

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



**INFLUENCE** / LEVEL 3 MODULE

# INFLUENCE

**NET AND WALL GAMES**  
INTEGRITY / LEADERSHIP / COURAGE

L1

L2

L3



**This module teaches kids  
how to be a great INFLUENCE  
in everything they do.**



**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 participants 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.

# INFLUENCE

## NET AND WALL GAMES

INTEGRITY / LEADERSHIP / COURAGE

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**INFLUENCING** others  
positively through **INTEGRITY**

Helping our kids  
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# 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+



## INFLUENCE / ADDITIONAL NOTES



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# INFLUENCE

LEARNING INTENTIONS FOR  
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3



## INTEGRITY / LEADERSHIP / COURAGE

Learning Intentions: I am learning how to...	Success Criteria: I can...	Learning Intentions: I am learning how to...	Success Criteria: I can...
<b>Play a Net &amp; Wall game called 1 Bounce</b>	<ul style="list-style-type: none"> <li>Establish a rally using a large ball</li> <li>Cover the court to receive a ball</li> <li>Understand the concepts &amp; language of a net &amp; wall game</li> <li>Contribute tactical ideas to net &amp; wall game play</li> <li>Contribute ideas to my learning</li> </ul>	<b>Be a Good Influence</b>	<b>Be a positive influence</b>
<b>Play a Net &amp; Wall game called "Long and Skinny"</b>	<ul style="list-style-type: none"> <li>Move around the court to catch a ball on the full</li> <li>Move my opponents around to gain an advantage or to outscore them</li> <li>Defend my area of the court</li> <li>Vary play so that opponents can not easily anticipate what will happen.</li> <li>Contribute ideas to my learning</li> </ul>	<b>Act with Integrity</b>	<b>Show Integrity by choosing to:</b> <ul style="list-style-type: none"> <li>Do what is right</li> <li>Build a great reputation for myself</li> </ul> <b>Build up my integrity by</b> <ul style="list-style-type: none"> <li>daring to be different</li> <li>not following the crowd</li> </ul>
<b>Play Circulation Volleyball</b>	<ul style="list-style-type: none"> <li>Serve a volley ball from the back of the court</li> <li>Successfully play the "Dig"</li> <li>Move opponents around the court</li> <li>Successfully play defensive and offensive roles</li> <li>Suggests and employs tactics</li> </ul>	<b>Display Leadership Qualities</b>	<b>Show Leadership by:</b> <ul style="list-style-type: none"> <li>Setting a good example</li> <li>Influencing others Helping others</li> <li>Displaying leadership qualities</li> <li>Inspiring others</li> </ul>
<b>Control a ball with a short handled racquet</b>	<ul style="list-style-type: none"> <li>Establish a rally with a partner using both backhand &amp; forehand</li> <li>Cover the court to return the ball using forehand and backhand</li> <li>Serve the ball accurately</li> <li>Use a variety of tactics in game play.</li> </ul>	<b>Be Courageous</b> <ul style="list-style-type: none"> <li>Serve a volley ball from the back line</li> <li>Successfully play the "Dig"</li> <li>Use a variety of tactics in game play.</li> <li>Contribute ideas to my learning</li> </ul>	<b>Show courage by:</b> <ul style="list-style-type: none"> <li>staying calm</li> <li>standing up for what I believe in</li> </ul> <b>Build up my courage by:</b> <ul style="list-style-type: none"> <li>doing the right thing</li> <li>accepting leadership</li> <li>taking risks</li> <li>Tweak failure to learn &amp; grow</li> </ul>

**One Bounce****Movement Skills/Concepts**

Throwing and catching a ball for accuracy in both direction and force over a net/line.

**Set Up**

Court surface area e.g. badminton, padder tennis, tennis courts, volleyball courts with nets or if nets aren't available use cones, ropes or existing lines.

Large balls or volleyballs.

(Option to use a 2 v 2 games).

**Activity**

- Play in pairs bouncing the ball into the opponent's court over the net or line.
- After one bounce the opponent catches it and returns the ball.
- Create challenges around time or number of passes in the maintaining a rally focus.
- Limit the time they are allowed to hold onto the ball.
- Serves alternate between players OR the winning player can retain serving. Allow students to serve from closer to the line/net if they don't have enough power to serve from the back line.

**Questions**

Encourage students to analyse plays throughout the game to develop and apply strategies that lead to successful game play. Reflect and evaluate to identify steps to improve their play in the following 3 areas.

**Movement skills and concepts:**

- Techniques required to send and receive an object using either the hands or a racquet.
- Effort awareness around how much force to put into sending the object into another square.

**Movement strategies:**

- Tactical awareness and development of an understanding of the game structure.
- Decision making: Learning to make decisions around how, when and where throughout the game.
- Critical and creative thinking skills:
- The gathering of information which is then reflected on and analysed to develop strategies to improve either team or individual game play performance.

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing

Some suggested questions are provided around 3 key tactical concepts for net and wall games. These being:

1. Maintaining a rally
2. Scoring points
3. Defending space.

**Scaffolding Learning: Build 1:Tactical Concept: Maintaining a Rally.**

Questions are focused on the techniques and skills required to maintaining a rally.

1. What are you doing that is helping you to keep a rally going by successfully:
  - Catching the ball?
  - Sending the ball back into your opponent's court?
2. When working with a partner, what is helping you to maintain a rally?
3. What sometimes makes the ball harder to catch? Identify what changes need to be made to help keep the rally going?

**Technique Teaching Points****Basic Throwing**

- Keep your eyes on where you are throwing the ball.
- Spread your fingers out across the ball.
- Swing your arm back behind you.
- Step into the pass and follow through by transferring your weight from the back to the front foot.
- Follow through in the direction you want the ball to go with your arms/hands.

**Catching**

- Move to get behind the flight of the ball.
- Keep your eyes on the ball/object until it hits your hands.
- Catch with a wide base for support (feet shoulder width apart)
- Get your hands ready by reaching out to meet the ball/object using a wide target by spreading out your fingers.
- Catch with soft hands and fingers.
- Cushion the catch by giving with your hands/arms by pulling the object back in towards your body.
- Change your hand position depending on the height of the ball
- Relaxed fingers pointing up for above the waist.
- Relaxed fingers pointing down for below the waist.

**Scaffolding Learning: Build 2: Tactical Concept: Scoring a Point**

Focus questions on how to score a point by trying to beat the opposition by getting the ball to bounce two times.

1. Where is the best place to send the ball to help score a point?
2. What helps you to decide where the best place to attack is?
3. How can you get your opposition moving to get them out of position so that you can win the point?
4. How does where your opposition is standing help you to score points?
5. What other ideas have you found are successful in scoring points against you opposition?
6. How have you been able to “trick” them into where they think you are going to throw the ball?
7. When working with a partner how can you work together to get an advantage to score points?

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how the players can defend their court area to minimise the opportunity for the opposition to score points.

1. What can you do to help you defend your court space to make it more difficult for the opposition to score against you?
2. Where is a good place to reposition yourself too after you have returned the ball back over the net/line?
3. What different formations you can use to defend your court area? (Trial different ones and get the students to reflect on which formation they find the most effective and why).
4. What are some key things you are doing that helps you work effectively with your partner? (E.g. Communication)
5. If you partner gets out of position, what might you need to do to defend your space when this occurs?

**Modifications**

To maximise the challenge and the fun, participants could identify their own ways to increase or decrease the challenge. But here are a few ideas to get you started.

To decrease the challenge:

- Change the size of the court area.
- Allow two bounces before catching the ball.
- Choose the object they want to send and how they want to send it over the net (e.g., underhand throw a beach ball).
- Play with two players on each side to maintain a rally.

**To increase the challenge:**

- Modify the hitting techniques (e.g., use only non-dominant hand).
- Play sitting down or kneeling.
- Change the ball to a smaller object (e.g. tennis ball, wiffle ball).
- Use an implement send the ball (e.g., racquet, paddle).
- Play the game against a wall.
- Play with a group of two on each side and each group takes turns returning the ball to the opposing group.



**Technique Teaching Points**

The One Bounce game can be played with a variety of equipment. Formulate questions around the following teaching points to explore learning to develop the skills required to participate in the game.

**Striking with a Racquet**

- Keep your eye on the ball.
- Body side-on when striking the ball with knees slightly bent.
- Transfer your weight from the back foot to the front foot when striking the ball.
- Make contact with the ball with the arm completely extended.
- Follow through in the direction of where you want the ball to go.

**Volleying with the Hands**

- Move into line either under or behind the flight of the ball.
- Make good contact with the fingertips and hand.
- Follow through in the direction of where you want the ball to go.

**Life Focus Questions: Influence**

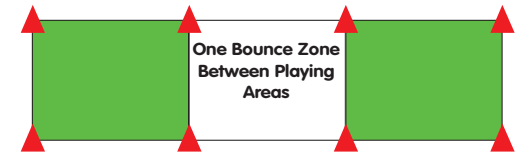
1. What actions can you take to influence the game positively?
2. What actions have a negative influence on the game?
3. What can you say to positively influence everyone's learning so that their confidence and competence develops while playing games.

**Bounce Zone****Movement Skills/Concepts**

Throwing and catching a ball for accuracy in both direction and force over a net/line.

**Set Up**

A one bounce zone is set up between playing areas.

**Activity**

- Each student/pair/team has their own area marked by four cones that faces their opponent's area with space between the two areas called a "One Bounce Zone".
- Using an underhand throw, players send the ball into the other player's area by bouncing it once in the "One Bounce Zone".
- Players catch it and send it back (Limit the time players hold the ball).
- If a player lobs the ball outside of the "One Bounce Zone", or it bounces again before being caught the opposition wins the point. The player who won the point serves again.
- Depending on the ability of each student, serving can be done from the back line or within the square.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

Focus is on maintaining a rally and developing the techniques needed to develop a rally.

1. Where do you send the ball so it is easy for your opponent to catch it?
2. Where is a good place to stand in your area to give you the best chance to successfully catch the ball?

**Scaffolding Learning: Build 2: Tactical Concept: Scoring a Point**

Focus questions on how to score a point by trying to beat the opposition by getting the ball to bounce two times. Try to get students serving from the back line in this more competitive version.

1. How can you use the different areas of the “bounce zone” to increase your chances of scoring a point?
2. How can you use the court in different ways to score points? (Focus on using front / back and side to side to get opponent moving around).
3. What else can you do to make it more difficult for your opponent to return the ball?

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how the players can defend their court area to minimise the opportunity for the opposition to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

1. What can you do to help you defend your court space to make it more difficult for the opposition to score against you?
2. What movements are the most effective movements to be able to reposition yourself quickly?
3. What strategies can you come up with to successfully defend your area as a pair? (Identify different ideas and get students to trial each idea to find out what works best for them).

**Modifications**

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

To decrease the challenge:

- Change the size of the court area.
- Allow a second bounce before catching the ball.
- Use a larger and/or softer ball e.g. beach ball.
- Play with two players on each side to maintain a rally.

**To increase the challenge:**

- Modify the hitting techniques (e.g., use only non-dominant hand, striking/volleying without catching it).
- Change the ball to a smaller object (e.g. tennis ball, wiffle ball).
- Use an implement send the ball (e.g., racquet, paddle).
- Play with a group of two on each side with each player alternating turns to return the ball.

**Life Focus Questions**

1. How can communicating with your teammates can positively influence the game? (Focus on collaborative play and relate collaboration into other contexts).
2. What actions can you take to positively influence the game? (Look at negative influences as well and come up with strategies to deal with these positively).
3. Using the Influence definition, “Influence is the ability to get others to believe in something...” what can you say and do to positively influence your teammate or opposition’s learning when they are struggling to play the game successfully? (Relate this question to the tactical concepts of maintaining a rally as well as when working together with a team mate to win a point).



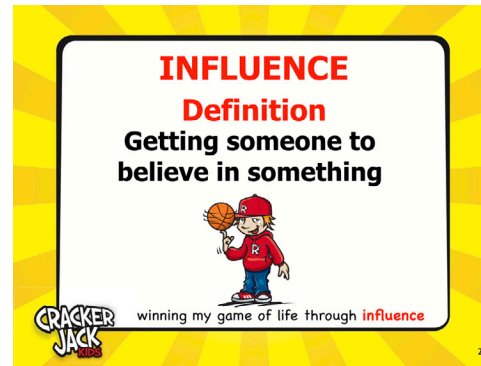
PPT #1: Title Slide for Influence

### Winning your "Game of Life" through Influence.

The focus in the introduction to Influence is on two aspects:

1. How can we be influenced?
2. How can we influence others?

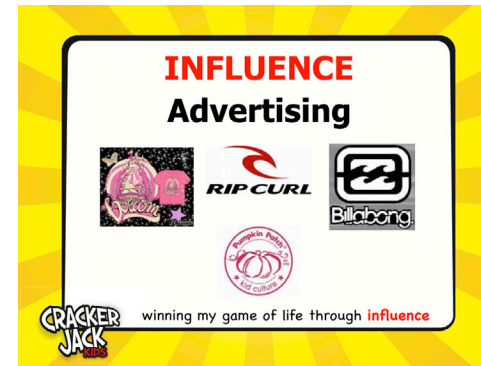
Advertising is used to influence the choices we make. The children then explore different ways they can positively influence friendships.



