

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

CHOICES / LEVEL 3 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

NEW ZEALAND CURRICULUM LINKS	4
CHOICES.....	7
Learning Intentions.....	8
Game Play	9
Powerpoints.....	11
Life Skills	13
EXCELLENCE.....	15
Game Play	16
Powerpoints.....	19
Life Skills	27
RESPONSIBILITY	31
Game Play	32
Powerpoints.....	36
Life Skills	41
BALANCE	43
Game Play	44
Powerpoints.....	54
Life Skills	66
ASSESSMENTS	75
Track the kids progress on the assessment sheets provided	
CERTIFICATES	79
Photocopy and use to reward kids achievements	

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

- Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self-worth.

STRAND B – Movement concepts with motor skills

- Develop more complex movement sequences and strategies in a range of situations.
- Participate in co-operative and competitive activities and describe how co-operation and competition can affect people's behaviour and the quality of the experience.

STRAND C – Relationships with other people

- Identify and compare ways of establishing relationships and managing changing relationships.
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.
- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

STRAND D – Healthy communities and environments

- Identify how healthcare and physical activity practices are influenced by community and environmental factors.
- Participate in communal events and describe how such events enhance the well-being of the community.
- Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.
- Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

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)

L3 Year 5-6+



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

L3

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"> Play a variety of striking and fielding games using the elements of striking, throwing and receiving a ball with accuracy Make good choices is game play 	Make good choices in a variety of situations	<ul style="list-style-type: none"> Do the right thing...always... in a variety of situations by making good choices Encourage others to make good choices
EXCELLENCE Participate in striking and fielding games by striking a ball	<ul style="list-style-type: none"> Strike a moving ball with power and accuracy Strike a moving ball coming at me in a variety of ways Develop a brand of excellence in the way I approach my learning in a variety of striking and fielding activities 	Become the best version of myself through excellence	<ul style="list-style-type: none"> Be strong and forgive not seek revenge Create my own brand of excellence Become a role model for others to follow Work towards living a life of greatness by learning serve others Care, risk, dream and expect more of myself
RESPONSIBILITY Play a variety of games that uses the basic skills of a striking and fielding game	<ul style="list-style-type: none"> Play a variety of striking and fielding games with accuracy Work with my team effectively Display attributes of personal responsibility in my participation Demonstrate collective responsibility when participating in game play activities 	Act responsibly	<ul style="list-style-type: none"> Follow through and do what I say I will do Develop my personal responsibility Develop a "Response-ability" by defining a set of values and actions Help others take responsibility for their own actions
BALANCE Participate in a variety of activities that promote aerobic, muscle and bone strengthening exercises	<ul style="list-style-type: none"> Participate in a variety of activities to build my aerobic fitness Skip using a small and long ropes using an increasing variety of different jumping techniques Strengthen my muscle and bones using a variety of activities 	Live a healthy balanced life style	<ul style="list-style-type: none"> Make healthy life style choices with my <ul style="list-style-type: none"> Eating Leisure time activities that show a balance in the 4 areas of the Exercise Pyramid Sleep and rest Take responsibility to develop a good balanced approach to my eating, exercise and sleep with the choices I make

CHOICES

CHUCK THE CHICKEN

Movement Skills

- Running
- Throwing
- Passing an object

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

1. “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)
2. What are some good choices to play the game successfully?
3. How can others influence you to make (a) Good Choices (b) Bad Choices?

CONTINUOUS PLAY

Movement Skills

- Running
- Throwing
- Catching
- Striking a ball

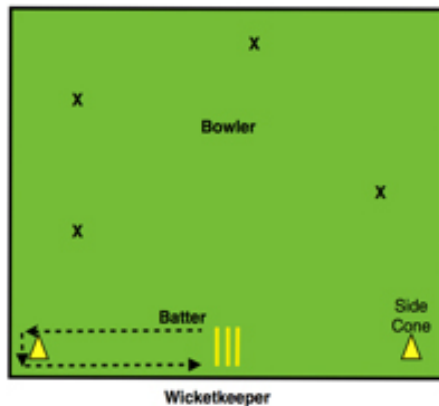
Set Up

- One cricket bat, tennis ball/soft cricket ball, cones and wickets per game.
- Set up the playing area as per the diagram below.
- Place bowling area around 5 -7 metres away. (Adjust to suit the ability of your players)
- Can either be played in 2 teams of around 5 – 7 players or in groups of 5 -7 with one player batting and the rest of the players field.

GAME PLAY / CHOICES

Activity

- Fielding team nominates 1 player to stand behind the wicket.
- The rest of the team spreads out, trying to cover as much of the outfield as possible.
- Batters stand or sit behind the wicket well away from the batter for safety reasons.
- To start the game the ball is delivered to the wicket underarm.
- The batter tries to hit the ball away or defend by stopping the ball from hitting the wicket.
- Whether the batters hit the ball or not they must run around one of the side cones and back for every ball bowled. They try to do this before the fielding side collects the ball and returns it to the bowler who can immediately bowl the ball regardless of whether the batter is ready or not.
- If the bowler hits the wicket that batter is out and swaps with the next batter.
- Every time a batter returns to the wicket after running around one set of side cones a run is scored. Batters can run multiple times per hit or ball bowled.
- The batter tries to score as many runs as possible before out.
- A team's innings ends when all players have had a bat.
- Each team can bat for a set number of innings.
- A softball/baseball option can be played using a softball bat and ball. Batter can be out after a selected number of strikes.



Modifications

- Batters bat as individuals and the rest of the players' field.
- Use a bigger target for the wickets e.g. 6 stumps.
- Players can be out if caught
- If any batters are caught the whole team's innings is over to encourage them to hit the ball along the ground. (Cricket version)
- Batters take strike for 6 deliveries. If they are out they don't sit down but lose 3 runs from the team's total.

Small Sided Game Questions

Batters

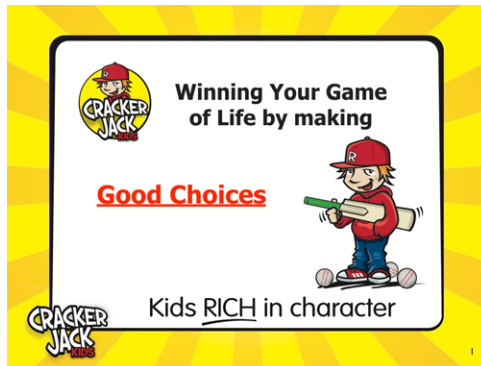
1. What were some of the biggest problems when playing this game? How can you team help you out?
2. What can you do to give yourself a better chance to score more runs?
3. When will you choose not to make another run?
4. Which is more important...hitting the ball hard or hitting it into a space?
5. What can you do to avoid getting out?
6. What are some things you can do to help direct the ball into space?

Fielders

1. How can you work together to best cover the space available to the hitter?
2. Is it easier to run into the ball or turn and chase it? How will this affect where you stand?
3. How can you work together as a team to field a ball that has travelled a distance further than you are able to throw

Life Focus Questions

1. What are some choices you need to make to play this game successfully? (Explore behaviour, skill and tactical aspects of the game).
2. Look for something that your team mates are doing that you could write up using the Light Bulb "Making Great Choices" activity.
3. What actions create positive reactions from others during the game?
4. What actions create negative reactions from others during the game? (Discuss situations and behaviours without mentioning names).
5. Strong people forgive! When are there times in a game that you need to learn to forgive others?
6. Intelligent people ignore! What are some things that you find hard to ignore when playing games?



PPT #1: Title Slide

Choices

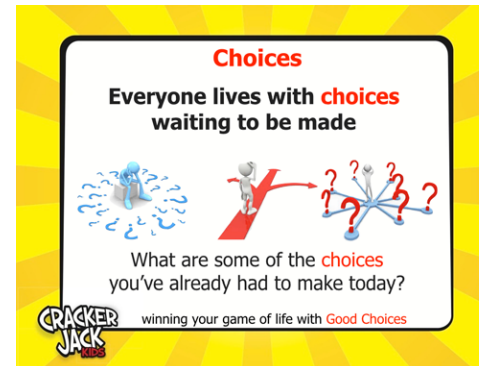
Winning the game of life by making great choices



PPT #2: Choices

Good Choices

Life is all about choices.

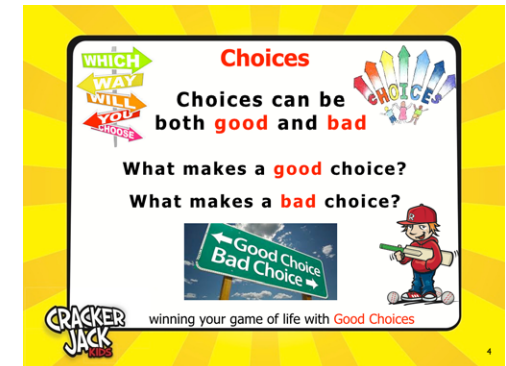


PPT #3: Choices

Good Choices

Everyone lives with choices waiting to be made.

What are some of the choices you've already had to make today?



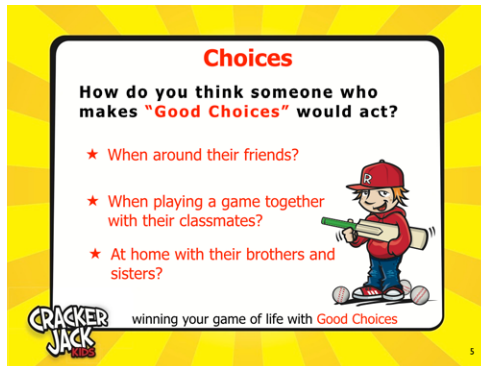
PPT #4: Choices

Making Choices

Choices can be both good and bad

What makes a good choice?

What makes a bad choice?

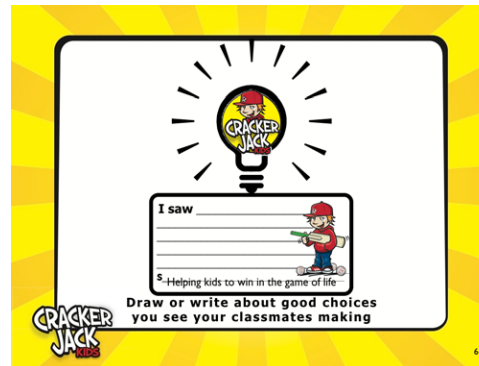


PPT #5: Choices

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?

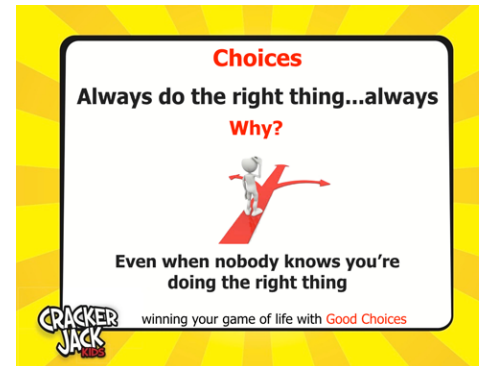


PPT #6: Choices

String of Lightbulbs Activity

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

Choices Lightbulb Template P13



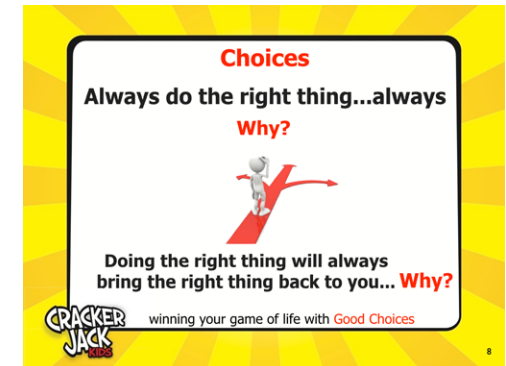
PPT #7: Choices

Your Choice

Always do the right thing...always!

Why?

Even when nobody knows you are doing the right thing.



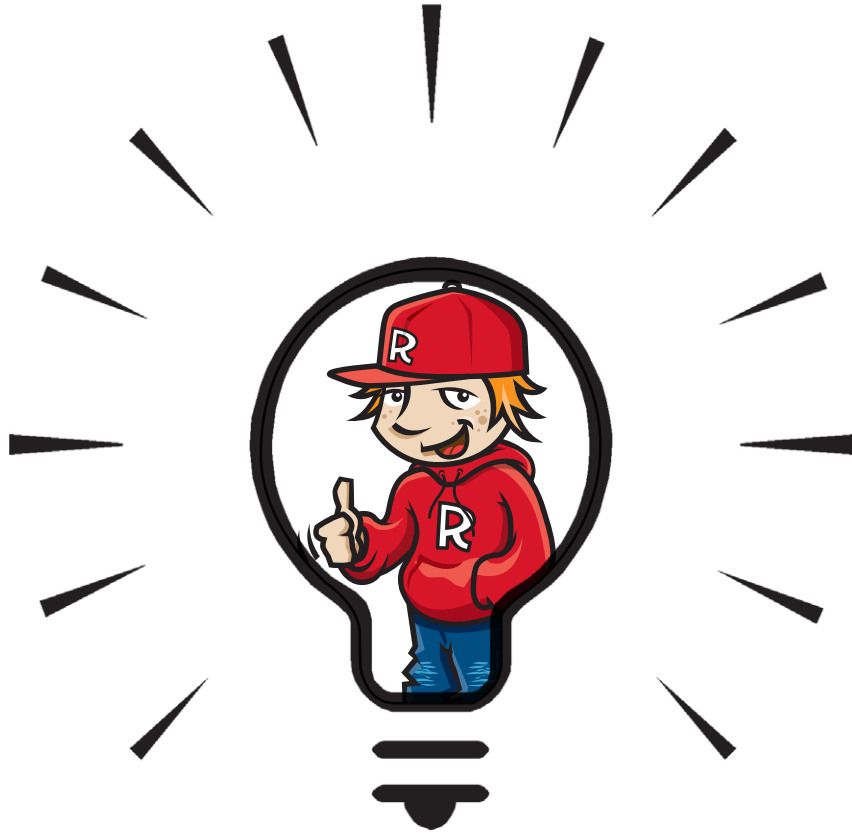
PPT #8: Choices

Your Choice

Always do the right thing...always!

