

Jack's **FUN**tastic Day

Early Stage 1
Teacher Resource

To promote active play and reduce
screen time



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- Central Coast Local Health District Health Promotion
- Central Coast Local Health District Design and Print Management
- NSW Department of Education (Aboriginal Education and Engagement Advisor and Transition to School Coordinator)
- NSW Office of Preventive Health

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Introduction

Jack's FUNtastic Day is a storybook to encourage active play in children attending early childhood services, primary schools, and with families. Targeting the ages of 3 to 6 years, it specifically promotes the continuity of learning through the transition to school period.

The main messages in the book are to increase the amount of active play and physical activity and limit time spent in front of small screens by children. In doing so, the story also discusses other life skills such as imagination, friendship, exploration and cooperative play.

This resource book examines and extends these messages and promotes healthy behaviours through a variety of learning activities. It is hoped these suggestions open up and inspire many other discussions and learning experiences which are possible on these topics.





Background Information

Why more active play and physical activity?

Daily physical activity is important for;

- Physical health and fitness
- Social, emotional and cognitive health.

Current physical activity guidelines recommend that children aged 5 – 12 years accrue at least 60 min/day of moderate-to-vigorous physical activity. However, less than 50% of primary school aged children in Australia meet these guidelines (Hardy et al., 2010)

Why less time spent in front of small screens?

Time spent in front of screens is usually sedentary, and can replace time that would otherwise be spent being physically active. It is also associated with snacking and exposing children to advertising for energy-dense foods that are especially prominent during children's viewing hours.

Current sedentary behaviour guidelines recommend that children aged 5 - 12 years minimise the time they spend being sedentary every day, and limit the use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day.

For more information and teaching resources, see the following links:

http://www.goodforkids.nsw.gov.au/media/1099/ssr-teacherses1_grey.pdf

<http://activeeveryday.org.au/teachers/>

<http://www.healthykids.nsw.gov.au/teachers-childcare.aspx>





PDHPE ES1

Decision Making	DMES1.2 Identifies some options available when making simple decisions.
Communicating	COES1.1 Expresses feelings, needs and wants in appropriate ways.
Personal Health Choices	PHES1.12 Displays basic positive health practices.
Active Lifestyle	ALES1.6 Develops a repertoire of physical activities in which they can participate.
Interpersonal Relationships	IRES1.11 Identifies how individuals care for each other.
Safe Living	SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.
Growth & Development	GDES-1.9 Identifies how people grow and change.

English ES1

Reading & Viewing	ENe-4A- Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies. ENe-8B-Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.
Speaking and Listening	ENe-1A -Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-6B -Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.
Writing and Representing	ENe-2A-Composes simple texts to convey an idea or message. ENe-7B-Recognises some different purposes for writing and that own texts differ in various ways.
Grammar, Punctuation and Vocabulary	ENe-9B- Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.
Thinking Imaginatively and Creatively	ENe-10C –Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.
Expressing Themselves	ENe-11D- Responds to and composes simple texts about familiar aspects of the world and their own experiences.

Links to other Key Learning Areas

This resource is provided as a guide, as the teaching opportunities for this story are limitless such as;

- Transition programs – teacher reads the story book and students may do a physical activity with their buddy and discuss a take home message to their parent/carer
- Creative Arts
 - Dress up as the characters and re-enact the story or
 - Create a pots and pans orchestra
 - Go outside and cloud gaze and draw what you see
- History - Talk about;
 - What games and activities did your grandparents play when they were little? (as in the 'olden days' before screens and TV)
 - What outside things could you use to play or make up games with? (as our Traditional Aboriginal children did)



Teaching and Learning Activities



Lesson 1

Week	Outcomes / Indicators	Teaching & Learning Experiences	Resources	Register
	<p>ENe-1A- Listen to and respond orally to texts</p> <p>ENe-4A</p> <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read Re-tell a familiar story in sequence and identify main idea <p>ENe-2A Composes texts using graphics to support their choice of words</p>	<p>Before reading the book discuss what the students think it will be about.</p> <p>Read the book to the whole class.</p> <p>Discuss what the students learnt about the importance of being active and how it makes you feel.</p> <p>Activity-whole class</p> <ol style="list-style-type: none"> Sequence the events of the story Using A4 size cards order the events of the story using the terminology first, next, after that, then. Activity Student Work Sheet 1A or 1B <p>Sequence pictures</p> <p>Optional- Students can write a sentence for each picture.</p>	<p>'Jack's FUNtastic Day' Story book</p> <p>Discussion points in Teacher Resource</p> <p>Sequencing cards 1</p> <p>Worksheet 1a - 3 picture sequence or Worksheet 1b - 6 picture sequence</p>	