PPT #2: Definition:

### "The ability to get others to believe in something."

- Who are some people that have an "influence" over you?
- What did you eat for breakfast this morning?
- What influenced your decision?
- What are some other things that we make choices about? (E.g. food we select at the grocery shop, clothing, television programmes, books we read, movies, holiday destinations etc.)
- What other words could you use for Influence? E.g. convince, persuade, entice.



PPT #3: Influence

### Girls Clothing Brands.

Influencing Your Choices.

- Which of these products would you buy?
- What influences your decision?
- Girls' Clothing Brands
- Boys' Clothing Brands
- Breakfast Cereals
- Fast Foods
- Chips



PPT #4: Influence

### Boys Clothing Brands.

Homework Exercise:

Ask parents the following questions and find out 3 reasons that influence their choices.

- Which grocery shop do you go to?
- What brand of car is your favourite brand?
- Where do you shop for clothing for your children?





PPT #5: Influence

Breakfast Cereal.



PPT #6: Influence

Fast Foods.



PPT #7: Influence

Influencing Decisions.



PPT #8: Influence

Influencing Decisions.

Pringles Chips.

- What techniques are the advertisers of Pringles using to try and influence you to buy their product?



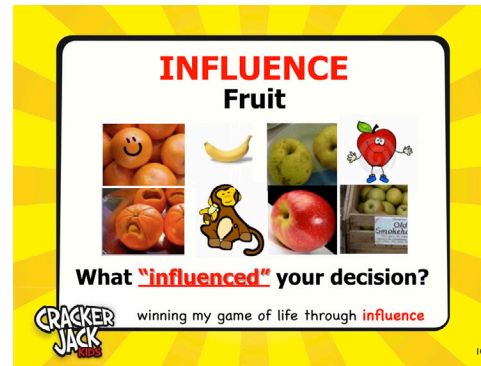
## PPT #9: Influence

## Influencing Decisions.

Fruit.

- Which fruit would you be most likely to buy?

Try and put aside personal likes and dislikes.



## PPT #10: Influence

## Influencing Decisions.

Fruit.

- What influenced your decision?



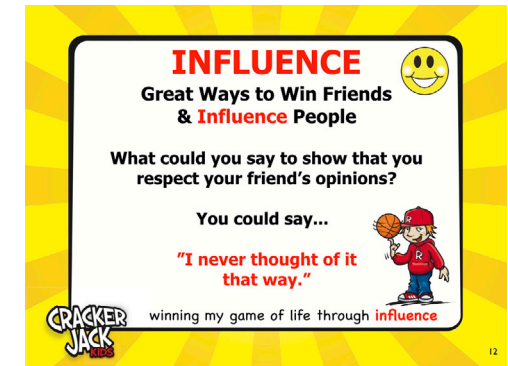
## PPT #11: Influence

## Newspaper Advertising.

Newspaper advertising tries to influence us:

- Collect a variety of newspapers so that each child can work in pairs or small groups.
- Make up a collage for a display in the classroom showing different ways companies advertise products and services

Examples include special deals, sales, glossy coloured advertising, Open days, use of words e.g. fantastic, superb tasting, tax cuts, early dinner specials, 2 for the price of 1, discover the difference, 50% off, no gimmicks, fresh, manufacture's clearance, low fare prices, relocation sale, everything must go, expo special, what's hot this week, super special price.



## PPT #12: Influencing Others

## Respecting Opinions.

Great Ways to Win Friends and Influence People.

Respect other's opinions.

- What could you say to show that you respect your friend's opinions?
- Say..."I never thought of it that way."

**Role Plays (P17)**

**INFLUENCE** 😊

Great Ways to Win Friends & Influence People

What are some things you can do to make friends believe you are sorry?

You could say... "I'm sorry."

But you also need to act like you are sorry

winning my game of life through influence

**PPT #13: Influencing Others****Apologising.**

Great Ways to Win Friends and Influence People.

What are some things you can do to make friends believe you are saying sorry?

What are some ways you can act to show you are sorry?

**INFLUENCE** 😊

Great Ways to Win Friends & Influence People

What are some things you can do to make friends smile?

Always be friendly

winning my game of life through influence

**PPT #14: Influencing Others****Friendliness.**

Great Ways to Win Friends and Influence People.

Smile.

What are some things you can do to make your friends smile?

**INFLUENCE** 😊

Great Ways to Win Friends & Influence People

What are some things you can do to make friends be great listeners?

Listen yourself...  
Don't be a "talking head"

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**PPT #15: Influencing Others****Friendliness.**

Great Ways to Win Friends and Influence People.

Listen yourself

Don't be a "Talking Head"!

What are some things you can do to help your friends to be great listeners?

**INFLUENCE** 😊

Great Ways to Win Friends & Influence People

How can you correct your friends when you see they've done something wrong?

Start by saying something positive

What are some things you could say first?

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**PPT #16: Influencing Others****Speaking Positively.**

Great Ways to Win Friends and Influence People:

How can you correct your friends when you see they've done something wrong?

If you have something negative to say...start with a positive.

Develop some role plays around some situations for the children to practice this skill.

If you have something negative to say:

- Start with a positive.



## Crackerjack Kids

# ROLE PLAY IDEAS

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### Instructions:

Children could devise a role-play around each situation below and practice the techniques listed above. Encourage them to include as many of the 5 ways as possible in their role plays.

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#### Role Play 1

You have been appointed the leader of a group who is planning a project. A few people in the group have some really good ideas and are dominating the brainstorming session. How could you make sure everyone has their opinions respected even if some in the group disagree?

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#### Role Play 2

You have just arrived at school having completed the section of a project that you were responsible for. You notice that the person responsible for another section of the project has done something wrong. E.g. a spelling mistake in the main title or some incorrect information etc. What could you say and do to positively influence the situation?

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#### Role Play 3

A new child in your class has been put into your team to play a game against another class. They aren't very good at the game that you are playing. How will you remain friendly and helpful towards them in this situation? What can you say or do?

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#### Role Play 4

Your friend has a problem that they have come to talk to you about. You have been in a similar situation before and found a way out of it. How will you act and what will you do or say in this situation?

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#### Role Play 5

Your friend has invited you over to their birthday party. However another friend has invited you to see the Breakers (use any popular sports team) play and you are really looking forward to it. What could you say in such a way that your friend isn't too disappointed?

---

#### Role Play 6

Dad has just made some biscuits for Mum as a surprise and he gets you to try one to see if you like them. When you taste it, you find that it tastes horrible so you think he must have got the recipe wrong. What are you going to say or do so that you don't hurt his feelings?



## INFLUENCE / ADDITIONAL NOTES



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## INTEGRITY

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## Long and Skinny

### Movement Skills/Concepts

Catching a ball thrown from different angles, levels and speeds to protect a space.

Throwing a ball to attack space.

Space awareness.

Relationships with others.

### Set Up

A long narrow court area e.g. padel tennis/badminton/volleyball courts marked with either a net or cones. If nets are available make them about “eye” height. Otherwise instruct students to throw the ball over head/shoulder height.

The court is divided into 1, 2 and 3 point scoring zones as per the diagram.

Use a variety of equipment e.g. large ball, tennis ball, badminton racquets, beanbags, rubber chicken etc.

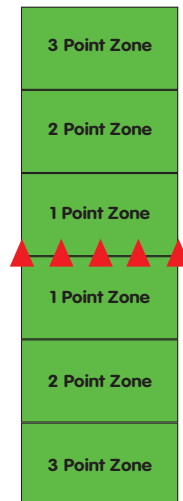
### Activity

- Rally is developed by throwing the object over the net/line at shoulder/head height.
- Game starts with one player throwing the object over to get it to land in one of the scoring zones.
- Rally continues until one of the players is unable to catch the object on the full or it is thrown out of bounds.
- Points are scored according to the zone the object lands in.

### Scaffolding Learning: Build 1: Maintaining a Rally

Focus is on maintaining a rally and developing the techniques needed to develop a rally.

1. Where do you send the ball so it is easy for your opponent to catch it?
2. Which zone is the best one to stand in to give you the best chance to successfully catch the ball?
3. Why does standing in that zone make it easier?



### Scaffolding Learning: Build 2: Tactical Concept: Scoring Points

Focus changes to attacking the open spaces in the opposition's court.

1. What differences did you notice when the focus was changed from maintaining a rally to now trying to score a point?
2. Where do you throw the ball to increase your chances of scoring a point?
3. How can you use the court in different ways to score points? (Focus on using front / back and side to side to get opponent moving around).
4. What can you do to make it more difficult for your opponent to return the ball?
5. How can you and your partner work together to score a point?

### Scaffolding Learning: Build 3: Tactical Concept: Defending Space

Focus questions around how the players can defend their court area to minimise the opportunity for the opposition to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

1. What movements are the most effective when trying to reposition yourself quickly?
2. What strategies can you come up with to successfully defend your area either by yourself or with a partner? (Identify similarities and differences and explore the different ideas. Give students time to trial and reflect to find out what works best for them).
3. How can you and your partner best cover the area to make it harder for the other team to score?

### Modifications

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

### Change the equipment/rules by:

- Using different sized balls.
- Striking the ball as in volleyball.
- Using a short handled racquet.
- Allowing one bounce.
- Using a badminton racquet and a shuttle cock.
- Altering the height of the net
- Allowing different types of throws e.g. overarm, sidearm.
- Play 2 v 2.



**Up, Up and Away****Movement Skills/Concepts**

Manipulation skills: Controlling a large ball and applying the correct amount of force to send an object back across a line/net.

Moving into space to send a large ball back across the line/net.

**Set Up**

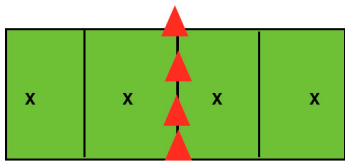
Create a playing area using cones to mark out a playing area for each game.

Place cones down the middle as a net/line and then divide each half of the court into 2 even areas. (Note use existing lines wherever possible).

1 beach ball/balloon per group.

**Activity**

- One pair starts the game by hitting the ball/balloon into the opponent's court.
- The receiving person (team) hits the ball/balloon back to the other side of the court.
- If the ball/balloon hits the ground or goes out of bounds, restart play.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

To maintain the rally students need to push the ball/balloon upwards with their hands and Aim to keep it above head height.

1. How can you keep the ball/balloon at a height that is easier to control?
2. What is helping you to send the ball/balloon over to the oppositions court area? OR use a more specific question: When sending the ball/balloon with your hand, what direction does your hand need to be facing to make it go over into the opposition's area of the court?

3. What changes do you need to make depending on the height of the ball when you strike it. (Reflect on hand position and a lower body position).
4. If you aren't able to send it accurately what changes do you think you might need to make?  
(Discuss different ideas and let the students go and practice each one and reflect back on how successful they were)
5. What information influences your decision as to where to send the ball/balloon back to maintain the rally?

**Scaffolding Learning: Build 2: Scoring Points**

Focus changes to how they can score points against their opposition.

1. What information influences your decision as to where to send the ball/balloon to score points?
2. How does your positioning on the court help you to score points? Discuss strategies around how teams can work together and communicate to best cover their playing areas and to set up attacks.

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

1. What strategies can your team come up with to successfully defend your area? Give teams multiple opportunities to trial and reflect to find out what works best.
2. Identify key similarities between the different team plans to highlight key concepts common to all that are important in helping teams defend space. (E.g. communication, defensive formations, roles and responsibilities etc).

**Modifications**

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

**To increase challenge:**

- Increase the size of the playing area so players have to cover more space.
- If you've started with a beach ball, change to a volleyball.
- Specify a certain number of passes to their teammate before sending it back over the net/line.
- Add in extra balls.

**To decrease challenge:**

- Decrease the playing size so that players have less space to cover.
- Catch and throw the ball/balloon back over the line/net. Set up a time limit on how long they can hold the ball for. Reduce down to 1 second if possible to speed up decision making.

**Life Focus Questions**

1. In games why is scoring an important part of the game?
2. Does scoring influence the way you play the game? Why? How?
3. How does integrity help you when you are scoring your own games?
4. Does scoring make you work harder to become better? How? / Why?
5. How does making the right choice help you when playing games?
6. When does making the right choice become hard for you when playing games?
7. When are their other times making the right choice becomes hard?

**Meteor Ball****Movement Skills/Concepts**

Manipulation skills: Controlling a large ball and applying the correct amount of force to keep it high while trying to send it into another team's area.

Moving to cover space to defend their playing area.

**Set Up**

Class is divided into 4 teams with the playing area divided equally into 4 playing square. Begin with beach balls or large swiss balls and change to volleyballs as techniques develop.

**Activity**

- Teams work together to ensure the ball doesn't land on the ground. (Can begin by letting the ball bounce once).
- To do this they must push the ball upwards with their hands.
- Aim to keep it above head height, although the ball can be rescued from falling to the ground at any stage.
- Initially give the whole class the aim of keeping the ball up off the ground, while each team stays inside their own playing area.
- Create challenges around how long they can do this for or how many bounces they can make in a row.
  - Ensure students do not go into another area to retrieve the ball.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally:**

Focus is on students maintaining a rally with questions focusing around how that can be done successfully. Includes both technique and skill related questioning.

1. What can you do to successfully keep the ball from hitting the ground?
2. What different parts of the hand are giving you the best control of the ball to keep it up?
3. What different hand positions are helpful?
4. When might you use different hand positions?

