

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

SELF CONTROL / LEVEL 2 MODULE



SELF CONTROL

INVASION GAMES

PATIENCE / REACTION / DISCIPLINE

L1

L2

L3



This module teaches kids how to have great SELF CONTROL 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 participators in sport and recreation
- Train "Inner Fitness" by delivering a strong values based programme

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

SELF CONTROL

INVASION GAMES

PATIENCE / REACTION / DISCIPLINE

NEW ZEALAND CURRICULUM LINKS	4
SELF CONTROL.....	7
Learning Intentions.....	8
Game Play	9
Powerpoints.....	10
Life Skills	15
PATIENCE	17
Game Play	18
Powerpoints.....	25
Life Skills	32
REACTION.....	39
Game Play	40
Powerpoints.....	45
Life Skills	37
DISCIPLINE.....	53
Game Play	54
Powerpoints.....	60
Life Skills	66
ASSESSMENTS	67
Track the kids progress on the assessment sheets provided	
CERTIFICATES	71
Photocopy and use to reward kids achievements	

Knowing you **CAN**
but deciding you **WON'T**

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



NEW ZEALAND CURRICULUM LINKS

CRACKERJACK KIDS / OVERVIEW

General aims

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

Achievement objectives

STRAND A – Personal health and physical development

- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care
- Experience creative, regular, and enjoyable physical activities and describe the benefits of well-being
- Identify risks and use safe practices in a range of contexts
- Identify personal qualities that contribute to a sense of self worth

STRAND B – Movement concepts with motor skills

- Practice movement skills and demonstrate the ability to link them in order to perform movement sequences
- Participate and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others
- Use modified equipment in a range of contexts and identify how this enhances movement experiences

STRAND C – Relationships with other people

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups
- Describe how individuals and groups share characteristics and are also unique
- Express their ideas, needs, wants and feelings appropriately and listen sensitively to other people and affirm them

STRAND D – Healthy communities and environments

- Explore how people's attitudes, values and actions contribute to healthy physical and social environments
- Identify and use local community resources and explain how these contribute to a healthy community
- Contribute to and use simple guidelines and practises that promote physically and socially healthy classrooms. Schools and local environments

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)

L2 Year 3-4



SELF CONTROL / ADDITIONAL NOTES



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

SELF CONTROL

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

GAME PLAY / SELF CONTROL

PATIENCE / REACTION / DISCIPLINE

Learning Intentions: I am learning how to...	Success Criteria: I can...
Control a ball	<ul style="list-style-type: none"> Control a ping pong ball with a plastic plate Develop a game with my partner Contribute ideas to my learning
Control a ball with my hands by dribbling, passing and receiving the ball	<ul style="list-style-type: none"> Dribble a ball with control while playing games Move the ball into space to advantage my team while playing a game Accurately throw a variety of passes over a range of distances Catch a variety of different passes Move into space to receive a ball to advantage my team while playing games
Control a ball with my feet by dribbling, passing and receiving the ball	<ul style="list-style-type: none"> Dribble the ball with control while playing games Keep the ball close while dribbling the ball Pass the ball accurately over a variety of distances Move the ball into space to advantage my team Receive the ball and keep it under control Move into space to receive the ball to advantage my team while playing games
Control a ball with a hockey stick by dribbling, passing and trapping the ball	<ul style="list-style-type: none"> Dribble the ball using a hockey stick with control while playing games Pass the ball using a push pass accurately over a variety of distances Stop or trap the ball to keep a pass under control Move the ball into space to advantage my team Move into space to receive the ball to advantage my team while playing games

CHARACTER / SELF CONTROL**L2**

Learning Intentions: I am learning how to...	Success Criteria: I can...
Develop self control	<ul style="list-style-type: none"> Strengthen self control Muck up, own up, put it right and move on
• Be Patient	<ul style="list-style-type: none"> Learn to wait Develop my patience Develop great friendships
• React positively	<ul style="list-style-type: none"> Think about what to say and do before taking action React to difficult situations peacefully Accept & fix mistakes
• Be disciplined	<ul style="list-style-type: none"> Discipline myself Create a plan to achieve some goals Follow the plan Use my will power to get my plan underway Share my plan to help me be accountable Put in the time to make my plan work

SELF CONTROL

PLASTIC PLATES AND PING PONG BALLS

Movement Skills/Concepts

- Hand-eye coordination
- Rolling and striking and bouncing a ball with an implement
- Spatial awareness

Set-up

- Court or inside area
- 1 plastic disposable plate per child
- 1 ping pong or small plastic golf balls per child

Activity

Controlling the ball using their plastic plate by rolling, bouncing and striking the ball.

Individual Activities

- Rolling the ball on the plate and changing direction while stationary and walking around.
- Zigzagging the ball across the plate.
- Balancing and rolling it using the rim underneath.
- Throwing the ball up and catching it on the plate.
- Batting the ball up into the air.
- Striking the ball onto the ground.
- Striking it continuously against a wall.
- Running from one line to another hitting the ball up in the air.
- Running from one line to another bouncing the ball.

Partner Activities

- Hitting or rolling it to and receiving it from a partner on the full or with a bounce.
- How many times can you do this in 30 seconds? *(Choose any appropriate time limit).*

Skill Development Teaching Points

1. What are some of the things that help you to keep control of the ball?
2. What position is the best position for the plate so that the ball stays under control while hitting and catching the ball?

3. When you have the ball controlled using 2 hands to hold the plate try challenging yourself to hold it with one hand. Do you find one hand easier to control the ball than the other?
4. Which side is easiest to hit the ball with? Try 5 on one side and then 5 on the other side.
5. To keep control of the ball while bouncing it up and down what do you need to do?
6. How can we hold the plate to give us the best control?
7. When practising with a partner what is a good distance to stand away from each other?
8. When would it be a good time to lengthen or shorten that distance?
(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Design a Game

- Once the children have a reasonable skill level get them in groups or pairs to design:
 - A game.
 - Series of challenges.
- Each game or series of challenges needs the following:
 - Title.
 - Instructions on how to play the game.
 - Rules.
 - Scoring system e.g. how many points to win, first to a set number, etc.
- Ideas for games can include court type games or use of a net or wall.
- Once the children have designed their game they teach their game to another group.
- Reflect on any changes they may need to make before writing up the instructions on a piece of card.
- Set up a circuit of the games. Each group demonstrates their activity before the children rotate around the circuit to try all the games.

Life Focus Questions

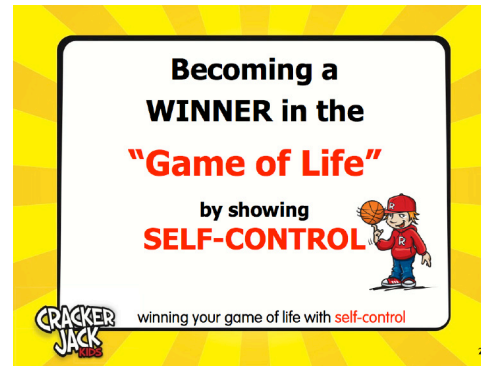
1. While doing these activities what will self-control look like with your learning?
2. What will self-control look like when you are listening to the teacher's questioning? *(Plate and ball on the ground, with the ball placed on the plate. Name this as the designated self-control position for this exercise).*
3. Do you think self-control is an important part of your learning? Why?
4. How does it help you?
5. How does not using it hinder your learning?
6. What helps us move from finding something difficult to do, to finding it easier?



PPT #1: Self-Control

Title Slide: Self-Control

Winning Your Game of Life by having Self Control



PPT #2: Self-Control

Becoming a Winner

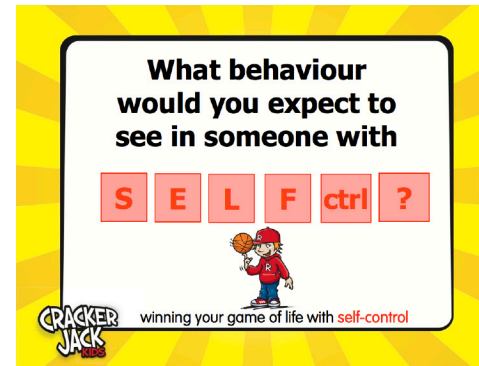
Becoming a Winner in the Game of Life by showing Self-Control

What is self-control?

Is self-control an easy or hard action to display? Why?

In what situations have you found it hard to display self-control?

From children's ideas role-plays could be made whereby children show responses to a situation, which display self-control.



PPT #3: Self-Control

Behaviour

What behaviour would you expect to see from someone acting with self-control?



PPT #4: Self-Control

Self-Control is a Choice.

Agree or Disagree?

Who makes that choice?

Are their times when our friends make the choice for us?

When?

Why?



PPT #5: Self-Control

Your Choice

To act with Self Control way is YOUR Choice:
Agree or Disagree?



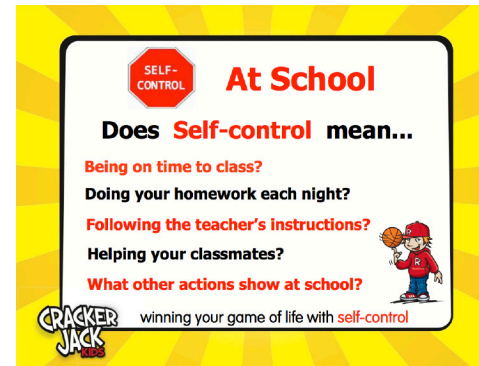
PPT #6: Self-Control

Definition

Self-Control means controlling what you...

Think.
Say.
Do.

With your...
Friends.
Classmates.
Family.

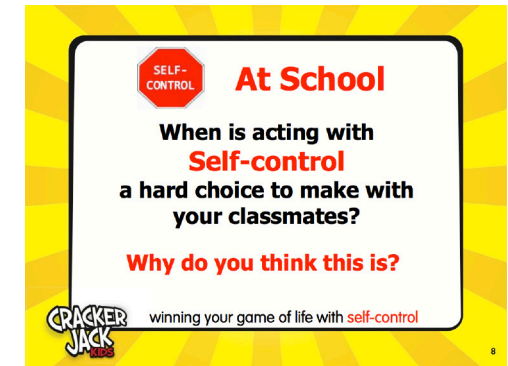


PPT #7: Self-Control

Self-Control at School

Does this mean:

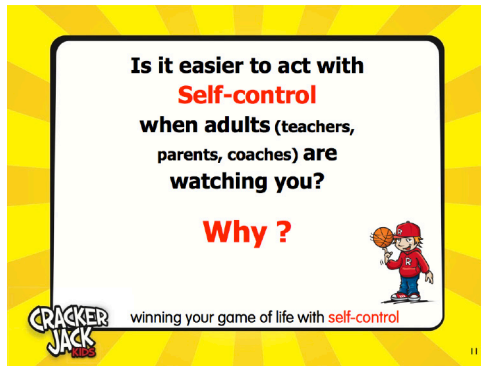
Being on time to class?
Doing your each night?
Following the teacher's instructions?
Helping your classmates? (Including everyone or just friends).
What other actions show self control at school?



PPT #8-10: Self-Control

Self-Control at School

When is acting with self-control a hard choice to make with your classmates?
Why do you think that is?
When is acting with self-control a hard choice to make with friends?
Why do you think that is?
When is acting with self-control a hard choice to make with your family?
Why do you think that is?



PPT #11: Self-Control

Self-Control at School

Is acting with self-control easier when adults (e.g. teachers, parents, coaches) are present? Why?

How can you work together to help each other show SELF-CONTROL even when the teacher isn't there?

What are some actions you can take?

What are some things you can say to each other?

Build up a list of expectations in situations relating to the classroom and introduce a reward system. Eventually encourage children to display self-control because they have pride in themselves to be the best they can be.



PPT #12: Self-Control

Definition

Cat & Mouse Picture Montage

Becoming a champion at self-control is knowing you CAN but deciding you WON'T.

What do you notice is unusual about all of these pictures? (Normally you would expect to see the cat chasing a mouse).

What choices do cats have when they come across a mouse?

What different actions can you see the cat taking with the mouse?

In which pictures do you think the mouse feels the safest?



PPT #13: Self-Control

Self-Control Formula

Kids with self control put things right... here's how:

MUCK UP: Everyone gets things wrong at times.

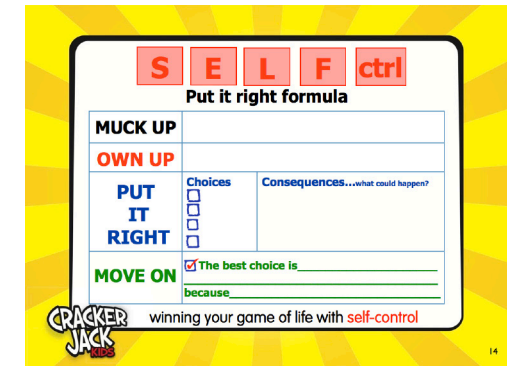
OWN UP: To what you've done wrong.

PUT IT RIGHT: Think about your choices for putting it right.

MOVE ON: After you've "Put if Right" learn from your mistake.

This Self Control Formula can be applied to class related situations that arise in the future (or have already arisen).

Children can also suggest situations that they could apply this formula to.



PPT #14: Self-Control

Self-Control Formula

Self Control Worksheet

Worksheet is provided to record options for applying the Self Control Formula.

For younger classes this could be a class activity. Older children could use it as a group activity or individually.

Worksheet Supplied (P15)



PPT #15: Self-Control

Strengthening Self-Control

Strengthening your self-control

Abide by the rules, which tell you what you can and can't do.

What is the purpose of rules? (Review the purpose of rules as outlined in the "Better than Before" introductory unit).

Why do you think we find it so hard to abide by rules in the classroom?

Why do you think we find it so hard to abide by rules when playing a game?

How can your classmates or teammates help us out?



PPT #16: Self-Control

Strengthening Self-Control

Don't blame others...accept responsibility

Have you been blamed for something you know you didn't do?

What kind of feelings does that provoke in you?

Why do you think we want to blame others?

How can you respond when blamed for something you didn't do that will help others to believe you?

Why are some people believed more than others? (Reference to the story of "The Boy who Cried Wolf" would be a good analogy to draw a comparison with).

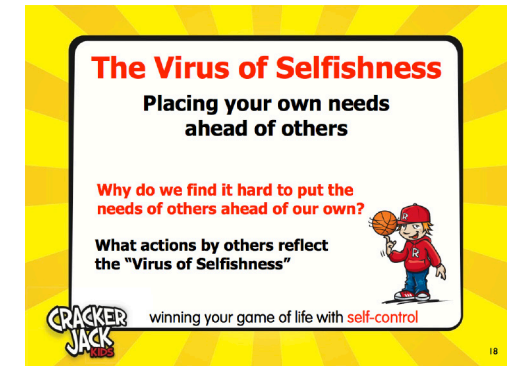


PPT #17: Self-Control

Selfishness

The virus of selfishness

Placing one's own needs and desires above the needs or desires of others. Make up a list with the class of all the things people **NEED** and other things that people **WANTS** i.e. physical needs e.g. food, water, shelter etc, emotional needs e.g. to be respected, friendships, to feel valued. Discuss each suggestion.



PPT #18: Self-Control

Selfishness

The virus of selfishness

Why do we find it hard to put needs of others ahead of our own?

