbohydrates

Eat moderately

Include starchy vegetables to depth of a stack of cards.



PPT #54: Carbohydrates

Eat moderately

Quarter of your plate needs to be carbohydrates.

Choose more “unprocessed” than “processed” carbohydrates.

Healthy Plate Guide P66



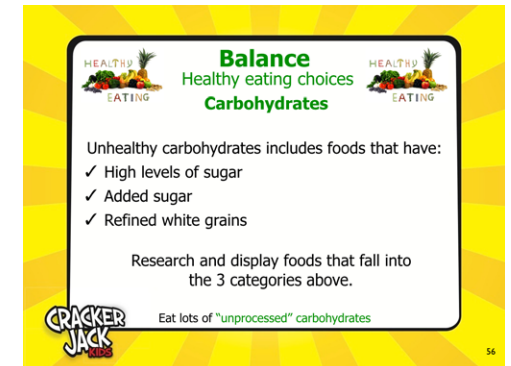
PPT #55: Carbohydrates

Eat moderately

Quote to discuss: “Rule No.37 The whiter the bread, the sooner you’ll be dead.” Michael Pollan.

What is the message being given in this quote?

As much as possible avoid eating too much “unhealthy processed” carbohydrates.



PPT #56: Carbohydrates

Eat moderately

Unhealthy carbohydrates includes food that have:

- High levels of sugar.
- Added sugar.
- Refined white grains.

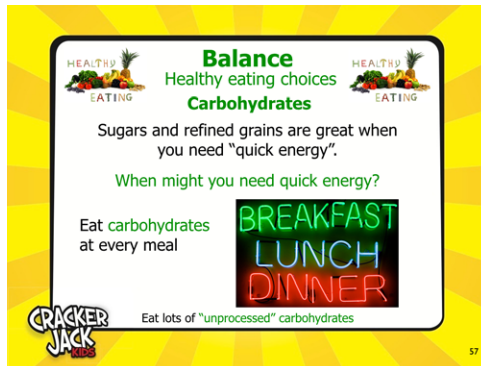
Activity: Brainstorm a list of foods that fit the descriptions above.

Using supermarket brochures create a collage of foods that could belong in each of these groups:

Foods you might have for:

- Breakfast.
- School Lunches.
- Dinner.
- Takeaway foods.

Refer back to the original brainstorm list and see how many foods from that list would belong in the “unhealthy processed” carbohydrates group.



PPT #57: Carbohydrates

Eat moderately

Sugars and refined grains are great when you need "quick energy".

When might you need "quick energy"? (Playing sports, feeling tired).

Eat carbohydrates at every meal.

Activity: Brainstorm and display a list of healthy "processed" carbohydrates foods suitable for breakfast, snacks, school lunches and dinner.



PPT #58: Carbohydrates

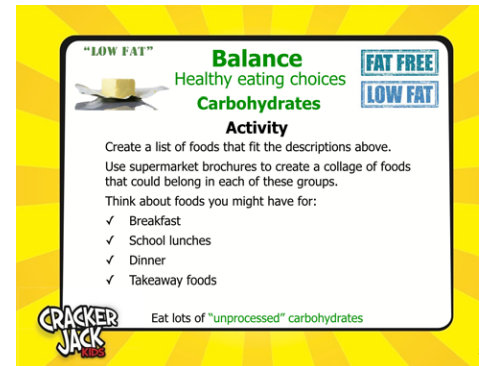
Eat moderately

BEWARE: Avoid excess added sugars.

In many "low" fat or "non-fat" products, sugar is replacing fats.

Activity: Ask children to bring packaging from home that has these types of messages.

Students to create a slogan that gives this message and using "low fat, "non-fat" packaging make up a wall display warning of the dangers of these types of foods.



PPT #59: Carbohydrates

Activity: Create a list of foods that fit the descriptions above. Use supermarket brochures to create a collage of foods that could belong in each of these groups. Think about foods you might have for breakfast, school lunches, dinner, takeaway foods.



PPT #60: Proteins

Eat moderately

Proteins help you to grow.

You need 2 - 3 servings of protein per day.

Question: What protein foods do you recognise in the picture?

Additional words come up: Fish, meat, eggs, chicken, lentils, baked beans, tofu, seeds, seafood.

Activity: Make up a collage showing a variety of different proteins suitable for:

- Breakfast.
- Lunch.
- Dinner.



PPT #61: Proteins

Eat moderately

Quarter of your plate should be made up of proteins.