**Scaffolding Learning: Build 2: Scoring Points:**

Focus changes to attacking the open spaces in the opposition's court. Questions can be focused around how that can be done and include strategic thinking around such skills as recognising space, different strengths of their throws, direction and accuracy and ways to trick the opposition through using fakes etc.

1. How can you make it more difficult for the other teams to keep the ball up?
2. Where should you aim to get the ball so that it will land in a space in another team's area?
3. How can you prevent the other team's from scoring points against you?
4. Discuss strategies around how teams can work together and communicate to best cover their playing areas and to set up attacks.

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

1. What strategies can your team come up with to successfully defend your area? Give teams multiple opportunities to trial and reflect to find out what works best.
2. Identify key similarities between the different team plans to highlight key concepts common to all that are important in helping teams defend space. (E.g. communication, defensive formations, roles and responsibilities etc).

**Modifications**

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

**To increase challenge:**

- Increase the size of the playing area so players have to cover more space.
- Add in extra balls.

**To decrease challenge:**

- Decrease the playing size so that players have less space to cover.
- Allow the ball to bounce before catching the ball.

**Life Focus Questions**

1. How does making the right choice help you when playing games?
2. When does making the right choice become hard for you when playing games? When are their other times making the right choice becomes hard?
3. When is it good to show “compassion” to your team mates / partner / opposition and when is it appropriate to play competitively? (Maintaining a rally means they need to work together but when the focus is on scoring a point play becomes competitive).
4. When might you need to stand up for what is right when playing games? Why do you think this can often be a hard thing to do?
5. What does the term “be good for goodness sake” mean when playing games against an opposition?

**Foot-strike****Movement Skills/Concepts**

Kicking and catching of a large ball.

Applying a controlled force to send the ball over a net and into open space.

**Set Up**

1 ball per group (e.g. beach ball, soft-skinned ball, soccer ball).  
Teams of 2 - 4 depending on space available.

**Activity**

- The game is started by kicking the ball over the net.
- The opposing team tries to catch it before it bounces. (Scaffold learning by allowing 1 bounce if needed).
- Players can choose to pass the ball on their own side before kicking it over the net.
- Teams work together to try to score a point by getting the ball to bounce within the boundaries before it is caught.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

Focus is on students maintaining a rally with questions focusing around how that can be done successfully. Includes both technique and skill related questioning.

**Questions**

1. What are some things you are doing that is helping you to successfully send the ball over to the other team's court? (Look at kicking techniques for direction and appropriate power).
2. What do you need to do to catch the ball successfully? (Look at catching techniques and repositioning).

**Scaffolding Learning: Build 2: Scoring Points:**

Focus changes to attacking the open spaces in the opposition's court. Questions can be focused around how that can be done and include strategic thinking around such skills as recognising space, different strengths of their kicks, direction and accuracy and ways to trick the opposition through using fakes etc.

**Questions**

1. Where are you aiming to kick the ball so that it's challenging for the opposition to catch?
2. How can you use depth or angles to make it challenging to catch and return?
3. How can you adjust your power to be able to change the depth of your kick?
4. What helps you to change the direction so that you can use different angles?
5. How can you deceive the opposition?

**Technique Teaching Points****Kicking a Ball**

- Firmly plant the non-kicking foot.
- Use the top part of the foot, (laces) kicking the ball on the top of the shoe.
- Keep your head down, looking at the ball throughout the kicking motion.
- Try to hit the centre of the ball.
- Keep the ankle locked.
- Knees can be slightly bent.
- Follow-through with your foot in the direction of where you want the ball to go.

**Catching**

- Move to get behind the flight of the ball.
- Keep your eyes on the ball/object until it hits your hands.
- Catch with a wide base for support (feet shoulder width apart)
- Get your hands ready by reaching out to meet the ball/object using a wide target by spreading out your fingers.
- Catch with soft hands and fingers.
- Cushion the catch by giving with your hands/arms by pulling the object back in towards your body.
- Change your hand position depending on the height of the ball
- Relaxed fingers pointing up for above the waist.
- Relaxed fingers pointing down for below the waist.

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

**Questions**

1. How can you cover the area on your side of the net to make scoring more difficult for the opposition?
2. What strategies can you come up with as a team to better defend your area? Give teams multiple opportunities to trial and reflect to find out what works best.

**Modifications**

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

**To increase challenge:**

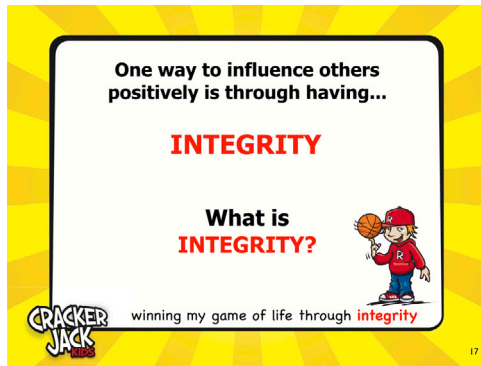
- Increase the size of the playing area so players have to cover more space.
- Players have the option to either catch the ball on the full or if they let it bounce they must catch/control the ball with 1 hand before kicking it back.
- Add in an extra ball.

**To decrease challenge:**

- Decrease the playing size so that players have less space to cover.
- Allow the ball to bounce once.

**Life Focus Questions**

1. In the story “The Heart of a Competitor” it says, “Jay’s effort may not have won him the race, but his character and integrity showed many people the true heart of a competitor.” Whether you win or lose your games during PE, what does “effort” look like so that others can see the true heart of a competitor in the way you play?
2. In what other areas of life outside of sport can you also show “effort” and true heart of a competitor?



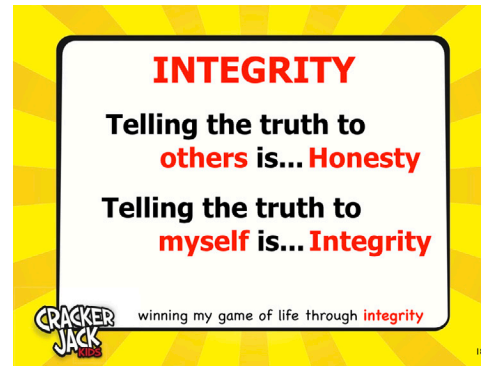
## PPT #17: Integrity

## Title Slide.

Influencing Others Through Integrity.

One way to influence others positively is through having Integrity.

What is integrity?



## PPT #18: Integrity

## Integrity v Honesty.

Telling the Truth:

- Telling the truth to others is **HONESTY**
- Telling the truth to yourself is **INTEGRITY**

Discuss with the children the differences and get them to come up with examples that show each one

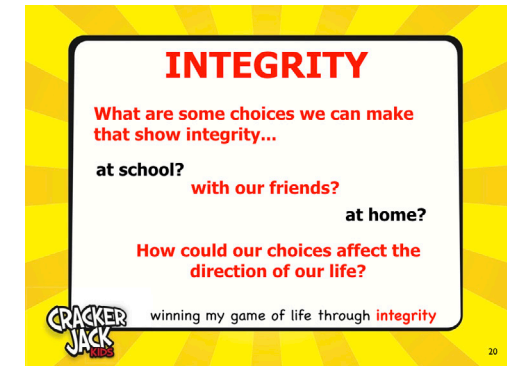


## PPT #19: Integrity

## Integrity v Honesty.

Video Clip: Integrity.

- Discuss the difference between honesty and integrity as it relates to this clip
- Identify examples whereby the boy didn't show integrity e.g. selling the drinks for \$5
- Why do you think he changed his mind and chased the boy on the bike?



## PPT #20: Integrity

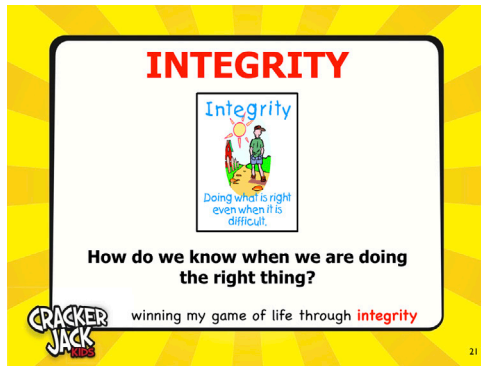
## Making Right Choices.

What are some choices we can make that show integrity:

- At school?
- With our friends?
- At home?
- How could our choices affect the direction of our lives?

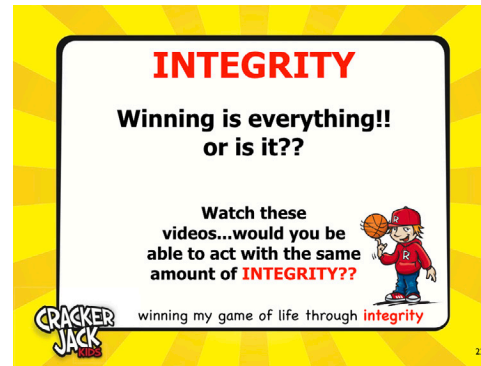
Life is all about choices. The direction of our lives depends on the choices we make. Use this as an opportunity to talk about the choices relevant to school and their education and the opportunities that can be opened or closed as a result of choices. Share any personal examples with the children. Challenge students to create a class "Integrity Pledge". This pledge could be posted in the classroom and referred to throughout the year.



**PPT #21: Integrity****Definition.**

Doing what is right even when it is difficult.

- How do we know when we are doing the right thing?

**PPT #22: Integrity:****Winning with Integrity.**

Winning is Everything...or is it?

- The following video clips in slides 23 and 24 will help stimulate discussion around this topic.

**PPT #23: Integrity:****Winning with Integrity.**

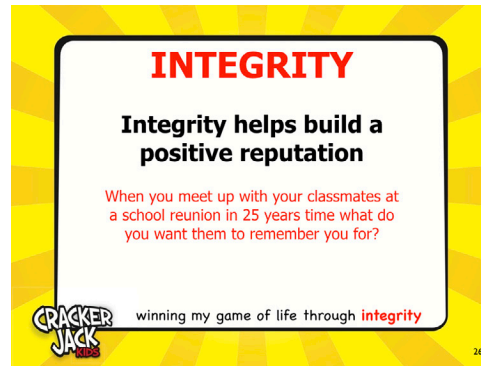
Video Clips: Wang Liqin

Semi-final between Wang Liqin and Wang Hao. Japanese Open Table Tennis Championships

These video clips are great demonstrations of a player using integrity at the expense of winning some important championships.

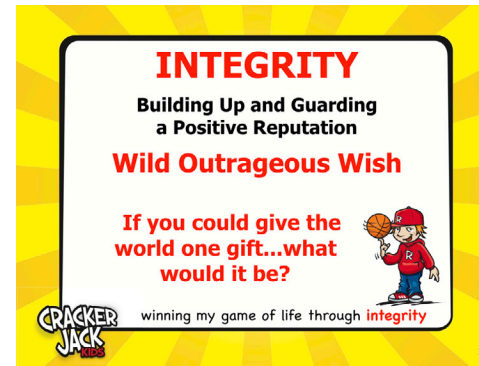
**PPT #24: Integrity:****Winning with Integrity.**

Video Clip: European Championships Mens Finals. Schlager vs Maze.

**PPT #25: Integrity****A gift to yourself.****PPT #26: Integrity****Reputation.**

Integrity helps build up a positive reputation:

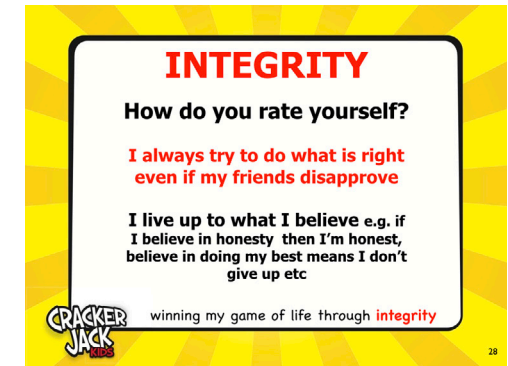
- When you meet up with your classmates at a school reunion in 25 years' time what do you want to be remembered for?

**PPT #27: Integrity****Reputation.**

Wild Outrageous Wish:

- If you could give the world one gift what would it be?

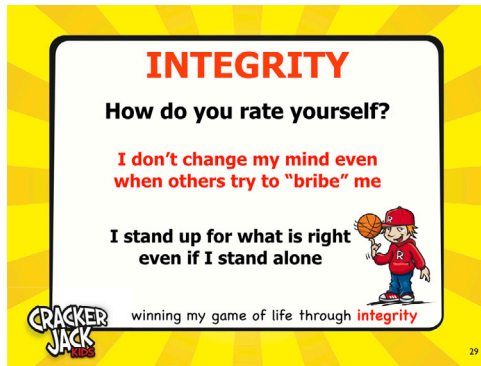
Take examples offered by the children and explore the types of actions that you would expect to see from someone giving the world the particular gift mentioned.

**PPT #28 Integrity****Integrity Test.**

How do you rate yourself?

Answer Yes or No to the following statements.

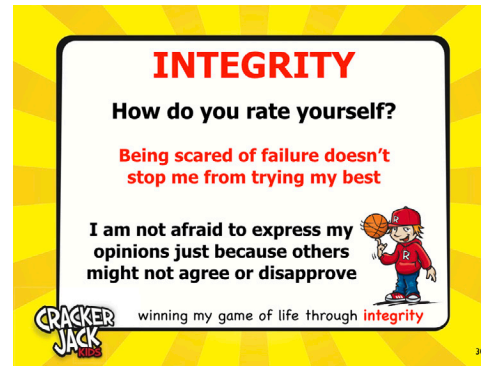
- I always try to do what is right even if my friends disapprove.
- I live up to what I believe in e.g. if I believe in honesty... then I am honest, believe in doing my best means I don't give up etc.