Why?

Doing the right thing will always bring the right thing back to you...Why?



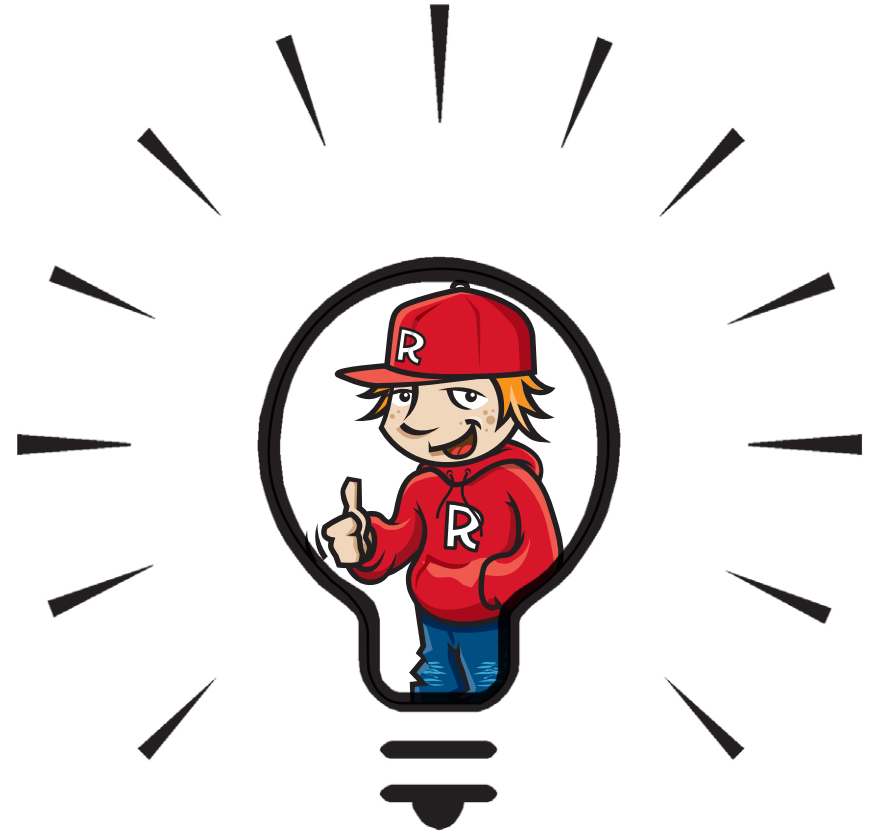
I Saw

.....

.....

.....

.....



I Saw

.....

.....

.....

.....

CHOICES / ADDITIONAL NOTES



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

EXCELLENCE

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

EXCELLENCE

BANK IT

Movement Skills

- Running
- Throwing
- Catching
- Striking a ball

Set Up

- Place 2 markers about 10 metres apart.
- Create groups of 4 - 6 players. One player is the batter and the rest of the players field.
- Batter uses a cricket bat, tennis racquet, padder tennis bat or a softball bat.
- Set up multiple playing areas, but ensure that batters are not hitting into other playing areas.

Activity

- The batter stands at one end known as “home” where one of the markers is.
- One of the fielders pitches the ball underhand for the batter. (Or the batter can hit off a tee).
- The pitcher/bowler keeps pitching/bowling the ball until the batter hits it. (No strike outs)
- The batter can strike the ball anywhere in the playing area.
- Once the batter hits the ball, they run with the bat back and forth between the two markers.
- 1 run is scored each time the batter reaches a marker safely.
- The batter can stop at any of the markers.
- The fielding team attempts to get the batter out by either:
 - Catching the ball, or
 - Hitting one of the markers with the ball while the batter is running between them.
- A batter keeps batting until the fielding team gets them out or the batter has hit the ball 6 times.
- The pitcher/bowler then becomes the new batter, one of the fielders becomes the new pitcher/bowler and the batter joins the fielding side.
- Play until everyone has had a chance to be the batter and the pitcher.

Modifications

- To score a run the batter must get to the opposite marker and back.
- Place the markers in the middle of the playing area and the batter can hit anywhere including behind. (Cricket option)
- Add other rules whereby the batter can be out. E.g. if the pitcher hits the marker. (Only add this modification as the children improve their skills.
- Each fielder must touch the ball before the fielding team returns the ball to a marker.
- The batter can use different types of locomotion each time they run back and forth. E.g. run, skip, hop etc
- Specify which end the ball has to be returned to. Can nominate a different end each time.
- Play in pairs when batting. Each batter stands at one of the markers. Always bat from the “home marker” so whoever is at the home marker hit the ball. Paira score a run each time they both reach the opposite marker safely.
- Increase or decrease the distance between markers.
- Add another marker the batter has to run around before returning to base.

Small Sided Game Questions

Batters

1. How can you avoid getting out?
2. When do you decide to risk another run or not? What helps you make that decision?
3. Where is the best place to hit the ball to score the most runs?
4. Is it worth risking being caught by trying to hit it high over the fielder's heads? Why? Why not?
5. Or is it better to hit the ball along the ground? Why?

Fielders

1. What can you do to make it harder for the batter to score runs?
2. What are some of the consequences of fielding close to the batter? (Discuss both positive and negative and highlight safety issues)
3. If the batter is scoring freely what else can you do to make it harder for them?

Life Focus Questions

1. What does “Being the best you that you can be” look like when you are learning to hit a ball off a tee?
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 “Brand of Excellence” when learning how to strike a ball? (For some this could be a new skill).
5. What does “Being the best version of you” look like when you’re playing this game? Address this question to all 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.
6. How can you apply the “Caring more than others think necessary” during game play?
7. How can you apply the “Risking more than others think is safe” to your learning during game play?
8. What are some important rules you need to follow to stay safe during the game? (Distance from striker both as a batter and fielder).
9. How can you apply the “Expecting more than you think is possible” to your learning during game play?

BLASTERBAT**Movement Skills**

- Striking a ball with a variety of implements
- Catching a small ball
- Throwing a small ball

Set Up

- Set up groups of 6 - 8 players per game
- Playing area approximately the size of a netball court.
- For each game set up a pitcher from around the halfway point (or use a hitting tee)
- Students can choose what kind of bat to use i.e. cricket, padder tennis or softball bat
- Small ball suitable for the age and ability of your players. (For younger or less confident students use a larger and softer type small ball).

Activity

- The first player in strikes the ball and begins to run around the bases. A point is scored for each completion of the 4 bases.
- The fielding side fields the ball and passes a set number of passes (e.g.5) around their team. They cannot pass it back to the person who threw it to them and a person cannot receive the ball twice within the passing sequence.
- Once 5 catches have been made, the fifth person calls out stop and the batting team finishes their scoring.
- If a ball is dropped that catch isn’t counted.

Modifications

- After the first time around the batter can collect another runner from their team and they run around connected together. Each time they go around they can collect another person. Increase the number of catches required.
- Set up a pattern for the throwing team to follow
- Work in groups of 8 players with only 2 at a time batting and runner and their combined points becomes their score. When they have completed a set number of turns, they join the fielding side and another pair bats and runs.
- Fielding side catches go back to 1 if a catch is dropped.

Small Sided Games Questions**Batters**

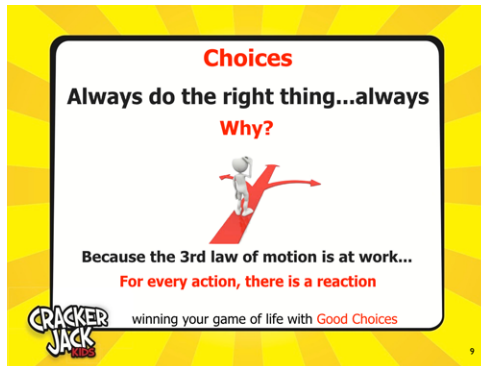
1. What are some things you can do to improve your scoring?
2. Where should you hit the ball(s) to give you the best chance to score more runs?
3. How can you deceive the fielders so that they don't know where you are going to hit the ball?

Fielders

1. What is your main job as a fielder? (Restrict runs)
2. What can you do to make it harder for the batter to score runs?
3. What can you do to help your teammate that you are throwing the ball to?
4. What is going to help you catch the ball?
5. If the batter is scoring freely what else can you do to make it harder for them to score?
6. What team strategies can you come up with the help these difficulties?

Life Focus Questions

1. If you are creating your own brand of excellence, how can you bring this into game play activities? (Discuss technical, tactical and behaviour aspects of participating in a game).
2. What can you do to act as a role model to your team mates and the other team?
3. How can you help others during the game?
4. When do you think your team mates are more likely to honour you while playing?
5. How can you apply the "Caring more than others think necessary" during game play?
6. How can you apply the "Risking more than others think is safe" to your learning during game play?
7. What are some important rules you need to follow to stay safe during the game? (Distance from striker both as a batter and fielder).
8. How can you apply the "Expecting more that you think is possible" to your learning during game play?



PPT #9: Excellence

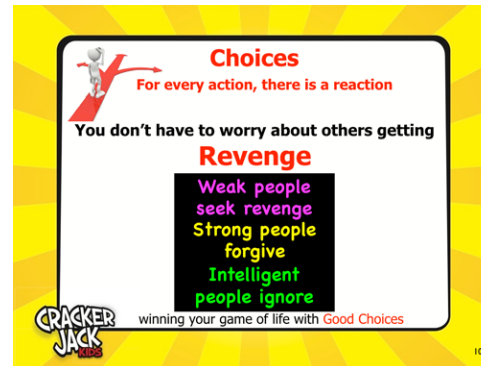
Your Choice

Always do the right thing...always

Why?

Because the 3rd law of motion is at work...

For every action their is a reaction



PPT #10: Excellence

Your Choice

You don't have to worry about revenge.

Weak people seek revenge.

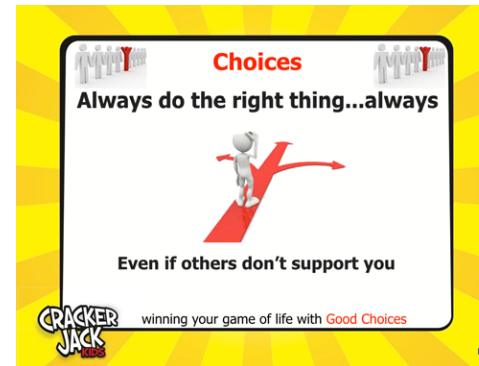
Strong people forgive.

Intelligent people ignore.

Which of the actions above do you think you would find the hardest to do?

What makes it hard?

What would you say to a friend of yours that was about to make a bad choice?



PPT #11: Excellence

Your Choice

Always do the right thing...always!

Even if others don't support you

1. What makes it hard to go against your friends at time?



PPT #12: Excellence

Your Choice

It's called "Peer Pressure" when they don't support you

Don't give into it

Never use the excuse, "Everyone did it."

Be responsible for your choices.



PPT #13: Excellence

Your Choice

Always do the right thing...always!

Why?

Because people notice excellence



PPT #14: Excellence

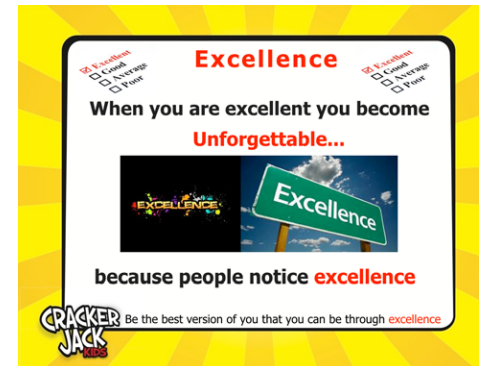
Your Choice

Because people notice excellence

Ever had to wait a long time for your order?

Can you remember a time your order wasn't correct?

Or your fries were cold?

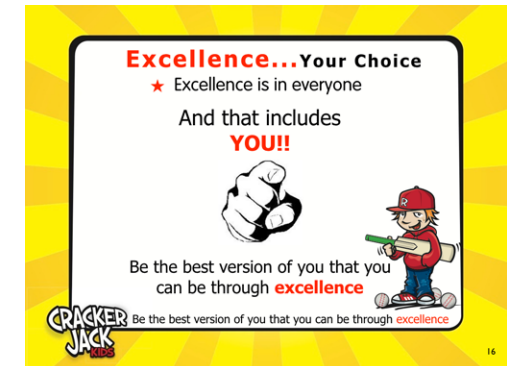


PPT #15: Excellence

Your Choice

When you are excellent you are unforgettable...