Lesson 2



Week	Outcomes / Indicators	Teaching & Learning Experiences	Resources	Register
	<p>ENe-1A- Listen to and respond orally to texts</p> <p>ENe-4A Use comprehension strategies to understand and discuss texts listened to, viewed or read</p> <p>ALES1.6 Compares the physical activities that they do as a group and how this makes them feel</p> <p>ENe-2A Composes texts using graphics to support their choice of words</p>	<p>Re-read Jack's Funtastic Day</p> <p>Whole class</p> <p>Discuss and list games/activities the students like to play.</p> <p>Using What, Where, Why and Inferential questioning.</p> <p>Activity 1</p> <p>Classify activities into Indoor and Outdoor activities</p> <p>Activity 2</p> <p>Students match the label to the indoor activities played in the book.</p> <p>Optional</p> <p>1) Introduce students to Indigenous Games and other physical games.</p> <p>2) Students write-My favourite indoor game....</p> <p>Or My favourite outdoor games...</p>	<p>'Jack's FUNtastic Day' Story book</p> <p>Discussion points in Teacher Resource</p> <p>Worksheet 2</p> <p>Large posters of Indoor and Outdoor activities (printed in A3)</p> <p>Activity picture cards (indoor/outdoor games)</p> <p>Worksheet 2 - Indoor and Outdoor games (printed as A4)</p> <p>TIG Indigenous Games Resource</p>	

Lesson 3

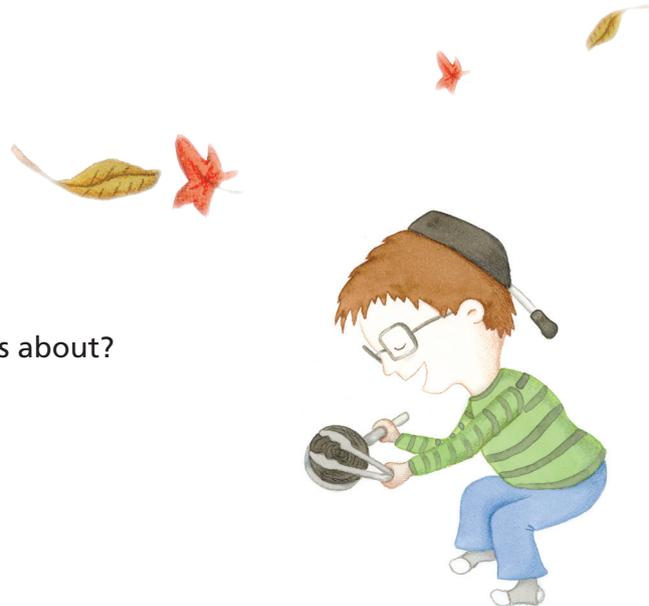


Week	Outcomes / Indicators	Teaching & Learning Experiences	Resources	Register
	<p>ENE-1A-</p> <ul style="list-style-type: none"> Contribute appropriately to class discussions Communicate with peers and familiar adults about personal experiences <p>ENE-2A</p> <p>Composes texts on familiar topics</p>	<p>Whole Class/Group/Partner Discussion</p> <p>Distribute small activity card to each student and they then tell either partner, small group or whole class the location (indoor, outdoor) clothing and equipment needed to play the game.</p> <p>e.g. <i>Football card- outside, joggers, football</i></p> <p><i>Skateboarding card- outside, skateboard, helmet pads.</i></p> <p>Optional</p> <p><u>Data</u> - Graph favourite games</p> <p><u>Writing</u>- Sentence starter - I like playing.....</p> <p><u>PE</u> - Learn and play a new game e.g. elastics or an Indigenous Game.</p>	<p>Small activity cards from lesson 2</p> <p>Family Activation Pack - More Fun Games 1&2</p> <p>TIG - Indigenous Games Resource</p>	

Lesson 4



Week	Outcomes / Indicators	Teaching & Learning Experiences	Resources	Register
	<p>ENe-1A-</p> <ul style="list-style-type: none"> • Contribute appropriately to class discussions • Communicate with peers and familiar adults about personal experiences <p>GDES-1.9 Lists basic human needs</p>	<p>Whole Class A Happy Healthy Jack</p> <p>Discuss and list the things our body needs to keep us healthy and happy.</p> <p>Key Ideas: Water Exercise Good Food Sleep Love Home</p> <p>Activity Students draw pictures /or cut pictures from magazines to complete Worksheet 3 of Happy Healthy Jack. Optional - Make a poster of a Happy Healthy ME!</p>	<p>Worksheet 3 A4 size magazines</p>	



Prior to reading the story

Ask the children: What do you think the story is about?
What do you notice on the front page?

Read the story

Story themes

Ask the children: What was the story about?

Some responses may include: active play, reducing technology use, nature play, playing with friends, family and relationships, exploration, imagination, low-equipment games, indoor and outdoor play, trying new experiences.

