



Kids RICH in character

overview

Cracker Jack Kids

What is Cracker Jack Kids?

Cracker Jack Kids is a resource for primary school teachers that uses game play to teach foundational character traits and life skills.

The programme meets the requirements of the Ministry of Education curriculum for health and physical activity and includes professional development for teachers.

Benefits of using Cracker Jack Kids

Cracker Jack Kids is a resource to be used by teachers within their current context - not an external programme.

Cracker Jack Kids's strength is that it enables the teacher to create a positive learning environment using sport and games that has a flow on impact into the classroom and on into life itself.

Features and benefits of Cracker Jack Kids:

- ✓ Provides opportunities to involve parents in the programme
- ✓ Provides access to aspirational sporting role models
- ✓ Provides a packaged resource for teachers, freeing up planning time
- ✓ Professional development provided to assist implementation
- ✓ Written specifically for the New Zealand curriculum requirement of Health & Physical Education
- ✓ Introduces an innovative approach to providing character development
- ✓ Integrates with other sports specific coaching resources
- ✓ Provides content that covers all 6 years of primary schooling
- ✓ Flexible to accommodate specific character focuses when required
- ✓ Cracker Jack Kids consultants available for specific challenges
- ✓ Cracker Jack Kids employs the most effective teaching methods available

Who we are

Quantum Sport is a charitable trust established in 2005. Our goal, through sport, is to build great people that are capable of reaching their full potential. We aim to help raise a new generation of sports people: well-rounded athletes, positive role models, coaches, teachers and leaders who are equipped with resources to create inner fitness.

By training the inner person, Quantum Sport helps people achieve a personal stability that will have a positive impact on their performance, both on and off the field.

How does an athlete succeed in their field? They practice the basics, until they get them right. Similarly, basic life skills that create a balanced and emotionally stable player are mastered only through practice and with the assistance of a good coach.

Our team has a wealth of experience in the sporting world and seek to inspire athletes, coaches and kids to become great leaders of self and role models for others. Our trained coaches help walk people through change using well developed tools and

Advisory Board

- John Graham, CBE. Former All Black, President of NZRFU and Chancellor of The University of Auckland
- Barry Maister. Secretary General New Zealand Olympic Committee
- Dr Jane Magnusson (PhD MSc BSc). Dr Magnusson works with elite athletes and high performance programmes in the area of Sport Psychology
- Pat Lam. Former All Black and captain of Manu Samoa. Head coach of Auckland Blues Super 14 team
- Sue Emerson. Head of Department – Unitec School of Sport

Board of Directors

- Bruce Pilbrow (chair)
- John Roberts (secretary)
- Ken Youngson (CEO)
- Michael Jones
- Andrew Larsen

Staff and Facilitators

- Ken Youngson (CEO)
- Tuhi Isaachsen (GM)
- Sue Morris (Cracker Jack Kids programme manager)
- Tu Edwards (IF trainer)
- Mike Perez (IF trainer)
- Eroni Clarke (IF trainer)

Our approach - Integrating game play and the game of life

Key fundamentals that create champions in physical activity and sport are the same fundamentals that can create champions in life. This programme emphasises that champions are not only excellent at their sport but require excellent character to match. It promotes excellence as an athlete and excellence as a person.

We want children to not only win, but win because they are competent, confident and display excellent character. The development of key fundamentals in physical education will help students to develop and make sense of:

- Skill, technique, strategy and tactics in “game play”
- Life skills such as self-control, making choices, attitude, and good character

Quantum’s Cracker Jack Kids Character Programme is designed to demonstrate how the fundamentals of sport, games and life go together.

Cracker Jack Kids explicitly connects what they are learning in physical education with their life

Effective pedagogy (strategies, techniques and approaches that teachers use to teach)

Teachers are coached to use a variety of strategies and techniques in its presentation and delivery, current research shows that students learn best when teachers:

- Encourage reflective thought and action
- Make connections
- Provide multiple opportunities to learn
- Facilitate shared learning
- Enhance the relevance of new learning
- Create a supportive learning environment

The Cracker Jack Kids approach utilises these principles and allows aspects of game play such as decision-making, teamwork, communication and character traits to be promoted and developed.

Cracker Jack Kids Programme Structure

Cracker Jack Kids Modules

Specific modules as outlined in table 1 have been written to introduce the basic concepts to children and develop the understanding of game play before starting on the character focused units outlined in table 2.

The overview contained in table 3 provides an example of one Cracker Jack Kids unit that has been exploded to detail the three levels of depth for each character word.