Because people notice excellence.



PPT #16: Excellence

Your Choice


Excellence is in everyone

And that includes YOU!

Be the best version of you that you can be through excellence.

Excellence...Your Choice

- ★ Excellence is the foundation for making good choices
- ★ Following positive role models will help you to make excellent choices



CRACKER JACK Be the best version of you that you can be through *excellence*

17

PPT #17: Excellence**Your Choice**

Excellence is the foundation for making Good Choices.

Following positive role models will help you to make excellent choices.

Excellence...Your Choice

Role Models


A role model is a person who serves as an example, or whose behaviour is copied by others.

Role models are people who possess the qualities that you would like to have

They make you want to be better people

Who are some role models that you think are worth following?

What are some of their qualities you admire?



CRACKER JACK Be the best version of you that you can be through *excellence*

18

PPT #18: Excellence**Role Models**

A role model is a person who serves as an example, or whose behaviour is copied by others.


Role models are people who possess the qualities that you would like to have.

They make you want to be better people.

1. Who are some role models that you think are worth following?
2. What are some of their qualities you admire?

Role Models Life Skills P27

Fame versus Greatness and Significance



19

PPT #19: Excellence**Video Clip**

Before showing the clip ask the following questions:

1. What makes a person famous?
2. What makes a person great?
3. Is greatness reserved for the chosen few, the superstar or could greatness be for everyone? Why/Why not?

Fame versus greatness and significance.



Highlight statements from the video clip:

Somehow we believe greatness is reserved for the chosen few, the superstar. The truth is greatness is for all of us. It's about raising expectations for all of us. Greatness isn't in 1 special place or in 1 special person. Greatness is wherever someone is trying to find it. So where might you find your own personal greatness? *(Not something that the children can likely answer but it does help to reinforce the idea that each and everyone of them can go and seek greatness...versus fame).*

Excellence...Your Choice

Role Models

Fame versus Greatness and Significance

CRACKER JACK Be the best version of you that you can be through *excellence*

20

PPT #20: Excellence**Fame versus Greatness**

"Life's most persistent and urgent question is...what are you doing for others? Martin Luther King Jr.


Excellence...Your Choice
Role Models
Fame versus Greatness and Significance

Being famous brings admiring fans and many think "Being Famous" or known brings value... But all that fades in time

Service and **significance** is lasting

Successful people in the world **serve**

Be the best version of you that you can be through **excellence**



21

PPT #21: Excellence**Fame versus Greatness**

Being famous brings admiring fans and many think "Being Famous" or known brings value... but all that fades in time.

Service and significance is lasting

Successful people in the world serve


Excellence...Your Choice
Role Models
Fame versus Greatness and Significance

Press On

"No person was ever honoured for what they received..."

Honour has been the reward for what they gave."

Be the best version of you that you can be through **excellence**



22


PPT #22: Excellence**Press On**

Discuss the last 2 lines from a poem entitled "Press On"


"No person was ever honoured for what they received..."

Honour has been the reward for what they gave."

Excellence...Your Choice
Role Models
Fame versus Greatness and Significance



Be the best version of you that you can be through **excellence**



23

PPT #23: Excellence**Fame versus Greatness**

Nelson Mandela...discuss with the children some of the significance of the life of Nelson Mandela.

"What counts in life is not the mere fact that we have lived..."

It's the difference we have made to the lives of others that will determine the significance of the life we lead." Nelson Mandela.

Opportunity to research the significance and difference he made to the life of South Africans.


Excellence...Your Choice
Role Models
Fame versus Greatness and Significance

"We live in a world where people want to be famous and we admire people for just being famous." Ophra Winfrey

Everyone can achieve greatness, but not everyone can be famous

So...how can **YOU** become great?

Be the best version of you that you can be through **excellence**



24

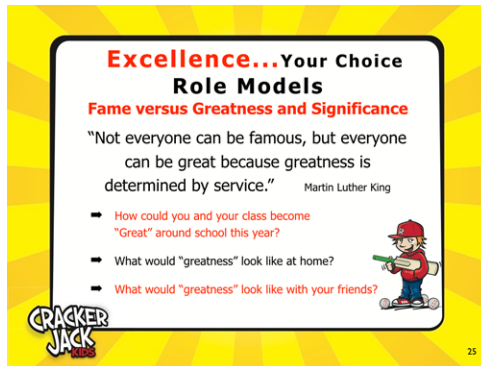
PPT #24: Excellence**Fame versus Greatness**

"We live in a world where people want to be famous and we admire people for just being famous." Ophra Winfrey.

Research: Is someone like Ophra Winfrey just famous or is she living a life of significance? Look for areas that she is involved in where she is making a significant difference to the lives of others through service.

Everyone can achieve greatness, but not everyone can be famous.

So...how can YOU become great?



PPT #25: Excellence

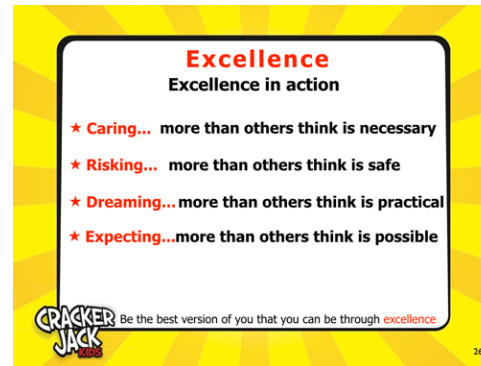
Fame versus Greatness

"Not everyone can be famous, but everyone can be great because greatness is determined by service." Martin Luther King

How could you and your class become "Great" around school this year?

What would "greatness" look like at home?

What would "greatness" look like with your friends?

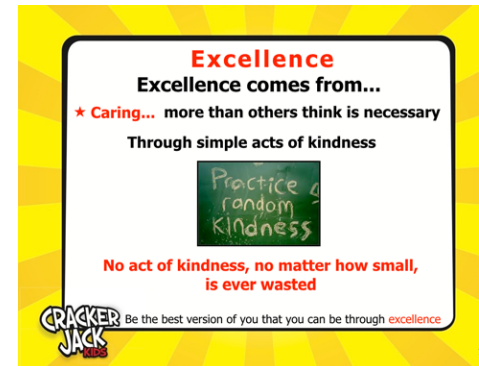


PPT #26: Excellence

Excellence In Action

Discuss each statement with your class and ask them about situations where they have:

- Cared more than perhaps was necessary (eg stopped in a game to help someone who had taken a nasty fall during the game, let an older person have a seat on the bus, helped an elderly person who was struggling to carry something)
- Took a risk in a situation e.g. in sport they have risked a tricky pass or attempt on goal that really came off. (Explain that this isn't referring to taking risks that would put them into danger)
- Had a dream about something they would like to do or be...maybe even to the point that others have told them they couldn't do it.
- Been in a situation where they achieved something because they believed it was possible even though others had doubts



PPT #27: Excellence in Action

Caring

Caring more than others think is necessary... Why do you think some people don't care about others?

Through simple acts of kindness.

No act of kindness, no matter how small is ever wasted.

What are some small ways you can show kindness to:

- Your classmates?
- In the playground?
- At home with your family?
- When with your friends?



PPT #28: Excellence in Action

Caring

Watch this video clip and see what the 5 "Simple Acts of Kindness" are.

These are all things YOU can do.

What other "Simple Acts of Kindness could YOU do...

- As a class?
- As an individual?

Excellence in Action – Caring P28

Excellence
Excellence comes from...
★ **Risking...** more than others think is safe
"Pearls don't lie on the seashore. If you want one, you must dive for it." Chinese proverb

Where the magic happens

Your Comfort zone

In the next video clip what "pearls" did this boy find with the risk he took?

Be the best version of you that you can be through excellence

CRACKER JACK

29

PPT #29: Excellence in Action

Risking

Pearls don't lie on the seashore. If you want one, you must dive for it." Chinese proverb.

1. What do you think this proverb means?
2. How does it relate to risk taking?
3. What stops people from taking risks?
4. How does taking a risk take you out of the comfort zone?
5. What are some physical signs that your body can give out when you know you are getting out of your comfort zone? (Heart races, sweaty hands)
6. Why do you think the diagram says..."Where the magic happens"?
7. In the next video clip what "pearls" did this boy find with the risk he took?



PPT #30: Excellence in Action

Risking

Video Clip

1. What risk did the boy take? (He gave the ball away).
2. What "pearls" came his way as a result of the risk he took to give the ball away?
3. Could this also be called a "Simple Act of Kindness" too?

Most people in a similar situation probably wouldn't have given the ball away. Would you?

Excellence in Action P29

Excellence
Excellence comes from...
★ **Dreaming...** more than others think is practical
If you don't build your dream, someone else will hire you to help them build theirs. Dhirubhai Ambani

YOU CAN DO ANYTHING YOU WANT TO FOLLOW YOUR DREAMS BECAUSE IF YOU SAY YOU CAN'T DO IT YOU'LL SPEND THE REST OF YOUR LIFE PROVING IT.

Dreams

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world. Harriet Tubman

Be the best version of you that you can be through excellence

CRACKER JACK

31

PPT #31: Excellence in Action

Dreaming

Discuss the following quotes and their meanings and ask the children how these quotes could help them not give up on their dreams.

"If you don't build your dream, someone else will hire you to help them build theirs." Dhirubhai Ambani.

You can do anything you want to follow your dreams because if you say you can't do it you'll spend the rest of your life proving it."

"Every dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world." Harriet Tubman.

Remind the children about significance and connect this thought with their dreams.

What dreams could be connected with serving others? Discuss a range of jobs and activities that the children can be involved in that serve others. E.g. plumbers, carpenters, doctors, lawyers... include a big range of jobs in the discussion.

Excellence
Excellence comes from...
★ **Dreaming...** more than others think is practical
All our dreams can come true, if we have the courage to pursue them.

Walt Disney

If you can Dream it You can do it

Walt Disney is known as one of the world's biggest dreamers

Be the best version of you that you can be through excellence

CRACKER JACK

32

PPT #32: Excellence in Action

Dreaming

All our dreams can come true, if we have the courage to pursue them.

"If you can dream it, you can do it." Walt Disney.

Walt Disney is known as one of the world's biggest dreamers.



PPT #33: Excellence in Action

Dreaming

Video clip

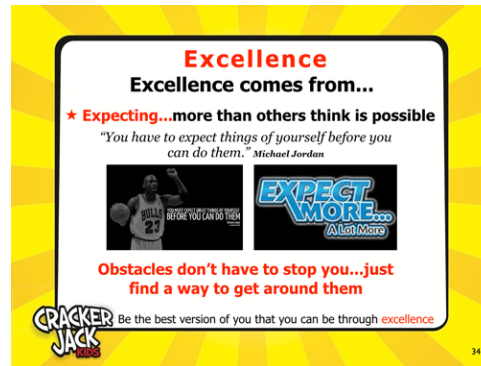
Walt Disney's dream was to build the happiest place on the earth

Play video clip

Was Walt Disney's dream still about serving others?

How?

Excellence in Action P29



PPT #34: Excellence in Action

Expecting

"You have to expect things of yourself before you can do them." Michael Jordan

Obstacles don't have to stop you...just find a way to get around them.

What are some common obstacles that can stop people from going for their dreams

Discuss each one and come up with different ways to overcome each obstacle.



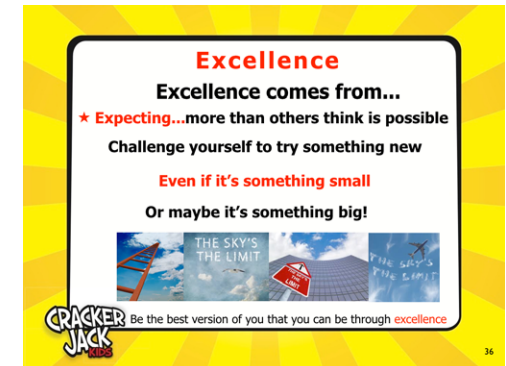
PPT #35: Excellence in Action

Expecting

Raise your expectations.

Expect more... a lot more.

Challenge yourself to try something new.



PPT #36: Excellence in Action

Expecting

Challenge yourself to try something new.

Even if it's something small.

Or maybe it's something big!

What does the phrase, "The sky's the limit mean?"

Excellence
Excellence comes from...

- ★ **Expecting...**more than others think is possible
- No challenge is too high**
- Attain greatness through challenging yourself

What could you do to challenge yourself?

Be the best version of you that you can be through **excellence**

PPT #37: Excellence in Action

Expecting

No challenge is too high

Attain greatness through challenging yourself

What could you do to challenge yourself?

Excellence in Action P29

Excellence
Act or Habit?

- ★ Excellence becomes a "habit" of always trying to be "Better than Before" **EVERY TIME**
- ★ **EVERY TIME** means that everyone can strive for excellence in everything they do

Let **excellence** be your brand

Be the best version of you that you can be through **excellence**

PPT #38: Excellence

Act or Habit?