Healthy Plate Guide P66



PPT #62: Quality Fats

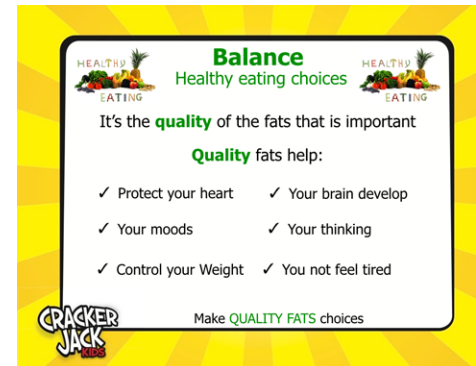
Eat only a little

It's the quality of the fats that is important.

Don't go NO FATS go QUALITY FATS.

Quality fats are important for good health but you only need small amounts.

Activity: Research commonly eaten foods that are high in fat.



PPT #63: Quality Fats

Eat only a little

Quality Healthy Fats: It's the quality of the fats that is important.

Quality fats help:

- Protect your heart.
- Your brain develop.
- Your moods.
- Your thinking.
- Control your weight.
- You not feel tired.



PPT #64: Quality Fats

Eat only a little

It's not about cutting out fats...it's about making quality choices.



PPT #65: Quality Fats

Eat only a little

Quality Fats: Which of these foods containing quality fats do you recognise? Avocados, peanut butter, milk, nuts e.g. macadamia, almonds, peanuts, cashews, etc, yoghurt, cheese, tuna fish.



PPT #66: Quality Fats

Eat only a little

As much as possible avoid these foods. Use the picture to identify the foods. (Pies, sausages, take aways, pastries, cakes and biscuits, cracker biscuits e.g. Shapes, hot and cold chips and crisps). Add any others.



PPT #67: Quality Fats

Eat only a little

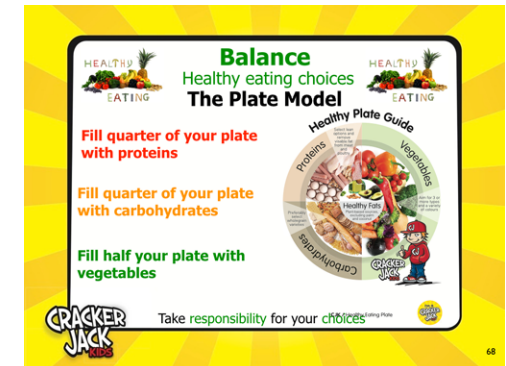
With so many choices it can get confusing...

Don't go NO FAT...Go QUALITY FATS.

Choose plant or fish based oils and fats.

Home Learning Activity:

- Share what you have learnt about quality fats with your parents/guardians and investigate which ones you have the most of at home.
- Encourage your parents to replace foods with fats to be avoided with quality fats onto their grocery list.



PPT #68: Healthy Eating

The plate model

Fill quarter of your plate with proteins.

Fill quarter of your plate with carbohydrates.

Fill half of your plate with vegetables.

Healthy Plate Guide P66



PPT #69: Healthy Eating

Enjoy eating

Enjoy the eating process by... slowing down the eating process.

Discuss ways the eating process can be slowed down. E.g. eat with a teaspoon, take time to chew your food.

Literacy Exercise: Eat quarter of an apple and write about it using their senses.

Get them to talk about their experiences including smell, sight, sound, taste leading to writing about it by choosing a poetry style to use.



PPT #70: Healthy Eating

Healthy lunch boxes

Pack a healthy lunch that's so yummy it doesn't come home.

What are some foods that are both yummy and healthy?

What could a healthy lunchbox have in it?

Activity

Write down what you have in your lunchbox onto sticky notes and post into the categories according to the plate model.

Children to write a personal reflection on the balance of foods in their lunch box.

Write up some statements from the findings looking at the current situation and what changes they could make to better reflect a balanced healthy lunch box.

Healthy Lunch Box P67



PPT #71: Healthy Eating

Healthy lunch boxes

What could a healthy lunchbox have in it?

Brainstorm a list of possible foods, then compare the list with the pictures on the slide.

Which ones did they have, not have?



PPT #72: Healthy Eating

Class Recipes

What simple recipes could be learnt as a class?

Could you be the class masterchef?

Activity: Create a class cook book.

Pikelet Recipe P68



PPT #73: Healthy lunch boxes

Traffic lights system

The 3 colours of the traffic lights helps us make healthy choices for our school lunches and snacks.

GREEN MEANS GO! Eat lots of food in this section. Include foods that are natural, wholegrain, unprocessed. Discuss with children what foods would belong in the green section.

