

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

FOCUS / LEVEL 1 MODULE



FOCUS

TARGET GAMES

VISION / GOALS / ACTION

L1

L2

L3



This module teaches kids how to focus on their dreams, set goals and to initiate an action plan.



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.

FOCUS

TARGET GAMES

VISION / GOALS / ACTION

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FOCUS on your dreams!

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NEW ZEALAND CURRICULUM LINKS

CRACKERJACK KIDS / OVERVIEW

General aims

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

Achievement objectives

STRAND A – Personal health and physical development

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

STRAND B – Movement concepts with motor skills

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

STRAND C – Relationships with other people

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

STRAND D – Healthy communities and environments

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

Underlying concepts

WELL-BEING

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

SOCIO-ECOLOGICAL PERSPECTIVE

- Critically analyse their own and others actions

ATTITUDES

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

HEALTH PROMOTION

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

Key competencies

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

Key areas of learning

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

Module Details

Duration: 1-2 Terms (Approximately)

L1 Year 1-2



GAME PLAY / FOCUS

VISION / GOALS / ACTION

Learning Intentions: I am learning how to...	Success Criteria: I can...
Focus on a target so that I can hit it.	<ul style="list-style-type: none"> Throw underarm and overarm to move a target with accuracy and power using a variety of balls from a range of distances.
Throw a beanbag at a stationary target from a range of distances. Put together a jump-hop sequence.	<ul style="list-style-type: none"> Throw a beanbag into a marked area over a range of distances. Put together a jump hop sequence and pick up the object while remaining balanced on 1 foot.
Roll a ball at a set of stationary targets accurately.	<ul style="list-style-type: none"> Roll a ball underarm accurately at a set of targets.
Underarm/toss a beanbag over greater distances towards a series of targets. Score a game of golf.	<ul style="list-style-type: none"> Toss a beanbag towards a goal over increasing distances. Score a game along the lines of a game of golf.

CHARACTER / FOCUS**L1**

Learning Intentions: I am learning how to...	Success Criteria: I can...
Develop focus so that I can be a winner in the "Game of life".	<ul style="list-style-type: none"> Focus on optical illusions and see differences. Focus on myself and know that I am unique. Focus on others and start to understand how I can focus on developing better relationships.
Dream big dreams for my life.	<ul style="list-style-type: none"> Dream about some of the things I'd like to do with my life. Learn to "Do it" if I can imagine it.
Set goals to achieve some of my dreams.	<ul style="list-style-type: none"> Set some S.M.A.R.T. goals. Practice some of the skills I will need to learn to achieve my goals.
Use an action plan to help make my dreams come true.	<ul style="list-style-type: none"> Put together an action plan to help my dreams come true. Use my initiative to help make things happen in my life.

AMBUSH

Movement Skills/Concepts

Exploring under arm and over arm throwing at a target.

Exploring power and accuracy to throw a variety of balls at a target from a range of distances.

Language: aim, target, accuracy, power, back swing, transfer of weight, follow-through.

Set Up

1 or 2 large balls (beach or gym size) are placed in the middle of a court area as targets. A variety of balls to throw at the targets.

Hoops.

Activity

- **Object of the Game:** To score a point by getting the large ball over the opposition team's baseline by throwing a collection of small and large balls at the target. Each team has to play the game from behind their goal line. Establish a "No Go Zone" between both baselines.
- Retrievers are nominated to gather balls from the "No Go" zone. (The need for this will become evident during the first attempt at the game because balls will remain in this area and because the players cannot go over their baseline line into the "No Go Zone".
- The distance between baselines and the size of the "No Go Zone" is to be established relevant to the skill level of the children but using a 1/3 of a netball court, with transverse lines as the baseline is an appropriate size.
- As you develop the game and identify different roles and responsibilities, there is the option to stand throwers in a hoop, thereby limiting their job to throwing with the retrievers being the only ones to gather the balls.
- The game and rules can be co-constructed with the children as required. Children are to think of a name for the game.

Questions

1. What is one of the main problems with the game? (*Balls staying in the middle can not be collected*) What ideas can you come up with to solve this problem? (*Use a specified number of retrievers that are allowed to move around inside the playing area. Experiment with the numbers and change retrievers.*)
2. In order for your team to win a point, what do you need to do?
3. In order to be successful, do you think the retrievers need to move quickly or slowly?
4. Which size ball do you think you should target to get back to your team? Why?
5. What other roles or responsibilities can you identify in order to make the game successful? (*Throwers, retrievers in the "No Go Zone" and retrievers behind the baseline*).
6. Develop the game so that children can rotate around the 3 main areas of responsibility. Connect roles and responsibilities to other games e.g. rugby, netball, soccer. Identify how in some games players can move throughout the whole area but still have specific jobs within the game (*rugby line out throwers, half back*), but in other games are restricted as in netball.
7. Give each role a name and reinforce the responsibility of each role. For example, in a game developed with a group the following names and responsibilities were developed:
 - a. Loaders:** Retrievers behind the baseline.
 - b. Aimers:** Throwing the balls at the targets to move them across the opposition's baseline.
 - c. Retrievers:** Collecting balls from the middle of the court to return to their Aimers. The children named the game "Gunnars".
8. What are some things we can do with our bodies to make our throws more accurate? (*Back swing, transfer of weight or for younger children stepping forwards, non throwing arm aiming at the target, follow through towards the target, bodies side on for an overarm throw.*)
9. As a retriever or loader, what might influence your decision as to which aimers you should concentrate on feeding the balls to? (*Those closest to the big balls.*)
10. Formulate further questions from your observation of the children while playing the game.