What actions by others reflect the Virus of Selfishness?



PPT #19: Self-Control

Selfishness

Good v Bad Selfishness

Is there such a thing as good and bad selfishness?



PPT #20 & 21: Self-Control

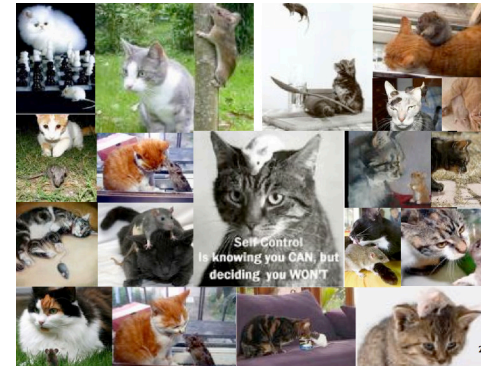
Selfishness

Good v Bad Selfishness

Definition: Taking care of yourself v bad selfishness which is taking advantage of others.

What are some things that could be called "Good Selfishness with your friends, at school or at home?"
 What are some of the actions by others (or yourself) that you think would come under the heading of "Bad Selfishness"?
 Class could be divided into small groups and given a category to discuss. Role Plays on how to respond positively with self-control could be devised by class members in groups or pairs from the ideas.

Worksheet Supplied (P16)

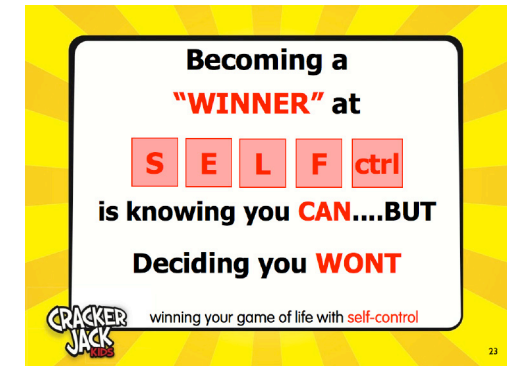


PPT #22: Self-Control

Becoming a Winner

Cat & Mouse Picture Montage

Becoming a champion at self-control is knowing you **CAN** but deciding you **WON'T**.
 What do you notice is unusual about all of these pictures? (Normally you would expect to see the cat chasing a mouse).
 What choices do cats have when they come across a mouse?
 What different actions can you see the cat taking with the mouse?
 In which pictures do you think the mouse feels the safest?



PPT #23: Self-Control

Review Statement

Becoming a champion at **SELF-CONTROL** is knowing you CAN but deciding you **WON'T**.



SELF CONTROL Formula in Action

MUCK UP		
OWN UP		
PUT IT RIGHT	Choices	Consequences: What could happen?
MOVE ON	The best choice is:	
	because...	

Winning in my game of life through **SELF CONTROL**

SELF CONTROL Formula in Action

MUCK UP		
OWN UP		
PUT IT RIGHT	Choices	Consequences: What could happen?
MOVE ON	The best choice is:	
	because...	

Winning in my game of life through **SELF CONTROL**



THE VIRUS OF SELFISHNESS

Good v Bad Selfishness

Good Selfishness Taking care of yourself	Bad Selfishness Taking advantage of others

Winning in my game of life through **Good Selfishness**

THE VIRUS OF SELFISHNESS

Good v Bad Selfishness

Good Selfishness Taking care of yourself	Bad Selfishness Taking advantage of others

Winning in my game of life through **Good Selfishness**



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

PATIENCE

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

PROGRESSIVE PARTNER ACTIVITIES*(Suitable for basketball, soccer or hockey)***Movement Skills/Concepts**

- Dribbling and controlling a ball with the feet, hands or an implement.
- Passing to a partner
- Receiving a ball with control
- Space awareness.

Set-up

- Playing areas divided onto squares. Enough squares for 1 pair or 2 pairs to work independently.
- Initial activities can be performed outside of the areas. Use squares when you reach activity 4.
- Cones within the playing area through which to pass

Activity

Activities include:

1. Passing the ball

- How many different ways can you find to pass the ball? (*Basketball*).
- What different parts of the foot can you use to pass the ball? (*Soccer*).
- Challenge to see how many times they can pass the ball in a set time.
- Children to reflect upon their level of success and identify how they could make improvements.
- They then attempt the challenge again to see if they can make any improvements.

2. Passing over distance

- Pass over a variety of distances by starting close together and then as they successfully pass and catch or trap the ball they move back, and move forward if the ball is dropped or not trapped.
- Challenge is to see how far apart they can get. (*Be aware of safety issues regarding spacing of students and accuracy of throws*).

Use a variety of different passes in basketball, different parts of the foot for soccer, and a push pass only for hockey.

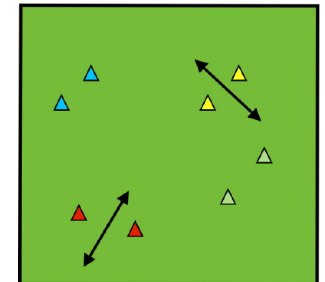
3. Passing between a target to develop accuracy

- The aim is to pass the ball between two cones.
- Each time the pair are successful they move the cones closer together.
- The aim is to see how close they can get the cones and still pass the ball through accurately.

4. Passing and moving

- Once accuracy has been developed, children can be encouraged to start moving around inside their square area (*The premise being that if they can accurately send the ball to each other, when stationery, they can equally send the ball to their partner on the move*).
- Children send the ball and then move into a space to receive the ball back from their partner. The emphasis is placed on pupils looking to see where their partner has moved to.
- Using the cone idea from activity 3, a progression is that pupils can move around an area and score points for passing the ball through a range of different coloured goals or cones (*See diagram below*).
- To add further challenge different coloured cones can be give different points. The challenge now becomes to score as many points as they can in a set time.

These activities can also be used as a warm up activity before playing small sided games.

**Hockey Safety Considerations**

- All passes must only be a push pass to avoid having any swinging sticks. Sticks should always remain close to the ground.
- No lifted balls. Balls must always be played along the ground.
- Encourage students who have a mouth guard or shin pads to use them

Questions

- What are some of the things that make finding them difficult?
- How can you find your partner while moving around? (*Explore a variety of ways such as calling, putting your hand up*).
- What different passes can you make to your partner? (*Explore chest, overhead and bounce passes as possible options or use different parts of the foot for more advanced students*).
- How can you score more points when passing through the cones? (*Don't allow children to pass through the same cone twice in a row and spread out higher value sets of cones within the square*).

(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Variations

- Set a number of challenges for each pair to complete. E.g. Number of passes in a set time, pair sits down when one of them drops the ball, have to restart counting if a ball is dropped etc
- Increase the number of pairs in a square and continue passing challenges
- Increase the size of the square

Skill Development Teaching Points

Review skill focus questions from the basketball, soccer and hockey sections and focus questions on:

- Accurate passing
- Receiving the ball with control
- Moving into space after passing the ball

PROGRESSIVE GROUP ACTIVITIES

(Suitable for basketball, soccer or hockey)

Set-up

When developing teamwork in invasion-based activities the natural progression is to move from working in pairs to working in 4s.

- To establish groups of 4 join pairs to play a possession-based game.
- Pairs remain with their original partners.
- Set up clearly defined playing areas for 2 v 2, 3 v 3 or 4 v 4 activities.

Activities**Progression 1**

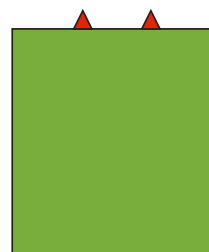
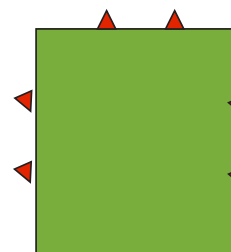
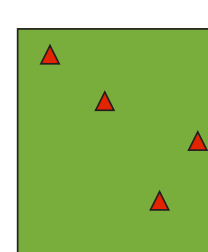
- Pairs retain possession for a set number of passes to score a point. Vary the number of passes depending on the ability of the children in each group.
- Students can also set their own targets which can be progressively increased.
- Once a point has been scored, possession automatically passes to the other team.

Variations

- Increase the size of the playing area. This will increase the time to make decisions as to where to pass.
- Changes to group size – if the group is made up of 3, then there are more options for players.
- Change in the number of passes that need to be made to achieve a point.
- Introduce a rule that all players must be passed to before a point can be scored.
- Allow dribbling but limit the number of touches or dribbles they are allowed before passing.

Progression 2

- Introduce goal scoring opportunities. Children must achieve a set number of passes before they score a goal.
- Goals can be placed in the traditional place at the end of the playing area (see *diagram A below*). Alternatively multiple goals can be created that are placed on all the edges of the playing area (see *diagram B*) or within the playing area similar to the passing activity described previously (see *diagram C*), which encourages greater movement around the area.

Diagram A**Diagram B****Diagram C****Life Focus Questions**

NB Questions provided for each of the main character words as you may use this passing progression in basketball, soccer or hockey options.

Self Control

1. What does self-control look like when your group is left to play the game by managing it yourself versus having a teacher or referee to manage it?
2. Do all games need a referee? Why? / Why not?

Patience

1. What does “developing” your patience look like when working with a partner?
(Note to Teachers: You may deliberately get them to pair up with someone who isn't as good to encourage the better children to help the others).
2. Helping others who aren't as good as you can sometimes make you feel impatient? Encourage the students to work through their feelings in a positive way.
3. Did you like it when you were working with just one other person, or in a bigger group? Why?
4. Did anyone start to begin to feel impatient while waiting for their turn?
5. What could you do to remain more interested (*or engaged*) in the activity when waiting?

Reaction

1. When you or your partner dropped the ball in one of the timed challenges how did you feel?
2. What did you find yourself thinking:
 - a. About yourself if you were the one who dropped the ball?
 - b. About your partner if they dropped the ball?
3. What did you feel like saying to them? *(Some of the more competitive students may react quite differently to others. Explore a variety of feelings from the students and discuss why some people felt differently).*

Discipline

1. Work hard and have fun. Having fun means you improve without feeling that you haven't enjoyed it. Are you having fun with your partner? Why/Why not?
2. What could you do to make it both "fun" and more challenging for both of you? *(If partners are still mismatched in their ability, get them to change partners to someone of a similar ability to see if that makes a difference to the "fun" factor. Trial ideas for making it more challenging).*

Note To Teachers: This progression is a good progression to take at the beginning of the basketball, soccer or hockey ball control activities.

Ball control with the hand**4 v 4 PASSING GAME****Movement Skills/Concepts**

- Dribbling a ball with the hand.
- Passing and receiving a ball.
- Moving into space at different speeds and in different directions.

Set-up

- Grass, hard court area or gym.
- 40 x 30 metre grid. *(Size to suit the ability and number of players).*
- 2 teams of 4 players.
- Ball per game. Use a size 5 basketball for this age group if available.

Activity

- Players pass the ball around their team scoring points for successful passes.
- Scoring could be points per pass or a point for a set number of successful passes.
- When the defending team gains possession they count their passes beginning at zero each time.
- The winning team is the team that makes the highest number of consecutive passes.
- Can't take the ball off the person holding it.

Variations

- Allow dribbling to relocate the ball but limit dribbles to avoid over dribbling.
- Alter the size of the playing area and increase or decrease the size of the teams.
- Increase the size of the teams to 3 v 3 or 4 v 4.
- Set rules around double dribbling and traveling as appropriate for the skill level of the teams.
- Must pass it to every team member as part of the sequence.
- Can't pass it back to the person you received it from. *(Note if you are encouraging Give and Go passes then drop this rule).*

Small Sided Game Questions

1. How can your teammates help you when they are in space?
2. When is it better to dribble the ball and when is it better to pass?
3. What might influence your decision?
5. What makes it difficult to pass the ball to your teammates?
6. Is there more space when you are closer together or more spread out?
7. As a defender what are some things you can do to regain possession?
(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Skill Development Teaching Points and Suggested Questions**Dribbling**

(Refer to Level 1 manual for more teaching points around dribbling for children who are still developing their confidence to dribble the ball).

For the best control dribble keep the ball low

1. Why would keeping the ball low help you when dribbling the ball? *(Harder for the defenders to get the ball off you).*
2. What changes do you need to make to keep the ball lower? *(Meet the ball lower by reach your dribbling hand and arm down low a to shorten the distance the ball has to travel).*

Use your fingertips to “see” the ball by feeling and controlling the ball

1. What do you think, “Seeing the ball with your fingertips” means? *(Not using your eyes but using touch to know where the ball is).*
2. What advantages will this give you? *(Not looking down at the ball so you will be more aware of where others and space are on the court including team mates, scoring opportunities and defenders).*

Keep your head up, don’t look at the ball

1. In a game situation what are you looking for when moving the ball and by dribbling? *(At other team mates and defenders) Why? (Look for a free team mate or a space to attack the basket).*
2. Why would that be helpful? *(To maintain possession or pass it to a team mate or space to attack the basket).*
3. When might you want to pass it to another team mate? *(When you are defended or when they are in a better position, to score).*

Keep the elbow of your dribbling hand close in at your side.

1. Will it be easier for the defenders to knock you and put your control off if the elbow of your dribbling hand is sticking out or close to your body? Why?
2. How could you use your other arm to keep a defender away? *(Hold it up using the “arm bar” technique).*

The palm of your dribbling hand is kept over the ball.

1. Where on the ball should your hand make contact with it? *(On the top when teaching a basic dribble).*
2. Why is it important to keep your hand on top? *(If you put it underneath it’s a “carry”).*
3. Where else on the ball could your hand go but not underneath when it would be a carry? *(On the sides near the top).*

Learn to dribble with both hands

1. Why would you want to dribble the ball in a game? *(To move the ball up the court or into a different position or to beat a defender or to score)* What advantages would there be for a basketball player to learn to dribble well with both hands? *(Harder for the opposition to get the ball, easier to change direction).*
2. Why would you want to dribble the ball in a game? *(To move the ball up the court or into a different position or to beat a defender or to score).*

Dribble the ball on the side of your body away from the defender.

1. Where is the best place to bounce that ball when running with it so that you don’t trip over it? *(Out on the side).*
2. Which is the best side to dribble it on? (Same side as your hand) Why? *(Hard to dribble with arm across your body).*

Passing**A good pass is a pass a team mate can catch**

3. What helps make a pass accurate? *(Step towards your receiver, hands finish in the direction of the receiver).*
4. What will help you get power into your pass so that it reaches your team mate? *(Step towards your team mate that you are passing it to).*
5. Which foot feels most comfortable to step forward with? *(Let children experiment which feels more comfortable).*

1-2 or Give and Go Pass. Move into space closer to the goal to receive the ball back

1. After you have passed the ball where could you run to receive the ball back?
2. Do you think this will be an easy move to defend? Why / Why not?

Move into space when you have passed the ball

1. What is the name of the quick inter change of passes between 2 players? *(or a 1-2 pass).*
2. What is the advantage of this type of move?
3. Where could you move to?

