

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

**CHOICES** / LEVEL 1 MODULE



## CHOICES

**STRIKING & FIELDING**  
EXCELLENCE / RESPONSIBILITY / BALANCE

**L1**

**L2**

**L3**

# CRACKER JACK KIDS

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



**Crackerjack Kids' mission is to provide a quality resource to:**

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

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

# CHOICES

## STRIKING & FIELDING

EXCELLENCE / RESPONSIBILITY / BALANCE

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Make great **CHOICES**  
to succeed in life

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



# NEW ZEALAND CURRICULUM LINKS

## CRACKERJACK KIDS / OVERVIEW

### General aims

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

### Achievement objectives

#### **STRAND A – Personal health and physical development**

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

#### **STRAND B – Movement concepts with motor skills**

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

#### **STRAND C – Relationships with other people**

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

#### **STRAND D – Healthy communities and environments**

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

## Underlying concepts

### WELL-BEING

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

### SOCIO-ECOLOGICAL PERSPECTIVE

- Critically analyse their own and others actions

### ATTITUDES

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

### HEALTH PROMOTION

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

## Key competencies

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

## Key areas of learning

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

### Module Details

**Duration:** 1-2 Terms (Approximately)

**L1** Year 1-2



# GAME PLAY / CHOICES

# CHARACTER / CHOICES

## EXCELLENCE / RESPONSIBILITY / BALANCE

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

## CHOICES

## CHUCK THE CHICKEN

## Movement Skills

- Running
- Throwing
- Passing an object over and under

## Language

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

## Set Up

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

## Activity

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

## Small Sided Game Questions

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

## Life Focus Questions

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

When do you feel tempted to not make good choices?

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

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

## Basic Underarm and Over Arm Throws

## Movement Skills

- Underarming/overarming objects towards a target
- Catching

## Language

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

## Set Up

## Activity

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

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

## Individual Activities

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

# GAME PLAY / CHOICES

L1

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

## Life Focus Questions

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

## Skill Development Teaching Points

### Underarm Throw

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

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

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

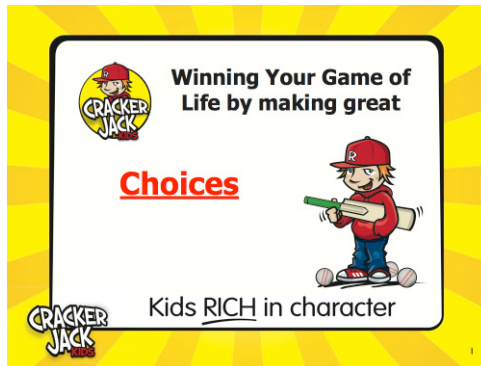
*Teach throwing and catching in separate sessions. Children can learn to catch larger balls and throw smaller balls.*

### Receiving the ball

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

### Overarm Throw

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



PPT #1: Title Slide:

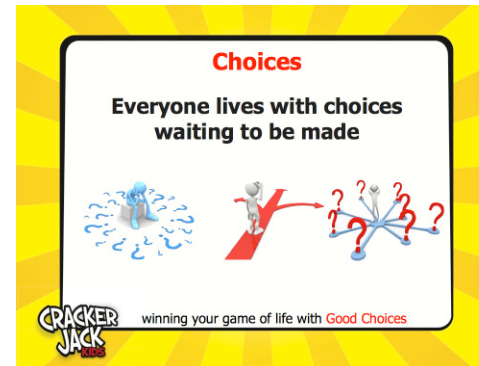
Choices



PPT #2: Choices

Good Choices

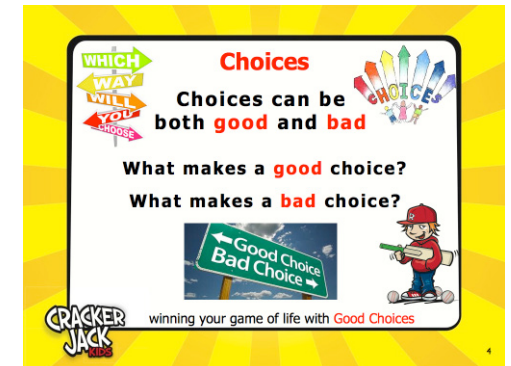
Life is all about choices.



PPT #3: Choices

Good Choices

Everyone lives with choices waiting to be made.