## PPT #29 Integrity

## Integrity Test.

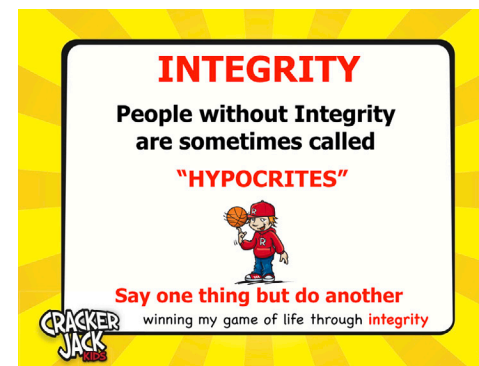
- I don't change my mind even when others try to "bribe" me.
- I stand up for what is right even if I stand-alone.



## PPT #30 Integrity

## Integrity Test.

- Being scared of failure doesn't stop me from trying my best.
- I am not afraid to express my opinions just because others might not agree or disapprove.



## PPT #31 Integrity

## Hypocrites.

People without integrity are sometimes called hypocrites...say one thing but do another.



## PPT #32 Integrity

## The Heart of the Competitor.

Script for this story is the Life Skills Workout. You can use it as a Reading Activity or read it to the class and show the slides as you read it.

**Life Skills Workout (P33)**



## PPT #33 Integrity

**The Heart of the Competitor.**

Have you had to make a decision like Jay's?

- What happened?



## PPT #34: Integrity

**Chicken vs Chameleon.**

Chameleon Notes for Teacher:

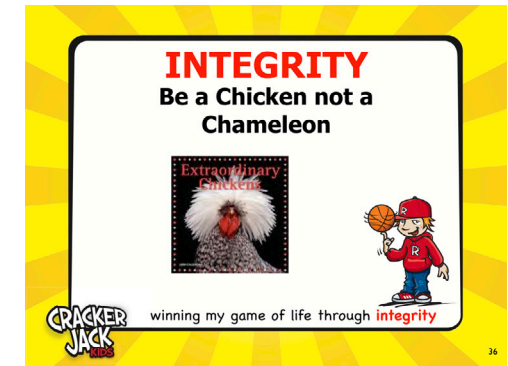
Chameleons change colour when in imminent danger. Their everyday skin colour, a light khaki, keeps them hidden from enemies during those not-so-dangerous times. Nearly half the world's chameleon species live in Madagascar but they are also found in Africa, the Middle East and southern Europe too.



## PPT #35: Integrity

**Chicken vs Chameleon.****Questions**

- How important do you think it is to be accepted by the "Cool" group? (You may want to discuss with children what they think are some of the characteristics of people in the "Cool" group to endeavour to break down stereotypes)
- How far would you go to be accepted into the "Cool" group?
- Have you ever been called a chicken for not doing something that others have tried to get you to do but you haven't wanted to do?

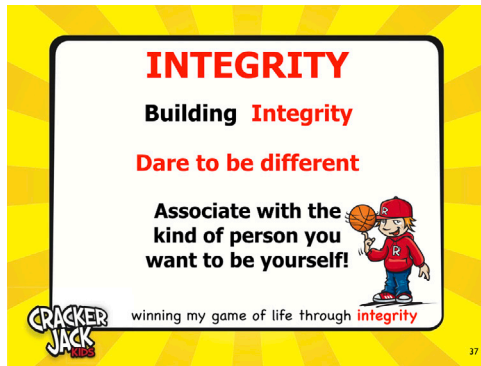


## PPT #36: Integrity

**Chicken vs Chameleon.**

Being a chicken means sometimes standing up for what you believe not what others want you to say or do.

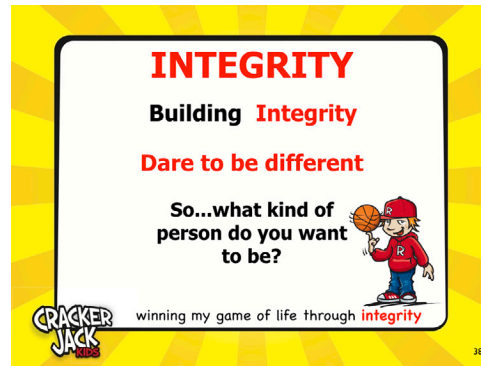
- Don't camouflage yourself like a chameleon, be a chicken. Stand up for what you believe in.

**PPT #37: Integrity****Building Integrity.**

Dare to be different.

Associate with the kind of person you want to be yourself!

- What kind of person do you want to be?

**PPT #38: Integrity****Building Integrity.**

Dare to be different.

What kind of person do you want to be?

**PPT #39: Integrity****Building Integrity.**

Dare to be different.

Albert Einstien Quote:

"It's OK to follow the crowd... but follow the right crowd."

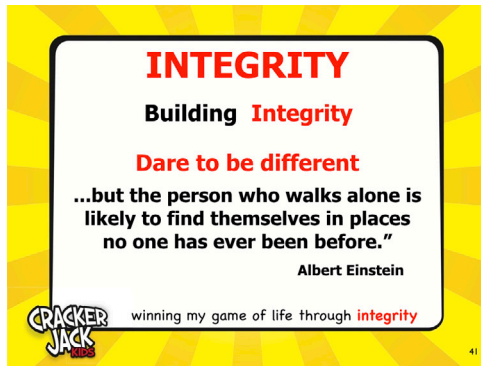
How will you know when it's the right crowd to follow?

**PPT #40: Integrity****Building Integrity.**

Dare to be different.

- The person who follows the crowd will usually go no further than the crowd.

What do you think this means?

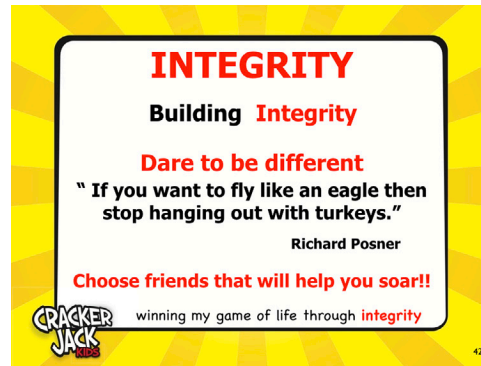


## PPT #41: Integrity

## Building Integrity.

Dare to be different.

- But the person who walks alone is likely to find themselves in places no one has ever been before." Albert Einstein

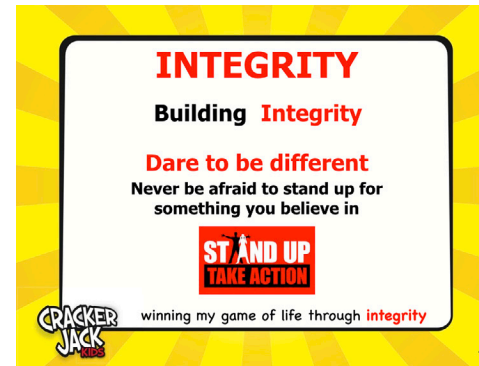


## PPT #42: Integrity

## Building Integrity.

Dare to be different.

- "If you want to fly like an eagle then stop hanging out with turkeys." Richard Posner
- Choose friends that will help you soar.



## PPT #43: Integrity

## Building Integrity.

Dare to be different.

Never be afraid to stand up for something you believe in.

**Life Skills Workout (P34)**



## PPT #44: Integrity

## Building Integrity.

What do you believe in?


Make up a list of character qualities and/or social issues that the students might need to be encouraged to stand up for.

How could you stand up for these?

**Role Plays:** Choose a modern day situation where students might meet disapproval. Students to devise a short scene with each person having 1 LINE to get their group's idea across. Reduce it to 1 WORD each to summarise the theme as they move into a still image to capture their idea.



**INTEGRITY**



If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed.

Albert Einstein 1879–1955

winning my game of life through **integrity**

CRACKER JACK

45

**PPT #45: Integrity**

**Albert Einstein Quote.**

**“He who has never learned to obey cannot be a commander.” Albert Einstein.**

- What does a commander do?
- What are some other words that may be used instead of commander?

(Bring in the “Leadership” title once this has been discussed with children.)

**INTEGRITY**

**Be good for goodness sake**



winning my game of life through **integrity**

CRACKER JACK

46

**PPT #46: Integrity**

**Be Good for Goodness Sake.**

“Leadership is doing the right things”  
Peter F. Drucker



## Crackerjack Kids

# THE HEART OF A COMPETITOR

**READY... SET... GO...**

**and they were off! Sixty cross country runners, heading for the first hill.**

They ran over the park, a 1.5 kilometre course through trees, hills and around playgrounds. Jay, a Year 6 boy, was leading the field about halfway through the race.

As they turned for the woods, Jay and the runner behind him approached a turn. Jay went on one side of the cone, his competitor the other. The race continued but Jay turned around.

Integrity is a word that many use today but few truly understand. It is defined as moral character, honesty and soundness throughout. Integrity is a heart issue and affects everything we do. Integrity is doing the right thing even when it's hard or when no one is looking. That's a big challenge for all of us to follow.

Jay had turned around because he believed he went on the wrong side of the cone. As he backtracked his competitor distanced himself from Jay and the rest of the runners. Jay knew he needed to do the right thing. He was raised by parents who taught that, no matter what the cost, you always do the right thing. Jay used tremendous energy to get back up to second place after many runners passed him during his detour.

He battled until the final turn and raced for the finish line. He did not win the race, as he was beaten by a teammate in the last few metres, but he did finish third.

After the race Jay would say, "I wanted to stop and cry because I knew I had made a wrong turn but I could not give up." Jay's effort may not have won him the race but his character and integrity showed many people the true heart of a competitor.

Jay made the right choice at the right time in the right place. Can you say the same? Do you do the right thing when the coach isn't looking or when the teacher is out of the room? Or when Mum and Dad aren't home so you think it's OK to do whatever you want to on the computer?

**Show the true heart of a competitor and do not give into temptation. Live to win. Your INTEGRITY is at stake.**

























## DARE TO BE DIFFERENT

What qualities do you admire in others?	List some of the actions you would see a person doing when they are displaying these qualities?
	   
	   
	   
	   
	   

Winning in my game of life through **BEING DIFFERENT**

## DARE TO BE DIFFERENT

What qualities do you admire in others?	List some of the actions you would see a person doing when they are displaying these qualities?
	   
	   
	   
	   
	   

Winning in my game of life through **BEING DIFFERENT**



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

## LEADERSHIP

LEARNING INTENTIONS FOR  
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3



### Circulation Volleyball

#### Movement Skills/Concepts

Exploring overhead throws using a large ball across a line at a height that is around head height.

Catching a ball thrown from different angles and speeds across a line/net at a height that is around head height.

Forwards, backwards and sideways movements.

#### Set Up

Teams of 4 playing against each other per court.

Size of court dependent on space available and best size to cater for teams of 4.

#### Activity

##### Stage 1:

- Throw from any position back across the court before rotating positions. (Teach the rotation as per the video below).
- When a player misplays the ball by dropping it or not returning it across the net to land inside the court, that player moves off court.
- Rotation formations are:
  - 4's Square
  - 3's Triangle
  - 2's Switch positions

**Note:** Introduce rotations after every throw when the students are ready for this concept. Otherwise rotate after every rally.

- Players re-enter the game when a team mate catches the ball.
- If it lands between 2 players they either:
  - a. Play-paper-scissors rock OR
  - b. One volunteers to go off.
- A point is scored when no players are left on one side. The game then restarts.

**Search for Circulation Volleyball on YouTube to see how the game is played.**

#### Underarm Serve Technique Teaching Points

- Ball is held in the opposite hand from the hitting hand.
- Hold the ball just below the waist and above the knee.
- With the serving hand make a fist with the thumb on top of the folded fingers.
- Contact with the ball is made on the underside of the ball with the palm side of the hand between the folded fingers and wrist.
- Swing the striking hand back and swing through to make contact with the ball to send it over the net.
- The ball is held still as as possible before being struck
- The underhand serve is mainly used at lower skills levels.

The overhand serve is another serve that can be taught for students ready to move on to a more difficult type of serve.

The left hand should hold the ball still; do not throw the ball up or move it. The underhand serve is mainly used for lower skill levels.

#### Stage 2 Progression:

- Underarm serve (also called a “volley-own” from any position).
- Re-enter the game when the ball is caught 3 times in a row.
- Underarm serve from the back line.

#### Questions

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

#### Scaffolding Learning: Build 1: Maintaining a Rally

Focus is on students maintaining a rally with questions focusing around how that can be done successfully. Includes both technique and skill related questioning.

#### Questions

1. Where does your power come from to serve the ball over the net?
2. What helps you control the direction when trying to “volley-own” the ball back over the net?
3. What makes it difficult for you to catch the ball? (Explore different ideas and come up with solutions. E.g. others running in front of you, several players going for the ball at the same time, the ball dropping short, the pass too high or too strong).

4. What makes it difficult to pass the ball to a team mate? (Too many people calling at once, how they can show they are ready to catch the ball, looking at your team mates, hands in a ready position.) Explore different ways students can “influence” the situation positively).