Chest Pass**Hold the ball on the sides with thumbs at the back of the ball**

1. Where are your hands on the ball that gives you good control and power to pass the ball? *(Side with thumbs at the back of the ball).*

Finish with your thumbs pointing down after you have let the ball go

1. Where do you find your thumbs pointing after you have thrown the ball? *(Suggest to children finishing with thumbs pointing down if no one is doing it naturally, snap the wrist as the thumbs go down).*
2. What are you finding when you finish with your thumbs pointing downwards? *(More power and accuracy).*

Aim to throw the ball so that the receiver catches it a chest level

1. Where will be the easiest place for your team mate to catch the ball? *(Chest level).*
2. What do you need to do to get the ball to your team mate at chest level? *(Finish with arms pointing towards team mate at chest level and with enough power to reach them).*
3. How can you get power into your pass? *(Step forward with the pass, and strong follow through with a strong flick of the wrist and thumbs down).*

Feet should be shoulder width apart

1. How wide apart feels comfortable when passing a ball? *(Shoulder width).*
2. Why? *(For balance and helps with power).*

Bounce Pass**Bounce pass is thrown the same way as a chest pass but is aimed at the floor**

1. Why might you use a bounce pass? *(To make it harder for a taller person to get the ball).*
2. What are some of the things that you have learnt when making a chest pass that will help you throw a good bounce pass? *(Thumbs at the back of the ball, hold on the side, snap wrists and finish with thumbs down).*
3. What is the main difference? *(Bounces to your team mate).*

Aim to bounce the ball about 3/4's of the way between you and your partner

1. At what height do you want your partner catching the ball? *(Mid section or waist height).*
2. How close to your team mate do you need to bounce the ball to reach them at that height?
Let children experiment in pairs. *(3/4's of the way between you and your team mate).*

Power comes from stepping towards your target and a strong flick of the wrist and follow through

1. Where can you get power from for a bounce pass? *(Step towards the target, snap wrists and follow through).*

Aim to bounce the ball about 3/4's of the way between you and your partner

1. At what height do you want your partner catching the ball? *(Mid section or waist height).*
2. How close to your team mate do you need to bounce the ball to reach them at that height?
Let children experiment in pairs. *(3/4's of the way between you and your team mate).*

Power comes from stepping towards your target and a strong flick of the wrist and follow through

1. Where can you get power from for a bounce pass? *(Step towards the target, snap wrists and follow through).*

Life Focus Questions

1. When your group is left to work by themselves, what does self-control look like.
Remember the definition for self-control is "Knowing you can but deciding you won't."
2. What are some of the things you are finding frustrating while you are learning to control the ball?
3. What do we need to do to take something difficult and turn it into something easier?
(Patience and practice).
4. How can having patience help you with your learning?
5. In this game how does patience help you?
6. If patient people learn to take turns, how will this help you build up pressure on the team you are trying to tag? *(Ensure that everyone is included in the game, and it isn't dominated by a couple of players).*

Note to Teachers: This game could also be played in the soccer or hockey sections to develop team passing.

KEEP POSSESSION AND ADD 1**Movement Skills/Concepts**

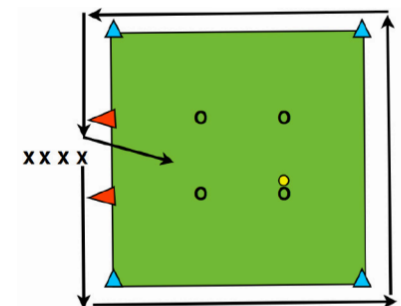
- Controlling a ball with the hand.
- Passing and receiving a ball.
- Moving into space at different speeds and in different directions.

Set-up

- Hard court area or gym.
- Square grid *(Size to suit the ability and/or number of players).*
- 2 teams of 4 players.

Activity

- One team is the passing team while the other is the running and defending team.
- The passing team (O's) begins passing the ball around inside the playing field while the running and defending team (X's) runs around the outside of the square.



GAME PLAY / PATIENCE

L2

- The running or defending team dribbles a ball around the outside before joining the game to make it 4 v 2, 4 v 3 then 4 v 4 game.
- Once all 4 players have joined in, the game is played for:
 - a. A set time e.g. 2 minutes or a set number of successful passes are counted. *(The defensive team can score points for any intercepts they make, but the ball is given back to the attacking team after each intercept. You can use students not participating in PE to time or count).*
 - b. Play until a goal is scored by the attacking team, or the defending team wins the ball if goals are available.
- Swap roles.

Variations

- Change the activities that the running or defending team is required to do before entering the game.
- Alter the size of the 2 grids.
- Restrict the number of touches or dribbles or time a player can have the ball before passing.
- Introduce a goal as a scoring option for either team.
- Restrict the time of the game once it becomes a 4 v 4 game.

Small Sided Game Questions

1. What were some of the things that helped you pass the ball successfully?
2. When was it safe to make a pass?
3. Were shorter or longer passes more effective? Why?
4. What did you have to do differently when extra defenders were added?
5. How did the defenders make it harder for the attacking team to pass the ball? *(For each point given, ask for ideas to counteract each idea).*

(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Skill Development Teaching Points

Opportunity to review skill focus questions from the basketball, soccer or hockey for the following points:

- Passing
- Moving into space after passing the ball
- Dribble or Pass?
- Receiving the ball
- Dribbling for control and speed
- Give and Go or 1-2 touch passes
- Looking up while dribbling the ball

Life Focus Questions

1. Why is it important to keep control of the ball?
2. Are there times when playing that you become impatient? What are the reasons? (Could be that they aren't getting the ball much).
3. If patience is an action, what ideas have you got that will help everyone become more involved in the game e.g. communication, moving into space, passing sequence which includes everyone etc
4. How can having patience help you in a game?

Note to Teachers: This game could also be played in the soccer or hockey sections to develop team passing.

SHADOWS

Movement Skills/Concepts

- Controlling a ball with the hand.
- Passing and receiving a ball.
- Moving into space at different speeds and in different directions.

Set-up

- Divide your players into 3 teams as follows
- Interceptors
- Shadows
- Passers
- Play inside a playing area suitable for the age and ability of your students.

Activity

- **Passers** attempt to pass as many consecutive passes to score points. E.g. 5 successful passes = 1 point. (Can be played by throwing and catching a fun object like a rubber chicken)
- **Interceptors** attempt to touch or intercept the passes or force it out of play. One point per intercept, touch or time the ball is forced out.
- **Shadows** follow a specific player around the playing area. They are not allowed to touch the player or intercept the ball or in anyway interfere with the player they are following until the player receives the ball. They can then try to tag them on the back. One point per tag.
- Other than a tag on the back, no other contact is allowed between players.
- Game is played for a set time.

Small Sided Game Questions**Shadows**

1. What advantages are there if the shadows stay close?
2. What are you looking at as you try to follow your player?
3. How can a shadow stay close to their players?
4. What pressure does staying close to your player put on the passers?

Passers

1. What are some of the things you can do to help your team get consecutive passes?
2. What do the people without the ball need to do to help the player with the ball?
3. What are some different ways you can throw the ball?
4. What pressures did you feel when you received the ball?
5. How can your teammates help you out when you have the ball?

Interceptors

1. How can you work together to score as many points as possible?
2. What movements have you found effective when trying to intercept the ball?
3. Where can you stand to intercept the balls?
4. Is it easier to stay closer to the passers or further away? Why?

General Questions

1. After players have been given the opportunity to play all roles ask the following questions.
2. Which role did you enjoy the best? Why?
3. Which role did you find the easiest? Why?
4. What types of skills make a good:
 - Defender?
 - Shadow?
 - Passer?
5. Do you think some players are better at some roles more than others?
6. Do you think some players are better at some roles more than others?
7. How can that help us when we are playing together as a team?
8. What would happen to the game if someone doesn't fulfill their role?

(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Skill Development Teaching Points

- Accurate Passing
- Moving into space
- Receiving the ball/object
- Give and Go or 1-2 touch passes
- Looking up while dribbling the ball

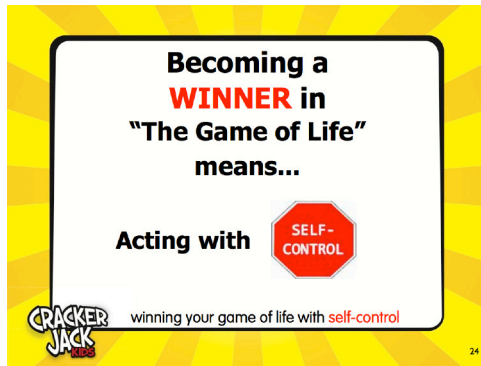
Life Focus Questions

1. What are some of the ways you are able to control the ball?
2. Sometimes it's difficult to control our feelings, just like it's sometimes hard to control the ball. What are some negative feelings you are having while playing that you might need to control?
3. What situations create these feelings?

Note the Teachers: When having these kind of discussions insist the children do not mention names but mention only situations that have caused the feeling. Use the self-control formula to discuss other options on how they could show self-control in any of the situations mentioned.

4. Would any of the situations be helped by showing patience? How?

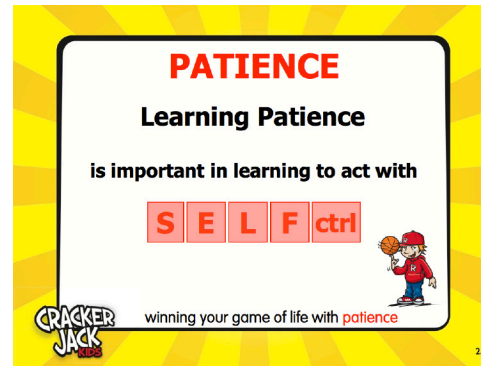
Note to Teachers: This game could also be played in the soccer or hockey sections to develop team passing.

**PPT #24: Patience****Becoming a Winner**

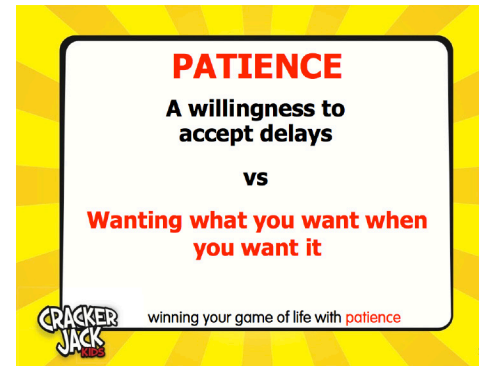
Becoming a Winner in the Game of Life

Means acting with self-control by having...?

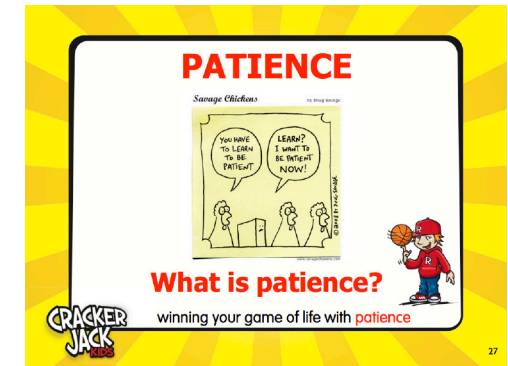
Get children to suggest other character/value words that they think may reflect self-control before introducing the new character word, which is patience.

**PPT #25: Self Control****Patience**

Learning patience is important in learning to act with self-control.

**PPT #26: Patience****Definition**

A willingness to accept delays verses wanting what you want when you want it!
What are some of the things that you find hard to wait for? (Brainstorm a class list. This can be referred to later when looking at possible consequences as a result of having to wait. Traffic jams/slow traffic is a good example). Teacher can share an example from his or her own lives.

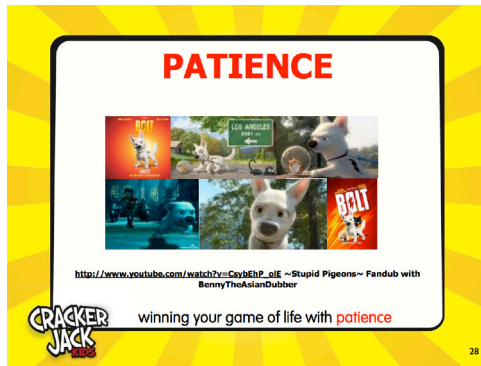
**PPT #27: Patience****Learning Patience**

What is patience?

Discuss the cartoon dialogue. "You have to learn to be patient."

"Learn? I want to be patient NOW."

How do you think you learn patience?



PPT #28: Patience

“Bolt: Stuck Melon”

Video Clip

Downloadable for educational purposes to illustrate a value from

http://www.youtube.com/watch?v=CsybEhP_oIE

Pigeons~ Fandub with Benny The Asian Dubber. (Up until Bolt frees his head).

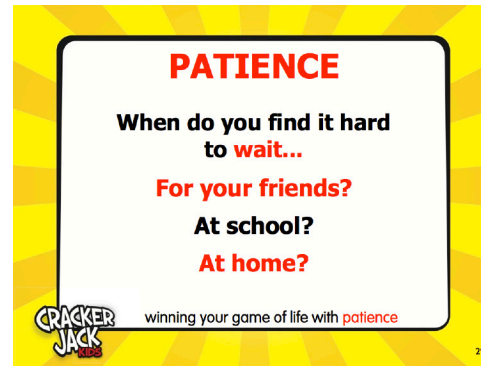
Did the dog show patience before running into the fence?

What different outcome do you think there could have been if he had showed more patience?

Can you think of times when you have hurried to do something or go somewhere but your haste has actually slowed you down? Why is this?

What did you think of the Duck's advice to take it easy?

Was this a helpful suggestion? How?



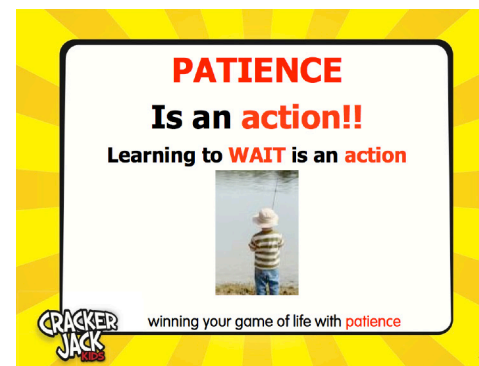
PPT #29: Patience

Learning to wait

When do you find it hard to wait for your friends?

When do you find it hard to wait at school?

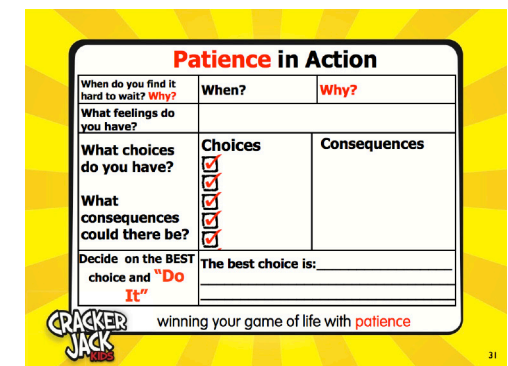
When do you find it hard to wait t home?



PPT #30: Patience

Patience is an ACTION

Learning to wait is an **ACTION**.



PPT #31: Patience

Patience in Action


Worksheet

Using the situations the children come up with discuss possible choices and consequences.

Worksheet Supplied (P32)

PATIENCE

I once learned a valuable lesson about patience. I came across a turtle on my way home from school.



winning your game of life with **patience**


32

PPT #32-41: Patience**The Patience of a Turtle Story**

Read the story to your class or it can be used as a group reading activity.