Group Discussion: What could you do to the following food items to help make them a healthier option by still using them:

- White bread sandwich (Think about the filling).
- Snax crackers... or any other crackers. (Think about toppings)... give other examples.

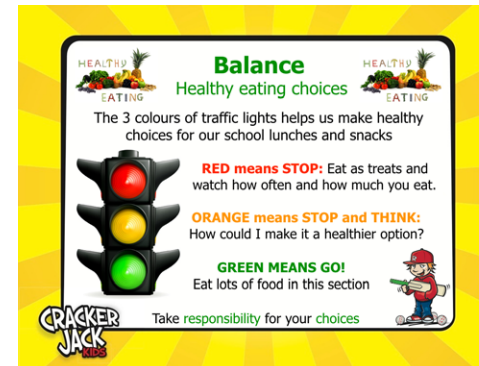


PPT #74: Healthy lunch boxes

Traffic lights system

Orange means STOP and THINK.
How could I make it a healthier option?

Discuss examples with children e.g. Eat Weetbix not Coca Pops.



PPT #75: Healthy lunch boxes

Traffic lights system

RED means STOP: Eat as treats and watch how often and how much you eat.

Maths Graphing Activity:

Using the traffic light system graph the number of items in their lunch boxes in each category.

Record and compare these every-time you take a random lunch box investigation to track any changes in student eating patterns at school.



PPT #76: Healthy Eating

Snack Attack

Questions

When do you eat snacks?

Name the snacks you like to eat?

Snacks

A healthy snack doesn't come in a pack.

It's a mini meal using on healthy foods.

Treat

- A treat is high in sugar, salt and/or fat.
- Usually comes in a pack because it's processed.

Using the above definitions record each item as a snack or treat.

What other healthy snack options have you not included?



PPT #77: Healthy Eating

Snack Attack

Find simple recipes to make healthy snacks to try.

E.g. pikelets, scones, fruit or vegetables kebabs, sushi or something that would add to a healthy lunchbox as a practical food preparation activity with your class.



PPT #78: Healthy Eating

Snack Attack

Option 1: Class Smoothie Challenge.

Create the tastiest smoothie.

Each smoothie must include an item from:

- The base section.
 - At least 1 fruit and 1 vegetable.
 - And one ingredient from quality/healthy fat group or optional ideas or your imagination.
- Option 2:** Snack Tasting.

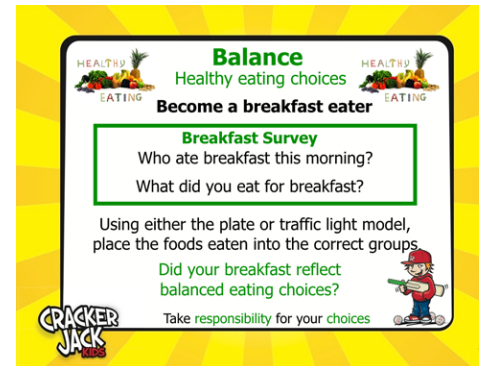
Create a variety of snacks for the younger children to try.

Vote for the yummiest snack.

A senior class could create some snacks as part of their Master Snack Chef Challenge.

E.g. Banana boat has a banana, with peanut butter spread on it sprinkled with raisins.

Build a Smoothie P69



PPT #79: Healthy Eating

Breakfast eater

Become a breakfast eater.

Who ate breakfast this morning?

What did you eat for breakfast?

Record and graph the results over a week.

Introduce students to a variety of different graphs. Options include bar, line, pictographs or pie graphs. <http://www.typesofgraphs.com> gives information about each type of graph.

Note: NZ Statistics show skipping breakfast seems to be more common in girls than in boys.



PPT #80: Healthy Eating

Breakfast eater

Question: How do you think eating breakfast helps you?

Eating breakfast helps you:

- Think clearly.
- Perform better at school.
- Be in a better mood.
- Have healthier eating patterns throughout the rest of the day.



PPT #81: Healthy Eating

Breakfast eater

A healthy breakfast should contain foods from a variety of different food groups.

- Protein (includes milk and milk products).
- Carbohydrates...(Eat more unprocessed carbs).
- Vegetables and fruit.

Activity: Brainstorm breakfast food ideas that includes foods from each category

Note for Parents....2 key ways to get your children eating breakfast.

- Eat breakfast yourself.
- Have breakfast food in the cupboards.



