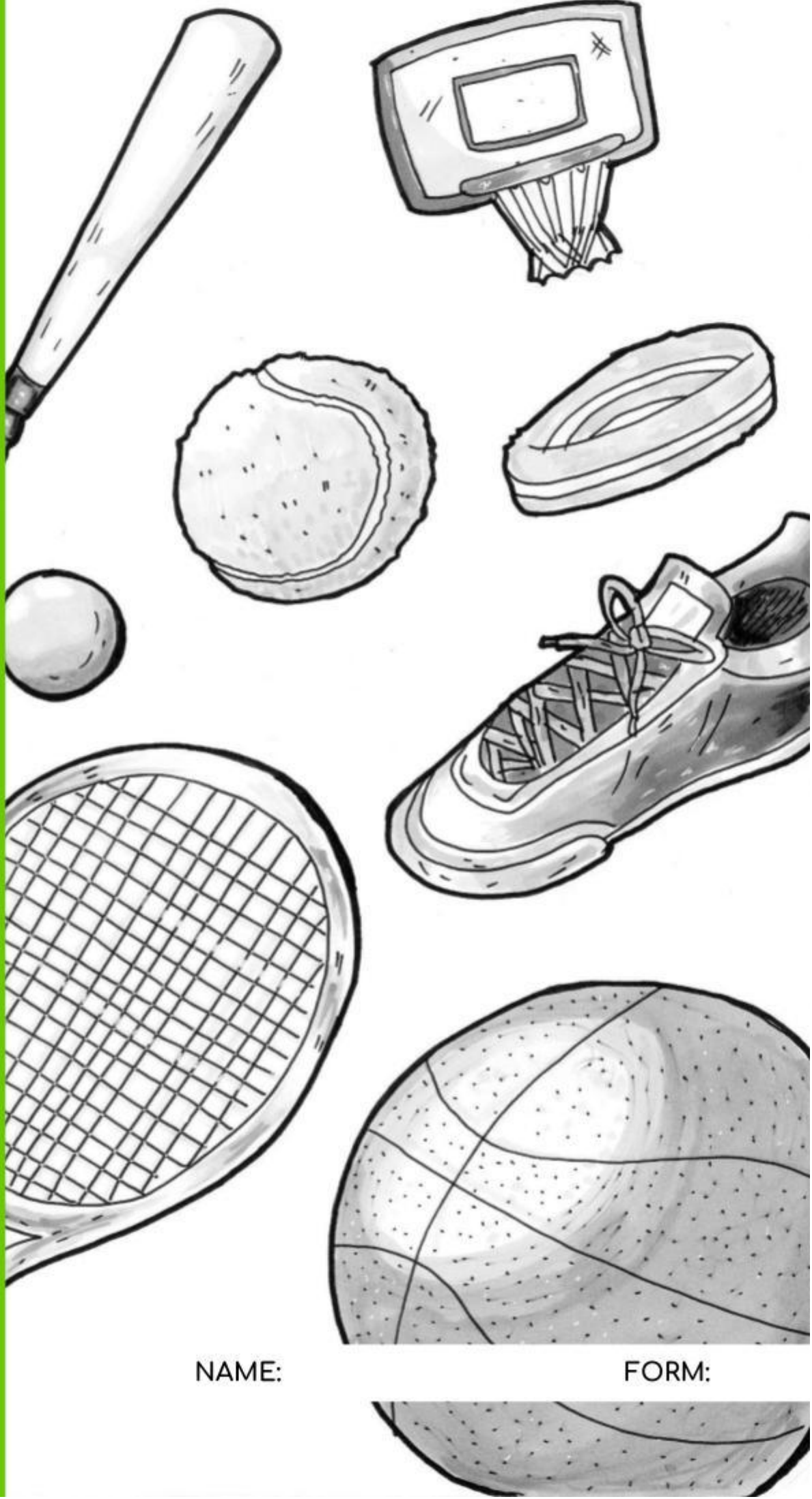


PE & SPORT

YEAR 8 Independent Learning Booklet 2021-2022



NAME:

FORM:

Booklet Contents

1) Contents & How to use guide	Page 2	Content
2) Curriculum activity map	Page 3	Content / Feedback
3) Lesson content - what you will learn	Page 4 - 9	Content
4) Theory topics to be learnt alongside activities	Page 10 - 11	Skills
5) Subject information / tasks	Page 12 - 26	Skills / Feedback
6) Assessment for Learning	Page 27	Feedback

Websites to help aid understanding:

<https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

<https://www.englandhandball.com/>

<https://www.basketballengland.co.uk/get-involved/education/secondary-schools/>

<https://www.amateur-fa.com/players/ways-to-play/youth/secondary-schools>

<https://www.simplenetball.co.uk/rules/>

How to use this PE independent learning booklet

This booklet starts with identifying what sporting activities you will be taught over the year and asks for you to make a self assessment on your attainment level for each sport by identifying a target grade you will be aiming for from a Platinum, Gold, Silver and Bronze framework. In order to do this you will need to read the practical activity overviews and content which explains what you will be taught within each activity area. Also you will need to look at the Assessment for learning model on the final page of this booklet. (Page numbers above.)