PATIENCE

I brought him home to examine him a little more closely. My intention was to let me go a few hours later.



winning your game of life with **patience**

33

PPT #32: I once learned a valuable lesson about patience. I came across a turtle on my way home from school.

PPT #33: I brought him home to examine him a little more closely. My intention was to let me go a few hours later.

PPT #34: I put him down and waited for him to come out of his shell. He didn't.

PPT #35: I pulled up a chair and waited some more. Still he didn't move.

PPT #36: I sang to the turtle. Still no appearance.

PPT #37: I told turtle stories. I coaxed him with food. But nothing worked

PATIENCE

Finally I had to leave so I barricaded the porch in case the turtle decided to leave too.



After all, I still hadn't gotten a closer look.

winning your game of life with **patience**

38

PPT #38: Finally I had to leave so I barricaded the porch in case the turtle decided to leave too. After all, I still hadn't gotten a closer look.



PPT #39: The turtle decided he had had enough. When I returned, the porch was empty. He apparently didn't think much of my barricade.

PPT #40: I learned a valuable lesson from that turtle. He just bided his time and waited.

PPT #41: He wasn't much interested in food, songs or stories. He only wanted me to go away. So he patiently waited until I left. Then he left too.

PATIENCE

He wasn't much interested in food, songs or stories. He only wanted me to go away. So he patiently waited until I left.

Then he left too!

winning your game of life with **patience**

41

PPT #41: Patience**The Turtle Story****Questions**

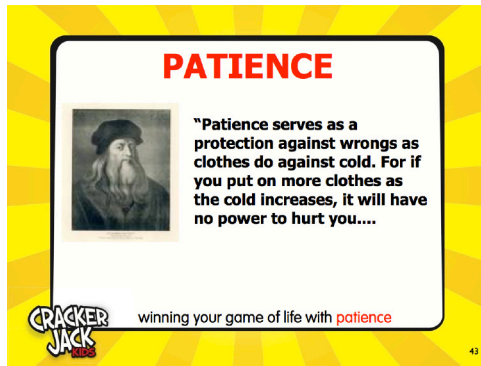
What did the turtle do to show patience? (Emphasis on the word waiting).

Why do you think the turtle chose to act in this way?

What are some of the lessons that we can learn from the Turtle Story about patience?

In what situations could this story of the Turtle help you?

Reading Sheet Supplied (P33)



PPT #43 & 44: Patience

Leonardo De Vinci Quote

"Patience serves as a protection against wrongs as clothes do against cold. For if you put on more clothes as the cold increased, it will have no power to hurt you.

So in like manner you must grow in patience when you meet with great wrongs, and they will be powerless to vex your mind."

Leonardo De Vinci painter, engineer, musician and scientist (1452 - 1519)

Discuss the meaning of this quote with the children and the meaning of some of the language.

They may also like to research some of the things Leonardo De Vinci became famous for.

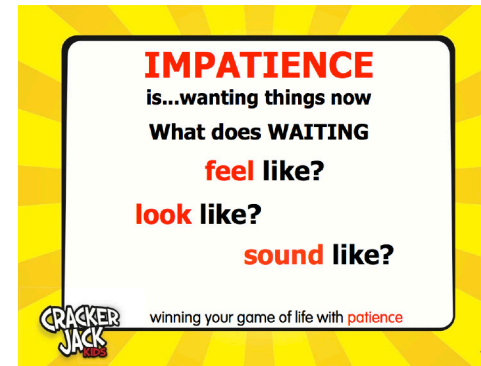


PPT #45: Patience

Impatience

Impatience is the opposite of patience

Impatience wants things now!



PPT #46: Patience

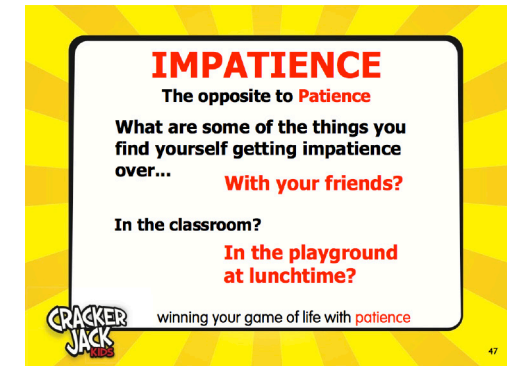
Impatience

Impatience wants things NOW!

What does waiting feel like, look like, and sound like?

Y chart is a good tool to record children's ideas and thoughts on impatience. These can be done individually, in pairs, in groups or as a class.

Identification of situations will also give opportunity to discuss possible positive actions they can take when they feel impatient.



PPT #47: Patience

Impatience

Impatience is the opposite of patience

What are some of the things you find yourself getting impatient over with your friends?

What are some of the things you find yourself getting impatient over in the classroom?

What are some of the things you find yourself getting impatient over in the playground at lunchtime?

What are some of the things you find yourself getting impatient over at home with brothers and sisters?

Developing my Patience

When I get impatient	I get impatient when I...	Ideas for what I can do next time
Friends		
School		
At Home		

winning your game of life with **patience**

PPT #48: Patience**Impatience**

Developing my patience worksheet

Children can complete these individually, in pairs or groups and come up with ideas that reflect more patience.

Ideas could then be turned into role plays e.g. if a scenario has several acceptable solutions try putting these into role plays so that the children begin to understand that there are several ways that they can respond.

Worksheet Supplied (P34)

IMPATIENCE
Learning to take turns

Patient people learn to take turns
When do you need to learn to take turns with...

- ✓ Your friends?
- ✓ In class ?
- ✓ In the playground at lunchtime?
- ✓ With your brothers, sisters or cousins?

winning your game of life with **patience**

PPT #49: Patience**Impatience**

Learning to take turns

Patient people learn to take turns.

When do you need to learn to take turns with your friends?

When do you need to learn to take turns in class?

When do you need to learn to take turns in the playground at lunchtime?

When do you need to learn to take turns with your brothers and sisters or cousins?

IMPATIENCE
The opposite to **Patience**

Patient people learn to take turns

What ideas can you come up with to help sort out situations when others always want things their way?

winning your game of life with **patience**

PPT #50: Patience**Impatience**

Learning to take turns

What ideas can you come up with to help sort out situations when others always want things their way? E.g. paper, scissors, rock.

Worksheet Supplied (P35)

IMPATIENCE
Taking Turns
By: Jacqueline Jules

Last night I stood watching
as colours spread across the sky,
Once again, the sun was setting,
Once again, I wondered why.

They say the earth is spinning
every second, round and round.
Why don't I feel it moving
when I'm standing on the ground?

winning your game of life with **patience**

PPT #51: Patience**Impatience**

Learning to Take Turns Poem by Jacqueline Jules

Copy of the poem is also included in the worksheets folder and can be used as a class/group reading activity.

Last night I stood watching
as colours spread across the sky.
Once again, the sun was setting.
Once again, I wondered why.

They say the earth is spinning every second
round and round.
Why don't I feel it moving,
When I'm standing on the ground?

IMPATIENCE

They say when evening comes
and I brush my teeth for bed,
children way across the globe
are waking up instead.

Could that be the reason
we lose the sun each night?
The world is taking turns.
I think that's quite polite.

CRACKER JACK winning your game of life with **patience**

52

PPT #52: Patience**Impatience**

Learning to Take Turns Continued

They say when evening comes
and I brush my teeth for bed.
Children way across the globe
are waking up instead.

Could that be the reason
we lose the sun each night?
The world is taking turns
I think that's quite polite.

Reading Sheet Supplied (P36)

IMPATIENCE

Why does this caterpillar
need to show patience?

PATIENCE requires us to wait...

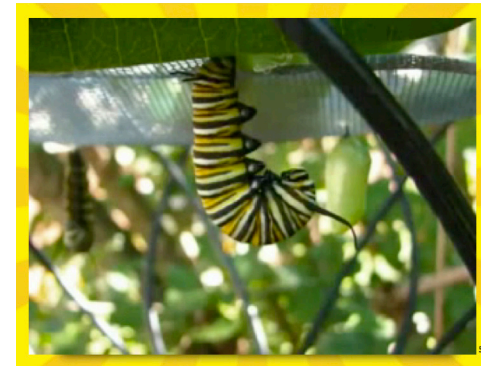
CRACKER JACK winning your game of life with **patience**

53

PPT #53: Patience**Caterpillar Trying to Fly**

This caterpillar needs to show patience

Why does a caterpillar need to show
patience?

**PPT #54: Patience****Transformation**

Video Clip: A caterpillar transforming into a butterfly.

Often patience requires us to wait.

Is it a good thing to learn to wait for some
things? Why?

IMPATIENCE
Hurts Friendships

Impatience with others makes
us more critical of others and
hurts friendships

Has this ever happened to you?

CRACKER JACK winning your game of life with **patience**

55

PPT #55: Patience**Impatience**

Impatience Hurts Friendships

Impatience with others makes us more critical
of others and hurts our relationships with
them.

Has this ever happened to you?

Discuss with children situations when this may
have happened.



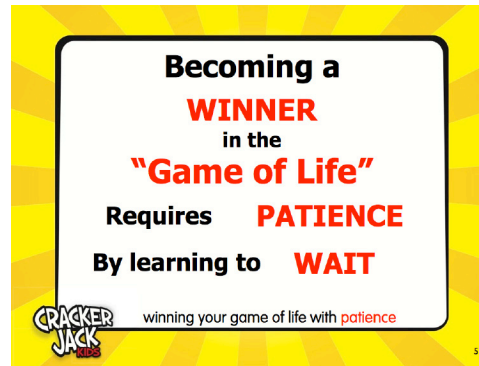
PPT #56: Patience

Impatience

Developing Great Friendships Worksheet

Role-plays can also be made out of the ideas presented.

Worksheet Supplied (P37)



PPT #57: Patience



Closing Statement

Becoming a Winner in the "Game of Life" requires PATIENCE by learning to WAIT.

**WINNERS
FOR LIFE**



PATIENCE IN ACTION

When do you find it hard to wait?		
What feelings do you have?		
What choices do you have?	What consequences could there be?	
		
		
		
		
		
The best choice is:		
because...		

Winning in my game of life by **HAVING PATIENCE**

**WINNERS
FOR LIFE**



PATIENCE IN ACTION

When do you find it hard to wait?		
What feelings do you have?		
What choices do you have?	What consequences could there be?	
		
		
		
		
		
The best choice is:		
because...		

Winning in my game of life by **HAVING PATIENCE**

PATIENCE

I once learned a valuable lesson about patience.

I came across a turtle on my way home from school. I brought him home to examine him a little more closely.

My intention was to let me go a few hours later.

I put him down and waited for him to come out of his shell. He didn't.

I pulled up a chair and waited some more. Still he didn't move.

I sang to the turtle. Still no appearance.

I told turtle stories. But nothing worked...

I offered him some food.

Finally I had to leave so I barricaded the porch in case the turtle decided to leave too.

After all, I still hadn't gotten a closer look.

The turtle decided he had had enough. When I returned, the porch was empty.

He apparently didn't think much of my barricade.

I learned a valuable lesson from that turtle. He just bided his time and waited.

He wasn't much interested in food, songs or stories. He only wanted me to go away.

So he patiently waited until I left.

Then he left too!





Developing my Patience

	I get impatient when I...	Ideas for what I can do next time
FRIENDS		
SCHOOL		
AT HOME		

Winning in my game of life by having **GREAT FRIENDS**

Developing my Patience

	I get impatient when I...	Ideas for what I can do next time
FRIENDS		
SCHOOL		
AT HOME		

Winning in my game of life by having **GREAT FRIENDS**

LEARNING TO WAIT IN THE CLASSROOM

Instructions:

Aim of the Exercise: To teach children to wait for help in the classroom by giving them strategies to use while they wait.

Activity 1: Scenario

"Let's say you have a question for me (the teacher) but I am talking to someone else at the same time".

Questions

1. Can I talk to 2 people at the same time?
2. What can you think to do while you wait? (*wait quietly, do something else, ask someone else, say excuse me ...if you must interrupt*).
3. What else could you go and do?
4. When would it be appropriate to interrupt? (*in an emergency....talk about what situations this would include*).

Activity 2: Scenario

- Set up 2 children, 1 as a teacher who is helping the other child in a task.
- Teacher becomes the 3rd person and "thinks out loud" on what they can do because they need help.
- Dialogue follows along lines of: *"I need help...The teacher is talking to ??...I need to wait...they might be talking for a while...What can I do while I'm waiting?..."*
- At this point elicit suitable responses from the class.
- You could also use this opportunity to instigate a system in the class that will help the children e.g. writing initials up on an "I am waiting for help" Chart/whiteboard as part of the process.

Follow up Questions

1. Did I expect the teacher to help me while she was busy?
2. Did I wait there and maybe make the teacher feel uncomfortable?
3. Did I disturb the teacher every few seconds? How did I do that?
What other options are there for me to choose from?
4. Is it Okay for the teacher to finish what she is doing and make me wait?
Why?

Follow Up Options

- Have a volunteer recap the appropriate steps to take while waiting your turn?
- In 3's get children to role play the above scenario choosing their own options for activity and verbal responses.



TAKING TURNS By Jacqueline Jules

**Last night I stood watching
as colours spread across the sky.
Once again, the sun was setting.
Once again, I wondered why.**



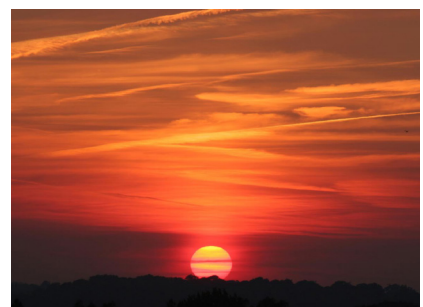
**They say the earth is spinning
every second, round and round.
Why don't I feel it moving
when I'm standing on the ground?**



**They say when evening comes
and I brush my teeth for bed,
children way across the globe
are waking up instead.**



**Could that be the reason
we lose the sun each night?
The world is taking turns.
I think that's quite polite.**





Developing Great Friendships

	My friendship was hurt when I...	Ideas for what I can do next time...
FRIENDS		
SCHOOL		

Winning in my game of life by having **GREAT FRIENDS**

Developing Great Friendships

	My friendship was hurt when I...	Ideas for what I can do next time...
FRIENDS		
SCHOOL		

Winning in my game of life by having **GREAT FRIENDS**

SELF CONTROL / ADDITIONAL NOTES



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

REACTIONS

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

REACTIONS

Ball control with the feet

PASS AND MOVE

Movement Skills/Concepts

- Maintaining possession through passing and receiving a ball with control.
- Moving into space at different speeds and in different directions.

Pre-Game Passing Activity

Set-up

- Create a playing area suitable for the number of children in each square.
- Have the children work in pairs. *(Create a group of 3 if you have odd numbers).*
- For more capable players increase the size of the playing area to create longer passes.

Activity

- Create a playing area suitable for the number of children in each square so that they can move around and have good spacing between each person.
- Players move around inside their playing area passing the ball between each others.
- Combine 2 or 3 pairs and get them to work within the same playing area.
- Create different competitive challenges e.g set number of passes, time to achieve a set number of passes, restart numbering if they lose control.
- Challenge them to increase distance of passes as their skill develops.
- Discuss any Skill Focus Development points relating to passing and receiving the ball. Develop questions from the skill development teaching points for passing and receiving the ball.