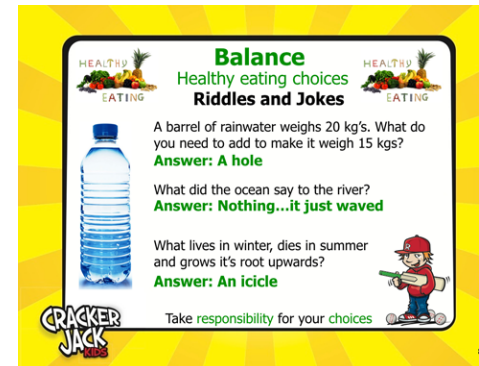
PPT #82: Healthy Eating

Planning Healthy Meals

Plan a menu for a breakfast, school lunch, snacks and dinner.

Use the plate model to cross check the balance of each meal.

Or allocate different meals (breakfast, school lunches, snacks dinner) to groups of children to plan a menu for the week using a variety of foods to fit into the plate model.



PPT #83: Water

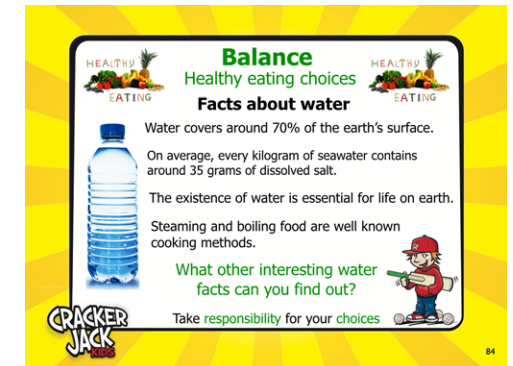
Water Riddles and Jokes

A barrel of rainwater weights 20 kg's. What do you need to add to make it weigh 15kgs? (Answer: A hole).

What did the ocean say to the river? (Answer: Nothing...it just waved).

What lives in winter, dies in summer and grow its roots upwards? (Answer: An icicle).

Get the students to find others or write some themselves to share.



PPT #84: Water

Water Facts

Water covers around 70% of the earth's surface.

On average, every kilogram of seawater contains around 35 grams of dissolved salt.

The existence of water is essential for life on earth.

Steaming and boiling food are well known cooking methods. (Option here to arrange a class/school hang).

What other interesting water facts can you find out?



PPT #85: Water

Water Facts

Water: sugar FREE, preservative FREE, colour FREE, FREE!

Discussion/Debate:

WATER...THE BEST CHOICE.

Agree or Disagree...Why?

As a guideline children should drink the following amounts:

- 5 glasses (1 litre) for 5 to 8 year olds.
- 7 glasses (1.5 litres) for 9 to 12 year olds.



PPT #86: Water

Sugar Facts

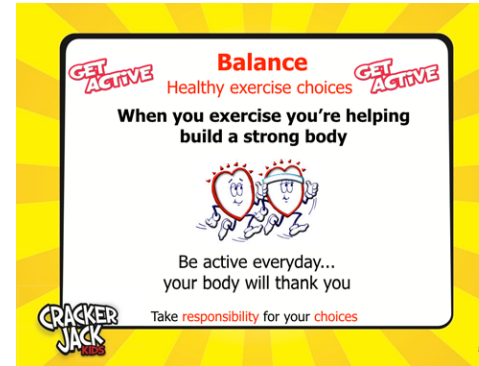
How much sugar do you drink?

Refer back to their 4 day diary and collate all liquids drunk; students to look at what they drank and how much.

How many teaspoons of sugar do you think these drinks have in them? (See slide for answers).

- Soft drinks, Fruit juices, Sports drinks , Energy drinks, Milk, Flavoured Milk.
- Water has no teaspoons of sugar.

Make a visual display using sugar cubes of your findings.



PPT #87: Healthy Exercise Choices

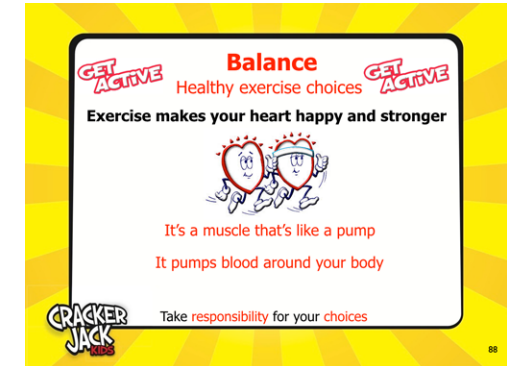
Exercise

When you exercise you're helping build a strong body.

Be active everyday...your body will thank you.

Option to put children through some simple fitness activities, record their results and repeat several times during the term or year to look for improvement.

