

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



BETTER THAN BEFORE / LEVEL 1 MODULE

BETTER THAN BEFORE

INTRODUCTORY MODULE
WINNING / RULES / GOING FOR GOALS

L1

L2

L3



This module teaches kids how to be the best they can be, with a clear path to WINNING in the game of life.



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.

BETTER THAN BEFORE

INTRODUCTORY MODULE

WINNING / RULES / GOING FOR GOALS

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WINNING in the game of life
by being the best you can be!

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NEW ZEALAND CURRICULUM LINKS

CRACKERJACK KIDS / OVERVIEW

General Aims

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

Achievement Objectives

STRAND A – Personal health and physical development

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

STRAND B – Movement concepts with motor skills

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

STRAND C – Relationships with other people

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

STRAND D – Healthy communities and environments

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

Underlying concepts

WELL-BEING

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

SOCIO-ECOLOGICAL PERSPECTIVE

- Critically analyse their own and others actions

ATTITUDES

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

HEALTH PROMOTION

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

Key competencies

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

Key areas of learning

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

Module Details

Duration: 1-2 Terms (Approximately)

L1 Year 1-2



WINNING / RULES / GOING FOR GOALS

Learning Intentions: I am learning how to...	Success Criteria: I can...	Learning Intentions: I am learning how to...	Success Criteria: I can...
WINNING <ul style="list-style-type: none"> • Successfully play a tag game 	<ul style="list-style-type: none"> • Move safely by running with my head up • Change direction by planting 1 foot to push off • Stay balanced when I run, stop and change direction • Move to tag others and to avoid being tagged 	<ul style="list-style-type: none"> • Become a winner in the game of life by always trying to be "Better than Before" 	<ul style="list-style-type: none"> • Always try my best to be "Better than Before" with: <ul style="list-style-type: none"> – With my friends – At school with my classmates – At home with my family
RULES <ul style="list-style-type: none"> • Play an invasion game respecting both rules and boundaries 	<ul style="list-style-type: none"> • Move a large ball towards the goal • Stop the ball from entering the goal • Move my body into the path of the ball • Participate in a game safely and fairly by following the rules • Offer ideas to develop a safe and fair game • Participate in a game safely and fairly 	<ul style="list-style-type: none"> • Become a winner in the game of life by obeying rules 	<ul style="list-style-type: none"> • Follow rules that keep me safe and promote fairness • Make up rules that will help me stay safe and treat others fairly • Be a great class member by choosing actions that honour our class treaty
GOING FOR GOALS <ul style="list-style-type: none"> • Remain focused while playing games 	<ul style="list-style-type: none"> • Stay balanced while running • Deliver the balls into the "nest" with a low body position • Work well with my team mates to improve the game • Remain focused while playing games • Contribute ideas to help improve the success of my team 	<ul style="list-style-type: none"> • Become a winner in the game of life by going for goals 	<ul style="list-style-type: none"> • Play honestly and fairly • Stay focused • Choose and practice the skills needed to shoot for my "Friendship" Goal • Choose and practice the skills needed to shoot for my "School" Goal • Celebrate both my successes and the successes of others

WINNING

EVERYBODY'S IT

Movement Skills/Concepts

- Running, space awareness (directions and levels) and body awareness (time and energy) at various speeds and relationships (with others) and evading and dodging.

Set-up

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

Pre Game Activity

The purpose of the pre-game activity is to scaffold learning ready for the children to play "Everybody's It". Stages include:

- Identifying the Boundary:** Define the boundary and explore the children's understanding of "inside", "on" and "outside" the boundary. To help the children to identify the 4 sides of the boundary in initial stages put different coloured cones around each side.
- Moving Safely Inside the Boundary:** Children explore moving in a variety of ways safely inside the boundary. Give them time to explore different ways and identify and practice these with the children. Movements to explore include walking, running, hopping, skipping, jumping etc. Identify differences and similarities between the different movements.
- Exploring Space:** Encourage the children to use all of the space available. Use the analogy of "spreading peanut butter to the edge of the sandwich". To encourage the use of space, get the children to "freeze" for them to see if the peanut butter has been spread to all of the edges.
- Tagging:** Introduce simple tagging by getting the children to move around the space tagging others. Introduce some competitive elements e.g. how many people can you tag in a set time, without any form of eliminations.

Activity

- Children run around in defined area tagging each other.
- When tagged the children bob down on the spot.
- Children return to the game when the teacher calls "Everybody's It" which is the signal for the tagged children to re-enter the game.
- Game continues for several turns with the teacher ensuring that not all children are tagged out before allowing children to re-enter the game.

Focus Questions

- How are you enjoying the game?
- What are some of the things you are finding frustrating in the game?
At this point you systemically work through the frustrations by co-constructing the game with the children. Take each point of frustration and get the children to come up with ideas to solve the frustration. Trial each idea before moving onto new ones.
Common frustrations include: not enough time to get back up when re-entering the game, both people tagging at the same time, too much or not enough space, over zealous tagging, tagging in dangerous places e.g. around the head. Formulate questions around each frustration or other situations that you see.
- What can we do to help all children feel included in the game?
- What are some of the movements you are using when playing the game "Everybody's It"?
- How do we move safely? *Identify how the students peripheral or side vision works to help us when we are moving*
- What are some movements you are using in this game that are helping you be successful?
Explore the movements needed to make the playing of the game successful e.g. dodging, swerving, twirling, spinning, changing the height of your body i.e. low and high. Explore the language around the movements the children are using.
- Is moving sideways a good way to move? Why?/Why not?
- What other movements have you discovered are helping you to be successful in this game?
- Is the wall (if inside) or on the edge of the boundary (if outside) a good place?
Why?
Explore the various options around using the walls/edges/corners etc? Observe how the children play the game and formulate questions around those observations. Note if the children come up with the idea of the walls/boundaries becoming a place of safety, encourage them to become risk takers in their learning by not over using it.
E.g. sometimes it is good to put a time limit on it or say that they can't go back to the same wall/boundary etc.
- What are you thinking about as you are playing the game? *Tagging others and avoiding being tagged. Connect this to scoring points (offense) and not scoring points (defense) and that games have these 2 components.*
- If you are a thinking player... what will a thinking player be doing?
- If both of you tag each other at the same time (this could have already come up in the question above relating to frustrations) how do you decide which player is tagged?
Children can come up with a variety of ideas that they can trial and review.