Targets

Set Up

- Using the same set up as above.
- Divide into teams of 4 - 6 and number them off.

Activity

- Players pass the ball to the player with the next highest number e.g. 1 passes to 2, 2 to 3, 3 to 4 and so on. The highest number in the group passes the ball back to 1.
- Players move to another area after passing the ball. *(If more movement needs to be created, get them to run to a different sideline or around the outside after passing the ball).*
- Set a variety of challenges e.g.
 - Set number of passes and first team finished
 - Reset numbering if a ball is not trapped/stopped/or is an inaccurate pass
 - How many passes in a set time
- Put 2 groups into the same space. *(Make sure the space can take both groups)* Both groups continue to work independently but they have to be more aware of more players that they need to avoid.

Continue to pass the ball in the same order.

Variations

- Allow some dribbling before passing the ball, but limit the number of touches
- Add in 1 or 2 defenders into each group to add more pressure and make it more game like. Ensure you have a 4 v 2, 5 v 2 or 3 or 6 v 3 ratio to that you have far more attackers than defenders. *(If a defender intercepts the ball, don't allow tackles, then they replace the attacker who lost the ball).*

Small Sided Game Questions

1. Why is it important in a game to be able to:
 - Pass the ball accurately?
 - Stop and control the ball?
2. What else could you do with the ball in a game?
3. What ways can you think of to communicate to your teammate where you are?
4. How will moving after you have passed the ball make it harder when you have another defending team?
5. How can you speed up the number of passes

(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Skill Development Teaching Points and Suggested Questions

(Refer to Level 1 manual for more teaching points around dribbling for children who are still developing their confidence to dribble the ball).

Dribbling the Ball

1. How fast can you move and still keep the ball close enough to control it?
2. What is this called? *(Dribbling the ball).*
3. Which parts of the foot can you use?
4. Which part do you find easiest?
5. Can you use both feet to help keep control the ball?
6. Which foot do you find the easiest?

Dribbling the ball using both left and right feet

1. Other than passing the ball what else can you do to move the ball while still keeping control of it? *(Dribble it).*
2. Why might you decide to dribble the ball? *(Keep the ball until a team mate is in a clear position to receive a pass, get past a defender or move it closer to the goal to shoot).*
3. Which part of the foot gives you the best control when dribbling the ball? *(Inside towards the end of the foot at the toes).*
4. How can you move the ball quickly while still keeping control of the ball?
5. Can you use the inside of both feet? Is this easier than just using 1 foot?
6. How hard do you think you should strike the ball? *(Lightly)* Why? *(To keep control of it).*
7. When dribbling the ball, how close should you have it to your feet? *(Close)* Why? *(To keep it away from defenders and to change direction).*

Many touches of the ball: Kick the ball lightly with both feet at a comfortable speed

1. Do you keep better control by touching the ball lots or just occasionally? Why?
1. Can you use the inside of both feet? *(Yes, key to dribbling is to use both feet).*
2. Is this easier or quicker than just using 1 foot? Why?
3. What do you need to be able to do when dribbling the ball? *(Keep the ball under control, change direction, change speed).*
4. What changes might you need to make when you speed up the dribble? *(As speed increases the ball may need touching less e.g every 2 or 3 steps at a faster pace but still keeping the ball 1 pace away).*
5. Why is it important to keep the ball only 1 pace away? *(So the defenders can't get it).*
6. Can you do this by just using 1 foot, or do you need to use 2? *(Use inside of both feet).*

Keep the ball close to your feet

1. Is it easier to control the ball with it closer or further away from your feet?
2. When dribbling the ball why is it important to keep the ball close to you?
3. How close do you need to keep it?
4. How can you do that? *(Light touches of the ball).*
5. Why is it important to keep it close? *(Harder for defenders to take it off you, can do things with the ball to keep it away from a defender).*
6. What are some things you can do when it is kept close to your feet? *(Pass, stop, change direction, change feet).*

Touch the ball with the inside of your foot for accuracy

1. Do you think dribbling this way helps you keep the ball or speed? *(Helps you keep the ball).*
2. How will dribbling with this part of your foot make it harder for someone else to get it off you? *(It's close to you and easier to change direction or speed).*

Keep looking up while dribbling the ball

1. Other than looking at the ball, where else could you be looking as you move around with the ball? *(At others in the game).*
2. In a game situation why else would it be good to keep you head up and not look down at the ball? *(Look for teammates to pass it to, to move the ball into space away from defenders, to know where on the field you are).*
3. Why would that be helpful? *(To maintain possession or pass it to a team mate).*
4. What happens to your eyes if you keep your head up? *(Eyes stay lifted up).*
5. Why would that be helpful? *(Answers similar to above).*

Use different parts of the feet to keep the ball close to your feet

1. What different parts of your foot can you use to keep the ball close? *(Explore inside, outside, laces and bottom of foot).*
2. Which part do you find the easiest? Why? *(Answers may vary).*
3. Which way helps you to speed up your dribble?
4. What advantages are there in being able to dribble the ball quickly? *(To get away from defenders and to get into a better position to pass or shoot for goal).*

Key to dribbling the ball is to kick the ball lightly with both feet without losing control at a comfortable speed

1. Can you use the inside of both feet? *(Yes, key to dribbling is to use both feet).*
2. Is this easier or quicker than just using 1 foot? Why?
3. What do you need to be able to do when dribbling the ball? *(Keep the ball under control, change direction, change speed).*
4. What changes might you need to make when you speed up the dribble? *(As speed increases the ball may need touching less e.g every 2 or 3 steps at a faster pace but still keeping the ball 1 pace away).*
5. Why is it important to keep the ball only 1 pace away? *(So the defender can't get it).*

Passing the Ball

Eyes on the ball

1. Where should you look when you kick the ball?
2. Why is it important to look at the ball?

Inside of the foot:

1. What parts of the foot can you use to control the ball?
2. Which part of the foot is the easiest?

Strike the ball through the centre:

1. Where should your foot hit the ball?
2. What part of the foot gives you the best control for a short pass?

Short Accurate Passes:

1. What do you need to remember to do to make accurate passes? *(Eyes up, non-kicking foot beside the ball pointing in the direction of the pass, strike through the center of the ball).*
2. Which part of the foot gives you good accuracy when passing the ball? *(Inside).*
3. What other parts of the foot can be used? *(Outside).*

Kick and Go: After kicking the ball move into space to receive it back:

1. What is the advantage of this type of pass?
2. Where should you move to? Why?
3. Should the forward attacking player always run into the same spot?

Look to pass the ball first not dribble it:

1. Do you think you should dribble or look to pass the ball first? *(Pass).*
2. Why? *(Sets up the fast break).*
3. Where should you pass the ball? *(Into space)* Why?

Look up to where you want the pass to go:

1. What are you looking for when you look up?
2. Where is the best place to look before you pass the ball? Why?
3. What are you looking for when you look up?

Instep is the most common way to pass the ball:

1. Which part of the foot can you use to pass the ball? *(Inside and/or outside or laces).*
2. Which part of the foot gives you the best accuracy when passing the ball? *(Inside, but some players may also be able to use the outside especially if they are soccer players).*
3. Why is it important to make accurate passes?

Look up to where you want the pass to go

1. What are you looking for when you look up?
2. Where is the best place to look before you pass the ball? Why?
3. What are you looking for when you look up?

Move into space when you have passed the ball

1. What is the name of the quick inter change of passes between 2 players? *(or a 1-2 pass).*
2. What is the advantage of this type of move? Where could you move to?
3. How is this similar or different to a "Kick and Go" pass? *(Might not receive it back).*
4. How does moving into space after you have passed the ball help your team? *(Take a defender away).*

Receiving the Ball**Stop the ball and hold it still with your feet**

1. What are some ways you can stop the ball still with your feet?
2. Which part of the foot stops it the best? (*The underneath*).
3. Why might you want to stop the ball to control it? (*To decide what to do next*).
4. What are your options on what you can do? (*Dribble, pass or shoot*).
5. What might influence your decision? (*Position of your team mates, position of the defender, how close you are to goal*).

Receive the pass with the inside of the foot

1. Where should you look when the ball is coming towards you? (*At the ball*).
2. Why is it important to control a ball passed to you?
3. How can you control it?
4. What 2 things can you do when it is passed to you? (*Receive it means directing it away from the body or trapping to stop it at your feet*).
5. Which part of the foot could you use to receive the ball and keep it under control?
6. Which is the easiest part of the foot to use? Why?

Move to receive a pass

1. What will make it easier for a defender to intercept a ball? (*A receiver standing still*).
2. What can you do to make it harder for the defenders to intercept the ball? (*Move towards it*).

Cushion the ball with your foot:

1. What do you need to do with your foot to cushion (*Stop the ball from bouncing away*) the ball? (*Move it back*).
2. When do you need to move it back? (*When the ball hits the foot*).
3. Which is the best part of the foot to use? (*Inside or top of the outside of the foot*).

Life Focus Questions

1. What are you finding the most frustrating when playing this game? (*Discuss solutions for each frustrations*).
2. What is a positive way to react when one of your teammates loses control of the ball?
3. What did you find yourself thinking when:
 - a. You were the one to make the mistake?
 - b. When one of your teammates made the mistake?
 How did you feel like reacting by the way you either “spoke” to yourself or towards your teammates?

4. Are there other times when you've had similar feelings?
5. How can others react in a way that would help your confidence grow?

Note to Teachers: This game could also be played in the basketball or hockey sections to develop team passing.

HIT THE TARGET**Movement Skills/Concepts**

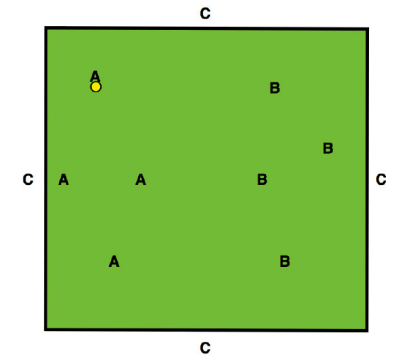
- Maintaining possession through passing and receiving a ball with control.
- Moving into space at different speeds and in different directions.

Set Up

- 3 teams of equal numbers per playing area. For this game 4 per side works best but alter to suit the number of sets of 3 even teams you can divide your class into.
- Mark with cones a playing area for each group
- Bibs for the teams

Activity

- Begin with three teams of equal numbers (*4 works best*).
- Team C starts as free target players on all sides of playing area.
- Teams A and B play a game of “Hit the Target” by passing the ball to their teammates.
- Passes can be made to the players around the outside (*Players C in the diagram*), but they must return the ball to the passer's team.
- Count the number of consecutive passes each team can get without losing the ball.
- Set a number to act as 1 point. E.g. 10 consecutive passes might equal 1 point. (*Children can set their own targets. Help them to make it both realistic but challenging*).
- Play for a set time, or until a goal is scored, then rotate the teams.
- Let the winning team make the decision whether to become “targets” or stay in the grid.
- No tackling. Defending team can only regain possession through interceptions.



Variations

- Limit the number of touches of the ball a student can have before passing it. *(Decide on the number of touches depending on the skill level of the children).*
- Increase or decrease the size of the playing area.
- Don't count passes to the team around the edges as part of the consecutive passes.
- Ask the students how they could make the game more challenging. *(Especially for the more able ones).*

Small Sided Game Questions**Attacking Team**

1. What can you do that makes it easier to retain possession?
2. Did you use the players around the edges much?
3. How did you find they helped you?
4. Do you think the speed of your passes could make it easier or harder for the defending team? How? / Why?

Defending Team

1. What did you find helped you get possession from the attacking team?
 2. Where is the best place to stand when trying to intercept a ball?
 3. What are some ways you could pressure the person with the ball?
 4. How could you make it difficult for members of the attacking team to receive a pass?
 5. How did having the extra team around the outside affect the game?
 6. Did they make it easier or harder for you when you were defending?
- (Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).*

Skill Development Teaching Points

Opportunity to review skill focus questions from Level 1 manual for the following points:

- Accurate passing
- Dribbling techniques to keep control of the ball. *(Note: Limit dribbles or touches).*

Life Focus Questions

1. What are you finding the most frustrating when playing this game? Discuss solutions for each frustration.
2. What is a positive way to react when you lose the ball?
3. What are some positive ways of reacting when your teammate loses the ball?

Note to Teachers: *This game could also be played in the basketball or hockey sections to develop team passing.*





PPT #57: Reactions

Quick Reactions**Experiment 1:**

Before building the slide complete the following experiment.

Set up a 1.5 litre of Diet Coke and drop 4 mint Mentos lollies into it.

What are some of the words you would use to describe what happened?

Connect their responses to the words "Quick REACTIONS" which is the first build of the slide.

Make a connection between the eruptive, explosive nature of the coke and mentos reaction to that of our emotions when we feel like we want to "erupt" when something or someone annoys us.

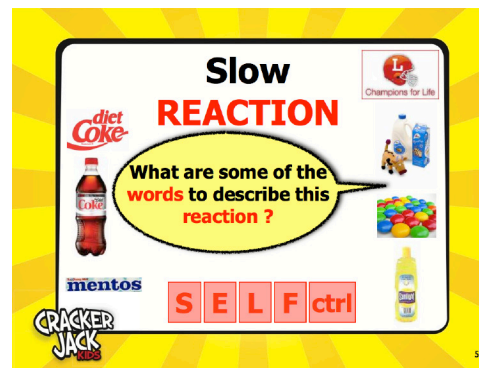
What are some of the things we **DO** when we erupt?



PPT #58: Reactions

Quick Reactions

What are some of the things we **SAY** when we erupt?



PPT #59: Reactions

Slow Reactions**Experiment 2:**

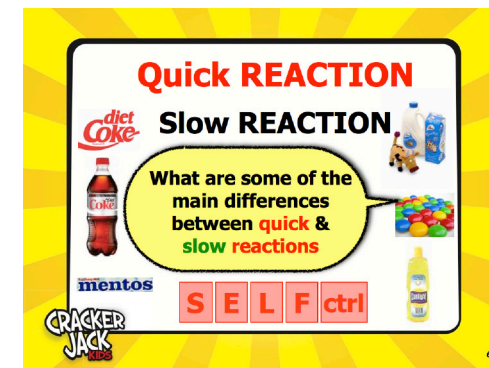
Before building the slide complete the following experiment.

Set up in small groups a container of milk at room temperature. (Ice-cream containers with milk in the bottom are ideal).

Drop in a couple of drops of food colouring then add some sunlight dishwashing liquid.

What are some of the words to describe this reaction?

Connect their responses to the words "Slow REACTION" which is the first build of the slide.



PPT #60: Reactions

Quick v Slow Reactions

What are some of the main differences between quick and slow reactions?

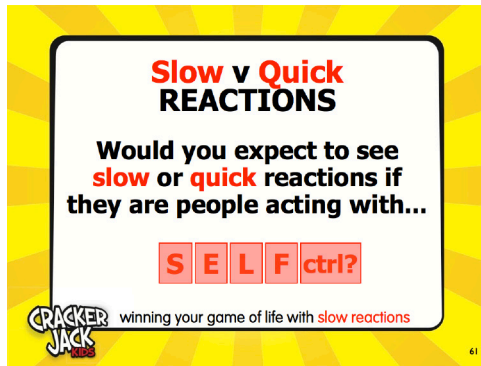
Identify key differences between the 2 ways of reacting.