Fitness Test P70



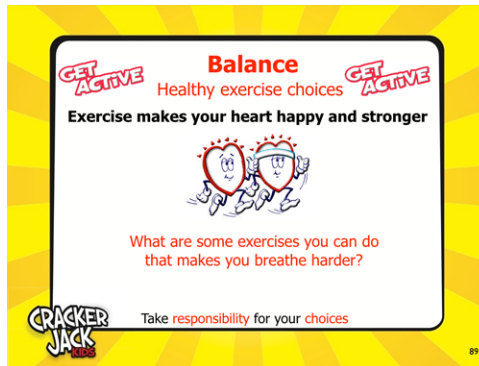
PPT #88: Healthy Exercise Choices

A Happy Heart

Exercise makes your heart happy and stronger.

It's a muscle that's like a pump.

It pumps blood around your body.



PPT #89: Healthy Exercise Choices

A Happy Heart

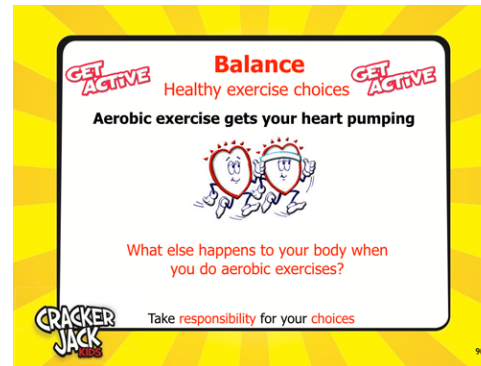
Exercise makes your heart happy and stronger.

What are some exercises you can do that makes you breathe harder?

Teach children to take their pulse.

Record their pulse when sitting on the mat and compare it after a set time of exercise.

Re-do this later in the term to see if the students have improved their aerobic fitness.



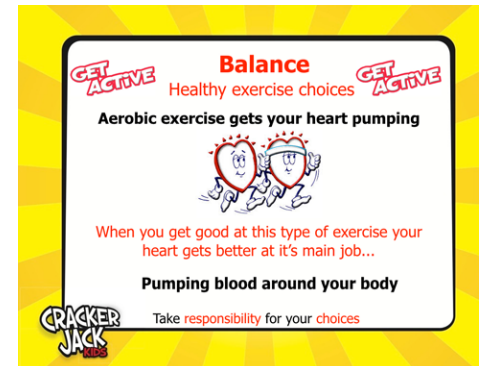
PPT #90: Healthy Exercise Choices

A Happy Heart

Exercise makes your heart happy and stronger.

What else happens to your body when you do aerobic exercises? (Sweat, get hot).

Ask this question after the children have done some aerobic exercise.



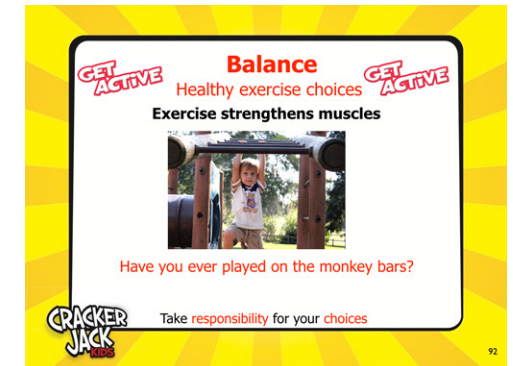
PPT #91: Healthy Exercise Choices

A Happy Heart

Aerobic exercise gets your heart pumping.

When you get better at this type of exercise your heart gets better at doing it's main job...

Pumping blood around your body.



PPT #92: Healthy Exercise Choices

Strengthening Muscles

Exercise strengthens muscles.

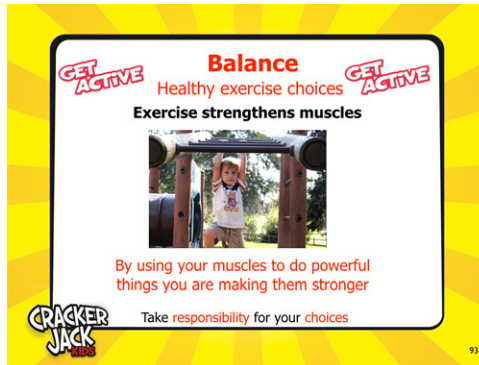
Questions:

1. Have you ever played on the monkey bars?
2. Which muscles do you use? (Arms, shoulders, back).
3. What happens when your muscles aren't strong enough? (You can't hang on).