• Details of story and illustrations

- Discuss the front cover. What are Jack and Ruby doing?
- What changes happen during the story?
- What do you like about the illustrations? Did you notice anything interesting in the images?
- Discuss the back cover. What are Jack and Ruby doing?

• What is Jack doing at the start of the story?

Does Jack look like he is having fun playing on his screen?

• Jack's fall and reaction: What happens when Jack falls over? How does he feel? Discuss Jack's response to falling, his emotions and how he manages his anger.

• Language: What is an 'expedition'? What do you think 'zipdiggity' means?

• What games and activities did Jack and Ruby play in the story?

- Jumping like kangaroos, crawling like tortoises and snails, treasure hunt, cloud-watching, making music, hide and seek, statues, indoor cricket, hopscotch, dress ups.
- Discuss which games and activities can be played outside and which can be played inside

• What do you do when the weather is rainy?

What other activities could you do in wet weather?

• What activities are Jack and Ruby doing on the last page of the story?

- Drawing, dancing, chasing, kicking, throwing and catching, riding a scooter

• Which other characters appeared in the story? (Jack's mum and dad, Ruby's mum, Jack's pop). If appropriate, discuss the family composition of children in your class. In what ways can children be active with their family members?

- **After all the fun things they find to do, would Jack and Ruby be hungry or thirsty? What should they choose to eat and drink?**
- **Discuss how and when children use screens.** What type of screens do children use? What do they use screens for? How often do children use screens? In what ways can screens be useful (e.g. for learning experiences or to encourage physical activity such as yoga)? What happens if we use screens too much? Are there ways that screen use can be reduced? What can we do instead of using screens? Share these ideas with families.

Games and activities

- **play some of the games and activities that Jack and Ruby play in the story**
 - Jumping like kangaroos, crawling like tortoises and snails, treasure hunt, cloud-watching, making music, hide and seek, statues, indoor cricket, hopscotch, dress ups, drawing, dancing, chasing, kicking, throwing and catching, riding a scooter.
 - Connect the animal movements (kangaroo, tortoise, snail, rabbit), treasure hunt, and cloud-watching to learning experiences around nature:
 - What other animals can children move like?
 - What natural objects can be found on a treasure hunt at your School?
 - What shapes can children identify in the clouds? Can these be connected to movement?
 - Play [Australian Bush Nature Sounds](#) - for relaxation and imagination
 - Risky play in the natural environment - climbing trees, rainy play (e.g. splashing in puddles)
 - Connect Jack and Ruby's music time to dance or music and movement. Jack and Ruby are also dancing to music on the last page of the story
 - Extend on the active play theme of the story by linking to fundamental movement skills. Running, jumping, striking a ball, hopping, kicking, throwing, and catching could all be practiced, as these skills appear in the story.
- **Use various equipment to improvise music and movement time with children, as Jack and Ruby do in the story**
- **Sustainability:** What resources can be re-purposed or re-used for active play? What resources do Jack and Ruby use like this in the story?
- **Imagination:** There is a power blackout and all of your screens don't have power. What can you do instead?
 - What games can be played with minimal or no equipment? Pick a particular resource (e.g. newspaper, ball etc.) - what activities could be done with this resource?
 - What other ideas do students have for finding fun without using screens? Which of these activities can be done at school? Which of these activities can be taken home to engage families in the messages of the story?

Worksheet 1a: What happened in the story?

Sequence – cut and paste the correct order of the story (3 picture sequencing)

Name: _____

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Read and tick the boxes

- When I exercise I feel
- strong
 - thirsty
 - tired
 - happy and well



Worksheet 1b: What happened in the story?

Sequence – cut and paste the correct order of the story (6 picture sequencing)

Name: _____

Sequencing cards 1

Name: _____



Indoor games



Outdoor games



A Happy & Healthy Jack



Water

Exercise

Sleep

Healthy Food

Shelter

Love



Information for Families

The following may help to communicate these messages to encourage more activity and less screen time to families within your school community.

Web links

- Active Play 60 Minutes Every Day <http://activeeveryday.org.au/>
- Good for Kids You Tube link <https://www.youtube.com/watch?v=uiT9YGPzaB0>



Fact Sheets

- Free brochures can be ordered from the Department of Health <http://www.health.gov.au/internet/main/publishing.nsf/content/pasbr>
- Free fact sheets can be ordered from Healthy kids website <http://www.healthykids.nsw.gov.au/home/order-fact-sheets.aspx>



Other resources

- Family Activation Packs http://www.healthpromotion.com.au/CIM/Family_Activation_Pack.htm
- Ideas for families to be active with their kids http://activeeveryday.org.au/be-active-with-your-kids/http://www.healthpromotion.com.au/Documents/Small_Screen_Recreation/Unplug_and_Play.pdf