Role Play Scenarios: Child is annoying another child (the teacher acts as the child being annoyed) React in the following 2 contrasting ways.

Loud yelling reaction that has inappropriate physical component (e.g. push or shove) and an aggressive way of speaking.

Contrast it with a normal volume of voice prefaced with the words...I'm sorry but etc" Children to develop an understanding that when "reacting" in negative situations using a softer voice prefaced with the words "I'm sorry but..." can be an effective way to react.

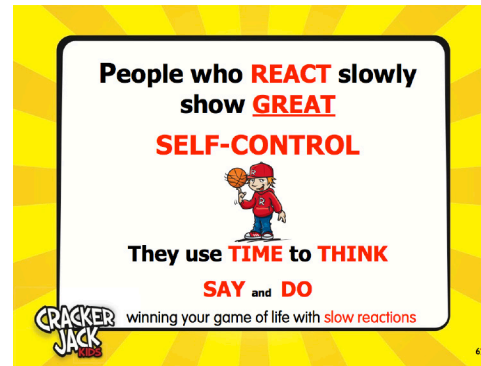
What were the 2 key differences in the way the teacher reacted? (Identify differences in what is said and done. This ties into Slide #52 which sets up the idea that reacting slowly gives more time to **THINK** about what to SAY & **DO**).



PPT #61: Reactions

Slow V Quick Reactions

Would you expect to see slow or quick reactions if they are people acting with self-control?



PPT #62: Reactions

Slow V Quick Reactions

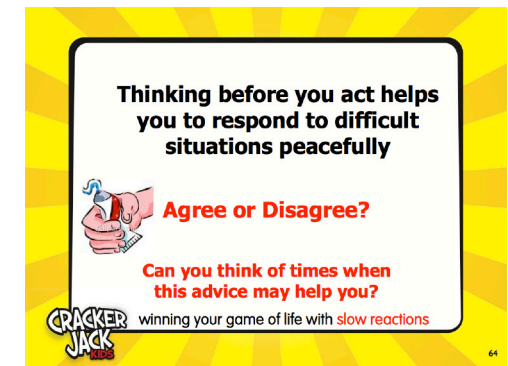
People who REACT slowly use TIME to THINK about what to SAY and DO.



PPT #63: Reactions

Slow Reactions

WORDS are like toothpaste. They can't be put back! Discuss with children how hurtful words can be. So they need to take the time to THINK before they SPEAK and it helps not to use hurtful words.




PPT #64: Reactions

Difficult Situations

Reacting in difficult situations Thinking before you act helps you respond to difficult situations peacefully. Agree or Disagree? Can you think of times when this advice may have helped you?

**"People who show
SELF-CONTROL
by thinking about what to
SAY & DO
are not easily provoked!"**

Why do you think that is?



winning your game of life by **fixing mistakes**

65

PPT #65: Reactions**Self-Control when provoked**

People who show SELF-CONTROL by thinking about what to SAY & DO are not easily provoked.

Why do you think that is?

Discuss with children situations where they are easily provoked and come up with things to SAY & DO when this happens.

**Thinking about what to
SAY & DO when annoyed**

Situations that annoy me...	What I can SAY next time	What I can DO next time



winning your game of life by **fixing mistakes**

66

PPT #66: Reactions**Self Control When Provoked Worksheet**

Worksheet Supplied (P50)

REACTING to making mistakes

Who has made MISTAKES?

What are some feelings you have when you make mistakes?



winning your game of life by **fixing mistakes**

67

PPT #67: Reactions**Mistakes**

Reacting to mistakes


Who is scared of making mistakes?

What are some of the feelings you have when you make mistakes?

REACTING to making mistakes

How do you feel when you give a wrong answer in class?

Did you know that you are more likely to remember the correct answer when you've given a wrong one!!



winning your game of life by **fixing mistakes**

68

PPT #68: Reactions**Mistakes**

Reacting to mistakes

How do you feel when you give a wrong answer in class?

Did you know that you are more likely to remember the correct answer when you've given a wrong one?

REACTING to making mistakes
Fixing mistakes
Did it...
Hurt yourself or anyone else?
Make you feel embarrassed?
Make you feel frustrated?
Come up with a "Game Plan" to improve the situation
 winning your game of life by **fixing mistakes**

PPT #69: Reactions**Mistakes**

Fixing mistakes

Ask yourself:

Did it hurt yourself or anyone else?

(Physically)

Did it make you feel embarrassed?

Did it make you feel frustrated?

Use the Game Plan worksheet to come up with a "Game Plan" to improve the situation.

REACTING to mistakes
My Game Plan

When I hurt someone I can...	
When I feel embarrassed I can...	
When I feel frustrated I can...	

winning your game of life by **fixing mistakes**

PPT #70: Reactions**Reacting to Mistakes**

My Game Plan Worksheet

When I hurt someone I can...

When I feel embarrassed I can...

When I feel frustrated I can...

Worksheet Supplied (P51)

REACTING to making mistakes
Every mistake is a chance to learn something new
Remember you're not the first person to make a mistake
 winning your game of life by **fixing mistakes**

PPT #71: Reactions**Mistakes**

Reacting to making mistakes

Every mistake is a chance to learn something new.

Remember you're not the first person to make a mistake?

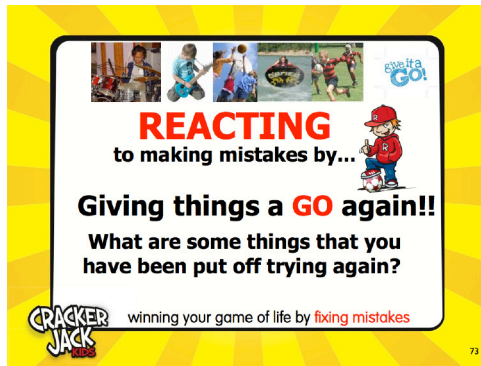
REACTING to making mistakes
Mistakes are 1 step closer to success
Agree or Disagree?
 winning your game of life by **fixing mistakes**

PPT #72: Reactions**Mistakes**

Reacting to making mistakes

Mistakes are 1 step closer to success.

Agree or disagree?



PPT #73 Reactions

Mistakes

Reacting to making mistakes

By Giving Things a Go again.

What are some things that you have been put off trying again?

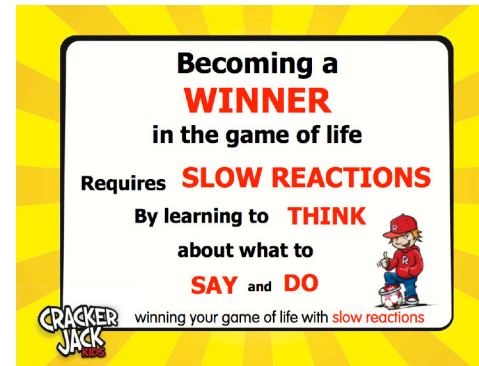


PPT #74: Reactions

Mistakes

Give things a go

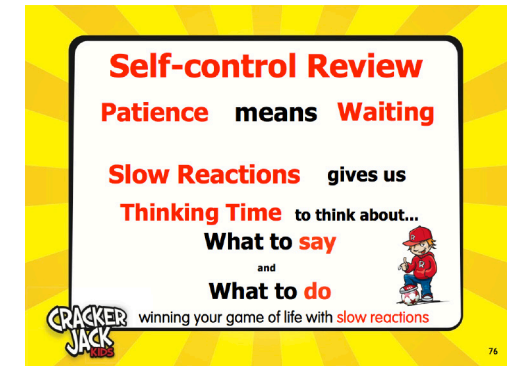
Becoming a CHAMPION in the game of life means to GIVE THINGS A GO even when you make a MISTAKE.



PPT #75: Reactions

Review Slide

Becoming a CHAMPION in the game of life requires SLOW REACTIONS by learning to THINK about what to SAY and DO.



PPT #76: Self Control Review

Patience and Reactions

Patience means waiting.

Slow reactions gives us Thinking Time to think about what to say and what to do.



Thinking about what to **SAY & DO** when annoyed

Situations that annoy me...	What I can SAY next time	What I can DO next time

Thinking about what to **SAY & DO** when annoyed

Situations that annoy me...	What I can SAY next time	What I can DO next time



Reacting to mistakes **MY GAME PLAN**

<p>When I HURT SOMEONE I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>When I FEEL EMBARRASSED I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>When I FEEL FRUSTRATED I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Winning in my game of life by having a **GAME PLAN**

Reacting to mistakes **MY GAME PLAN**

<p>When I HURT SOMEONE I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>When I FEEL EMBARRASSED I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>When I FEEL FRUSTRATED I can...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Winning in my game of life by having a **GAME PLAN**

SELF CONTROL / ADDITIONAL NOTES



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

DISCIPLINE

LEARNING INTENTIONS FOR
GAME PLAY / POWERPOINTS / LIFE SKILLS

L1

L2

L3

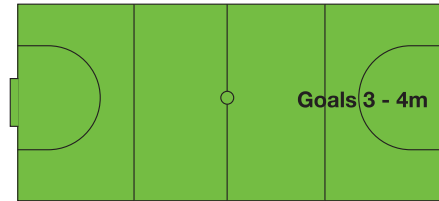
DISCIPLINE

Ball control with a hockey stick

MINI HOCKEY

Movement Skills/Concepts

- Maintaining possession through dribbling a ball with a hockey stick
- Maintaining possession through passing and receiving a ball with control.
- Shooting for goal with control.
- Moving into space at different speeds and in different directions.



Set-up

- Hockey sticks.
- 1 Small ball per game. Can use a small softer ball rather than a hockey ball.
- Cones for goals.
- Netball courts if available. No more than 8 children in a team if a full netball court is available or play across a third with either 2v2, 3v3 or 4v4. Alternatively set up similar sized areas.
- Coloured bibs

Activity

- Progressive partner activities can be covered to introduce children to passing a hockey ball and to develop passing skills before going into a small sided games.
- Back of the stick cannot be used
- Only give a free hit if the ball is stopped deliberately using the foot
- Ball can only be scored from within the "Scoring Zone" (i.e. Netball goal circle)
- All players must stand 5 metres away from the ball in any "dead ball" situation
- Only push passes are allowed so no raising of the sticks at anytime

Variations

- To make the game harder or easier, decrease or increase the size of the goals.
- Goals can only be scored when everyone has touched the ball.
- Add a neutral player who always plays for the side with the ball.
- Restrict time a player can keep possession of the ball.
- Restrict the area that players are allowed in.
- A set number of passes must be made before a shot at goal can be taken.
- Limit guarding of the goal

Safety Considerations

- All passes must only be a push pass to avoid having any swinging sticks. Sticks should always remain close to the ground.
- No lifted balls. Balls must always be played along the ground.
- Encourage students who have a mouth guard or shin pads to use them.

Small Sided Games Questions

1. What are some things you need to do to keep possession of the ball?
2. What are some things you can do to regain possession when you lose it?
3. What can make it difficult to pass the ball to a teammate?
4. How can they help you when they are in space?
5. When is it better to dribble the ball and when is it better to pass?
6. What might influence your decision?
5. What makes it difficult to pass the ball to your teammates?
(Explore each question and give the players multiple opportunities to practice their learning. Don't move onto a new question too quickly).

Skill Development Teaching Points and Suggested Questions

(Refer to Level 1 manual for more teaching points around dribbling for children who are still developing their confidence to dribble the ball)

Push Pass

Stand side on to the ball with left shoulder pointing to where you want to pass

1. Is it easier to pass the ball standing behind or beside the ball? (Beside) Why? (Easier to pass moving the stick across your body than from behind)
2. Which direction to you find your shoulder pointing when you stand sideways? (Towards the pass)
3. Which shoulder is it? (Left)

Feet should be shoulder width apart with knees bent

1. What different parts of your body bend to enable you to reach down to the ball with your stick? (Knees and back)
2. If you bend your back what other part of your body is likely to go down? (Head)
3. Why would having your head down be a problem? (Can't see where you are going, your team mates or the opposition)
4. What other part of your body will you need to bend to reach the ball? (Knees)

Hands spread with left hand at top and right hand at the bottom of the handle.

1. Which way around feels the most comfortable for your hands? *(Remember there are no left-handed hockey sticks)*
2. Where about on the stick gives you good control when dribbling? *(Left hand at top and right hand at bottom of the handle)*
3. What happens to your control when you have your hands at the top? *(Have less control)*
4. What could happen if you have your hands too low? *(Head will be down, back more likely to be bent and hands could be hit by another person's stick)*

Stick behind the ball, drag forward without hitting the ball. No sound should come from the ball

1. To push the ball forwards where does the stick need to be? *(Behind the ball)*
2. How can you make sure there is no sound when you strike the ball? *(Pushing it not striking it)*
3. From the sequence "Backswing, transfer or weight and follow through what do you not do when making a push pass? *(No backswing is allowed with a push pass, but they can ensure their weight is well transferred to gain more power. Follow through should also be limited for safety reasons)*

Your stick should finish pointing towards the direction of the pass

1. In which direction does the head of the stick finish when your pass goes in the right direction? *(In the direction of the pass)*

Keep your eyes on the ball

1. Where should you look when you are about to pass the ball? *(At the ball)* Why?

Line up your back foot roughly in line with the ball.

1. Where is the best place to have the ball to give you more power into the push pass? *(Let children trial different positions for getting power)*

Shift your weight from the back to front foot.

1. What do you notice happens to your weight when you pass the ball? *(Weight transfer from back to front foot)*
2. How do you think this helps you? *(Gives more power)*

Keep your stick in contact with the ball as you begin to shift your weight from the back to front foot.

1. Why is it important to keep your stick in contact with the ball for as long as possible? *(Gives more power)*
2. Which hand gives you more power when pushing the ball? *(Right)*
3. Do you think having more power will help you? Why? *(Pass the ball further and faster)*
4. How might passing the ball faster make it more difficult for the other team? *(Harder for them to intercept)*

Stopping or Trapping the Ball**Use the whole of the flat side of the stick, not just the head**

1. Which side of the stick do you think will give you best control when stopping the ball? *(Flat side)* Why?
2. Do you think you will get more control in stopping the ball with the end or the head of the stick? *(Head)*
3. Where should the stick be when waiting to stop the ball? *(On the ground)* Why?

Bend knees and keep a straight back..."toilet seat" position

1. If you bend your back what other part of your body is likely to go down? *(Head)*
2. Why would having your head down be a problem? *(Can't see where you are going, your team mates or the opposition)*
3. What other part of your body will you need to bend to reach the ball? *(Knees)*
Introduce "toilet seat" terminology to help children understand the correct position.

Watch the ball as it is coming towards you

1. Where do you need to be looking as the ball comes towards you? *(At the ball)* Why?

Stop the ball..then stand up and pass

1. When do you need to stop and control a ball in hockey? *(When you receive a pass)*
2. After receiving the ball what can you do with it? *(Pass, dribble or shoot)*
3. What will you need to do to help you know what to do? *(Stand up and look around before passing, dribbling or shooting)*

Indian Dribble

Students who have mastered the Open Dribble technique can be introduced to the Indian Dribble technique, although it is included in Level 3 as part of developing some more advanced dribbling skills. When introducing the Indian Dribble, give the children time to practice it individually and then they can introduce it into game situations.