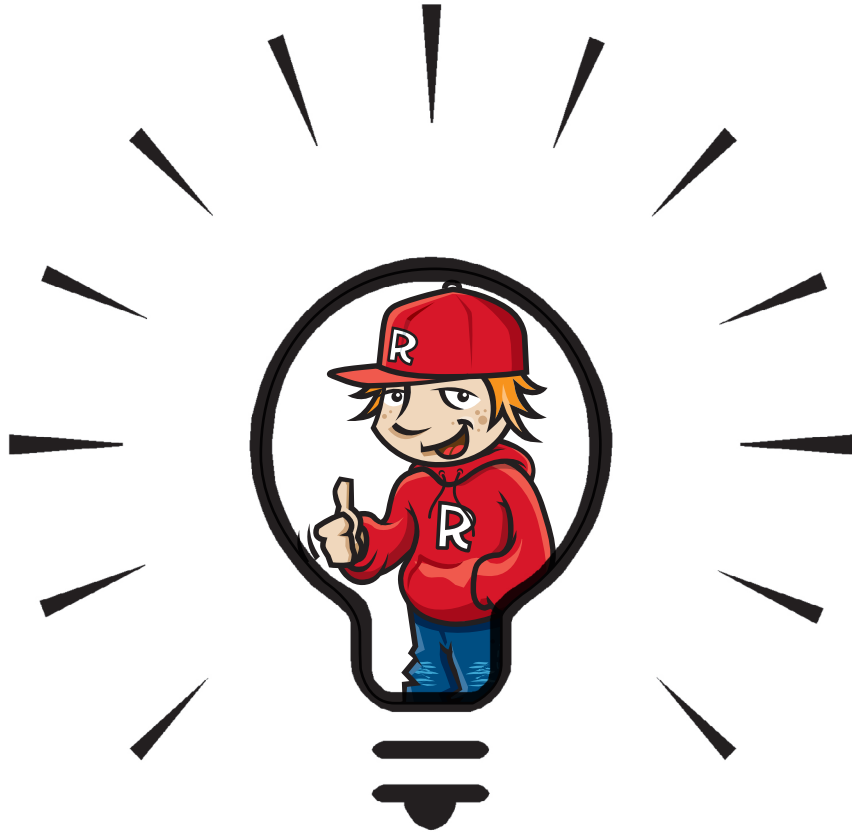


PPT #4: Choices

Making Choices

What makes a good choice?

What makes a bad choice?



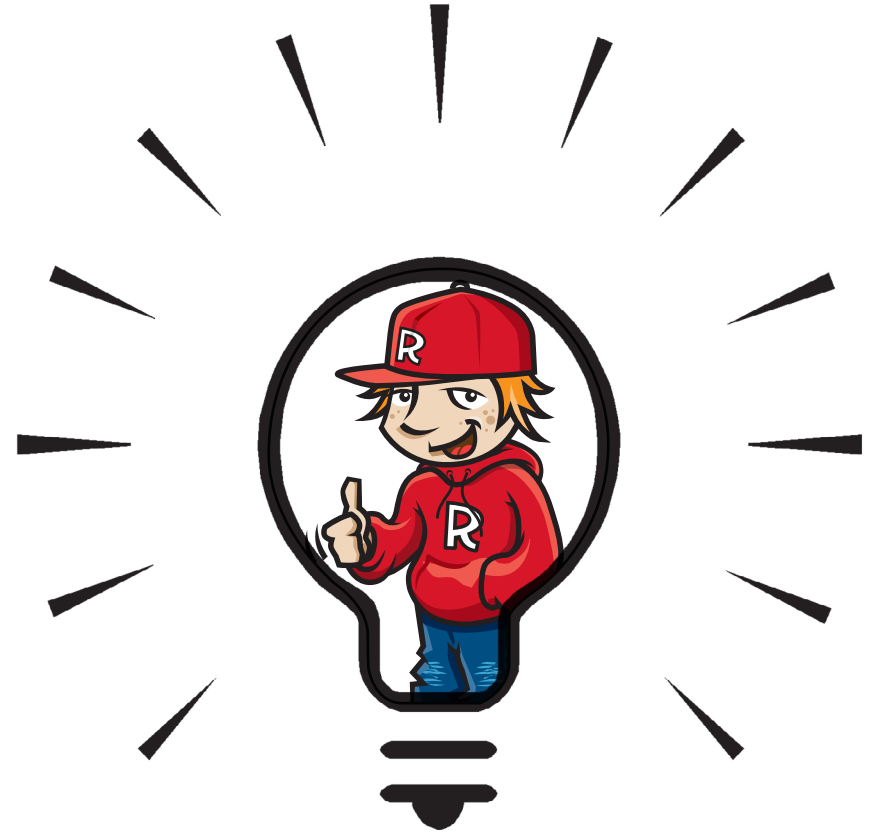
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