Levels within the Cracker Jack Kids resource

Each unit consists of 3 levels, covering the first 6 years of Primary School education. The development of game play skills is matched to the 3 main levels:

Level 1: Game play stages include the main characteristics of improving single skills. This broadly covers Years 1 and 2 at school

Level 2: Game play stages include the main characteristics of combining two or more skills into smooth sequences and broadly covers Years 3 and 4 at school

Level 3: Game play stages include the main characteristics of learning the beginning offensive and defensive strategies, as well as further skill development that relate to this. This broadly covers Years 5 & 6 at school

Table 1: Cracker Jack Kids introductory module

<i>Introductory Units</i>	Game Play Focus	Level 1 Year 1-2	Level 2 Year 3-4	Level 3 Year 5-6
Unit 1 Winning...The Complete Effort	Tag Game	Winning with the Complete Effort	Never cease Trying to be the best you can be	Maximise your skills and Potential
Unit 2 The Role & Value of Rules & Boundaries	Invasion Game	Rules keep us safe and promote fairness	Rules in life at School, home and with our friends	Unspoken rules help us treat our friends and classmates fairly
Unit 3 Going for Goal...by Remaining Focused	Locomotive & Tag Game Activities	Negative feelings and actions by others take our focus away	Going for Goal requires focused practise of skills	The Power of Focus

Future development of Cracker Jack Kids at Level 4 will see game play stage characteristics of playing games with complex rules and strategies in teams with specialised rules. This broadly covers Years 7 and 8 at school

Flexibility and duration

The programme has been developed with depth and flexibility to cover up to 6 years of primary education. By writing the resource in units it affords a great level of flexibility to accommodate specific focuses that a school may have and also adjust for seasonally oriented game activity.

Table 2: Cracker Jack Kids Character focus modules

Cracker Jack Kids UNITS	GAME PLAY FOCUS	CHARACTER FOCUS		
ATTITUDE	INVASION GAMES (Emphasis on attacking)	Confidence	Coach-able	Team Player
GOOD CHARACTER	STRIKING & FIELDING	Honesty	Respect	Loyalty
INFLUENCE	NET & WALL GAMES	Integrity	Leadership	Courage
SELF CONTROL	INVASION GAMES (Emphasis on ball control activities)	Patience	Response	Discipline
FOCUS	TARGET GAMES	Vision	Action	Skill
BOUNCE BACK	INVASION GAMES	Co-operation	Enthusiasm	Humour
HARD WORK	LOCOMOTIVE SKILLS/TAG GAMES	Perseverance	Determination	Commitment
GOOD CHOICES	STRIKING & FIELDING GAMES	Excellence	Responsibility	Balance

Table 3: Example of one Cracker Jack Kids character unit broken down

GOOD CHARACTER UNIT

FOCUS	Level 1 Concepts Year 1-2	Level 2 Concepts Year 3-4	Level 3 Concepts Year 5-6
HONESTY	<ul style="list-style-type: none"> •Honesty with friends and family •Owning up to mistakes •Allowing others to take the blame •Lying •Honesty Acronyms 	<ul style="list-style-type: none"> •Honesty definitions •Honesty is statements •Honesty situation discussions •Big lies v Little lies •Is it ever OK to lie? •Honesty Acronyms 	<ul style="list-style-type: none"> •Personal reflections on honesty •Honesty Is statements •Difficult situations with: <ul style="list-style-type: none"> •friends •at school •at home •Agree/Disagree Honesty statement discussions •Reasons for telling the truth •Big lies or Little lies •Is it ever OK to lie? •Honesty Acronyms
RESPECT	<ul style="list-style-type: none"> •Actions associated with showing respect with <ul style="list-style-type: none"> •friends •in the classroom •Playground •At home •The Golden Rule •Teasing •Property 	<ul style="list-style-type: none"> •Definition of respect •Respect in action •Importance of Respect •Compliments •The Golden Rule •Teasing •Respecting people with differences •Respect for Property •Others equipment •Equipment at school •The Planet 	<ul style="list-style-type: none"> •Definition for Respect •The Importance of Respect •Respecting the opinions of others •Respect in action •Compliments •Respect rules •Golden Rule discussion •Teasing •Agree/Disagree statements •Respect for the elderly •Respect for people with Disabilities •Respect for famous New Zealanders
LOYALTY	<ul style="list-style-type: none"> •Do's and Dont's list for showing loyalty with: <ul style="list-style-type: none"> •friends •in the classroom •school community •at home with the family •Trust & loyalty with: <ul style="list-style-type: none"> •friends •in the classroom •at home •Personal Trust statements 	<ul style="list-style-type: none"> •Loyalty statement and definition •Loyalty Do's and Dont's •Personal loyalty •Loyalty/trust situations with <ul style="list-style-type: none"> •friends •in the classroom •at home •Personal loyalty/trust statements 	<ul style="list-style-type: none"> •Loyalty statements •Loyalty Do's and Dont's •Personal Loyalty reflection questions •Loyalty & trust situation discussions •Loyalty in relationships •Loyalty & trust actions at home •Loyalty survey (consumers) •Selfish v Unselfish loyalty

Implementation

The following components have been identified as critical to the success of a programme in any school and are supplied by Quantum Sport.