### Scaffolding Learning: Build 2: Scoring Points:

Focus changes to attacking the open spaces in the opposition's court. Questions can be focused around how that can be done and include strategic thinking around such skills as recognising space, direction and accuracy.

### Questions

1. Where is the best place to send the ball to score a point?
2. How will the opposition player's formations help you to decide where to try and send the ball too?
3. When your opponents have less players, how can you keep attacking them?

### Technique Teaching Points

#### Volley (Sometimes known as a set)

- This pass is used to send the ball to a team mate.
- Place the hands above the forehead and use the fingers in an upwards direction.
- Keep the hands a ball width apart.
- Face the desired direction of the pass to your team mate.

#### Forearm Pass/The Bump

- Begin with arms in a diamond shape extended out in front of their body around 90 degrees from the body..
- Place thumbs together and wrap the fingers of one hand over the other hand.
- Knees remain bent and feet a comfortable width apart.
- Line up the body behind the line of the ball with the arms remaining locked.
- Body remains facing the direction you want the ball to go.
- Get the ball hitting the same spot on the lower forearms (just above the wrist) each time with
- The ball hitting the flat part of the inner forearms.
- Use a pushing motion coming from the arms.

### Stage 3 Progression

- Serving from Position 1 (Back right hand corner).
- Developing the “dig” or forearm pass to another player. (Can be to themselves or a teammate to catch or directly back across the net.)
- Students can practice the “dig/forearm” pass in 3's by having a:
  1. Tosser...tosses the ball to the Digger.
  2. Digger/Forearm Passer.
  3. Retriever. If you have nets available the retriever can be on the other side of the net.

### Scaffolding Learning: Build 3: Tactical Concept: Defending Space

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

### Questions

1. What do you and your teammates need to do to defend the court area regardless of whether you have 2, 3 or 4 people on the court?
2. When is it a good time to “dig/forearm” pass the ball to your team mates, and when is it better to send it straight back over the net?
3. What are you looking for to help you make that decision?
4. Is it more important to retain your own players (defend your court area) or concentrate more on attacking the other team (scoring a point) to win the game.

### Modifications

To maximise the challenge and fun while playing the game, players can identify different ways to increase or decrease the challenge. Here are some ideas:

#### To increase challenge:

- Increase the size of the playing area so players have to cover more space.
- Players can't catch their own “dig/forearm” pass.
- Players can develop a dig/forearm-set-spike” sequence to get the ball back over the net.
- Catching is replaced with “touches” only.



**To decrease challenge:**

- Decrease the playing size so that players have less space to cover.
- Same player can strike the ball twice in a row.

**Life Focus Questions:**

1. If the first person you need to learn to lead is yourself, how would you expect this person to play?
2. How can you positively influence your learning while playing the game? When does it become hard to do this?
3. How did including a scoring system influence the game? Is scoring a good thing to do ALL of the time? Why / Why not?
4. Review the different ideas on leadership included in the Influence module and reflect on what each of them looks like while playing games.
5. How does “serving” in a game help serve the purpose of the game? In what ways can you “serve” your teammates while playing games?

**Dead Fish Serving Game****Movement Skills/Concepts**

Serving a volleyball for accuracy.

**Set Up**

Court area with a net or line to mark the middle.

Groups of 6 - 10 players depending on the court size available.

Supply of volleyballs per game.

**Activity**

- Some of the players lie down (dead fish) on the ground on the far side of the net, while the others are the servers.
- Servers attempt to serve the ball so that the dead fish can touch the ball once it has been served.
- If the ball is touched by a dead fish, they can become a server.
- If a server serves the ball out over the side or back line, or it hits the net (or is too low), they become a “dead fish”.
- Aim is to clear the court of the “dead fish”.

**Search for Dead Fish Serving Game on YouTube to see how the game is played.**

**Modifications****To increase the challenge**

- Balls when served must touch the hands of the dead fish.
- Change to an overhand serve.

**To decrease the challenge**

- Dead fish can begin by standing, then progress to kneeling before lying down.
- Ball can “hit” any part of the dead fish’s body.
- Reduce the distance from the net when serving the ball.

**Questions**

1. What are some of the keys that help you serve the ball accurately? (Review key teaching points after Stage 1 of Circulation Volleyball). Explore both direction and force aspects of accuracy).

**Two’s****Movement Skills/Concepts**

Applying force to send an object to a teammate or over a line/net.

Repositioning to defend space to return an object either to a teammate or over the line/net.

**Set Up**

Teams of 2 play against another pair.

Each of the pair remains in a playing area on their side of the net/line/cones that mark the middle.

The ball must be passed/struck to their partner before being returned back across the net/line/cones.

Points are scored when:

- a. The ball isn’t struck by both players before it goes over the net/line into the other team’s area.
- b. The ball isn’t hit successfully over the net/line into the other team’s area.

Teams keep track of their points and work together to collect as many points as possible.

**Activity**

- Pairs volley the ball over the net into their opponent's area of the court, trying to make it difficult for them to return it before it hits the ground.

Each of the pair should hit the ball before it goes over to the other side.

- Introduce two basic ways to pass a volleyball. The bump or forearm pass and the Volley (Sometimes known as a "Set").
- Pairs keep track of their points and work together to gather the maximum number of points.
- Teach using beach balls or balloons initially before moving onto volleyballs.
- Option to allow one bounce before striking if the students are struggling to control the ball.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

Focus is on students maintaining a rally with questions focusing around how that can be done successfully. These are based on observations that you make while the children and focus on the techniques and skills required to maintain a rally.

1. What are you doing to control the accuracy when sending the ball/object either to your team mate or over the net/line? (Think about force and direction).
2. When is it better to use a volley, a forearm pass or to set it for your partner?
3. What are some ways you can effectively work with your teammates to effectively maintain a rally?

**Scaffolding Learning: Build 2: Scoring Points:**

Focus changes to attacking the open spaces in the opposition's court.

1. What are some ways you can effectively work with your partner to attack open spaces to score points? (Include aspects such as communication, different formations that best covers the court and knowing where your partner is).
2. What can you do to trick the opposition as to where you might send the ball to?

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

**Questions**

1. What different formations you can use to defend your space?
2. Which is the most effective formation? Why do you think this one worked best for you and your partner?
3. What are some other things you and your partner are doing to help defend your court area?
4. How does communicating with your partner help you?
5. What kind of things are you saying to each other?

**Modifications**

Ask students for ideas on how they might increase or decrease the challenge. Here are some suggestions:

To increase challenge:

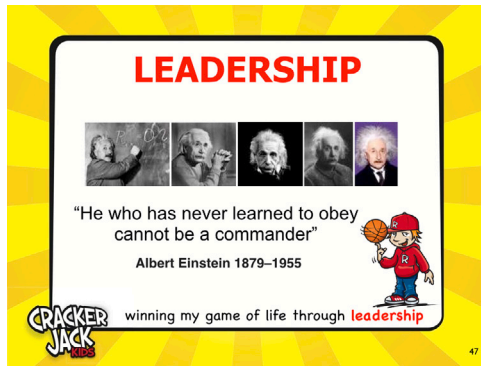
- Use a net is they are available.
- Introduce a padder tennis bat (or other implement) to send the ball over the net.
- Add a rule about the number of contacts each player has with the ball before returning it over the net.
- Change the object or way of sending the object. (Get students to make suggestions).

**To decrease challenge:**

- Allow 1 bounce before receiving the ball.
- Allow the same player to play the ball twice in a row.
- Catch the ball/object before sending it back to the other side.
- Choose the object they want to use E.g. balloon, beach ball, volleyball.

**Life Focus Questions**

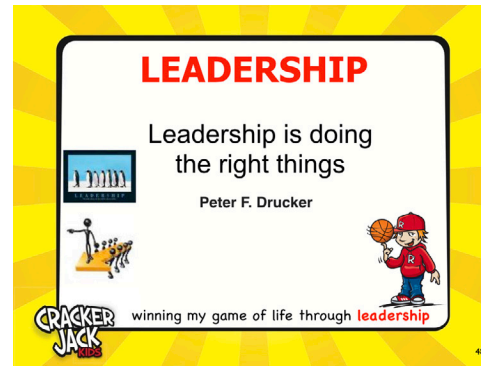
1. What actions are you taking that are positively influencing the game? (Discuss negative influences as well).
2. How can you help your teammates in a positive way without coming across as bossy?
3. Thinking about the changes that DW made (Refer to the Leadership vs Bossiness section) how can you show leadership in the game through
  - a. Putting others first and yourself last?
  - b. Giving compliments?
  - c. Offering advice?
  - d. Offering a player another turn?
4. What actions are you going to need to take to help others in your team feel that they can trust you? What things might happen during a game that could make you feel that you don't trust someone?

**PPT #47: Leadership****Albert Einstein Quote.**

"He who has never learned to obey cannot be a commander." Albert Einstein

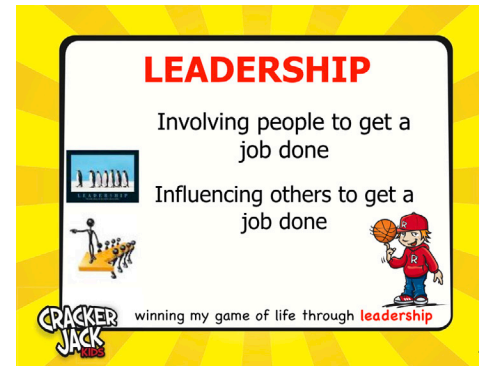
- What does a commander do?
- What are some other words that may be used instead of Commander?

(Bring in the "Leadership" title once this has been discussed with children.)

**PPT #48: Leadership****Leadership Definition.**

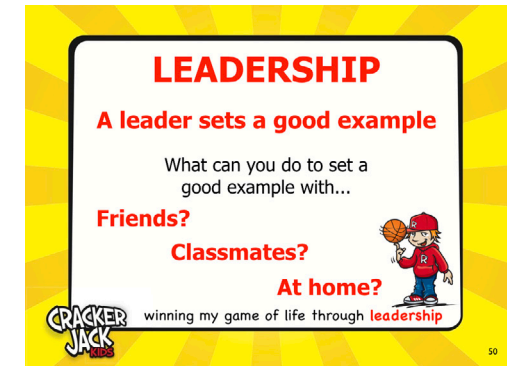
"Leadership is doing the right things"

Peter F. Drucker

**PPT #49: Leadership****Leadership is...**

Get children to share ideas on finishing the statement "Leadership is..." before continuing with the power point.

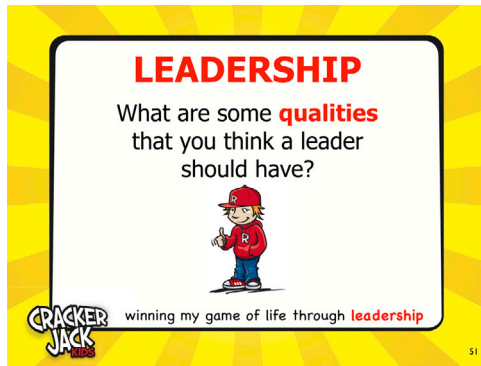
- Involving people to get a job done.
- Influencing others to get the job done.

**PPT #50: Leadership****A Good Example.**

A leader sets a good example.

What can you do to set a good example with:

- Friends?
- Classmates?
- At home?



## PPT #51: Leadership

## Leadership Qualities.

What are some qualities that you think a leader should have?



## PPT #52: Leadership

## Leadership Qualities.

Trust:

- Honesty means you keep your word and are honest.
- Nobody will follow a person that they can't trust.

Passion.

- Take pride in what you do by always trying your best.

Discuss each leadership quality in Slides 52 - 56 and how each quality can be shown through actions and the way we speak.



## PPT #53: Leadership

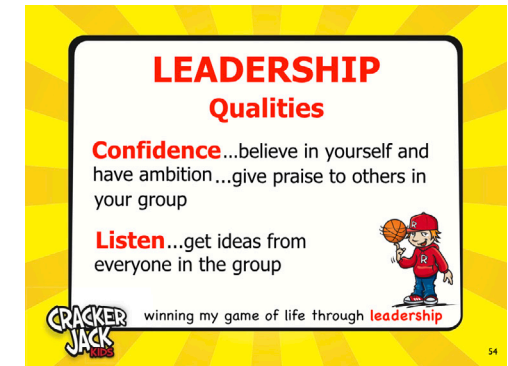
## Leadership Qualities.

Friendliness.

- Enjoy talking to others...give compliments.

Consistency.

- In your attitude and behaviour.



## PPT #54: Leadership

## Leadership Qualities.

Confidence.

- Believe in yourself and have ambition... give praise to others in your group.


Listen.

- Get ideas from everyone in the group.

**LEADERSHIP Qualities**

**Delegate** ...Give jobs to others and be clear about what they need to do

**Accountable** ...never say it's not your job...make sure relationships work



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**PPT #55: Leadership****Leadership Qualities.**

Delegate.

- Give jobs to others and be clear about what they need to do.


Accountable.

- Never say it's not your job...make sure relationships work.

**LEADERSHIP Qualities**

**Fairness** ...Show respect to everyone in the group and follow the rules

**Helpfulness** ...Help others as much as possible



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**PPT #56: Leadership****Leadership Qualities.**

Fairness.


- Show respect to everyone in the group and follow the rules.

Helpfulness.


- Help others as much as possible.