Challenge the children to keep trying to hang from the monkey bars and move along them. Use some of them that are able to do this successfully and question them around what they are doing to help them to be successful.

Make up a list of other activities the children might be able to do safely in the playground to develop their arm, shoulder and back muscles. E.g. wheelbarrow races, handstands, tug-o-war etc.

Check out the Game Play activities under the word Balance for other ideas to develop their aerobic fitness, muscle strength, bone strength and flexibility.



PPT #93: Healthy Exercise Choices

Strengthening Muscles

Exercise strengthens muscles.

By using your muscles to do powerful things you are making them stronger.



PPT #94: Healthy Exercise Choices

Strengthening Bones

Exercise strengthens your bones.

Your bones are alive.

Exercise helps stop you from breaking your bones.



PPT #95: Healthy Exercise Choices

Strengthening Bones

Exercise strengthens your bones.

Some good activities for getting your bones stronger are hopping, jumping, skipping, hopscotch and skipping.



PPT #96: Healthy Exercise Choices

Feel Good

Exercise makes you feel good.

It feels good to be able to run, jump and play with your friends.



PPT #97: Healthy Exercise Choices

Feel Good

Exercise makes you feel good.

Playing with your friends at lunchtime and after school is fun.

Questions

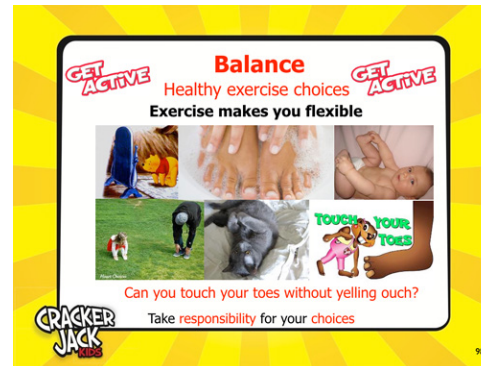
What are some of your favourite games to play in the playground with your friends?

What are some games you can play inside the classroom when it is wet?

What are some games you love to play with your friends after school?

Where are your favourite places to go with your friends to play games?

Create a session whereby you take children out around the playground and find different activities that they can do. E.g Hopscotch, 4 square or other painted markings in your playground. Or make up a list of activities that you could ask the caretaker to paint for you.



PPT #98: Healthy Exercise Choices

Flexible

Exercise makes you flexible.

Can you touch your toes without yelling "Ouch"?

If possible measure your students flexibility, then retest them a month or so later after you have spent some time working on both aerobic fitness activities, muscles strengthening activities and flexibility.



PPT #99: Healthy Exercise Choices

The Exercise Pyramid

Everyday: as much as possible.

1. What are some things you do everyday that could build into?

**Aerobic or Recreational Activities:
3 - 5 times a week.**

Aerobic activities get your heart pumping

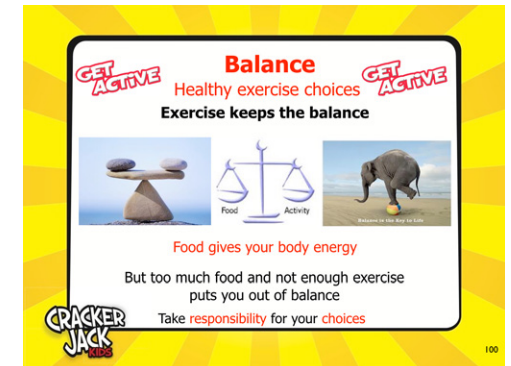
2. What are some activities that get your heart pumping?

**Muscle and Bone Strengthening:
2 - 3 times a week.**

3. What muscle and bone strengthening activities could you do?

Cut Down:

4. What do you think some "Cut Down" activities might include? Sitting for more than 30 minutes, computer games, watching TV, surfing on the web.



PPT #100: Healthy Exercise Choices

Balance

Exercise keeps the balance.

Food gives your body energy.

But too much food and not enough exercise puts you out of balance.



PPT #101: Choices

Review Slide

Life is full of choices...so make great choices.

Be the best "YOU" that you can be.



PPT #102: Excellence

Review Slide

Excellence is a choice.

So develop a passion for Excellence.

And be the best "YOU" that you can be.



PPT #103: Responsibility

Review Slide

Responsibility is a choice.

So come on...

And follow through and do what you say you will do.



PPT #104: Balance

Review Slide

Balance is a choice.

So come on and make healthy choices with your eating. And your exercise.