Left hand at the top and right hand at the bottom of the handle

1. Which way around feels the most comfortable for your hands? *(Remember there are no left-handed hockey sticks)*
2. Where do you think the bottom of the handle is? How can you tell? *(It's at the bottom of the tape that goes around the top of the handle)*
3. Where about on the stick gives you good control when dribbling? *(Left hand at top and right hand at bottom of the handle)*
4. What happens to your control when you have your hands at the top? *(Have less control)*
5. What could happen if you have your hands too low? *(Head will be down, back more likely to be bent and hands could be hit by another person's stick)*

Ball at 12 o'clock

1. Where is the best place to have the ball to move it to and fro out in front of you? *(12 o'clock)*

Drag the ball across to the left

1. Which is the easiest way to drag it? *(From right to left)*
2. What do you think you need to do to get it back to your right side?
The following points will help the students to pull the ball back to the right side.

Release the right hand at the bottom and turn the stick from heel to toe using the left wrist over the top of the ball.

1. How can you stop the ball? *(Get the stick onto the other side of the ball)*
2. What are you going to have to do to get the stick over to the other side?
3. How can you get the stick over to the other side? *(Typically children don't release the right hand to swivel the stick over the top, they keep hold of it and twist their bottom or right hand or they will move the stick behind the ball not take it over the top)*

Re-grip with the right hand at the bottom of the handle

1. What do you think you are going to have to do with your right hand to drag it back?
(Re-grip the stick at the bottom of the handle with the right hand)

Repeat in the opposite order dragging it back across your body to the right

1. What do you need to do to get the back onto your right side? *(Drag it back across)*

Life Focus Questions

1. Which part of controlling the ball with a hockey stick do you find the hardest? How does this make you feel? *(Introduce the word impatience to see if any of the children find themselves getting impatient when they are finding something difficult to master)*
2. What ideas have you got to ensure we're having fun when learning something new? *(Explore some of the ideas the children may have to increase the "fun" factor for the children while they are learning a new game or skill)*
3. Encourage the children to set some new learning goals with one of the ball control activities. *(You could set up a dribbling activity and time the children, get them to think about a time that they could do it on quicker, then give them the opportunity to practise then retime them)*
4. Sometimes in a game you can blame others when things don't go right. How could you encourage your team mates when they lose control of the ball?
5. How could they encourage you?
6. Discipline is about working hard and having fun. Having fun means that you improve without feeling that you haven't enjoyed it. What ideas have you got that could help you have even more fun while playing some of these games.

2 v 2 + 2**Movement Skills/Concepts**

- Maintaining possession through dribbling and passing.
- Moving at different speeds and in different directions.

Set-up

- Grass, hard court area or gym divided into a square or rectangular playing. (*Adjust size of playing area to suit the ability of your students*)
- 4 teams of 2 players.
- Bibs to mark the teams.

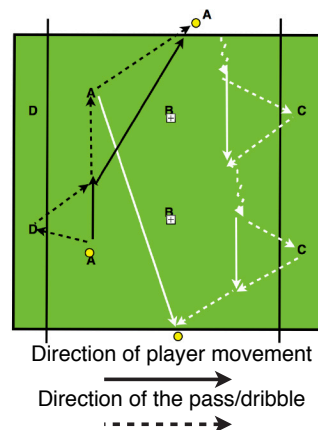
Activity

- Play 2 v 2 for a set time. (*Suggest 2 - 3 minutes for each game*)
- Goals are scored by getting the ball to your teammate over the end goal line at one end, followed by immediately attacking the goal line at the opposite end. There is no change of possession.
- The other 2 teams stand on opposite sides and act as supporting players that can be passed the ball, and return it immediately to the attacking team in a "Give and Go" type situation.
- The attacking team can play to supporting players on the outside on either side.
- Attacking team can dribble the ball but limit dribbles or eliminate completely to encourage passing only.
- If the defending team wins the ball they become the attacking team.
- The game is designed to create lots of passing and scoring opportunities.

Note: Supporting players cannot score.

Variations

1. Goals can only be scored when everyone on the team has touched it.
2. Limit the number of touches or dribbles a player can have.
3. Increase or decrease the size of the playing area.
4. Increase to 3 v 3 or 4 v 4. (*If playing a 4 v 4 version you could have 3 teams with 1 team having 2 supporting players on each side*)

**Hockey Safety Considerations**

- All passes must only be a push pass to avoid having any swinging sticks. Sticks should always remain close.
- No lifted balls. Balls must be played along the ground.
- Encourage students who have a mouth guard or shin pads to use them.

Small Sided Game Questions**Attacking Player**

5. What can you do with the ball when you receive it? (*Dribble or pass*)
6. How will you decide what to do?
7. What can you help your teammate when you don't have the ball? (*Move into space, communicate with them*)
8. What can your teammates do to help you when you have the ball?
9. When is a good time to pass the ball to one of the supporting players outside the playing area?
10. What do you need to do to create a Give and Go situation when using one of the supporting players?
11. How can you make it harder for the other team to get the ball?
12. What do you need to do when your team loses the ball? Where do you need to run to?

Supporting Players

1. What are you looking to do when you receive the ball? (*Help the attacking team create a Give and Go situation*)
2. How can you best do this? (*Pass it back into the field of play quickly to an attacking player*)
3. What are you looking for the player who passed you the ball to do? (*Move forward quickly into a position ahead of where the supporting player has the ball*)

Defending Players

1. What are you trying to do when the other team has the ball?
2. How can you do this?
3. What are some of the jobs a defender needs to do? (*Stop the person with the ball from scoring, stop other players who don't have the ball from receiving it*)
4. When do you find it easy to get the ball off the other team? (*Use the answers to help the attacking team understand what they need to do to not make it easy for the defenders*)
5. When do you find it the hardest?
6. Where do you need to position yourself to stop the player with the ball from scoring or passing? (*Get between them and the goal or teammate*)
7. How can you stop someone else from receiving the ball from a pass?
8. What do you need to do when your team wins the ball? Where do you need to go?

Skill Development Teaching Points

Opportunity to review skill focus questions for hockey for the following points

- Accurate passing
- Receiving the ball with control
- Give and Go passes
- Dribbling techniques to keep control of the ball. *(Note: Limit dribbles or touches to encourage passing)*

Life Focus Questions

1. Sometimes when we lose control of the ball it is because of the pressure a defender might put on you. What can you do when a defender pressures you that helps your team?
2. In life others can also pressures you. You can sometimes become impatient and react in ways that upsets others. If you are going to show self discipline what do you need to do:
 - a. In a game to keep control or possession of the ball for the team?
 - b. At school when someone annoys you?
 - c. A friend of yours upsets you?
 - d. At home when you have a brother or sister take one of your favourite toys?
3. In both life and in games it is important to react in a way that shows self discipline and self control. Sometimes that means you don't always feel like it, but doing what you know is best is more important than just doing whatever you feel like. Sometimes it's more important to be NICE than to do what you feel like when others annoy you.
 - a. What are some things you don't always feel like doing when playing a game?
 - b. What are some things that annoy you in school that you don't always feel like doing
 - c. Here's a Challenge: Next time you are asked to do something by your teacher, or at home....think, I might not feel like it, but I need to build up my self discipline so I'll go and do it."

Note to Teachers: This game could also be played in the basketball or soccer sections to develop team work.

2 v 1**Movement Skills/Concepts**

- Dribbling and controlling a ball with the feet, hand or an implement.
- Changing direction to maintain or regain possession
- Passing to find a target.
- Receiving the ball with control.
- Space awareness.
- Moving at different speeds.

Set-up

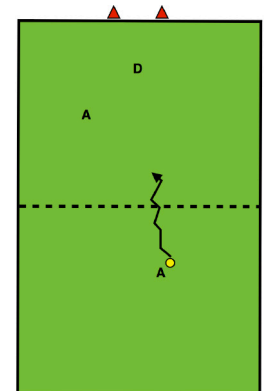
- 3 players in a small sized grid. *(Vary the size depending on the ability of your students)*
- Divide the playing area into 2 equal parts with a goal at one end.

Activity

- Put 1 defender and 1 attacker in the area nearest goal.
- Have the other attacker begin at the opposite end of the grid.
- The attacker starts at end of the grid, and dribbles towards the end with the goal.
- Defender cannot come out of the defending end.
- Defender scores if he can kick ball back into no-man's land.
- Attackers score by making goal.
- Restart when balls that go over end line.

Variations

- Play to 5 points, and then switch roles.
- After playing 2v1, try 3v2, 4v2 or 4 v3
- Have one of the players drop back to be a goal keeper rather than just stay in that position all the time. They are still involved in play when their team has possession.
- Limit the number of touches if 1 or 2 players are dominating the games.
(Alternatively play confident students together in 1 game and not so confident students in another game)
- Players take turns scoring.
- Everyone in the team must touch the ball before a shot on goal is allowed.
- Teams can score in 2 ways. Two points for a goal and 1 point if the ball is played over the baseline.



Small Sided Game Questions**Attacking**

1. How do you keep possession of the ball?
2. How can you work with your teammates to maintain possession of the ball?
3. How can you let your partner know where you want the ball?
4. When would it be risky to pass the ball?
5. How can you help the person with the ball?
6. If you lose the ball, what can you think that you would do differently next time?

Questions for Variations

1. When is it worth risking a long pass?
2. Is it better to dribble the ball or pass it to score quickly?
3. Where can you position yourself to be helpful for the ball carrier?

Defending

1. When will you try to get possession?
2. How can you pressure the person with the ball?
3. If the person with the ball beats you, what can you do to continue to pressure the attacking team?

Questions for Variations

1. What can you do to slow down the scoring?
2. Is it better to go for the intercept or protect the scoring zone?
3. How can you stop your opponent from receiving the ball? *(Remember no contact)*

Skill Development Teaching Points

Opportunity to review skill focus questions for the following points:

- Passing
- Dribble or Pass?
- Give and Go or 1-2 touch passes
- Look up while dribbling the ball
- Keeping the ball under control when you receive it

Life Focus Questions

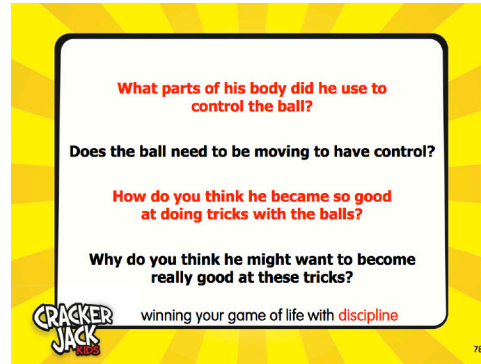
1. Sometimes it's difficult to control our feelings just like it's sometimes hard to keep control of the ball. What are some feelings while playing that you might need to control at times?
2. What situations create these feelings?
3. What can you do to help keep control of these feelings and not react negatively with:
 - a. Your teammates?
 - b. The other team?
4. As a defender how might you have to practice patience when defending a player?
(Defenders can be too keen to go for the ball, and the attacker gets passed them. Most important job is to slow an attacker down so that teammates can get back on defense)
5. One way to practice "self discipline" is to come up with a game plan, but then you have to be disciplined to stick to it. Come up with a game plan with your teammates to play the game successfully. See if you can stick to your plan. Take the time to discuss how your plan went and if necessary make changes to it, so that your team is successful. *(This idea is better used when you have bigger groups playing)*

Note to Teachers: This game could also be played in the soccer section to develop team work. Could also provide a basketball option depending on how many goal posts are available.

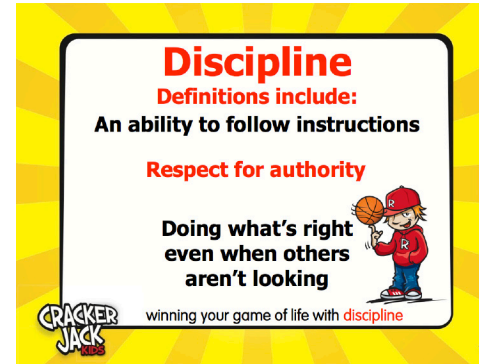


**PPT #77: Discipline****Basketball Control Video Clip:**

Tommy Baker is well known for his basketball tricks. The following clip is one of his on YouTube. People are Awesome.
www.youtube.com/watch?v=l5rtBYYQhEs

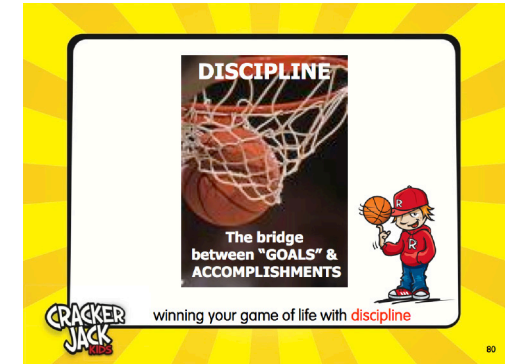
**PPT #78: Discipline****Video Clip Questions**

What parts of his body did he use to control the ball? (Arms, legs, hands, back of the neck).
 Does the ball need to be moving to have control of it? (No. At one point the ball is stationary but he still has control of it).
 How do you think he became so good at doing all of these tricks with the ball?
 Why do you think he might want to become really good at these tricks?
 Replay the video clip if necessary to review any of the questions.

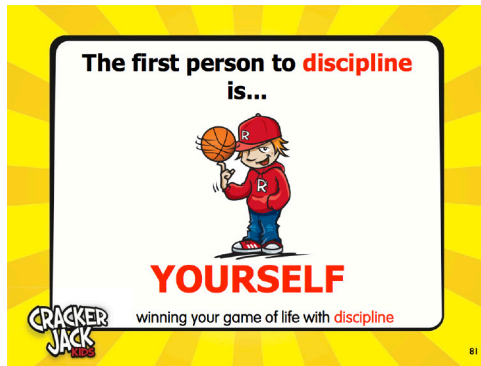
**PPT #79: Discipline****Definitions**

An ability to follow instructions.
 Respect for authority.
 Doing what's right even when others aren't looking.

Discuss with children specific examples for each point.
 Identify people who have authority in their lives and actions that show respect for that authority.

**PPT #80: Discipline****Bridge Building**

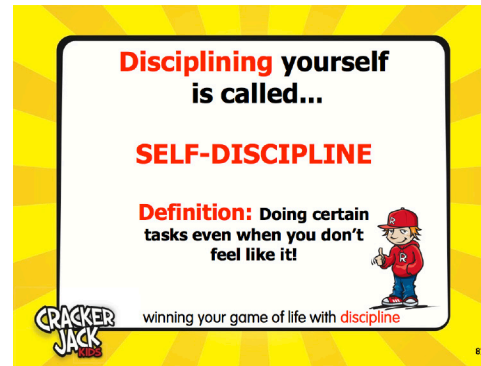
Discipline is the bridge between goals and accomplishments.