Excellence becomes a "habit" of always

Excellence becomes a "habit" of always trying to be "Better than Before" **EVERYTIME**.

EVERYTIME means that everyone can strive for excellence in everything they do.

Let excellence be your brand.

Excellence
Let **excellence** be your brand

What is a **BRAND**?

- Brands bring promises
- Brands bring benefits to others
- Brands satisfies people
- Brands gets people's attention
- Brands bring rewards to people

Be the best version of you that you can be through **excellence**

PPT #39: Excellence

Your Brand

Let excellence become your brand.

What is a brand?

Brands bring promises.

Brands bring benefits to others.

Brands satisfies people.

Brands get people's attention

Brands bring rewards to people.

Excellence
Rolls-Royce

Has built a reputation based on:

- ➔ Engineering excellence
- ➔ Service excellence

Trusted to deliver excellence is it's brand promise

It promises excellence in both it's product and it's service

Be the best version of you that you can be through **excellence**

PPT #40: Excellence

Your Brand

Rolls Royce has built a reputation based on

Engineering excellence

Service excellence

Trusted to deliver excellence is it's brand promise.

It promises excellence in both it's product and it's service

Creating a Brand of Excellence P30



Becoming a great role model by setting a great example



I can become a great role model by becoming a great example.



People who look up to me are...



The type of person I want them to see is...



Some things I don't want them to see are...



I am going to work on this weakness by...

Winning in my game of life by BECOMING A GREAT EXAMPLE



Excellence in Action

Caring more that people expect of me. List 5 simple acts of kindness that you could do.

CARING AS A CLASS

As a class we are going to care more than people expect by:









CARING AS AN INDIVIDUAL

As a class we are going to care more than people expect by:









Winning in my game of life by **BECOMING A GREAT EXAMPLE**



Excellence in Action

Caring more than people expect of me. List 5 simple acts of kindness that you could do.

RISKING more than others think is safe: "Pearls don't lie on the seashore. If you want one, you must dive for it." Chinese Proverb

Areas where I could dive for the "pearls" in my learning are:

Areas where I could dive for the "pearls" with my friendships are:

DREAMING more than others think is practical. What can you learn from the example of Walt Disney's life and apply to your own dreams?

EXPECTING more than others think possible. Challenge yourself to try something new.

I am going to challenge myself by:

EXPLAIN how you are going to do this by writing up some steps for an action plan:



Winning in my game of life by BECOMING A GREAT EXAMPLE

Creating a Brand of Excellence

The Brand Promise:

A brand promises something to others. What are you promising to deliver?
 What will others see in you through your drive for Excellence?
 What feelings do you want others to get when they spend time with you?
 Brainstorm, brainstorm, brainstorm. Make up a list of words which describe the way you want to be seen by others.

The Brand Expectations:

Based on your brand promise, what can people expect to see from you?
 What expectations can they have of you?

The Brand Persona:

Think of your brand as a person.
 What is that person like?
 What can they expect when they interact with you?

The Brand Elements:

Your brand logo, messaging, packaging, and so on. All of these elements must communicate your brand promise, and define your brand persona.

1. Decide in what you are going to brand excellence.

What product or service are you going to develop excellence in?

2. Write your brand definition.

Your brand definition describes what you are offering. It sets out the promises that you are going to make to those who receive your product or service.

- What unique promise comes with your product/service?
- How you are going to deliver it?
- What benefits it will bring to others?

3. Develop your name, logo, and tagline.

- Your name is the key that unlocks your brand image.
- Your logo is the landmark or symbol that serves as the face of your brand.
- Your tagline is the memorable phrase that provides consumers with a quick indication of your product, brand, and market position.

4. Manage, leverage, and protect your brand.

This is the “care and feeding” phase of the process.

- It's the steps that leads to a strong, healthy, resilient brand. It can be summed up in a single word — consistency. What steps are you going to take to ensure your “Excellence Brand” will become consistent.

Winning in my game of life by **MAKING AN EXCELLENT BRAND**



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

RESPONSIBILITY

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

RESPONSIBILITY

BEAT THE BALL

- Movement Skills
- Catching a small ball
- Throwing a small ball
- Running

Set Up

- Small to medium sized ball
- 2 teams of 4 players
- Bases and poles or cones to mark the playing area

Activity

- Ball starts at the beginning and is thrown around the cones by the fielding side in the direction shown by the dotted lines.
- The running team has a runner already stationed at each base. (If you have more than 4 players per team create another base by making a pentagon shape)
- On the word "Go" the runner at home base runs to base 1 and tags the runner to move them onto the next base.
- At the same time the fielding side throws the ball around their players stationed at the cones.
- A point is scored by the running team if they beat the ball back.
- If a fielder drops or misses the ball they must return to their base before throwing it onto the next one.

Modifications

- Runner can strike the ball either off a stationary target (L2) or a pitched ball (L3) and hand the bat onto the next runner. Fielders can station themselves anywhere to field the ball but then have to move to a base to move the ball around. In this version batters can continue to run until the ball is back to home base having first being thrown to Base 1.
- Batters can be out if they are caught on the full.
- Everyone has a turn before teams swap or set a certain number of outs before changing (e.g. cricket it is the whole team, softball is 3 outs)

Small Sided Questions

1. What are some of the problems that need to be solved to play this game successfully?
2. As the batter what helps you to score runs?
3. How could you score more runs?
4. How can the fielders limit the runs a batter can score?
5. How could your team work together to focus on both aspects of the game?

Life Focus Questions

1. What does personal responsibility look like when you are playing this game with a small group of classmates?
2. What happens to the game when rules aren't followed?
3. What happens when players don't follow the rules?
4. When you don't have a referee who is responsible to make sure the rules are being followed?
5. What does Collective responsibility look like in this game?
6. Why is it important to follow rules not only in this game but in other areas of life?
7. If you are struggling with some aspect of the game who could you ask for advice? Or how could you help a classmate who is struggling with some aspect of the game?
8. When discussing some of the small sided game questions, how well are you listening to everyone's ideas? Or are some people in the group dominating the discussion and decision making?
9. What are some responsible actions you can take when this happens?
10. How are you going to help your team mates out when they make a mistake?

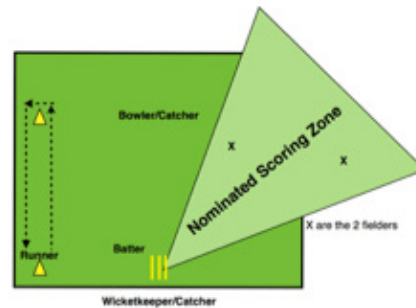
GAME PLAY / RESPONSIBILITY

L3

ZONE BALL

Movement Skills

- Fielding and catching
- Throwing
- Striking a ball
- Running
- Teamwork



Set Up

- Set up stumps and a cone from which the bowler or pitcher sends the ball from. (If using a softball option the ball is delivered as in the game of softball and same if a cricket version is being used).
- 3 teams of 2 players each who rotate around the 3 different positions
 1. Bowler/pitcher and wicketkeeper/catcher
 2. Batter and runner
 3. Fielders

Activity

- The aim of this game is for a pair (one batter and one runner) to score as many runs as possible.
- Play the game 2 against 4. One of the pair bats while the other runs.
- The batter is only allowed to hit the ball into one area of the field where the 2 fielders are positioned to field it
- Each batter in the pair faces the same number of balls. (E.g 6 before swapping. Adjust the number for the time available for the game as it would be good to get every pair to bat twice so that they can look to improve their scoring on the second turn).
- Once the batter has hit the ball, the runner runs between 2 wickets (Or around a set of bases if using softball scoring option) scoring 1 run for getting there and back or 1 run per base passed.
- Runs can be scored even if the fielders have caught the ball on the full.
- Scoring stops until after the fielders have got the ball back to the wicketkeeper/catcher.
- After 6 balls the batter swaps with their runner who becomes the new batter. They still hit into the same area of the field. After 12 balls the runner and the batter swap with another pair.
- Rotation can be batters become fielders, fielders become wicketkeeper and bowler/pitchers, and wicketkeeper and bowler/pitchers become batters.

- Count all runs successfully completed.
- The ball can only be thrown in by the 2 fielders. If throws are not accurate then it is their responsibility to retrieve the ball for the wicketkeeper/catcher. Encourage them to relay throw the ball in if they cannot throw the distance required to return the ball. (An option is to include the bowler/pitcher in the relay throw.)
- Change the nominated scoring zone after all pairs have batted.
- Initially each batter is to actually strike and score off the set number of balls. If they miss, the ball is re-bowled. (Return to using a hitting tee if the players are not able to consistently strike a moving ball).

Progression

- If a run is not completed, the runner loses the runs for that particular hit.
- Runs cannot be scored if the fielders catch the ball on the full.
- Each pair begins with 10 runs but loses 5 runs if they are caught, bowled out or run out because they haven't made a base or completed a run.
- Missed balls are counted in the set number of balls to be received by a batter (unless the ball is delivered in such a way as to make the hitting of it difficult e.g. too wide or high).

Small Sided Game Questions

Batters

1. What are you looking to do when you strike the ball? (Hit into spaces).
2. Where is the best place to hit the ball to score the most runs?
3. Which is more important, hitting the ball hard or hitting it into spaces?
4. How can you avoid getting out?
5. Is it worth risking being caught by trying to hit it over the fielder's heads? Why? Why not?

Fielders

6. What is the main job of the fielding team? (Restrict runs).
7. How can you restrict the number of runs the batting team can score?
8. What can you do if the distance is too far for you to throw the ball? (Relay throw).
9. What are some different ways you can protect your area?
10. If the batter is scoring freely what else can you do to make it harder for them to score?

Life Focus Questions

1. If you are struggling with some aspect of the game who could you ask for advice? Or how could you help a classmate who is struggling with some aspect of the game?
2. When discussing some of the small sided game questions, how well are you listening to everyone's ideas? Or are some people in the group dominating the discussion and decision making?
3. What are some responsible actions you can take when this happens?
4. How are you going to help your team mates out when they make a mistake?
5. What does Collective responsibility look like in this game?

Skill Development Teaching Points**Striking a Ball****Stance**

- 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)
- Keep the hands close together when gripping the bat but not too tightly
- When gripping the bat, your hands should touch.
- Bring the bat back into a ready position to hit the ball (Some older or well co-ordinated students may be able to include the backswing when they strike the ball) Hold the bat up, but not on the shoulder.
- Stand side on to the tee
- Feet apart with legs spread your legs roughly shoulder-width apart.
- Knees slightly bent Don't stand straight up – just bend your knees a little so you don't feel stiff. It puts you in a ready position.
- Head faces the pitcher or bowler (If using a moving ball)
- Have both eyes on the pitcher, not just one.
- Pick up the ball as early as possible.
- Focus your eyes on the ball. Never take your eyes off the ball.
- Keep your weight on your back foot, but be ready to transfer your weight onto the front foot

Swing

- As the pitch comes toward you, stride forward roughly a foot (less if you're smaller or younger) so you're building momentum toward the pitcher/bowler as you swing at the ball
- Transfer the weight from the back to the front foot.
- As the pitch comes toward you, stride forward roughly a foot (less if you're smaller or younger) so you're building momentum toward the pitcher/bowler.
- Back foot pivots, but doesn't leave the ground.
- Feel your weight shift forward.
- Your bottom hand should be pulling the bat over the plate (Softball/T-ball) while your top hand guides it. (In cricket the top hand needs to do more of the work).
- Aim to hit the ball just before it goes over the plate. Any later and you'll likely foul it off... develop question for this point.
- Keep your head down.
- Focus your eyes on the ball.
- hitting the ball on the fat part of the bat makes the ball go further.
- "Watch the ball until the ball hits the bat.

Follow Through

- The momentum of the bat, whether you make contact or not, will carry the batter into their follow-through. If you don't follow through, you won't generate much power because your swing might actually be slowing down before you make contact.
- Turn their hips and use the big muscles of the legs, back and torso to do the work that only the wrists and arms were doing before.
- Be ready to run after you have hit the ball.
- If you make contact, get ready to drop the bat and run to first base. (Softball/t-ball games).
- Don't throw the bat.
- Finish the swing with your back knee pointed to the pitcher.
- Turn their hips and use the big muscles of the legs, back and torso to do the work that only the wrists and arms were doing before.

IKEY-MIKEY

This is a helpful tool for teaching children to striking a moving the ball successfully.

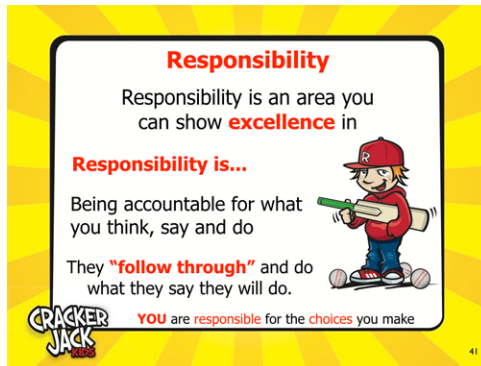
- Have the children take two imaginary characters with them to the game.
- Take the first one out and put it on their lead shoulder. His name is IKEY.
- Then take the second one out (MIKEY) and put it on the back shoulder.
- When they get in that strong slightly bent over position to hit and they're looking up at the pitcher/bowler's release point, their chin will be on IKEY.
- If they track the ball all the way in, their eyes will go all the way into the hitting zone slightly out in front of them where they'll make contact.
- Their chin will now be on MIKEY as they follow through.