**LEADERSHIP**

Does this picture show **Leadership** or someone just being **BOSSY**?



**Why?**



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**PPT #57: Leadership****Leadership vs Bossiness.**

Does this picture show leadership or someone just being bossy?

Why?

**LEADERSHIP**

What do you think are some of the differences between being **"BOSSY"** and Leadership?

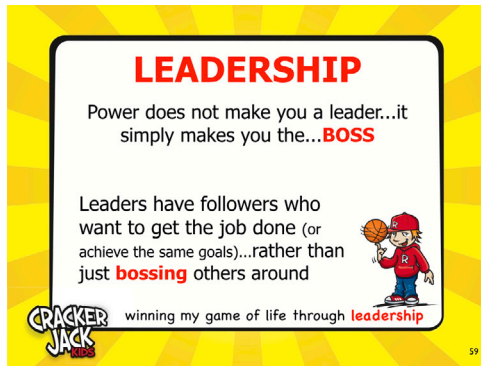


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**PPT #58: Leadership****Leadership vs Bossiness.**

What do you think are some of the differences between being bossy and leadership?



## PPT #59: Leadership

## Leadership vs Bossiness.

Power does not make you a leader, it simply makes you the BOSS.

Leaders have followers who want to get the job done (or achieve the same goals)...rather than just bossing others around.

Make a comparison chart of differences and similarities for someone who is a leader versus someone who is just being bossy.



## PPT #60: Leadership

## Leadership vs Bossiness.

Video Clip: DW Bossy Boots Part 1.

Stop the video clip after 6 minutes after DW says, "Friends, who needs them anyway."

Questions:

Do we need friends? Why? Why not?

Brainstorm a comparison chart of a list of behaviours that helps make friends / breaks down friendships.

How did DW's behaviour affect her friendships?

Make up a list of bossy situations that you saw when DW was at the party. Beside each one write down a "Boss-o-meter" score and a behaviour that would help her make friends.

Identify the different "Leadership" qualities DW didn't display. Discuss what could be done to influence the situation more positively using integrity and Leadership qualities.



## PPT #61: Leadership

## Leadership vs Bossiness.

What changes would DW needs to make to display the following leadership qualities.

- Friendliness
- Fairness
- Listen
- Be helpful



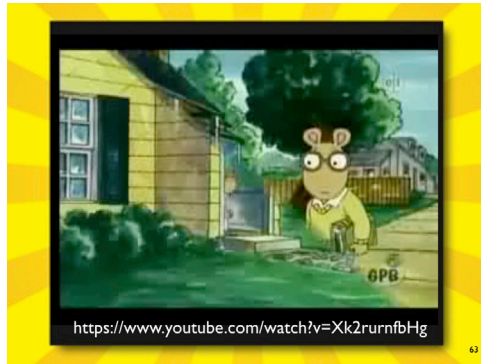
## PPT #62: Leadership

## Leadership vs Bossiness.

What qualities of leadership did Emily show when organising her party? Discuss the different ways she showed each quality.

- Friendliness
- Fairness
- Quality
- Confidence
- Delegation
- Consistency



**PPT #63: Leadership****Leadership vs Bossiness.**

DW Bossy Boots Part 2.

Restart the video clip at 6 minutes.

Questions:

How did the table tennis game show DW that friends are important?

What changes did you see in DW that meant she had a positive influence on the situations she was in?

**PPT #64: Leadership****Leadership vs Bossiness.**

Video Clip: DW Bossy Boots Part 2.

Questions:

How did DW show her friends that she was trying not to be bossy?

- You first me last
- I always go first
- Gave compliments
- Offered advice
- Offered her another turn
- What affect did this have on the other children?

**PPT #65: Leadership****Leadership vs Bossiness.**

A leader inspires others to...

Dream More...

What do you dream of doing one day?

Learn more...

What do you want to learn more about to help you become awesome?

**PPT #66: Leadership****Leadership vs Bossiness.**

A leaders inspires others to...

Do More...

Do more of what makes you awesome.

What things make you feel awesome?

Become more...

What kind of person do you want to become?

**Life Skills Workout (P45)**



## LEADERSHIP Inspiring Others to...

<b>DREAM MORE</b>	What <b>dreams</b> do you have? ..... ..... .....
<b>LEARN MORE</b>	What could you do better to <b>learn more</b> :... <b>at school</b> <b>at home</b> ..... .....
<b>DO MORE</b>	What more could you <b>do more</b> with... <b>friends</b> <b>at school</b> <b>at home</b> ..... .....
<b>"BE" COME MORE</b>	What kind of person do you want to <b>"BE" Come</b> ? ..... ..... ..... .....

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## LEADERSHIP Inspiring Others to...

<b>DREAM MORE</b>	What <b>dreams</b> do you have? ..... ..... .....
<b>LEARN MORE</b>	What could you do better to <b>learn more</b> :... <b>at school</b> <b>at home</b> ..... .....
<b>DO MORE</b>	What more could you <b>do more</b> with... <b>friends</b> <b>at school</b> <b>at home</b> ..... .....
<b>"BE" COME MORE</b>	What kind of person do you want to <b>"BE" Come</b> ? ..... ..... ..... .....

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## INFLUENCE / ADDITIONAL NOTES



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

## COURAGE

LEARNING INTENTIONS FOR  
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

Level 1 and 2 has activities that can be taken with your students to develop basic techniques required to play Padder Tennis.

### Survivor

#### Movement Skills/Concepts

Balancing, bouncing and striking a ball with a bat/racquet.

Hand-eye co-ordination.

Movement, spatial awareness and relationships.

#### Set Up

Each student needs a racquet, ball and a tag such as a Rugby Rippa belt and 2 tags

#### Activity

While retaining control of their balls on their racquets, students attempt to take another players tag while at the same time defending their own.

Students are “out” of the game if they:

- Lose control of their ball or
- Lose one or both flags.

For students who are “out” give them some exercises to perform before rejoining the game. Ask the students for ideas, but some ideas could include:

- Some technique related activity e.g. consecutive “ups” with their racquet and ball, running around the outside of the area while still balancing/bouncing their balls etc.
- A fundamental movement e.g. hopping, jumping, skipping, star jumps etc.
- Something humorous that the students decide on.

#### Scaffolding Learning:

Gradually increase the difficulty of the activity while playing the game. For example:

- Balancing the ball on the racquet while moving around. (Vary the ways students move). Try holding the racquet with both the palm up and down.
- Continuously bouncing the ball in the air. Forehand and backhand.
- Bouncing the ball onto the ground.
- Alternating forehand and backhand while continuously bouncing the ball into the air.

### Questions

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

1. What are the 2 key things you need to be aware of to successfully play this game?
2. Which do you think is more important/harder to do? Protect your tags or control the ball?
3. What are some things you are doing which is helping you to:
  - a. Retain control of the ball?
  - b. Protect your tag(s)?

### Life Focus Questions

1. What feelings do you experience when you either have your tag taken or you lose control of your ball?
2. Discuss the different negative emotions the students bring up and relate back to how developing courage means being able to:
  - a. Overcome mistakes and use them as an opportunity for learning.
  - b. Win or lose gracefully.
3. What actions reflect a person who is showing a positive influence, integrity, leadership and courage while playing Survivor?

**Coach is Coming Line Game****Movement Skills/Concepts**

Repositioning to different parts of the court using a variety of different “tennis” related movements moving forwards, backwards and sideways.

**Set Up**

Tennis or padder tennis court lines.

**Activity**

This activity is designed to familiarise students with the different lines on a court. Played like “Captains Coming” with the different lines called out for the student’s to move to. You can nominate different ways to move to each line:

- Baseline
- Centre Line
- Side Line
- Service line
- Tram Lines
- Service Box
- Middle Mark on Baseline
- Singles

**Life Focus Question**

1. Are their times when it is better to “back down” if an argument occurs while playing a game? When?/Why?
2. What makes it difficult to back down at times?
3. Are their times when it is more courageous to stand up rather than back time? When? Why?

**Basic Padder Tennis Rules**

Once children have developed some consistency in keeping a rally going, introduce Padder Tennis.

**Equipment:**

A tennis ball with reduced pressure can be used, or alternatively use normal tennis balls.

Short handled racquets that are either solid or perforated with no strings.

Courts are set up similar to a tennis court but smaller. Service lines and boxes if available are used for the server to serve into.

**Activity****Play**

- Once the ball is in play, players must return the ball over the net before it hits the ground twice on their side.
- If the ball bounces twice, is hit into the net or goes out your opponent gets the point.

**Serving**

- To decide who serves first and from which side, players hit the ball back and forth over the net.
- After five shots, each side can try to win the right to decide whether they will serve or receive first.
- The other team or player then chooses which side of the net to play from first.
- All serves must be underhanded because of the small size of the court.
- The first serve is done from the server’s right side of the court and then serves alternate from the right or left.
- In padder tennis serves are done from the boxes closest to the net.
- The server bounces the ball and must hit it at waist height or below into the opponent’s opposite service box.
- After that, the entire court may be used to play out the point.



**Technique Teaching Points****Forehand**

- If using a tennis racquet, spread the fingers with the index under the racquet or use a shake hands grip.
- Ready position: Move slightly from foot to foot. Avoid standing still when waiting for the ball.
- When the ball is coming towards you, turn sideways.
- Swing straight back, with the weight on the back foot.
- Follow through in the direction of the hit.
- Contact is made with the ball at the point of complete arm extension.
- After contact move the racquet in the direction you want the ball to go.
- Finish with the racquet over your shoulder.

**Backhand**

- Begin in the ready position.
- When the ball is coming towards you, turn sideways.
- Weight is transferred from the back foot to the front foot.
- After contact with the ball, keep watching it and move your racquet in the direction you want the ball to go.
- Pivot your body around the face the net.
- Finish with the swing over past your shoulder.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. When learning the striking action, it is important to consider the correct body position, concepts of force, control and timing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

Focus is on students maintaining a rally with questions focusing around how that can be done successfully. These are based on observations that you make while the children and focus on the techniques and skills required to maintain a rally.

1. What is helping you to accurately send the ball back over the net?
2. Is it easier to strike at the ball with a bent arm or with an arm fully extended? Why?

3. What does a fully extended arm give you more of? (power).
4. Is it easier to hit the ball standing front on or standing side on? Why?
5. Where should you start the swing of the racquet to get the most power from?
6. What is a good way to finish your swing to help give you accuracy?

**Scaffolding Learning: Build 2: Scoring Points:**

Focus changes to attacking the open spaces in the opposition's court.

1. What were the most effective ways of scoring the game?
2. What strategies were the most effective during this game?
3. What are some ways you can effectively work with your partner to attack open spaces to score points? (Include aspects such as communication, different formations that best covers the court and knowing where your partner is).

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

**Questions**

1. Where is a good place to go to after you have struck the ball to best defend your court area?
2. What different formations can you use to defend your space?
3. Which is the most effective formation? Why do you think this one worked best for you and your partner?
4. What are some other things you and your partner are doing to help defend your court area?

**Modifications****Change of service ideas could include:**

- If using the tennis scoring system, service changes happen at the end of a set and alternate and rotate around players.
- Player serves 5 serves as in table tennis.
- Player serves until they lose the rally (as in volleyball).

**Scoring:**

- Scoring in padder tennis can be the same as tennis, with the first point being “15” (often called “5”), the second “30,” the third “40” and the fourth point “game.”
- You must win six games to win a set, and matches are played best of three sets.
- If players are tied at 40-all, it is called deuce.
- The winner of the deuce point has the advantage (ad) and must win the next point to win the game.
- If the player/team that doesn’t have the advantage wins the “ad” point, the score goes back to deuce.

**Alternative scoring options:**

- Points are awarded to whoever wins the point.
- Points can only be awarded to the team serving. (as in volleyball)
- Ask the students for some other ideas.

**Other rules to discuss with students could include:**

- If the ball touches the net during a serve, is the serve taken again?
- Is on the line in or out. In tennis the ball is in but in other games, on the line is regarded as out.

**Life Focus Questions**

1. Courage can be described as “doing the right thing despite what others say.”
2. Describe any problems you experienced when playing your game?
3. Have you experienced similar problems when playing other sports or games with your friends?
4. What skills did you use to solve these problems?
5. What makes it difficult when scoring your own games with your partner or opposition?  
Discuss a range of strategies to help students overcome the situations they bring up. E.g. sometimes calling a ball in or out can be difficult. What can you do to help overcome these tensions?

**Whacket Away****Movement Skills/Concepts**

Sending and returning an object over a line/net using a racquet.

A variety of different movements to move forwards, backwards and sideways effectively.

**Set Up**

Create teams of four and playing areas similar to a 4 square game.

Each player has a racquet (can begin with hands as in 4 square and move to racquets).

Use a light object e.g. sponge ball, low pressure tennis ball, tennis ball or a larger ball if using the hands initially).

**Activity**

- One player sends the object to another square.
- Players defend their playing areas by not letting it bounce more than once.
- Scoring:
  - The player that lets it bounce twice or cannot send it into another area receives the points.
  - The aim of the game is to score the least number of points.
  - Restart the game when one of the players reaches 10 points.

**Note:** In Build One then focus is on how to “maintain a rally” through the accurate return of the object into one of the squares. Give challenges to see how long they can keep the rally’s going.

**Questions**

Use open-ended questions to help your students think about effective movement skills, concepts, strategies and tactical solutions and life skills. Look for learning opportunities while the students are playing. Here are some suggested questions to help you get started.