Healthy Plate Guide

Proteins

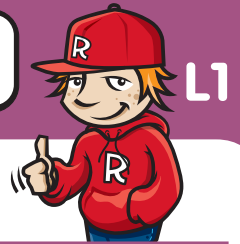
Vegetables

Healthy Fats

Carbohydrates

**CRACKER
JACK
KIDS**

Fill in the section of the plate with the appropriate foods.



Healthy Eating Choices

In my lunch box I have...



The balance of food groups in my lunch box is

Some changes I can make are

Winning in my game of life by MAKING GOOD CHOICES

Healthy Eating Choices

In my lunch box I have...



The balance of food groups in my lunch box is

Some changes I can make are

Winning in my game of life by MAKING GOOD CHOICES

Lunch Box Pikelets Recipe

Make a double batch of these yummy pikelets sandwiches and you'll have supplies to pop into the freezer for this week's lunch boxes. Find more on Kidspot New Zealand.

Ingredients:

2 cups self-raising flour
2 tbsp castor sugar
1 pinch salt
1 egg, lightly beaten
 $\frac{3}{4}$ - 1 cup milk
butter for frying and spreading
jam of your choice

Method:

Sift the flour, sugar and salt together. Beat in the egg and then the milk, gradually, until you have a consistency that you like. (The more milk you add the less dense your pikelets will be - $\frac{3}{4}$ of a cup is the amount you use for pancakes and 1 cup is closer to crepes, so you will need to adjust as you mix.)

Heat a frying pan over medium heat, add butter. Drop tablespoonfuls into the pan and cook until bubbles appear on the surface. Flip and cook the other side until golden. Repeat.

Notes

When pikelets are cool, spread with butter and jam and sandwich together. Wrap individually in baking paper and freeze. Remove and send to school frozen. They will thaw by morning tea.

You can double the batch and you'll have supplies to pop into the freezer for next week's lunch boxes. Make these ahead for lunch boxes. They are economical and children will love them.

If you want to make these healthier, use wholemeal flour or for coeliacs, use gluten-free flour.

Find more yummy recipes for your lunchbox on this website.
<http://www.kidspot.co.nz>



Winning in my game of life by **MAKING GOOD CHOICES**

Winning in my game of life by **MAKING GOOD CHOICES**

CrackerJack Kids

BUILD A SMOOTHIE

Create your own yummy smoothie. It's a great drink for healthy snack after school.

THE BASE

½ cup of milk, water, soya milk or coconut milk + ½ cup of yoghurt: Greek, plain, vanilla or fruit flavoured.

FRUIT: PICK ONE OF TWO (½ CUP SERVING)

- Frozen Banana
- Berries (fresh or frozen)
- Apple
- Plum
- Peach
- Peach
- Melon
- Mango
- Kiwifruit
- Pineapple

VEGETABLE: PICK TWO OR THREE (1 HANDFUL EACH)

- Spinach
- Silverbeet
- Cucumber
- Carrot
- Parsley
- Kale
- Sprouts
- Celery
- Beetroot
- Mint

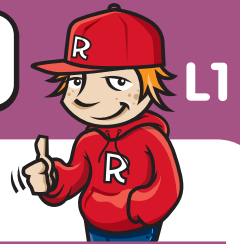
HEALTHY FAT: USE 1-2 TABLESPOONS

- Avocado
- Peanut Butter
- Flaxseed oil

OPTIONAL: CHOOSE ONE OF TWO

- 1 tablespoon chia seeds
- ½ teaspoon cinnamon or nutmeg
- 1-2 tablespoons rolled oats
- 1 Weetbix





Choices Fitness Test Record Sheet

Activity	Initial Test Score	Re-Test 1	Re-Test 2	Re-Test 3	Re-Test 4
Date					
Resting Pulse					
How many skips in 1 minute					
Pulse after 1 minute Skipping					
After 1 Minute's Rest					
Push Ups in 1 minute					
Sit Ups in 1 minute					
Aerobic Run 12 minutes					
Beep Score					

Winning in my game of life by **BEING FIT**



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to **win** in the game of life

ASSESSMENTS

TRACK THE KIDS PROGRESS ON
THE ASSESSMENT SHEETS

L1

L2

L3

ASSESSMENTS / EXCELLENCE

Module Assessment

EXCELLENCE

STRIKING AND FIELDING:

Game Play
Assessment
Criteria
"I can..."