1. Programme launch

Quantum Sport have assembled a group of high profile New Zealand athletes who are ambassadors for the message of Inner Fitness. Called Team Quantum; arrangements are made to enable a TQ member to visit a school and introduce Cracker Jack Kids to the students at an assembly event.

We believe that the support of aspirational sporting role models greatly improves the level of engagement of the kids.

2. Professional Development

This is a half day introduction for teachers that covers:

- The inquiry based approach to teaching games based physical education
- The content and it's application within the context of the classroom programme as a learning pathway for the acquisition of skills related to both game play and character development
- Planning documents for teachers including all powerpoint presentations and video clips and charts.

*No written word, no spoken plea
Can teach our youth what they should be.
Nor all the books on all the shelves,
It's what the teachers are themselves*

An anonymous teacher

3. Optional Services

In addition to the above implementation services, Q.S. can also provide additional support:

Seminar for Parents of Cracker Jack Kids Kids

Available as an overview of the contents and experiential principles employed in the Cracker Jack Kids learning approach. Instruction is also provided for the parent (that ties to the Cracker Jack Kids approach) for character development in the home.

Cracker Jack Kids consultant

Additional training and consulting to help deal with specific challenges is available from our team of Cracker Jack Kids specialists.

Coach development programmes (Total Coach)

Quantum Sport has training programmes for coaches from grass roots to the elite level that focus on equipping the sports specific coach to learn similar principals to that employed in the Cracker Jack Kids programme of character development. There is great benefit in including the sport specific coaches at a school as it will provide a positive and consistent environment building strength into the core element of kids lives.

Planned future development includes:

- An interactive web site for students to use
- Role model video clips covering the character traits taught in the programme

Links to the New Zealand curriculum

Values

Quantum's Cracker Jack Kids programme has strong links with the values outlined in the NZ schools Curriculum. Building *kids rich in character* uses Respect, Integrity, Caring and Honesty as foundational Character traits. Through this programme students are encouraged to value:

- Excellence
- Diversity
- Respect
- Equity
- Community
- Integrity

It provides opportunities for the school, sporting bodies and the community to work together, producing students who will contribute positively in the classroom, on the sports field and in the wider community.

Key competencies

The programme also connects with the 5 key competencies as outlined in the New Zealand MOE Curriculum:

1. Managing Self
2. Relating to Others
3. Participating and Contributing
4. Thinking
5. Using Language, Symbols and Text

Specific relationship to health and Physical Education

Cracker Jack Kids is designed to correlate to the current Health and Physical Education Curriculum in the following areas:

- It focuses on the student's well-being and helps students make positive choices
- It supports the Maori philosophy of well-being, which includes the ability to influence and support others
- Playing a significant role in developing positive attitudes and values which will enable students to make positive, respectful choices
- Healthy relationships will develop in the way students interrelate with each other
- Develops a healthy environment which supports physical, social and emotional growth

Testimonials

Values Teaching – We find our kids really need/benefit from this.
Follow up activities in class. Gives more teacher control in terms of programme delivery.
Values – Beginning to show true understanding of how these link to everyday life.
Meg Hinton teacher Dawson Road Primary School

Students had a lot of input and could link the stories from the programme to their own life.
Kids really loved making up their own rules and working towards playing the game fairly with rules that everyone agreed on.
Meg Hinton teacher Dawson Road Primary School

“We learnt how to work together as a team to achieve a goal”
Rachael, Year 6 Female Student Dawson Road Primary School

“Quantum Sport taught us how to win in life . . . and sports too!”
Damzel Year 6 Male Student Dawson Road Primary School

Answers to Questions asked of children at end of Term 1 2008 Red Beach School in a large group sharing time

What been some of the positive things your have gained during the Game Play Physical Education Lessons?

I'm more involved
Confidence in myself (from a little girl who has cancer and had no confidence in her ability to participate at the beginning of the programme)
How to work better as a team
Learnt how to do more things
Learnt that I can trust other people
Making our own rules...but not too many rules and to play fairly
Learning to use strategies
Games that just didn't have a skill focus

What are some of the things you have found the most challenging?

Cheating
Cheating makes the activity difficult
Silent communication during the games
Difficult to trust people when they cheat.

Interview with Richard Cowell Red Beach School Team Leader and Teacher in Charge of Physical Education and Sports

Question: What observations have you made in terms of the teaching during the programme delivery and in your class that has been participating? (3 point answer)

Because I come from a sports background I can see the way you have intentionally included skill in the Game Play sessions. And by doing this it hasn't put off others and has lead to greater levels of participation.
The students have given a lot more thought to the concept of rules which has helped them understand that they need rules
The students have learnt that it's not so bad to lose and this in turn has lead to more involvement as part of a group

Contact Information

If you would like further information on the work of the Quantum Sport Trust or the products and services available please contact us at either:

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