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 #41: Responsibility

Definition

Responsibility is an area you can show excellence in

Responsibility is being accountable for what you think, say and do.

They "follow through" and do what they say they will do.

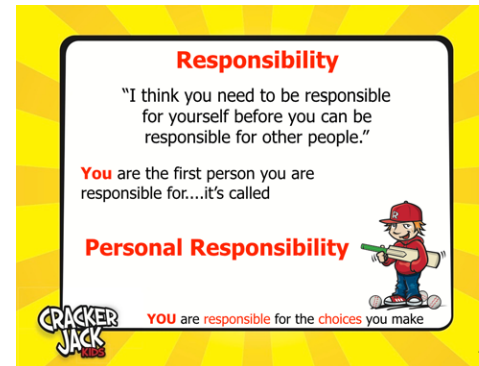


PPT #42: Responsibility

Video clip

This video clips highlights responsibility in the following areas:

- Do what you are suppose to to
- 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



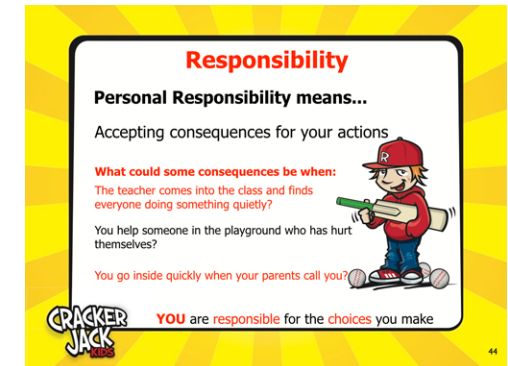
PPT #43: Responsibility

Personal Responsibility

"I think you need to be responsible for yourself before you can be responsible for other people.

YOU are the first person you are responsible for...it's called

PERSONAL RESPONSIBILITY.



PPT #44: Responsibility

Personal Responsibility

Accepting consequences for your actions.

What could some consequences be when:


- The teacher comes into the class and finds everyone doing something quietly?
- You help someone in the playground who has hurt themselves?
- You go quickly when your parents call?

Responsibility

Personal Responsibility means...

Accepting consequences for your actions

What could some consequences be if:
 You don't follow the rules for crossing the road safely?
 You are mean to others in the playground?
 You don't follow the directions of the teacher?



YOU are responsible for the choices you make

45

PPT #45: Responsibility**Personal Responsibility**

Accepting consequences for your actions.

What could some consequences be if:


- You don't follow the rules for crossing the road safely?
- You are mean to others in the playground?
- You don't follow the directions of the teacher?

Responsibility

Personal Responsibility means...

When you follow the rules, life works

What are some important rules to follow in the classroom?
 How does following these rules help in the classroom?
 In what other areas of the school are their rules?
 How does following the rules help to make "life work"?



YOU are responsible for the choices you make

46

PPT #46: Responsibility**Personal Responsibility**

When you follow the rules, life works


- What are some important rules to follow in the classroom?
- How does following these rules help in the classroom? (Reminder that rules are for safety and fairness).
- In what other areas of the school are their rules?
- How does following rules help to make "life work"?

Responsibility

Personal Responsibility means...

I follow the rules

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



YOU are responsible for the choices you make

47

PPT #47: Responsibility**Personal Responsibility**

I follow the rules

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

Responsibility

Personal Responsibility means...

I can listen to different ideas from others

Is it OK if others have different ideas?
 When do you find it hard to listen to other people's ideas? What makes it hard?
 What could you do next time to make it easier?
 When your friends want to play different games at lunchtime what would be some responsible actions?
 What are some responsible actions when someone comes and annoys you?



YOU are responsible for the choices you make

48

PPT #48: Responsibility**Personal Responsibility**

I can listen to different ideas from others

- Is it OK if others have different ideas?
- When do you find it hard to listen to other people's ideas?
- What makes it hard?
- What could you do next time to make it easier?
- When your friends want to play different games at lunchtime what would be some responsible actions?
- What are some responsible actions when someone comes and annoys you?

Responsibility

Personal Responsibility means...

I can say sorry when I need to

When have you said sorry to someone?

What made you feel like you needed to say sorry?

Can you think of a time when you wanted someone to say sorry to you?

What difference does the word sorry make to the way you feel?

CRACKER JACK **YOU are responsible for the choices you make**

49

PPT #49: Responsibility

Personal Responsibility

I can say sorry when I need to

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

Responsibility

Personal Responsibility means...

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?

CRACKER JACK **YOU are responsible for the choices you make**

50

PPT #50: Responsibility

Personal 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?

Responsibility

Personal Responsibility means...

I can say when I've made a mistake

What makes it hard to feel good about yourself when you make a mistake?

How could making a mistake help you?

A mistake is one step closer to success

Agree or disagree? Why?

Do you think it's OK to keep on making the same mistake? Why?

Responsible people learn from their mistakes

CRACKER JACK **YOU are responsible for the choices you make**

51

PPT #51: Responsibility

Personal Responsibility

I can say when I've made a mistake

- What makes it hard to feel good about yourself when you make a mistake?
- How could making a mistake help you?
- A mistake is one step closer to success
- Agree or disagree? Why?
- Do you think it's OK to keep on making the same mistake? Why?
- Responsible people learn from their mistakes.

Responsibility

Personal Responsibility

It's up to you to become the person who makes **Good Choices**

Your parents, teachers and other caring adults can guide you...BUT

CRACKER JACK **YOU are responsible for the choices you make**

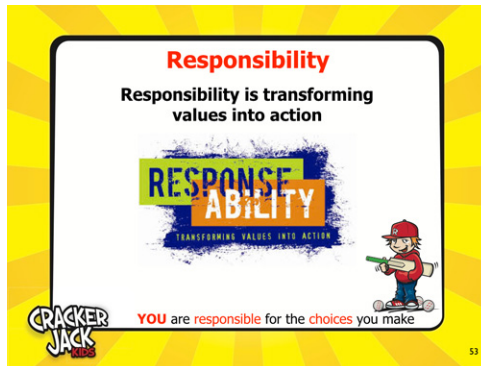
52

PPT #52: 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

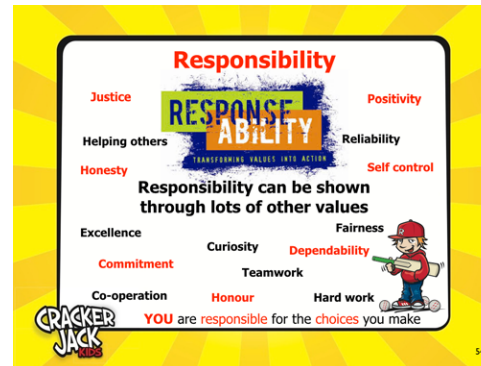


PPT #53: Responsibility

Responsibility as a Value

Response...Ability: Look at the 2 words separately and talk about responsibility is about how to respond in different situations.

Transforming values into action.



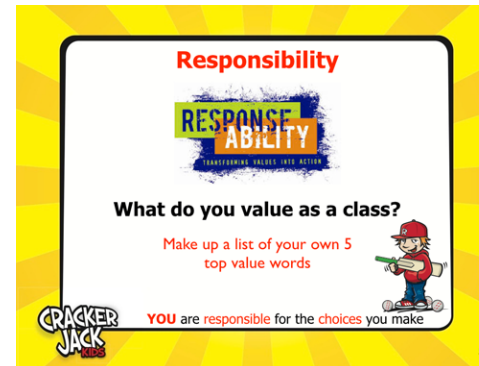
PPT #54: Responsibility

Values

Responsibility can be shown through lots of other values.

Discuss the meaning of each value and what responsibility might look like in that value.

E.g. Reliability: Responsibility shows in the way you are able to display your reliability. Discuss situations where the children can display their reliability.



PPT #55: Responsibility

Values

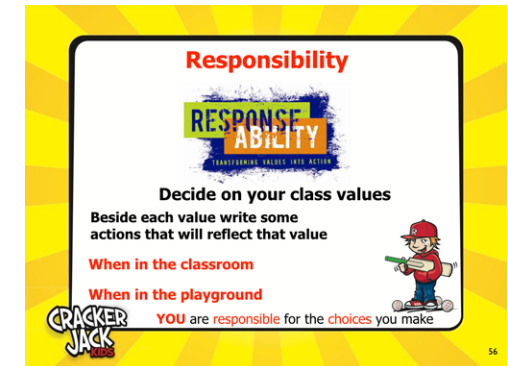
What do you value as a class?

Make up a list of your own 5 top value words

From the list provided (add any others you would like added) as a class decide on your top 5. through a voting system.

For each of the 5 chosen. come up with a list of ways responsibility can be shown through that value. Use the Responsibility definition of

"Responsibility is being accountable for what you think, say and do and "following through" to do what they say they will do." (Refer Slide #41)



PPT #56: Responsibility

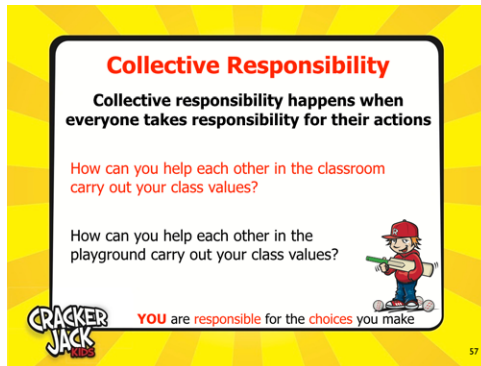
Values in Action

Beside each value write some of the actions that will reflect that value:

- When in the classroom.
- When in the playground.

Option to use the Responsibility Values Life Skills Practice sheet for children to come up with their own top 5 values list and actions that match that value. (Known as virtues).

Value Life Skills Practice P41/42



PPT #57: Responsibility

Collective Responsibility

Definition: Collective responsibility happens when everyone takes responsibility for their actions

1. How can you help each other in the class to carry out your class values?
2. How can you help each other in the playground carry out your class values?

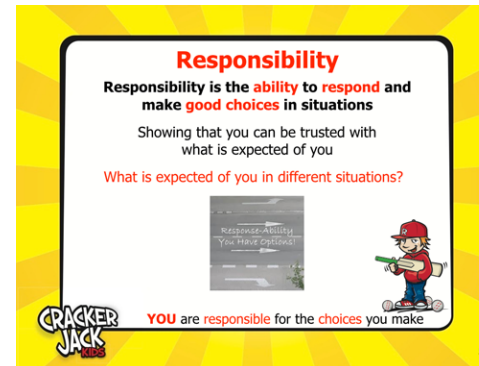
Discuss with the children positive ways to intervene and come up with a solution that all of the students in the class will respect and buy into.



PPT #58: Responsibility

Responsibility Song

Video Clip



PPT #59: Responsibility

Responsibility Song

Showing you can be trusted with what is expected of you

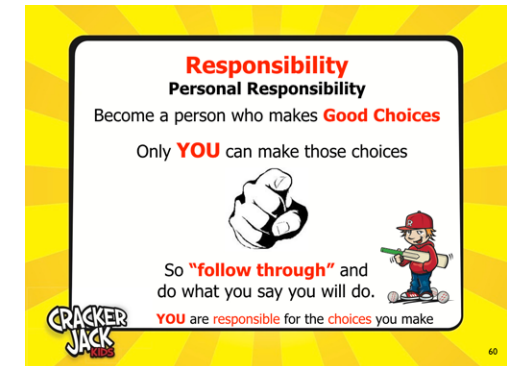
1. What is expected of you in different situations?

Brainstorm various situations and get the children to list a number of responsible choices. Either get a group to brainstorm each one or set up a bus-stop activity to rotate around.

Get each group to make a "Responsibility" presentation based around what they have learnt about responsibility.

Ideas include:

- Mural
- Poster
- Powerpoint presentation
- Movie



PPT #60: Responsibility

Review Slide

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.

YOU are responsible for the choices you make.

Developing Personal Responsibility by Identifying Values

As a class brainstorm a list of values. Add any others that they bring up in the 3rd column. Discuss each one so that the children understand what each word means.

Achievement	Forgiveness	
Balance	Generous	
Being the best	Hard Work	
Challenge	Honesty	
Commitment	Humble	
Compassion	Independent	
Consistency	Inquisitive	
Cooperation	Integrity	
Continuous Improvement	Initiative	
Courage	Justice	
Courtesy	Making a difference	
Creative	Obedience	
Curiosity	Patience	
Dependable	Reliable	
Determination	Respect	
Encouraging	Responsible	
Enthusiasm	Risk Taker	
Excellence	Self-disciplined	
Fairness	Teamwork	
Goodness	Trustworthy	

Write down 5 from the ones you've circled

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are small, dark marks where the lines appear to be attached to a binding or edge. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

[illegible][illegible][illegible]



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).
- 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”

EVERYBODY’S IT

This game was developed as part of the Better than Before / Winning module.

Set Up

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

Activity

- Children run around in defined area tagging each other.
- When tagged the children bob down on the spot.
- Children return to the game when the teacher calls “Everybody’s It” which is the signal for the tagged children to re-enter the game.