Name:

Level 1

Level 2

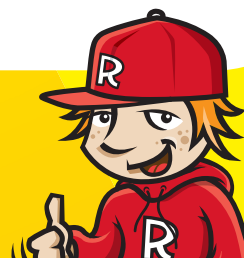
Level 3

Send a variety of objects into space	Underarm a variety of object accurately	Overarm a variety of objects accurately	Receive an object through catching and fielding	Play some simple catch and throw games	Strike a stationary ball with power	Strike a stationary ball into space	Throw a small ball accurately	Catch/field a small ball	Use a variety of bats to strike a ball	Strike a moving ball with power	Strike a moving ball to advantage my team	Field a ball at different levels	Return a ball to a place that advantages my team	Contribute and apply ideas to my learning
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to win in the game of life

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Module Assessment

RESPONSIBILITY

STRIKING AND FIELDING:

Game Play
Assessment
Criteria
"I can..."

Name:

Level 1

Level 2

Level 3

Strike a stationary ball using a variety of bats

Run around bases to score runs

Catch/field a small ball

Throw a small ball back to a designated place

Contribute ideas to my learning

Strike a ball delivered in a variety of ways

Place a ball into space

Return a small ball with accuracy and power

Score runs for my team

Contribute and apply new ideas to my learning

Apply striking techniques to a variety of games

Work with my team mates when fielding a ball

Throw a ball overarm with accuracy

Throw a ball overarm from a variety of distances

Demonstrate responsibility in game play activities



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ASSESSMENTS / BALANCE

Module Assessment

BALANCE FITNESS ACTIVITIES:

Game Play
Assessment
Criteria
"I can..."

Name:

Level 1

Level 2

Level 3

Participate in tag games

Perform a basic skip using a single rope

Perform exercises to build up muscles strength

Perform exercises to build up my bones

I can use equipment safely

Continually move during tag games

Skip using a variety of single rope jumps

Jump in and out of a long rope

Build up the strength of my muscles and bones

Participate in physical activities regularly

Increase my fitness using aerobic activities

Skip using a large variety of single rope jumps

Jump continuously using a long rope

Strengthen my muscles and bones

Measure and record fitness testing activities



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CERTIFICATES

REWARDING KIDS ACHIEVEMENTS

L1

L2

L3



CHOICES

CHARACTER BANK DEPOSIT SLIP

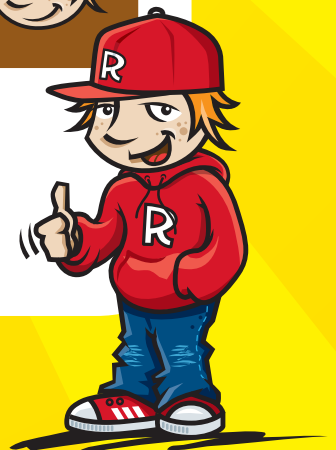
BRONZE

Name: _____



CONGRATULATIONS!

You are now ready to move on to
SILVER by having great CHOICES.



Winning in the game of life



CHOICES

CHARACTER BANK DEPOSIT SLIP

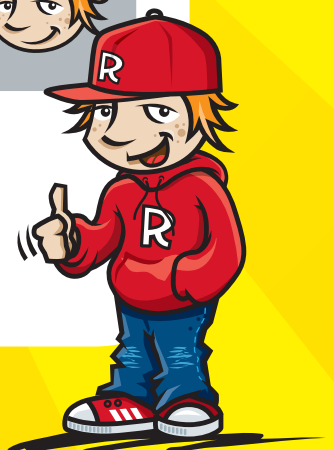
SILVER

Name: _____



CONGRATULATIONS!

You are now ready to move on to
GOLD by having great CHOICES.



Winning in the game of life



CHOICES

CHARACTER BANK DEPOSIT SLIP

GOLD

Name: _____



CONGRATULATIONS!

You are now ready to move on to
PLATINUM by having great CHOICES.

Winning in the game of life





CHOICES

CHARACTER BANK DEPOSIT SLIP

PLATINUM

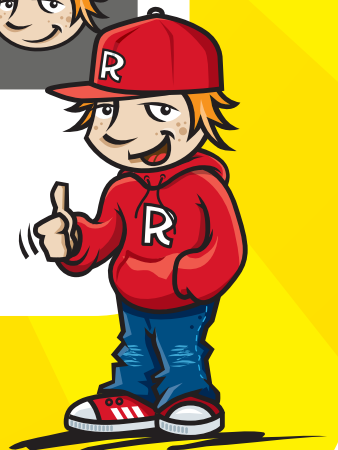
Name: _____



CONGRATULATIONS!

You are now ready to **win in the game of life** by having great CHOICES.

Winning in the game of life





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