GAME PLAY / WINNING

13. Is the way we are playing the game going to produce a winner? Why/Why not?
Is it important to find a winner? *Continue to trial ideas on how they can find a winner. After the children have had multiple opportunities to learn the skills needed to play the game give them the opportunity to find winners. However get the children who are out to focus on what is helping to make the winner successful.*
14. Are you enjoying the game as much as before now that a winner can eventually be found? Why/Why not?
15. Do you think this improves the game? Why? Why not?

Skill Development Teaching Points

Formulate questions around the following teaching points to explore learning for this age group.

Dodging

- **Heads up.** *Where is the best place to look while running? Why?*
- **Low body position.** *Is it easier to change direction running up right or lower? Give children opportunity to trial both. Connect this lower faster position to moving with defense in such sports as basketball, soccer etc so that they begin to understand the connection between what they are learning in this context to other contexts.*
- **Plant and go.** *Plant one foot and quickly change direction. How can you change direction quickly? What happens to your balance when you do this effectively?*
- **Fake.** *Lean one-way, go the other. How can you trick the chaser?*
- **Speed.** *Is it better to move slowly or quickly?*
- **Bend knees when stopping.** *What are some ways you can stop quickly? Connect this to other game play/sports situations.*

Chasing

- Watch the hips of the runner in front to anticipate what their next move will be.

Life Focus Questions

1. When you are playing games or in sport do you always win?
2. Do you think you win more or lose more games?
3. What feelings do you have when you lose or win?
4. Do you like trying new things? Why? Why not?
5. Is it OK to lose if you know you have done your best?
6. What can you learn from those situations?

Alternative Game

The following game can achieve the same learning intentions as “Everybody’s It” and can be used to provide variety.

Hospital Tag Rules

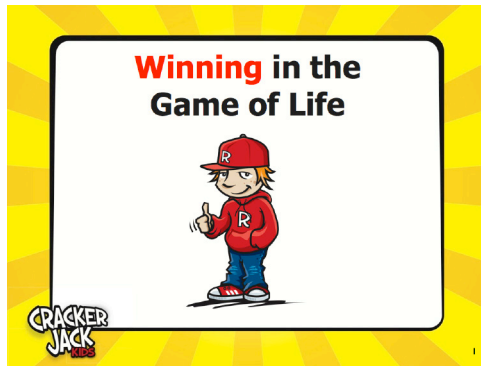
First time you are tagged you run around with one arm behind your back

Second time you are tagged you run around with both arms behind your back

Third time you are tagged you have to hop to the designated hospital area and when in hospital jump up and down and saying “Get well” 5 times.

Questions *(Questions before related to skill development can still be used with Hospital Tag)*

1. What did you do to stay out of hospital?
2. How could you tell who was going to hospital?
3. How easy is it to tag when you had been tagged once/twice?
4. How difficult is it to avoid being tagged when you had been tagged once/twice?

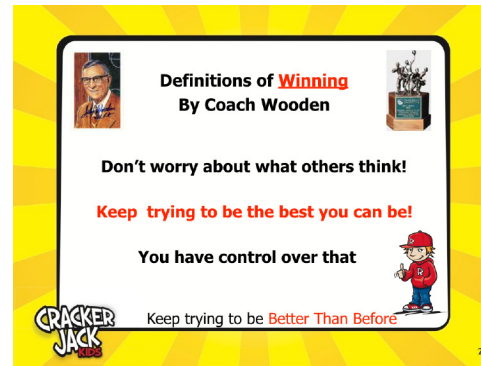


PPT #1: Winning

Winning in the Game of Life

The main focus of this section is to help re-define the concept of winning.

A winner is a person who consistently strives to be "Better than Before" in everything they do. In that way everyone can strive to be a winner in all that they do.



PPT #2: Winning

Definitions of Winning

Don't worry about what others think
Keep trying to be the best you can be
You have control over that.

Discuss each statement with questions e.g.
Why is it important what others think?

Should we always be concerned with what others think? Why/Why not?

What kind of things do you enjoy trying to do?

What are some of the hardest things you have learnt to do? (examples might include learning to tie a shoelace, learning to make your bed etc)

When/Why do we tend to give up?

What kind of things do you enjoy doing?



PPT #3: Winning

Video Clip

How many times do you think these people dropped the ball before they could do these tricks with the ball? (Desired outcome of discussion is that they wouldn't have counted they just kept on trying)

Why do you think they didn't just give up?

Why do we often give up when we can't do things easily?

What can we learn from this video clip, which will help us to not give up but to keep trying to do our best?

Basketball Commercial

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



PPT #4: Winning

Becoming a Winner

A winner always keeps trying to be

BETTER THAN BEFORE

YOU have control over that

How can you take control of being "Better than Before"?

What or who stops you from always giving your best ?

What can you do to help you in these situations? (You can introduce the concept of Positive Self Talk)

BECOMING A WINNER

Winning is fun, sure...
But winning is not the point

Wanting to win **is the point**

Not giving up **is the point**

Never being satisfied with what
you've done **is the point**

Never letting anyone down
is the point

Play to win... sure...

It's not the winning
that counts...

What counts is

TRYING