- Game continues for several turns with the teacher ensuring that not all children are tagged out before calling “Everybody’s It” which allows children to re-enter the game.
- Allow the children 3 - 5 seconds of immunity after “Everybody’s It” is called to allow them a chance to get up and reposition themselves.
- If 2 people tag each other at the same time play “Paper, Scissors, Rock” to decide who is out.

Modifications

- Change the parts of the body to be tagged e.g. back, below the knees, arms etc

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 chase 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.

STUCK IN THE MUD**Set Up**

- Court area with boundary lines e.g. netball court or inside a hall.
- Bands/bibs to show who the tagger are.

Activity

- “It” chases players within the designated area.
- Tagged players stand on the spot with their legs wide enough apart for another player to crawl between to free them.
- They can rejoin the game once freed.
- Play for a set period of time then swap the children who are “It”.

Modifications

- Increase the numbers of taggers.
- Ask the children for creative ways to free the stuck players. E.g they might have to perform another exercise task after being freed.
- Change the position or include an activity they have to take after being tagged. E.g. sit ups, push ups, jumping jacks etc.

Relay Activities

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

CONTINUOUS RELAY

An activity that improves speed, endurance, and pacing skills.

Set Up

- Split your runners into two or more fairly matched teams.
- Give each team one baton and designate baton handoff locations on the running loop.
- Place one runner from each team at each handoff location except for the starting position, which should have two runners from each team.
- Designate which of the two runners will run first for each team.

Activity

- The first runners run to the first baton handoff location and pass off their batons to their teammates.
- While the first runners stay and rest until the baton comes around again, their teammates run to the next handoff location and so on.
- The first team to have all runners return to their starting positions wins.

Points to Note

- The number of handoff locations depends upon the number of runners. There should be at least one more runner per team than there are handoff locations and at least three runners per team.
- The distance between relay stations will depend on your athletes' fitness and your training objectives. As a general guideline, relay legs might range between 50 and 200 meters.
- The main goals are fun and fitness, but along the way you can also give your runners pointers on their form and technique. For runners that compete in relays, use this opportunity to work on baton passing technique.

OBSTACLE MEDLEY RELAY

Obstacle Medley can take place within virtually any space and can include as much or as little equipment as you want.

Some favorites include: cones, beanbags, hula hoops, jump ropes, and hurdles.

To design a course without any equipment at all, you can incorporate activities such as crab walks, high skips, hopping on one foot, and jumping jacks.

Set Up

- Create a course that incorporates a series of obstacles (e.g. crab walk to the first cone, zigzag around the next cones, run sideways to another cone, jump rope five times, sprint back to the line).
- Split runners up into equally matched teams.

Activity

- On your command, the first runner from each team starts. As they finish, the next runner on their team starts, and so on, until all runners have gone.
- The first team to have all runners complete the course wins.

Points to Note

- Encourage your runners to encourage their teammates.
- Be prepared to remind runners what to do next, as it can be easy to forget parts of the race amidst the excitement.
- Improvise and incorporate various activities.
- Encourage camaraderie and have fun.

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.

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.

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

HOPSCOTCH

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

ARM INTERVALS

A strength training exercise that increases the strength and endurance of muscles in the chest, arms, shoulders, and core.

Set Up

A flat surface and running route.

Activity

There are four phases of the exercise:

- Start with a run. Encourage the children to run at a steady pace.
- Drop and do push-ups, or modified push-ups.
- Run again for the same distance.
- Do a recovery jog, and then repeat the cycle.

Points to Note:

- Maintain good push-up form.
- Switch to modified push-ups to preserve form when fatigued. (Kneeling)
- Maintain good running form including arm drive, especially when the arms start to fatigue

Duration and Repetitions: (Suggestions only)

- Level 1: 100 metres, 5 push-ups, 100 metres, and a 100 metre recovery jog. Build up for children to repeat 3 to 4 times before moving onto Level 2.
- Level 2: 100 metres, 5 push-ups, 100 metres and a 100 metre jog. Build up for children to repeat 3 to 4 times before moving onto Level 3.
- Level 3: 100 metres, 5 push-ups, 100 metres and a 100 metre jog. Build up for children to repeat 3 to 4 times. Create other levels as children reach suitable fitness levels.

Benefits include:

- Strengthens muscles in the chest, arms, shoulders, and core.
- Upper body posture, and stability leading to more powerful and efficient running.
- Increases endurance in these same muscles, which delays upper body and arm fatigue.
- The activity also adds variety to fitness sessions so students are challenged and engaged.

HAND HOCKEY

This upper-body strengthening activity could be used during any sessions.

Set Up

- Divide children into pairs with a beanbag between pairs.
- Partners face each other in the “up” position of a push-up.
- They are spaced one to two feet apart.
- Each child tries to maintain the “up” position and score a goal by using one hand to push a “puck” (beanbag or newspaper wad) between his partner’s hands. A goal is scored each time the puck slides between the other child’s hands.
- Children can begin in a kneeling position (known as a “woman’s” style push-up) if they are not able to sustain their own body weight.

Modifications

- Increase or decrease the distance between the 2 players.
- Each player can have a beanbag.

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.

TRUE OR FALSE**Set Up**

- Cones or markers.
- Flat area to

Activity

- Players are divided into two groups and stand (or sit on the floor/ground) facing each other, approximately half a metre apart.
- One group is designated to be the “true” team and the other group is the “false” team.
- A safety line is marked on the floor or ground approximately 15-20 feet behind each group.
- The teacher asks a question or gives a statement that is either true or false (e.g., the capital of New Zealand is Auckland). If the statement or question is true, the true team gets up and runs to their safety line while the false team attempts to tag them.
- If the statement was false, the roles of the teams are reversed.
- A player gets a point for tagging the other player or for making it across the line without being tagged.
- Each player keeps his/her own score.
- Switch partners often.

Use statements related to current topics being studied.

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
- Hop on one leg at a time for a set number of hops then change
- Side Straddle: Jump with feet out to the side and back together
- Running in place
- Skier: Jump side to side
- Bell: Jump forward and back
- Forward straddle: Alternate feet forwards and back
- X Step: Cross the feet over
- Side swing: Swing to one side, jump it then swing to the other side
- Crossovers: Cross your arms over in front of you and then uncross per jump
- Side swing cross: Swing to the side and cross your arm over the other and jump it
- Alternate-foot jumps: Alternate between the right and left leg for each turn of the rope
- Double Unders: Rope goes under you twice in one jump
- Double Under Cross: Second time the rope goes under you cross your arms
- Cowgirl: Swing over your head and then jump it when you swing it around on the ground while in a crouched position
- Cowboy: Same as for Cowgirl but this time you are seated on the ground and you left your feet and bottom off the ground to jump over the rope
- EB: Swing to the left with your right arm in front and your left arm behind
- TS: Cross really big behind your back so that the rope can get over you
- Basic Push Up: A basic jump followed by a push up and jump as you come up
- Triple Under: The rope goes under you 3 times in one jump

Note: Put in a number of basic jumps between the more complicated ones.

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

Skill Development Teaching Points

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

- Teaching the Basic Jump
- Learn to Jump Rope (A more advanced video to teach jump rope techniques)
- 7 Basic Jump Rope Techniques
- Fixing 5 Common Skipping Mistakes (See notes below)
- Intro to Double Unders

Fixing 5 Common Skipping Mistakes

- Children only need to jump high enough to get the rope under their feet. Some children jump too high and kick their heels back.
- 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.
- 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.
- 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."
- 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.

COPY CAT**Set Up**

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

Activity

- First jumper runs in performs 1 jump and then exits.
- Second jumper runs in, performs the same jump as the first jumper then adds their jump and exits. How many jumps can you get into the sequence?

DOUBLE DUTCH (L3)**Set Up**

- Gather 3-8 people needed to play the game.
- Choose the two who will turn the ropes and who will jump in.

Activity

- Left arms turn rope clockwise, right counterclockwise, from the elbow.
- Find your rhythm. Turn ropes high and at any needed speed.
- Jump through the ropes when the rope closest to you hits the ground (ex: if you are on the right hand side of the turner, you jump in when the rope in their left hand hits the ground), then move to the center of the rope.
- Once jumping try moving back and forth along the rope, turning around, jumping on one foot, and adding other jumpers.
- While the jumping-rope is going on, the two people turning the ropes often recite rhymes in rhythm.
- Celebrate for doing it, whether your jump was long or not. It's all about having fun.

Students can research different "Double Dutch" rhymes to play. Organise a Double Dutch Competition. Children can practice at interval, lunch-times or have ropes available before school for children to come early and practice before school.

(See Double Dutch Basics skipping, routines and basics in Game Play Videos folder)

Repeat the activities throughout the year. They can be included at any time. Only children who are able to jump 2 - 3" with both feet are ready to jump rope. Teach in levels so children attempting activities that are best aligned to their abilities.



PPT #61: Balance

Definition

Life is full of choices.

Living a healthy balanced life includes choices around:

- Healthy eating.
- Physical exercise.
- Sleep and rest.



PPT #62: Balance

Healthy Life-style Choices

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

Healthy Life-style Choices.

Balance is a personal choice.



PPT #63: Balance

Healthy Life-style Choices

How balanced are your choices?

Healthy Eating Questionnaire P72/73



PPT #64: Balance

Questionnaire

How balanced are your choices?



PPT #65: Healthy Eating Choices

Food categories

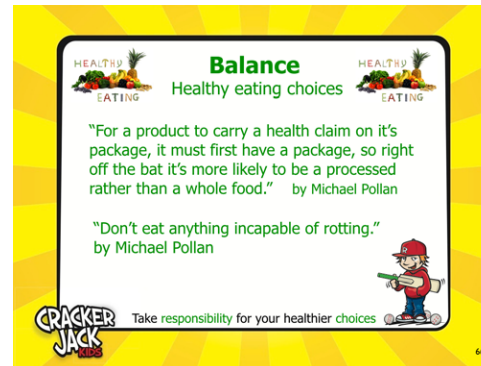
How many different foods can you think of?

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.



PPT #66: Healthy Eating Choices

Quotes

Discuss/debate the following quotes:

"For a product to carry a health claim on its package, it must first have a package, so right off the bat it's more likely to be processed rather than a whole food." by Michael Pollan.

Question:

1. What are the key messages behind this quote?
2. What foods do you think belong in the packaged or processed categories of food.

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

Activity:

Brainstorm/collage a list foods that can rot.



PPT #67: Healthy Eating Choices

Quotes

"Rule "12: Shop the peripheries of the supermarket and stay out of the middle." Michael Pollan.

Vegetables and fruits are found in this section of the supermarket.

Activity:

1. Investigate which foods are found in the supermarket around the peripheries (edges).
2. Vegetables and fruit are found when you first enter the supermarket.

Eat lots of vegetables by ensuring your plate is half filled with vegetables.

Writing Activity: Get children to look into their lunchbox and write about the types of foods that are there in relation to whether or not they are a food that rots or not.



PPT #68: Healthy Eating Choices

Vegetable and Fruit Riddles

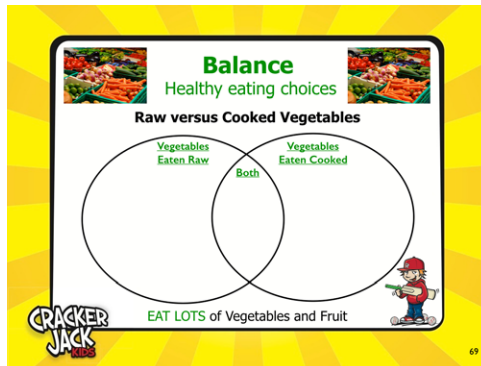
Of all the vegetables, only two can live to produce on their own for several growing seasons. All other vegetables must be replanted every year. What am I? (Asparagus and rhubarb).

Level 1 & 2 have some other "What Am I?" examples.

Make up a list of vegetables and fruit using the letters of the alphabet and then write riddles for them.

Find other vegetable riddles online.

The Produce for Better Health Foundation has helpful material.



PPT #69: Healthy Eating Choices

Raw vs Cooked

Compile a list of vegetables that can be eaten raw versus those that have to be cooked.

Venn Diagram: Show overlaps of vegetables that can be eaten raw, both or cooked.

Group Activity: Find some easy salad recipes (or create their own) that can be prepared using a variety of different raw vegetables. Prepare a salad for other groups to taste.

Instructional writing: Write out the recipe and instructions for preparing the food.

Additional Research:

Research the nutritional value of each category of vegetables.



PPT #70: 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 Eating Plate P74



PPT #71: Healthy Eating Choices

Carbohydrates

Eat lots of "unprocessed" carbohydrates.

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

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



PPT #72: Carbohydrates

Eat moderately

Include starchy vegetables to depth of a stack of cards.



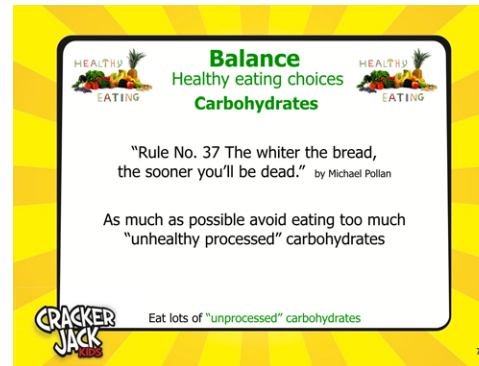
PPT #73: Carbohydrates

Eat moderately

Quarter of your plate needs to be carbohydrates.