**Scaffolding Learning: Build 1: Maintaining a Rally**

Focus is on groups maintaining a rally with questions focusing around how that can be done successfully.

**Questions**

1. What is helping you to send the object back accurately (discuss direction and force) into another player's square?
2. What decisions can you make as to where you will try and place the object? What factors might influence your decision making? (Get students to think about where the player is standing in their playing area and how this might influence their decision making in maintaining the rally.)

**Scaffolding Learning: Build 2: Scoring Points:**

Focus changes to attacking the opposition's squares. Questions can focus around which square is the best to target and why?

1. What decisions can you make as to where you will try and place the object? What factors might influence your decision making? (Get students to think about where the player is standing in their playing area and how this might influence their decision making in scoring a point.)
2. How can you "trick" the opposition into thinking the ball/object is going in one direction, then sending it in another direction?
3. What information might help you to know where a player might send the object to?
4. Describe a strategy you can apply to sending the object back into the opponent's space to score points.

**Scaffolding Learning: Build 3: Tactical Concept: Defending Space**

Focus questions around how teams can defend their court area to minimise the opportunity for the any of then other teams to score points. Discuss different movement techniques, repositioning, different defensive formations and communication with their team mates.

**Questions**

1. What are some effective ways to defend your space?
2. Where is the best place to reposition yourself to better defend your space?

**Modifications****To increase challenge:**

- Move from 1 bounce to on the full.
- Enlarge the playing area.
- Use 2 objects per group.

**To decrease challenge:**

- Use a larger racket (Tennis racquet).
- Use a larger ball e.g. beach balls, balloons.
- Use your hand as a racquet. Catch the ball before moving onto striking it to another square.
- Play with a partner to defend your space and send the object away.

**Life Focus Questions**

1. What are some of the difficulties that are negatively influencing your game? Come up with a strategy around how they can positively influence the situation for each difficulty brought up by the students.
2. How can you show that you can both accept consequences and/or losing and rewards/ and or winning graciously?
3. How can you encourage all players to improve their play by the words that you use?

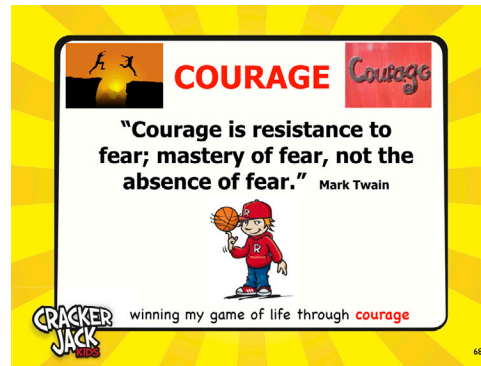
## INFLUENCE / ADDITIONAL NOTES



## PPT #67: Courage

**Courage and Influence.**

It takes COURAGE to be a person of INFLUENCE.

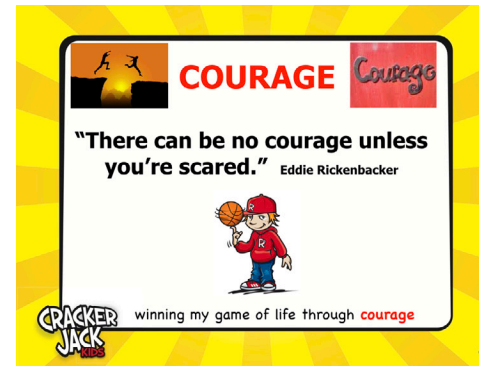


## PPT #68: Courage

**Courage Definition.**

"Courage is the resistance to fear, mastery of fear, not the absence of fear." Mark Twain.

What do you think Mark Twain means by this?

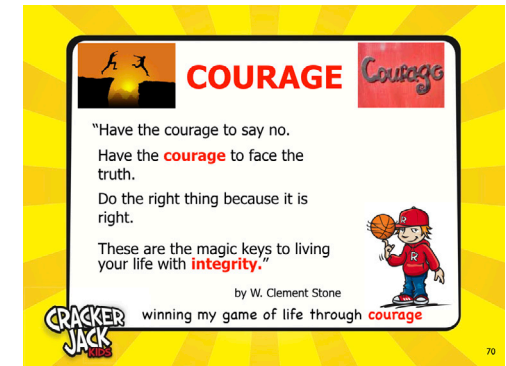


## PPT #69: Courage

**Courage and Fear.**

"There can be no courage unless you're scared." Eddie Rickenbacker.

- Why do you think fear is connected to courage?



## PPT #70: Courage

**The Magic Keys.**

"Have the courage to say no.  
Have the courage to face the truth.  
Do the right things because it is right.  
These are the magic keys to living your life with integrity." By W. Clement Stone



## PPT #71: Courage

## Measuring Courage.

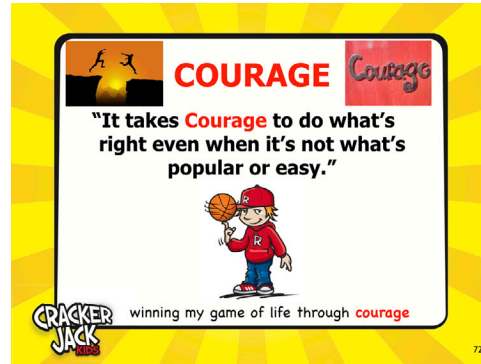
Video Clip:

Courage is doing right by overcoming fear even when it's not popular.

How did these students show courage?

When do you find courage hard to show when:

- With your friends
- In the playground
- During class time

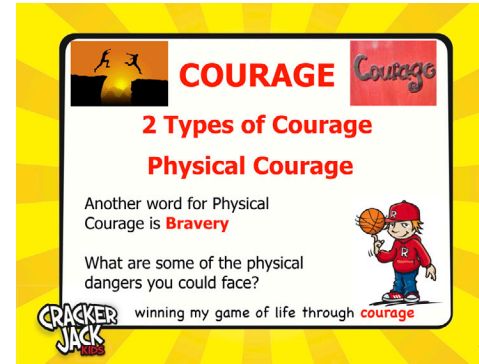


## PPT #72: Build Your Courage

## Courage is a Choice.

"It takes Courage to do what is right even when it's not what's popular or easy."

- Develop role plays for the children to practice what they may say or do in situations with their friends, at school or at home.

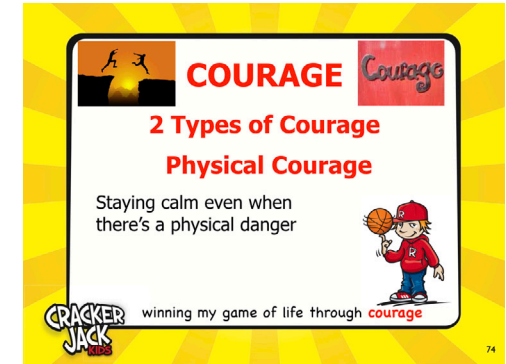


## PPT #73: Types of Courage

## Physical Courage.

Another word for physical courage is Bravery.

- Share any of your own experiences or ask the children if they have been involved in situations where they have faced physical danger.



## PPT #74: Types of Courage

## Physical Courage.

- Staying calm even when there's a physical danger.
- What are some of the physical dangers we could face? e.g. natural disasters, fires, accidents.
- Discuss some procedures for a variety of emergency situations e.g. fire, earthquakes, accidents, someone hurting themselves in the playground.
- Develop role plays for the children to practice what they may say or do in such situations with their friends, at school or at home.



**COURAGE** *Courage*

**2 Types of Courage**

**Moral Courage**

Having the inner strength to stand up for what you believe in

CRACKER JACK winning my game of life through **courage**

75

**PPT #75: Types of Courage:****Moral Courage.**

- Having the inner strength to stand up for what you believe in.
- What are some situations where you will need Moral Courage?

**COURAGE** *Courage*

**2 Types of Courage**

**Physical Courage**  
or  
**Moral Courage**

Which of the 2 do you find the hardest?

**Why?**

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**PPT #76: Types of Courage****Moral or Physical Courage.**

Which of these 2 types of courage do you find the hardest?

Why?

Develop role plays where children can display either type of courage calmly.

<https://www.youtube.com/watch?v=kZIXWp6vFdE>

77

**PPT #77: Courage****Choices.**

Before viewing the video discuss.

Speed is measured in sections, but how do you measure courage?

Olympic Final Video Clip: 400m semi-final: Derek Redmond was in good form having posted the fastest time for the 400 metres. Running in the 400m semi-final he suffers a race ending hamstring injury.

After viewing the video:

Do you think he showed courage? Why?

**COURAGE** *Courage*

What choices did he have?

What do you think made him want to continue to the finish line?

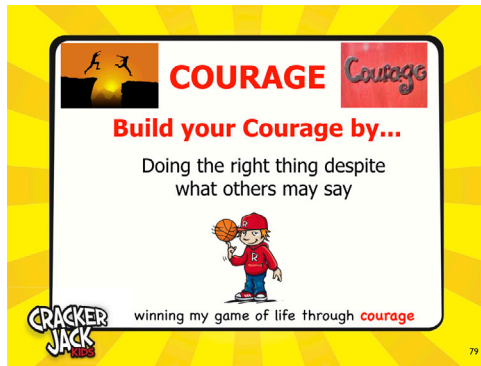
**Courage** is often the hardest choice to make

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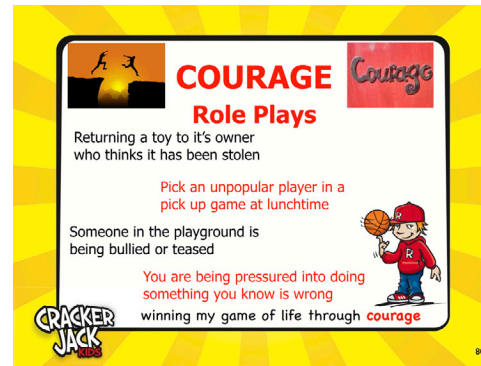
**PPT #78: Courage****Choices.**

Courage is often the hardest choice to make.

**PPT #79: Courage****Building Courage.**

Build your Courage by:

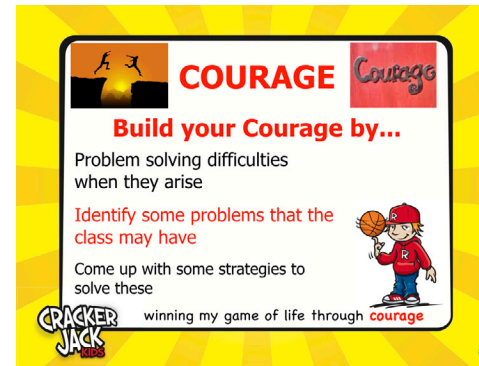
- Doing the right thing despite what others may say.

**PPT #80: Courage****Building Courage.**

Show courage by what you say and do in the following role-plays:

- Returning a toy to its owner who thinks it has been stolen.
- Pick an unpopular player in a pick up game at lunchtime.
- Someone in the playground is being bullied or teased.
- You are being pressured into doing something you know is wrong.

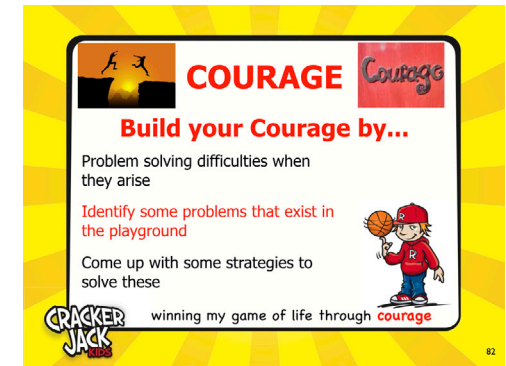
(Ask children for other possible scenarios)

**PPT #81: Courage****Building Courage.**

Build your courage by:

Problem solving difficulties when they arise.

- Identify some problems that exist in the class.
- Come up with some strategies to solve these.

**Slide #82: Courage****Building Courage.**

Build your Courage by:

- Identify some problems that exist in the playground.
- Come up with some strategies to solve these.

Other situations that could be used include problems with friends, siblings, team mates.

**PPT #83: Courage****Building Courage.**

Build your Courage by:

Accepting Leadership.

- Step forward and lead rather than follow the crowd.

**PPT #84: Courage****Courage and Leadership.**

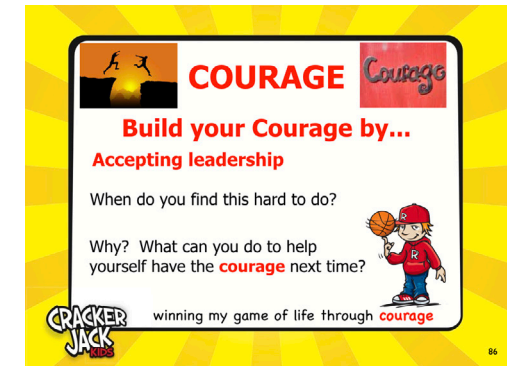
Leadership Video Clip.

Andrew Blowers "Fear Can Kill Opportunities."

**PPT #85: Courage****Courage and Leadership.**

"Fear can kill opportunities"

- Discuss with the children what stopped Andrew from accepting the responsibility of captaincy.
- What fears may the children have that has stopped them from taking on leadership opportunities?
- If possible get some children who have leadership responsibilities to talk about any fears they might have had before taking on that role at school or share any of your own examples.