PPT #81 Discipline

Self-discipline

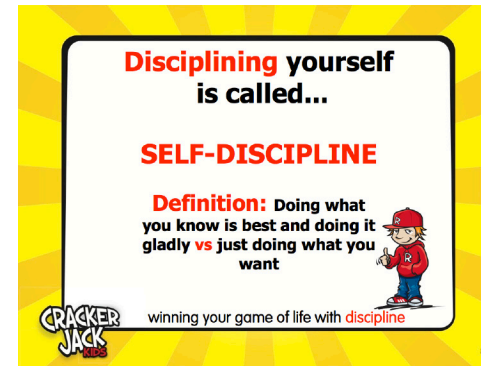
The first person to discipline is...
Yourself



PPT #82: Discipline

Self-discipline

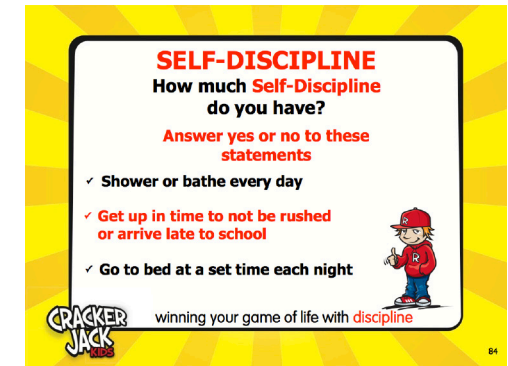
Disciplining yourself is called SELF-DISCIPLINE.
Definition #1: Doing certain tasks even when you don't feel like it!
What are some things that you don't always feel like doing?



PPT #83: Discipline

Self-discipline

Definition #2: Doing what you know is best and doing it gladly versus doing what you want.



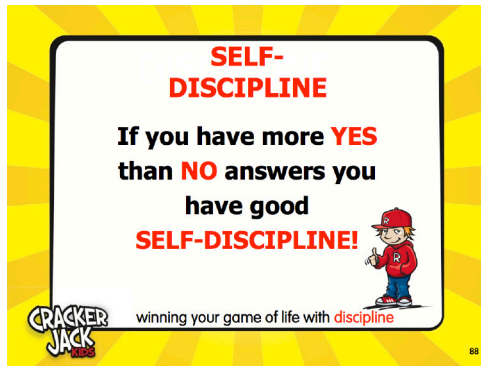
PPT #84 - 87: Discipline

Self-Discipline

Questionnaire
How much self-discipline do you have?
Answer yes or no to the following questions.

Shower or bathe every day.
Get up in time each to not be rushed or arrive late to school.
Go to bed at a set time each night.
Your bed is made and your room neat.
Your desk or tote tray at school is neat.
You keep your promises.
You play outside more than watching TV or play on the computer. (Includes all electronic games).
You finish your homework on time.
You stay on task at school and aren't easily distracted.
Your appearance is neat and tidy i.e. hair tidy and clothes neat.
Your lunch box has more freshly made food than packaged food.
You have a book that you are reading.
If you get pocket money, you save some, instead of spending it all.

Count how many Yes versus No answers you have.



PPT #88: Discipline

Self-discipline

If you have more yes than no answers you have good self-discipline.



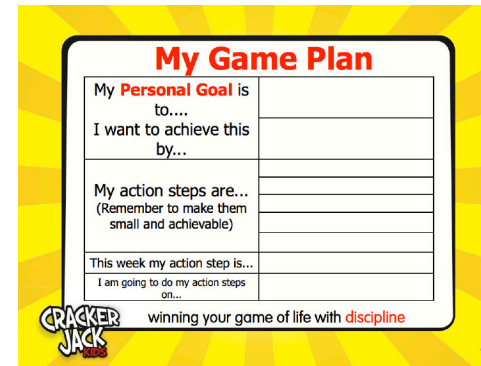
PPT #89: Self-discipline

Building up my self-discipline

By setting some goals and designing a "Game Plan".

Set small achievable 'Action Steps'.

Children can choose one of the areas they had a no to in the Self-discipline Questionnaire or they can choose another area to set a goal around which they can design a "Game Plan".



PPT #90: Self-discipline

Building up my self-discipline

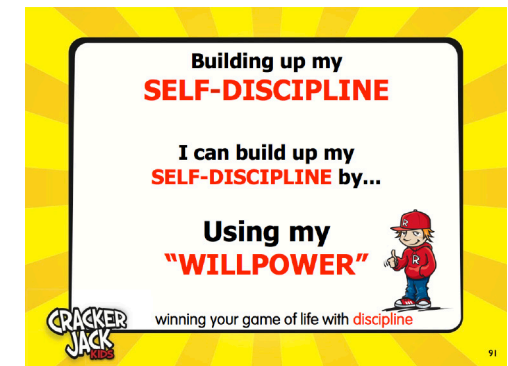
My Game Plan Worksheet

Children can use the "Game Plan" worksheet to decide on a goal and set some actions steps to achieve it.

Get the children to plan small achievable steps that can be included in their homework. This also provides an opportunity to communicate with parents about their child's goals and to enlist their help. The key to the success of the Game Plan depends on the following factors:

- The students choose their own goals.
- Action steps need to be small enough to be achievable so that they can celebrate success along the way.
- Children need to be specific in setting aside time during the week to work on action steps with a level of accountability. Therefore you could build it into their homework diary where they state when they are going to work on the action steps they have chosen.

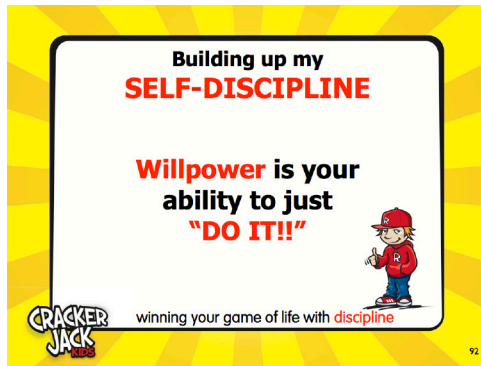
Worksheet Supplied (P66)



PPT #91: Self-discipline

Building up my self-discipline

I can build up my self-discipline by using my will power.



PPT #92: Self-discipline

Building up my self-discipline

Willpower is your ability to just "do it!"



PPT #93: Self-discipline

Building up my self-discipline

Willpower acts like a "Rocket Booster" to get you started.
It gives you short powerful bursts.

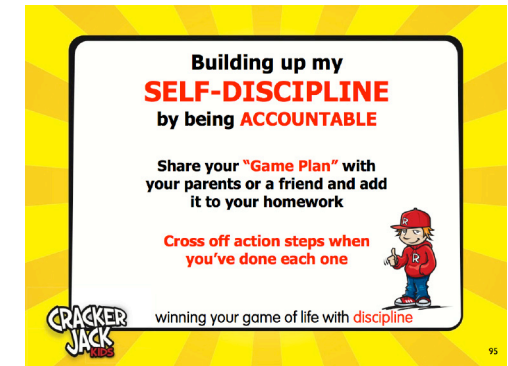


PPT #94: Self-discipline

Willpower as Rocket Boosters

Space Shuttle Video

This video clip shows how rocket boosters are used to give the rocket the power to accelerate out in space as it leaves the earth's atmosphere.
Willpower is like the rocket boosters and helps you get started towards working to achieve your goals.



PPT #95: Self-discipline

Building up my self-discipline

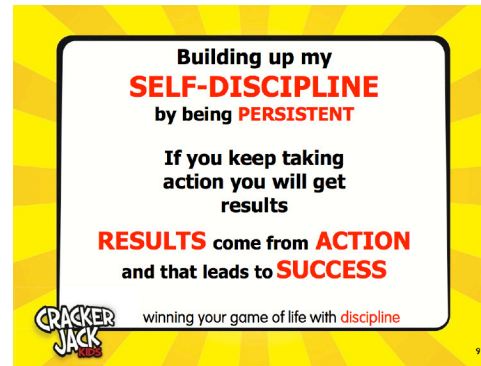
By being accountable.
Share your Game Plan with your parents or a friend and add it to your homework.
Cross off action steps when you've done each one.
Celebrate your successes as you work towards achieving your goals.



PPT #96: Self-discipline

Building up my self-discipline

By Putting in the Time.
Accept it, get it done, don't whine or make excuses. Just **DO IT**.



PPT #97: Self-discipline

Building up my self-discipline

By being **PERSISTENT**.
If you keep taking action you will get results.
Results come from action and that leads to success.



PT #98: Discipline

Review Statement

A person acting with **DISCIPLINE** is showing **SELF-CONTROL**.



PPT #99: Review Statement

Self-Control

Self Control is a **CHOICE**.
That **CHOICE** is **YOURS**.
Self-Control is knowing you **CAN** but deciding you **WON'T**.



PPT #100: Review Statement

Patience

Patience means learning to **WAIT** versus wanting it **NOW**.



PPT #101: Review Statement

Reaction

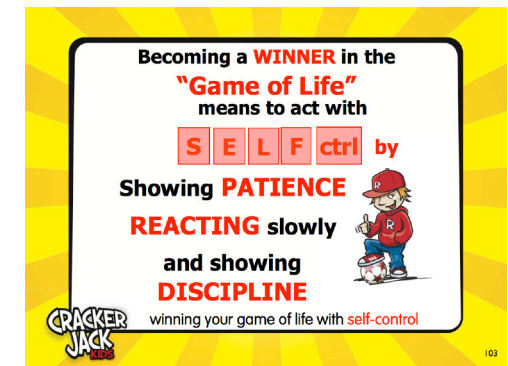
Slow Reactions gives you time to **THINK** about what to **SAY** and **DO**



PPT #102: Review Statement

Discipline

The bridge between your **GOALS** and **ACHIEVING THEM**.



PPT #103: Self-Control

Closing Statement

Becoming a Winner in the "Game of Life"
Means to act with **SELF-CONTROL** by:
Showing **PATIENCE**.
REACTING Slowly.
Showing **DISCIPLINE**.



MY GAME PLAN

My Personal Goal is to...	
I want to achieve this by...	
My action steps are... Remember to make them small and achievable	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
This week my action step is...	
I am going to do my action steps on...	

Winning in my game of life by having a **GAME PLAN**

MY GAME PLAN

My Personal Goal is to...	
I want to achieve this by...	
My action steps are... Remember to make them small and achievable	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
This week my action step is...	
I am going to do my action steps on...	

Winning in my game of life by having a **GAME PLAN**



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

ASSESSMENTS

TRACK THE KID'S PROGRESS ON
THE ASSESSMENT SHEETS

L1

L2

L3

Module Assessment

PATIENCE

BALL CONTROL WITH THE HANDS:

Game Play
Assessment
Criteria
"I can..."

Name:

Level 1

Level 2

Level 3

Bounce and catch the ball while stationary

Control a dribble while moving

Bounce the ball at waist height with control

Use space while playing games

Move the ball to advantage my team

Pass accurately over a variety of distances

Catch the ball

Use space to advantage my team

Control the ball to advantage my team

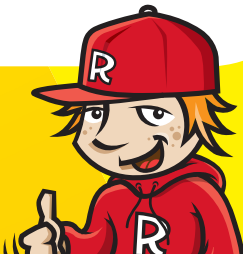
Shoot for goal with accuracy

Maintain possession in different ways

Contribute and apply strategy and tactics



Helping our kids
to win in the game of life



Module Assessment

REACTION

BALL CONTROL WITH THE FEET:

Game Play
Assessment
Criteria
"I can..."

Name:

Level 1

Level 2

Level 3

Control a ball using my feet

Keep the ball close while moving it around

Use parts of my feet to control the ball

Move into space with a ball while playing

Move the ball to advantage my team

Pass accurately over a variety of distances

Receive the ball with control

Use space to advantage my team

Move the ball with control into space

Move into line to receive a ball

Maintain possession in different ways

Contribute and apply strategy and tactics



Helping our kids
to win in the game of life

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



ASSESSMENTS / DISCIPLINE

Module Assessment

DISCIPLINE

BALL CONTROL WITH A HOCKEY STICK:

Game Play
Assessment
Criteria
"I can..."

Hold a hockey stick correctly

Move the ball around using the flat side

Push the ball around and keep control

Move the ball into space while playing

Dribble the ball with control

Use a push pass accurately

Trap the ball to control a pass

Use space to advantage my team

Control the ball to advantage my team

Push pass over a variety of distances

Maintain possession in different ways

Contribute and apply strategy and tactics

Name:

Level 1

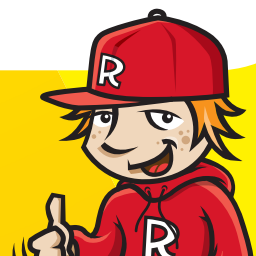
Level 2

Level 3



Helping our kids
to win in the game of life

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





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

CERTIFICATES

REWARDING KID'S ACHIEVEMENTS

L1

L2

L3



SELF CONTROL

CHARACTER BANK DEPOSIT SLIP

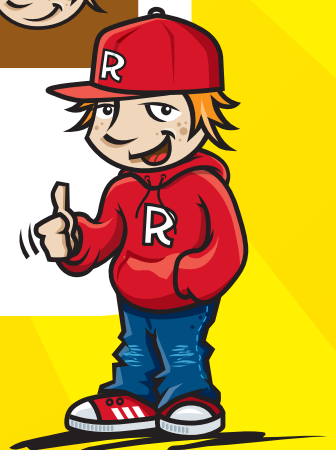
BRONZE

Name: _____



CONGRATULATIONS!

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



Winning in the game of life



SELF CONTROL

CHARACTER BANK DEPOSIT SLIP

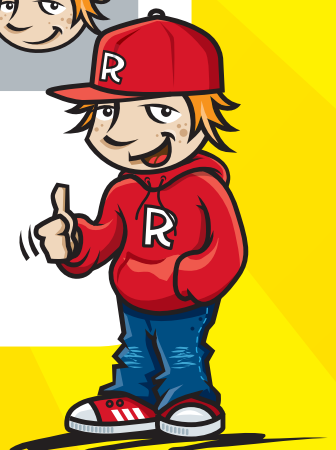
SILVER

Name: _____



CONGRATULATIONS!

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



Winning in the game of life



SELF CONTROL

CHARACTER BANK DEPOSIT SLIP

GOLD

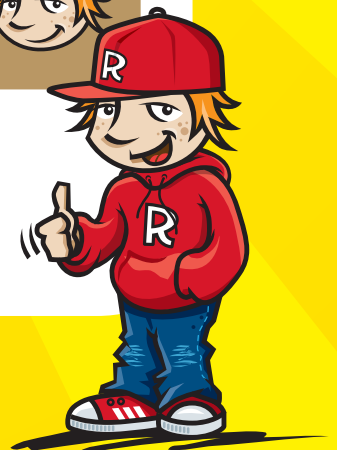
Name: _____



CONGRATULATIONS!

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

Winning in the game of life





SELF CONTROL

CHARACTER BANK DEPOSIT SLIP

PLATINUM

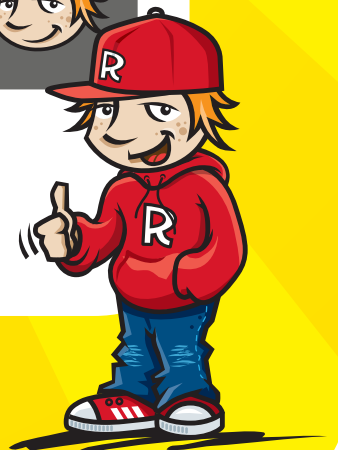
Name: _____



CONGRATULATIONS!

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

Winning in the game of life





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



Proudly brought to you by...



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