Choose more "unprocessed" than "processed" carbohydrates.

Healthy Eating Plate P74



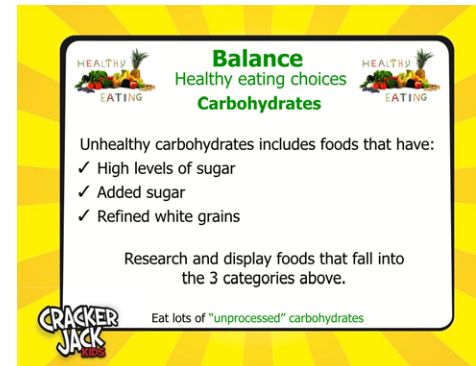
PPT #74: Carbohydrates

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.



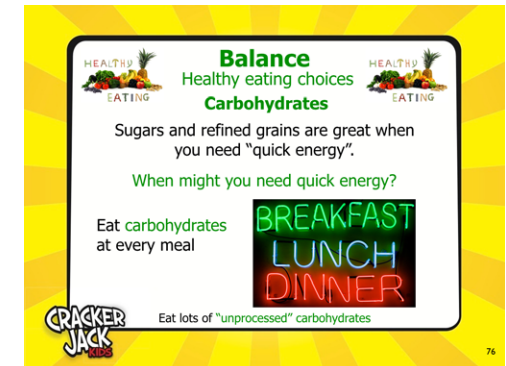
PPT #75: Carbohydrates

Eat moderately

Unhealthy carbohydrates includes food that have:

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

Activity: Research and display foods that fall into the 3 categories above.



PPT #76: Carbohydrates

Eat moderately

Sugars and refined grains are good 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 #77: Carbohydrates

Eat moderately

BEWARE: Avoid excess added sugars.

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

Activity: 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 #78: 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 #79: Proteins

Eat moderately

Quarter of your plate should be made up of proteins.

Healthy Eating Plate P74



PPT #80: 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 #81: 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 #82: Quality Fats

Eat only a little

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



PPT #83: 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 #84: 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 #85: 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 #86: 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 Eating Plate P74



PPT #87: 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 #88: Healthy Eating

Eating Diary

Record everything you eat in an Eating Diary for 4 days Monday - Thursday.

Can be completed for homework or completed each morning at school. Option to retain a master copy at school and another to take home each day.

Transfer your food lists from one day for each meal into the correct section of the PLATE Model.

Reflective Writing:

Looking at your own plate, do the 3 meals reflect healthy eating choices? Why/why not?

What changes could you make to create a healthier plate?

4 Day Eating Diary P75

Healthy Eating Statements P76



PPT #89: 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?

Writing 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.



PPT #90 :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 #91 :Healthy Eating

Healthy lunch boxes

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

RED means STOP: Eat as treats. Watch how often and how much.

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

E.g. Eat Weetbix not Coca Pops.

Group Discussion: What could you do to make these healthier options:

- White bread sandwich (Think about the filling).
- Crackers (Think about toppings)... give other examples.

GREEN MEANS GO! Eat lots of food in this section. Include foods that are natural, wholegrain, unprocessed. What foods belong in this section?



PPT #92: 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 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 #93: 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.

Pikelet Recipe P77



PPT #94: Healthy Eating

Snack Attack Competition

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.

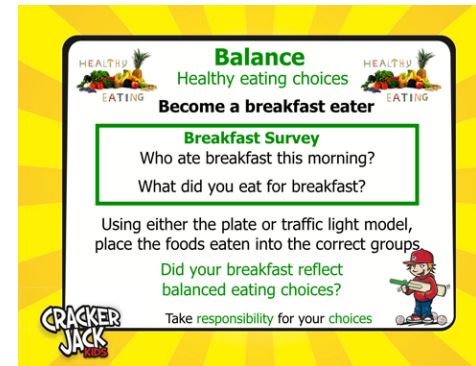
Option 2: Master Snack Chef

Provide a variety of ingredients to make tasty snacks E.g. Banana boat is a banana with peanut butter spread on it, sprinkled with raisins.

Some ingredients could include peanut butter, cheese, fruit, tortillas, breads, yoghurt, vegetables, popcorn, bread muffin, vegemite etc.

For both options, tasting and voting can decide on the winner.

Build a Smoothie P78



PPT #95: 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.



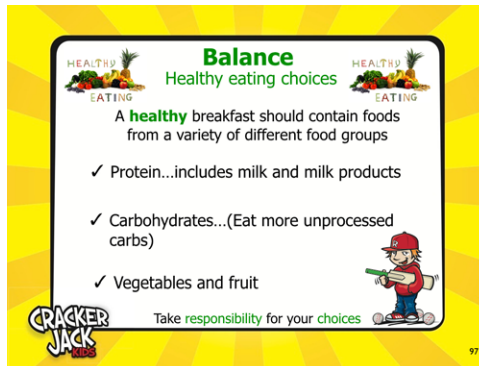
PPT #96: Healthy Eating

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 #97: 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.



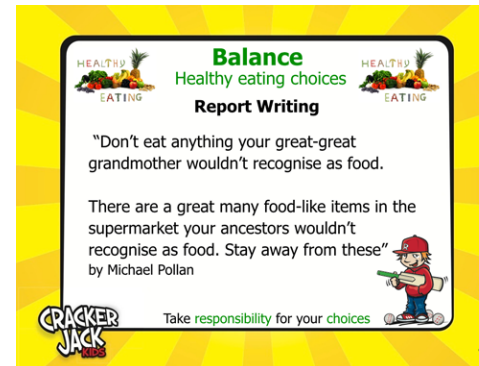
PPT #98: Healthy Eating

Menu planning

Plan a menu for breakfast, a 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.

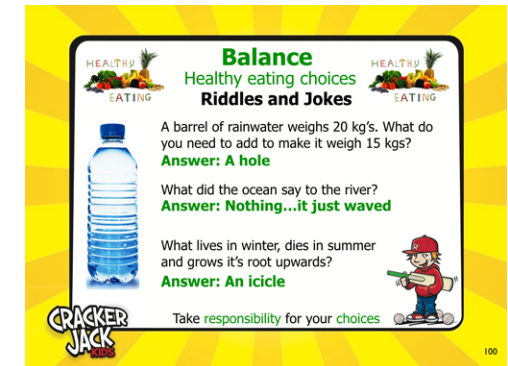


PPT #99: Healthy Eating

Report Writing:

"Don't eat anything your great-great grandmother wouldn't recognise as food. There are a great many food-like items in the supermarket your ancestors wouldn't recognise as food. Stay away from these" ~Michael Pollan.

Use this quote as a basis for creating some questions to interview your grandparents or some other elderly people in your family. Record the interview and write up a report. (Or ask someone to come into the class to answer the questions).



PPT #100: Water

Water Riddles

A barrel of rainwater weighs 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 it's roots upwards? (Answer: An icicle).

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

PPT #101: 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 hangi).

What other interesting water facts can you find out?

PPT #102: 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 #103: Water

Sugar Facts

How much sugar do you drink?

Refer back to their 4 day dairy 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.

Maths Activity

If you had one of each of the following every day for a month, how much would it cost you and how much sugar would you consume?

- 600 ml soft drink, 350ml fruit juice, 750ml sports drink, 350ml energy drink.

PPT #104: Water

Water the best choice

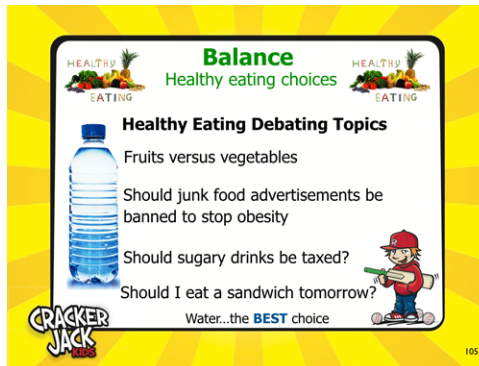
Research Question:

- What's wrong with sugar?

Writing: Persuasive writing:

Persuade people with your pen that sugar is either:

- Bad for you OR
- The importance of sugar in the human body.



PPT #105: Water

Debating Topics

Fruit versus vegetables.

Should junk food advertisements be banned to stop obesity?

Should sugary drinks be taxed?

Should I eat a sandwich tomorrow?

(Or make up your own debating topics).



PPT #106: Balance

Activities

What do you like to do in your spare time?

Fitness Test P79



PPT #107: Healthy Exercise

The Exercise Pyramid

Everyday: as much as possible.

1. What are some things you do everyday?

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

Aerobic activities get your heart pumping

2. What activities 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

Healthy Exercise Choices P72/73



PPT #108: Healthy Exercise

The Exercise Pyramid

Exercise everyday when possible.

1. What exercises do you do everyday?

Aerobic activities gets your heart pumping.

2. What activities gets your heart pumping?

Muscle and bone strengthening activities 2 - 3 times a week.

3. What activities could you do?

Cut down on any activities that have you sitting for more than 30 minutes.

4. What are some activities you might need to cut down on?

Leisure Time Record Sheet P80



PPT #109: Healthy Exercise

Exercise Diary

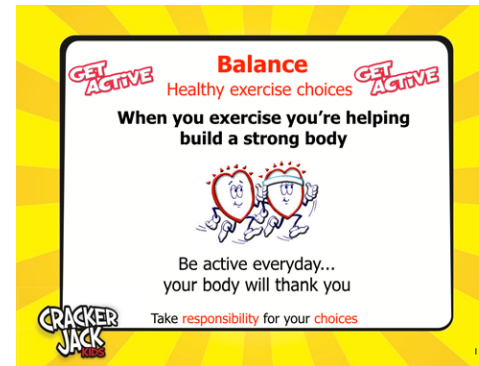
Do your leisure time activity choices reflect a balance approach?



PPT #110: Healthy Exercise

Exercise Diary

1. Where on your pyramid is their a balance?
2. Where on your pyramid is their a lack of balance?
3. What changes do you need to make to better balance your exercise pyramid?

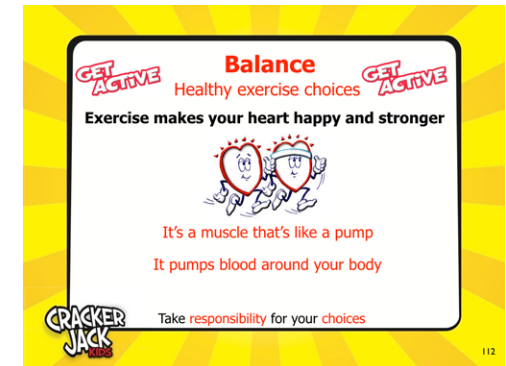


PPT #111: Healthy Exercise

Get Active

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

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



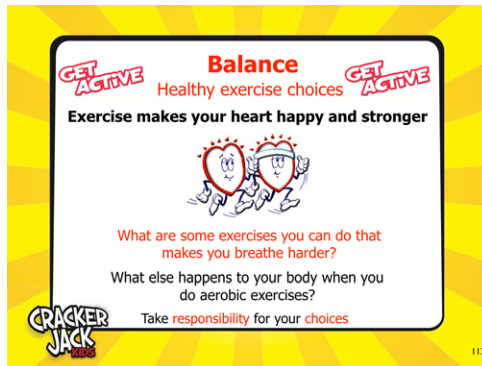
PPT #112: Healthy Exercise

Get Active

Exercise makes your heart happy and stronger.

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

It pumps blood around your body.



PPT #113: Healthy Exercise

Get Active

Exercise makes your heart happy and stronger.

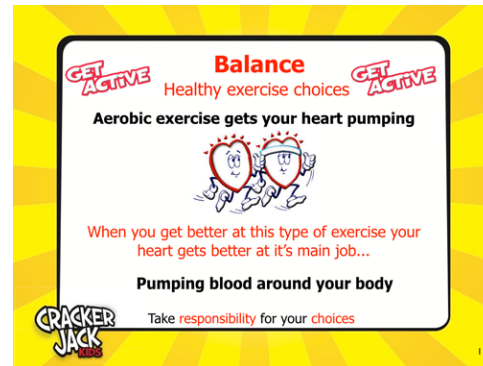
1. What are some exercises you can do that makes you breath harder?
2. What else happens to your body when you do aerobic exercises? (Sweat, get hot).

Ask these questions after the children have done some aerobic exercise.

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.



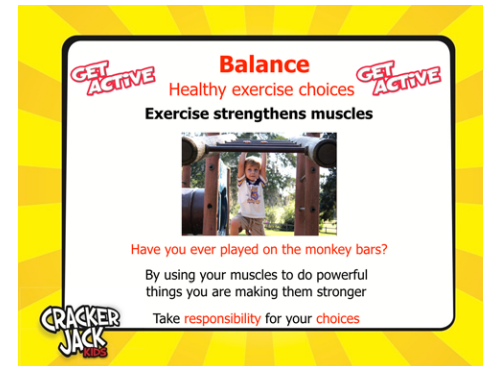
PPT #114: Healthy Exercise

Get Active

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 #115: Healthy Exercise

Strengthening Muscles

Exercise strengthens muscles.