Life Skills Questions: Focus

1. What will a focused person be doing while:
 - a. Playing the game? (*Observe both focused and unfocused behaviour as examples to discuss while the children are playing.*)
 - b. During discussions?
2. What are some of the things you need to focus (or think about) while playing this game? (*Retrieving the balls quickly, which balls to focus on first, who is the best person to take the balls to, accuracy and power while throwing.*)
3. What sometimes takes your focus away when you are doing other activities in class?
4. What ideas can you come up with to help you?

GENERATION MEMORY GAME

- Place 6 to 8 items in front of the children. (More on subsequent attempts. See how many you can get to with your class).
- Discuss the details of each item e.g. colour, size and other specific details.
- Let the students know that the items will be taken away and that they will be tested at the end of the session to see how many of the items they can remember.
- Discuss ways (strategies) that they might use to help keep their focus on remembering the items for a longer time.
- Some strategies the students may use include:
 - Picture Images (Visualising) e.g. Yr 2 child said, "I took pictures inside my head."
 - "Repeating the items over and over inside my head." (Yr3 response)
 - "I wrote an note down inside my head." (Yr4 response)
 - "Remembered details about each one."
 - "Remembered the first letter of each word (item) and made a rhyme inside my head."
 - "Remembered the items by the order they were sitting in."

Throughout the lesson at regular points, ask if any student can recall the items. Ask them what they are doing 'inside their head' to help them focus on remembering the items. At the end of the lesson, ask a student to recall the items and as they get them correct, bring them out 'of hiding.'

CROWN THE KING**Movement Skills/Concepts**

Exploring underarm and overarm throwing at a target (with a defender present).

Exploring ways to defend a ball using only legs.

Set Up

Hoops (4-6)

Cans or cones

Small, soft balls

Students form a circle and the hoops are placed in the centre. Place a can or cone on the middle of each hoop.

Activity

- Players are chosen to protect the cans (one per hoop / can).
- The "protectors" can't step inside the hoops and may only protect their can.
- Six balls are distributed amongst the players on the outer circle.
- Players begin throwing the balls at the cans while the "protectors" protect their can without using their hands.
- The player who knocks down a can switches places with the protector.

Variation: Break the game into two smaller circles and play two games.

Questions

1. What is the best type of throw to use to try and knock the can over?
2. What can you do as a thrower to make the protector move and make space for you to throw into?
3. What is the best position to have your bodies in to throw the ball?
4. What is the best position to be in to collect a rebound off a protector?
5. How can the outside circle players work together to knock the cans down?
6. What different movements are you making that is helping you to protect your can?
7. What different body positions are you finding helpful? Why? (Explore different ideas by getting children to trial different ways).
8. As a protector, what clues are you getting to help you to defend your can?

Life Skills Questions: Focus

1. Sometimes in life, you have to protect others just like the protectors are protecting the can? How might you need to do this with your friends or a younger brother or sister?
2. How can you be a bucket filler while playing this game to:
 - a. Your own teammates?
 - b. The opposition?
3. What has happened during the game that has emptied your bucket? How can you still "keep your bucket full" in these types of situations?
4. How can you play competitively but still be kind in a game? (Look at some of the ways to be kind in the story "What does it mean to be kind" (What does it mean to be kind? <https://www.youtube.com/watch?v=L5HEKWib33g>) and discuss how this can be done even when playing competitively. E.g. smiling, giving compliments, seeing the best in other students even when they are struggling in the game etc.
5. Class Challenge: Come up with ways to show kindness while playing sports using A-Z.

Technique and Skills 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 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 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).

The 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.

Overarm Throw

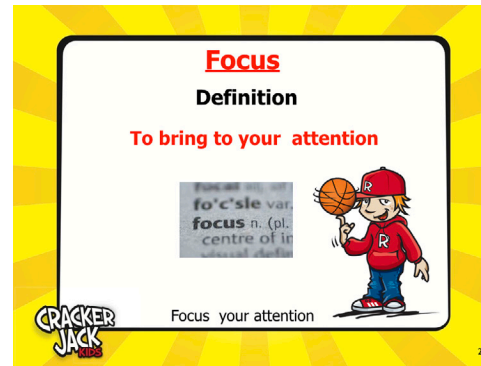
- Focus your eyes on the target.
- Stand side on to the target or direction of the throw.
- Point the hand without the ball at the target.
- Hold ball between the fingers and thumb, with the palm facing upwards.
- Elbow bends as throwing arm moves behind the head with the hand coming from a position 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

Winning your “Game of Life” by Being Focused



PPT #2: Focus

Definition:

To bring to your attention.

Questions

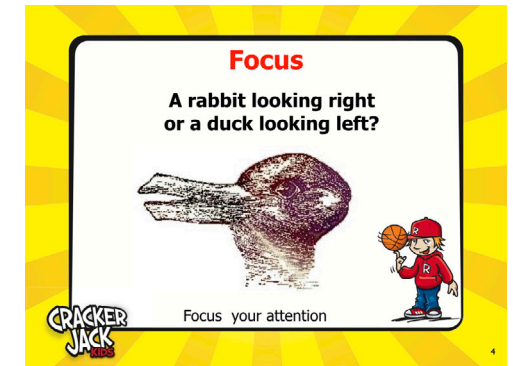
- What are some ways you get the teacher's attention in class?
- What are some ways people at school get your attention?
- Why is it important to get people's attention at times?



PPT #3: Focus

Puzzles

- What's odd about this picture?



PPT #4: Focus

Puzzles

- A rabbit looking right or a duck looking left?



FOCUS ON BECOMING "Better than Before"

AT SCHOOL I am going to focus on...



WITH MY FRIENDS I am going to focus on...



AT HOME I am going to focus on...



Stay **FOCUSED** and become **BETTER THAN BEFORE**

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