**PPT #86: Build your Courage****Accept Consequences.**

When do you find this hard to do?

- Why?
- What can you do to help yourself have the courage next time?



PPT #87: Build your Courage

**Taking Risks.**

"Failure or the thought of it stops us from taking risks."



PPT #88: Build your Courage

**Taking Risks.**

"Failure is nothing more than not getting the desired outcome the first time around."



PPT #89: Build your Courage

**Taking Risks.**

"No one who is doing what they dreamed of doing, started out doing it perfectly. They just didn't quit when "failure" showed up." Staci J Shelton.

Why do you think people sometimes quit?



PPT #90: Build your Courage

**Taking Risks.**

"Although not getting what we want isn't always pleasant, it can fuel us and give us the drive to succeed. "



### PPT #91: Build your Courage

#### Taking Risks.

Failure = Success that needs a bit of tweaking!

- Divide into groups and give each group one of the failure statements from Slides 87-90. Ask them to discuss and agree or disagree giving reasons.
- How can this statement help you next time you fail at something?



### PPT #92: Courage

#### Tweaking Failure.

Team Quantum Ambassador Anna Richards Video Clip.

Anna Richards NZ Black Fern and 4 times World Champion.

- What advice did her father give her after being dropped?

Footnote: Anna originally wasn't selected in the 2010 World Cup team but was brought in after a player was injured. She went on to claim her 4th World Cup victory when the Black Ferns won the World Cup.

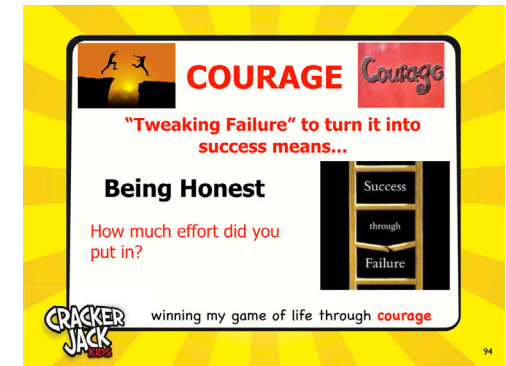


### PPT #93: Courage

#### Tweaking Failure.

Failure = Success that needs a bit of tweaking!

- So how do you "Tweak" it?



### PPT #94: Courage

#### Tweaking Failure.

"Tweaking Failure" to turn it into success means being honest. Ask yourself these questions.

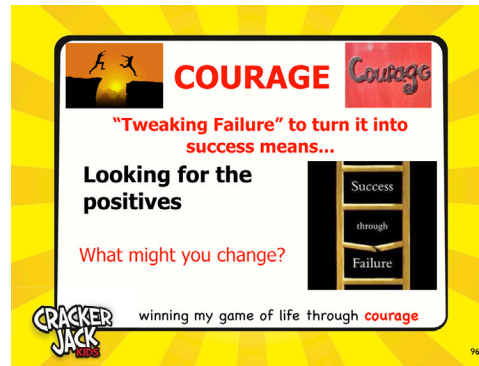
- How much effort did you put in?

**PPT #95: Courage****Tweaking Failure.**

Tweaking Failure to turn it Into Success means looking for positives.

- What did you learn along the way?

**Life Skills Workout (P64)**

**PPT #96: Courage****Tweaking Failure.**

"Tweaking Failure" to turn it into success means...

- Looking for positives
- What might you change?

**PPT #97: Courage****Tweaking Failure.**

Tweaking Failure to turn it Into success means "Re-design".

- Keep what worked and change what didn't

**PPT #98: Courage****Tweaking Failure.**

Tweaking Failure to Turn it Into Success means Re-Launch

- Don't give up trying...set some new goals.





## PPT #99: Courage

## Learn &amp; Grow.

Use the Learn & Grow Life Skills Workout to help the children work through the process of tweaking their failures in order to grow.

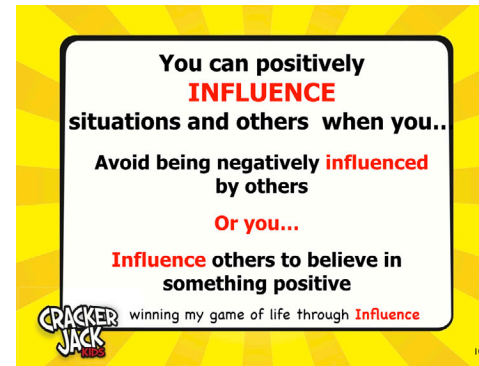
**Life Skills Workout (P65)**



## PPT #100: Courage

## Olympic Medals.

Success or Failure?  
Is winning a Silver or Bronze medal at an Olympic Games a success or failure?



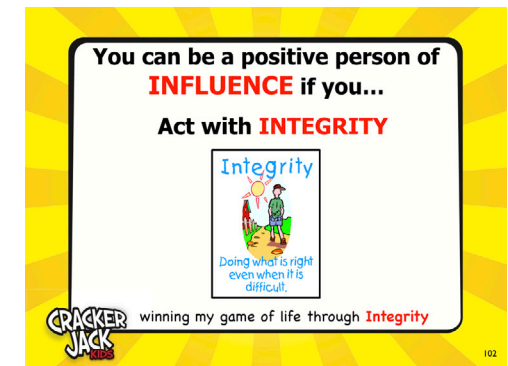
## PPT #101: Influence

## Review Slide.

You can positively INFLUENCE situations and others when you...

Avoid being negatively influenced by others OR you...

Influence others to believe in something positive.

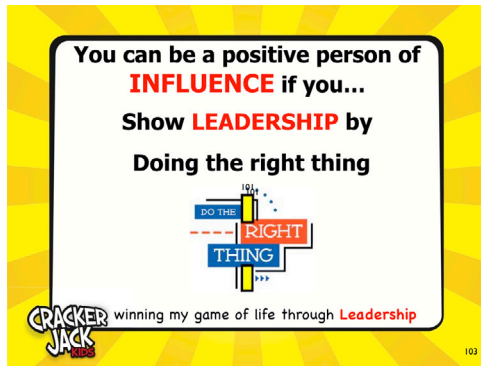


## PPT #102: Integrity

## Review Slide.

You can be a positive person of influence if you...

Act with integrity by doing what is right even when it is difficult.



## PPT #103: Leadership

## Review Slide.

You can be a positive person of influence if you...

Show leadership by doing the right thing.



## PPT #104: Courage

## Review Slide.

You can be a positive person of influence if you...

Show courage by doing the right thing even when it's not popular or easy.





## BEING A RISK TAKER

<b>SUCSESSES</b> What have you tried that you have been successful at even when you were afraid?	<b>WHAT DID YOU LEARN?</b>

Winning in my game of life through **TAKING RISKS**

## BEING A RISK TAKER

<b>FAILURES</b> What have you tried that you have been successful at even when you were afraid?	<b>WHAT DID YOU (OR COULD YOU) LEARN?</b>

Winning in my game of life through **TAKING RISKS**



## LEARN & GROW

### Courage: Tweaking Failure

The **FAILURE** I'm going to work on to turn into a **SUCCESS** is:

**Being Honest:** How much effort did I put in?

☐ None ☐ Not Much ☐ Some but I needed to do more ☐ A lot

**Looking for Positives:** List the new skills you learnt along the way:

I learnt to...



**Re-Design:** What might I need to change?



**Re-Launch:** What new skills do I need to learn?



Keep trying to be "**Better than Before**" set some new goals

**Two new goals are:**

1.

2.

## LEARN & GROW

### Courage: Tweaking Failure

**Being Honest:** How much effort did I put in?

☐ None ☐ Not Much ☐ Some but I needed to do more ☐ A lot

**Looking for Positives:** List the new skills you learnt along the way:

I learnt to...



**Re-Design:** What might I need to change?



**Re-Launch:** What new skills do I need to learn?



Keep trying to be "**Better than Before**" set some new goals

**Two new goals are:**

1.

2.

## INFLUENCE / ADDITIONAL NOTES



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to **win** in the game of life

## ASSESSMENTS

TRACK THE KIDS PROGRESS ON  
THE ASSESSMENT SHEETS

L1

L2

L3



## Module Assessment

### INTEGRITY

#### NET AND WALL GAMES: 1 BOUNCE

Game Play  
Assessment  
Criteria  
"I can..."

Name:

Level 1

Level 2

Level 3

Catch a large ball after 1 bounce

Throw a large ball over a net/line

Get a rally going with a large ball

Contribute ideas to my own learning

Serve a ball from the back line

Cover the court to receive a ball

Move opponents side to side

Contribute ideas to Game Play

Establish a rally using a racquet

Establish a rally using a volleyball

Trick my opponent

Contribute to & apply tactical ideas



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Module Assessment

LEADERSHIP  
CIRCULATION  
VOLLEYBALL:

Game Play  
Assessment  
Criteria  
"I can..."

Name:

Level 1

Level 2

Level 3

Throw the ball over a net height

Catch a large ball on the full

Rotate in a clockwise direction

Move to catch a large ball on the full

Contribute ideas to my learning

Underhand serve the ball

Use the volley own method successfully

Communicate & offer teamwork ideas

Move opponents around the court

Successfully "Dig" the ball

Play defensive and offensive roles

Suggests and employ tactics



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to win in the game of life



# ASSESSMENTS / COURAGE

## Module Assessment

### COURAGE

#### Padder Tennis:

Game Play  
Assessment  
Criteria  
"I can..."

Name:

Level 1

Level 2

Level 3

Hold the racquet correctly

Move keeping the ball balanced

Bounce the ball while moving

Drop & hit a ball to my partner

Contribute ideas to my learning

Establish a rally with partner/wall

Reposition myself to play forehand

Serve the ball accurately

Contribute ideas to team tactics

Rally using forehand & backhand

Cover the court to reposition

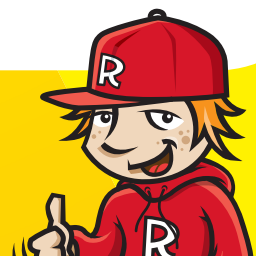
Serve the ball accurately

Employ tactics in game play



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to win in the game of life

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to **win** in the game of life

## CERTIFICATES

REWARDING KID'S ACHIEVEMENTS

L1

L2

L3



# INFLUENCE

CHARACTER BANK DEPOSIT SLIP

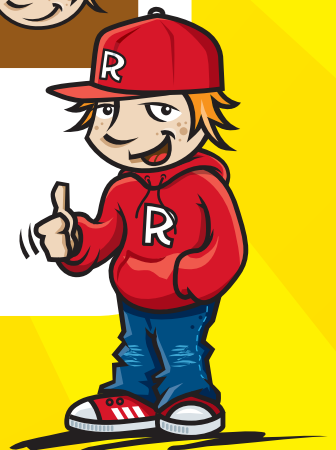
## BRONZE

Name: \_\_\_\_\_



**CONGRATULATIONS!**

You are now ready to move on to  
**SILVER** by being a great INFLUENCE.



**Winning** in the game of life



# INFLUENCE

CHARACTER BANK DEPOSIT SLIP

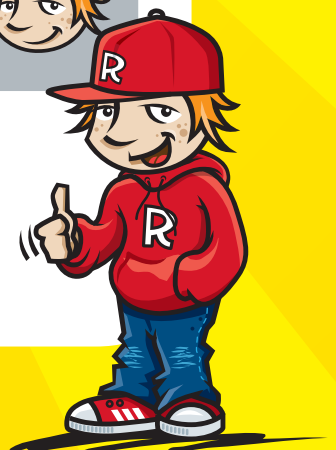
## SILVER

Name: \_\_\_\_\_



**CONGRATULATIONS!**

You are now ready to move on to  
**GOLD** by being a great INFLUENCE.



**Winning** in the game of life





# INFLUENCE

CHARACTER BANK DEPOSIT SLIP

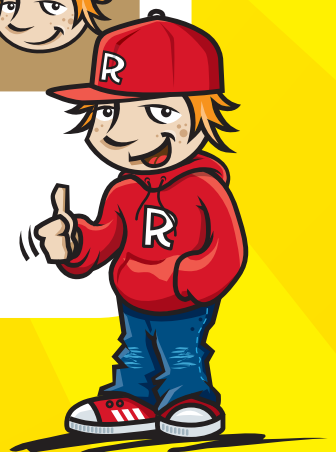
## GOLD

Name: \_\_\_\_\_



**CONGRATULATIONS!**

You are now ready to move on to  
**PLATINUM** by being a great INFLUENCE.



**Winning** in the game of life



# INFLUENCE

CHARACTER BANK DEPOSIT SLIP

## PLATINUM

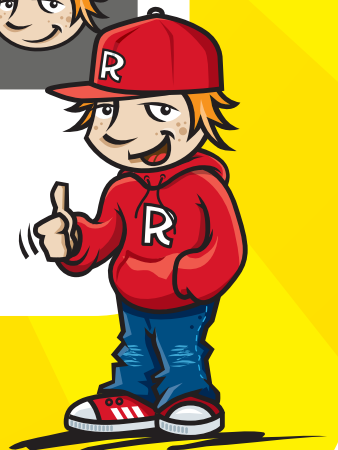
Name: \_\_\_\_\_



**CONGRATULATIONS!**

You are now ready to **win in the game of life** by being a great INFLUENCE.

**Winning** in the game of life





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



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