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.

Activity: 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 #116: Healthy Exercise

Strengthening Bones

Exercise strengthens your bones.

Your bones are alive.

Exercise helps stop you from breaking your bones.

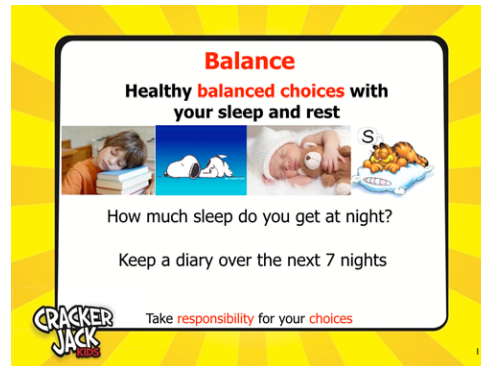


PPT #117: Healthy Exercise

Strengthening Bones

Exercise strengthens your bones.

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

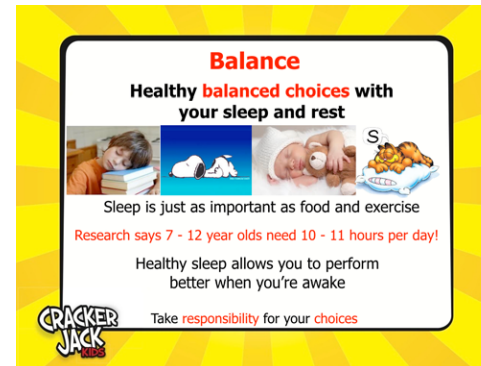


PPT #118: Sleep

Sleep Diary

1. How much sleep do you get at night?

Keep a diary over the next 7 nights.



PPT #119: Sleep

Sleep Patterns

Sleep is just as important as food and exercise.

Research says 7-12 year olds need 10-11 hours per day!

Healthy sleep allows you to perform better when you're awake.



PPT #120: Sleep

Sleep Patterns

A sufficient amount of sleep helps you to:

- Grow.
- Develop.
- Function.

It produces...

- Calm.
- Attentive.
- And more pleasant behaviour.

Discuss with the children what "pleasant" and "unpleasant" behaviours are. Brainstorm a list of these types of behaviours and discuss any themes that may come through in the 2 lists.



PPT #121: Sleep

Sleep Patterns

So...make sure you get good quality uninterrupted sleep so that you are...

Awake and alert when you need to be and...

Drowsy and asleep when you need to be.

If your children feel tired when they are at school...that could mean they are not getting enough sleep. Encourage them into improving their sleep patterns.



PPT #122: Choices

Review Slide

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

Be the best "YOU" that you can be.



PPT #123: Excellence

Review Slide

Excellence is a choice.

So develop a passion for Excellence.

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



PPT #124: Responsibility

Review Slide

Responsibility is a choice

So come on...

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

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



PPT #125: Balance

Review Slide

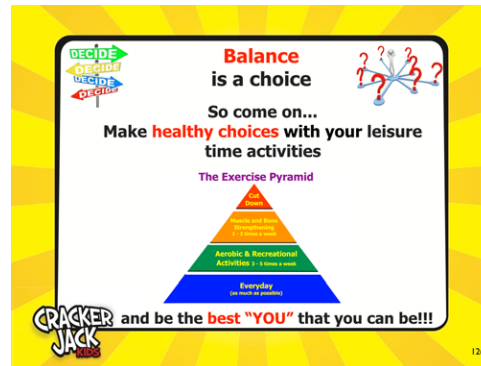
Balance is a choice.

So come on...

Make healthy choices with your eating.

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

Eating Choices P81



PPT #126: Balance

Review Slide

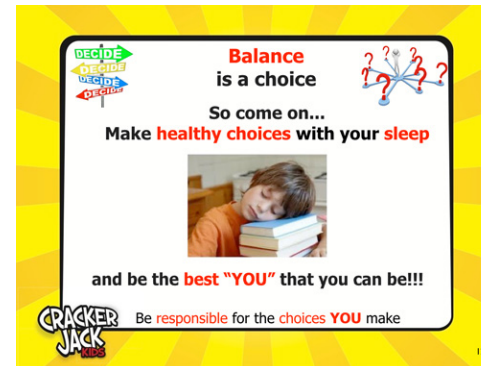
Balance is a choice.

So come on...

Make healthy choices with your leisure time activities.

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

Leisure Choices P81



PPT #127: Balance

Review Slide

Balance is a choice.

So come on...

Make healthy choices with your sleep.

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

Sleeping Choices P81



PPT #128: Balance

Review Slide

Balance Your Choice.

Balance is the key to life.

Be the best "YOU" that you can be.

Be responsible for the choices YOU make.

HEALTHY EATING CHOICES

<p>1. How often would you eat 5+ a day? a. Seldom or never b. Sometimes c. Usually or always</p> <p>2. What is in your lunch box today? a. Piece of fruit b. Sandwich c. Yoghurt d. Vegetables (eg carrot sticks) e. Water Bottle</p> <p>3. How many times did your family have Takeaways in the last 7 days a. More than 5 times b. 2 - 3 times c. 1 time (or none)</p> <p>4. Did you have breakfast this morning before coming to school? a. Yes b. No</p> <p>5. How often would you eat sweets, ice-cream or fizzy drinks? a. Most days b. Several times during the week (no more than 3 times) c. Seldom... they are treats</p> <p>6. What food type would be your first choice for an after school snack at home? (Choose only 1) a. Cereals, sandwich or noodles b. Fruits and vegetables c. Sweets, biscuits and chips d. Mixture of A & B e. Mixture of A, B & C</p>	
POINTS TOTAL	/20

HEALTHY PHYSICAL & SLEEP CHOICES

<p>7. When you go somewhere that is close enough to walk (e.g. school, local shops, park, beach) do you usually: a. Walk and/or ride a bike, skateboard, scooter! b. Catch a bus c. Go in the car</p> <p>8. How did you get to school this morning? a. Walked! b. Rode a bike/scooter/skateboard c. Car or bus</p> <p>9. When you come home from school are you more likely to: a. Turn on the television (Or computer/DVD/Game Console etc) b. Have a healthy afternoon tea c. Go outside and play! d. Mixture of B & C</p> <p>10. Which statement best reflects your sleeping patterns? a. Same bedtime each night (school nights) and before 8pm b. Go to bed whenever your parents tell you to c. Go to bed whenever you want to</p> <p>11. How many hours sleep did you get last night? a. Over 12 hours b. 10 - 12 hours! c. Less than 10 hours</p> <p>12. Which of the following have you done with your family (including parents/caregivers) in the past month? a. Gone to a park or beach to play or have a picnic b. Rode a bike together c. Played a board or card game d. Attended a sporting event e. Visited family e.g. uncles, cousins, Grandparents etc</p>	
POINTS TOTAL	/20

HEALTHY EATING RESULTS SHEET**EATING CHOICE ANSWERS**

1. a. 1 b. 2 c. 3
2. 1 point per answer
3. a. 1 b. 2 c. 3
4. a. Yes 3 b. No 1
5. a. 1 b. 2 c. 3
6. a. 2 b. 3 c. 1 d. 3 e. 2
- Total out of 20**

(Total out of 20) POINTS TOTAL

EATING CHOICES STATEMENT:

The area I can make some improvement in is...

I will do this by...

HEALTHY EXERCISE RESULTS SHEET**PHYSICAL AND SLEEP CHOICE ANSWERS**

7. a.3 b.3 c.1
8. a.3 b.3 c.2 d.1
9. a.1 b.2 c.2 d.3
10. a.3 b.2 c.1
11. a.2 b.3 c.1
12. 1 Point per answer!
- Total out of 20**

(Total out of 20) POINTS TOTAL

PHYSICAL AND SLEEP CHOICES STATEMENT:

The area I can make some improvement in is...

I will do this by...

Healthy Plate Guide

Proteins

Vegetables

Healthy Fats

Carbohydrates

**CRACKER
JACK
KIDS**

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

4 Day Eating Diary

Record everything you eat and drink over the next four days...

DAY 1	DAY 2	DAY 3	DAY 4
Breakfast	Breakfast	Breakfast	Breakfast
Morning Snack	Morning Snack	Morning Snack	Morning Snack
Lunch	Lunch	Lunch	Lunch
Afternoon Snack	Afternoon Snack	Afternoon Snack	Afternoon Snack
Dinner	Dinner	Dinner	Dinner
Supper	Supper	Supper	Supper
Drinks and Water	Drinks and Water	Drinks and Water	Drinks and Water

Write a statement to answer each of the questions.

Where on your Healthy Eating Diary is there a balance?

Explain why it is well balanced.

Taking responsibility for my CHOICES

Where on your Healthy Eating Diary do you need to make some changes for it to be more balanced?

How are you going to make some of these changes so that you are eating a balanced diet? (List some steps you can take to make these changes e.g. talk to parents at home about getting some of the foods you would like to include. Explain why you want to make these changes).



Taking responsibility for my 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

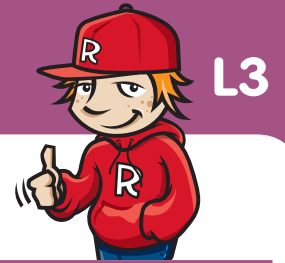




Choices Fitness Test Record Sheet

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**



Leisure Time Activities Weekly Record

Record in 1/4, 1/2, 3/4 or Hour increments

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Computer or gaming							
Playing with friends							
Watching TV & DVD's							
Sports & Trainings							
Music Lessons & Practise							
Reading & Writing							
Other Activities (please record)							

Eating Choices

Some of the areas that I am making good choices with my eating are:

Areas that I could improve my eating choices are:

Some of the choices I am going to make to make these changes are:

People I can ask to help me are:

They can help me by

Exercise Choices

Some of the areas that I am making good choices with my physical activity are:

Areas that I could improve my physical activity choices are:

Areas that I could improve my physical activity choices are:

People I can ask to help me are:

They can help me by

Sleep Choices

Some of the areas that I am making good choices with my sleep choices are:

Areas that I could improve my physical activity choices are:

Areas that I could improve my physical activity choices are:

People I can ask to help me are:

They can help me by

CHOICES / ADDITIONAL NOTES



Helping our kids
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
--------------------------------------	---	---	---	--	-------------------------------------	-------------------------------------	-------------------------------	--------------------------	--	---------------------------------	---	----------------------------------	--	---



Helping our kids
to win in the game of life

Crackerjack Kids © Copyright 2010 Quantum Sport. All rights reserved.



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



Helping our kids
to win in the game of life

Crackerjack Kids © Copyright 2010 Quantum Sport. All rights reserved.



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

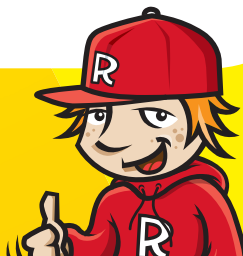
Strengthen my muscles and bones

Measure and record fitness testing activities



Helping our kids
to win in the game of life

Crackerjack Kids © Copyright 2010 Quantum Sport. All rights reserved.





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

CERTIFICATES

REWARDING KIDS ACHIEVEMENTS

L1

L2

L3



CHOICES

CHARACTER BANK DEPOSIT SLIP

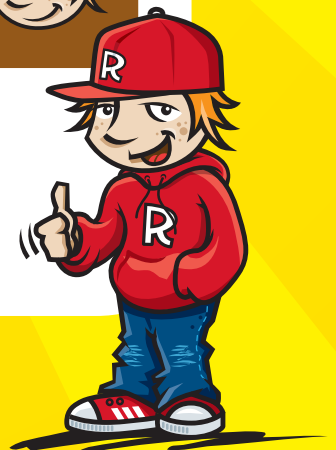
BRONZE

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

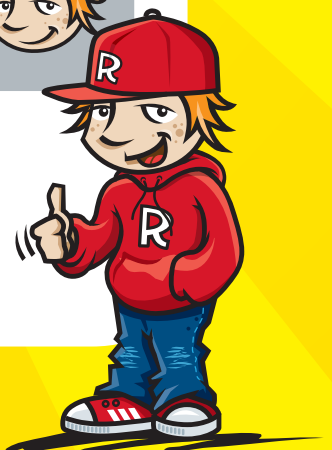
SILVER

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

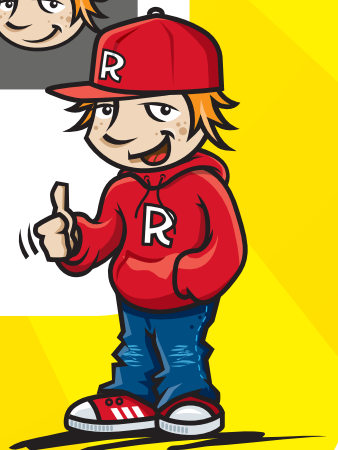
Name: _____



CONGRATULATIONS!

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

Winning in the game of life





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



Proudly brought to you by...



InnerFit NZ P: 09 638 4285 www.innerfit.nz