The next section explains the theory elements of physical education that we will cover and provides some tasks for you to complete once you have been taught the content in lessons. This is followed by sport specific information regarding skills, rules, positions and tactics needed to be successful when performing within each sport and some tasks are included to test your knowledge. The final section explains how assessment in PE is made. This happened mainly within the last lesson of an activity block where your teacher will assess you against the criteria listed. Your teacher will also make informal assessments at other points throughout the activity block.

Curriculum Map 2021 - 22

	6 th Sep – 8 th Oct (5 lessons)	11 th Oct – 19 th Nov (5 lessons)	22 nd Nov – 17 th Dec (4 lessons)	5 th Jan – 11 th Feb (6 lessons)	21 st Feb – 1 st April (6 lessons)	19 th April – 27 th May (6 lessons)	6 th June – 8 th July (5 lessons)
Year 8 Group 1 JUG JUG	Trampolining Gym	Basketball Sports hall	Table Tennis Gym	Football 3G	Netball Sports hall / Muga	Athletics Trials / Rounders	Athletics
Year 8 Group 2 JDI KBA	Basketball Sports hall	Football 3G	Netball Muga	Table Tennis Gym	Trampolining Gym	Athletics Trials / Rounders	Athletics
Year 8 Group 3 MCH MCH	Football 3G	Trampolining Gym	Basketball Sports hall	Netball Sports hall	Table Tennis Sports hall	Athletics Trials / Rounders	Athletics

Task - Can you complete the table with what activities you will be covering over the course of the year?

Using the assessment for learning model and practical activity overview complete a self assessment and identify your target grade for each activity.

	6 th Sep – 8 th Oct (5 lessons)	11 th Oct – 19 th Nov (5 lessons)	22 nd Nov – 17 th Dec (4 lessons)	5 th Jan – 11 th Feb (6 lessons)	21 st Feb – 1 st April (6 lessons)	19 th April – 27 th May (6 lessons)	6 th June – 8 th July (5 lessons)
Year 8							

Practical Activity Overviews and Content

INVASION GAMES – BASKETBALL, FOOTBALL, NETBALL & HANDBALL

Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. Increased emphasis is placed on pupils performing to their maximum and developing control and fluency.

<p>Outwitting an opponent:</p> <p>Pupils will further develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to combine and perform further developed invasion based skills consistently applying a greater accuracy and higher quality of technique. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p>	<p>Developing Physical and Mental Capacity</p> <p>Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Develop a knowledge of the major rules and laws involved in Basketball, Football, Handball & Netball. To develop observation skills, comment and compare peer performances, skills and techniques. Ask questions about the effectiveness of these tactics.</p>	<p>Developing Skills/Performance</p> <p>Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, Receiving, outwitting defenders, dribbling, and shooting will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.</p>
<p>Making and Applying Decisions</p> <p>Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. This decision making process will need to be completed quickly under pressure and also consist of positional awareness in both defence and attack. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used to achieve this. Pupils will recognise the benefits to their health of regular exercise and the benefits of being active. Encourage participation within extracurricular teams in Basketball, Football, Handball & Netball and promote community links. To understand the type of fitness one needs to perform at a high level.</p>	<p>Evaluating and Improving</p> <p>Pupils will be able to use information gained from analysis of performance to influence and improve their own play, through peer observation and evaluation. To identify and suggest areas for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Provide opportunities for pupils to assess their own performance.</p>

Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • tactics, <i>eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i> • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> Speaking and listening – through the activities pupils could: <ul style="list-style-type: none"> • collaborate with others to share information and ideas, and solve problems
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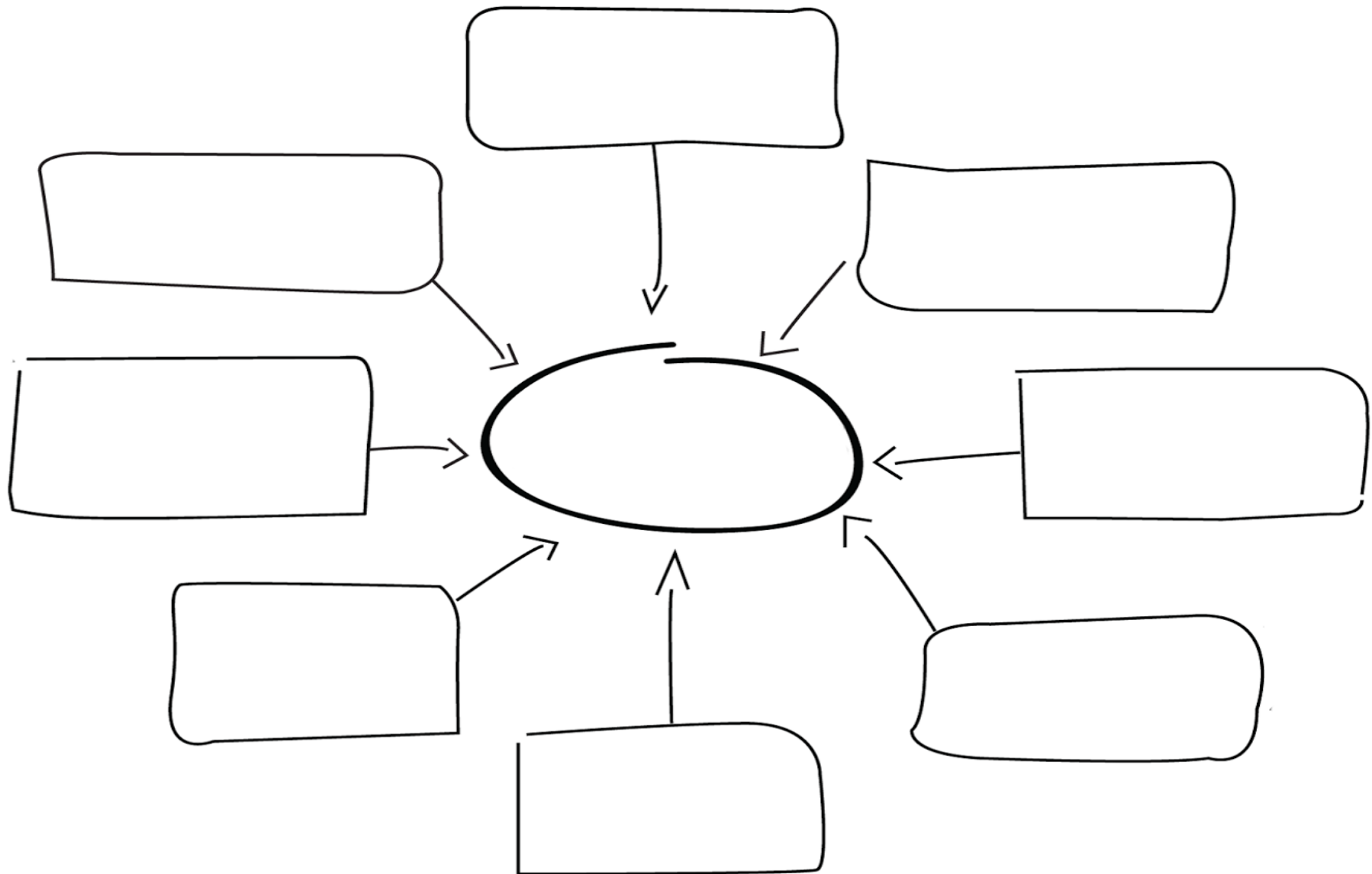
ATHLETICS			
In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.			
Accurate Replication Pupils will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students describe the elements of an effective running, jumping & throwing style.	Developing Physical and Mental Capacity Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. Be able to recognise that different types of activities require different types of fitness. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the physics of speed, linear motion, angles and drag. To develop mental capacity when recording & calculating times and distances.	Developing Skills/Performance Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.	
Making and Applying Decisions Opportunities to coach pupils or small groups will develop communication, leadership and decision making skills. Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Adapt & refine these strategies to the	Making Informed Choices About Healthy, Active Lifestyle Pupils will understand why regular exercise has a positive effect on their own health, fitness and social well being. Understand the effect exercise has on heart rate and performance implications. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.	Evaluating and Improving Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modelling & video recordings. Pupils will be able to use information gained from analysis of performance to influence and improve their own technique (Peer	

need of an event. To encourage the ability to become a reflective learner.		coaching, 'what makes good' questioning/demos & targeted differentiated questioning).
Extension & Enrichment Schools could: <ul style="list-style-type: none"> • provide school-based indoor and outdoor clubs for athletic activities • provide links to local community-based clubs • set up inter-form/house and inter-school competitions and challenges • encourage pupils to watch quality performance live, on television or on the internet 	Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • running, throwing and jumping, <i>eg static stretch/passive stretch, controversial stretches, Achilles tendon, hamstring, abductors, quadriceps, pectorals, biceps, triceps, abdomen, aerobic, anaerobic, interval training, fartlek training, endurance, power</i> Speaking and listening – through the activities pupils could: <ul style="list-style-type: none"> • solve a problem, consider alternatives, structure plans and organise group activity Reading – through the activities pupils could: <ul style="list-style-type: none"> • identify what information is needed, and draw together information from different sources 	

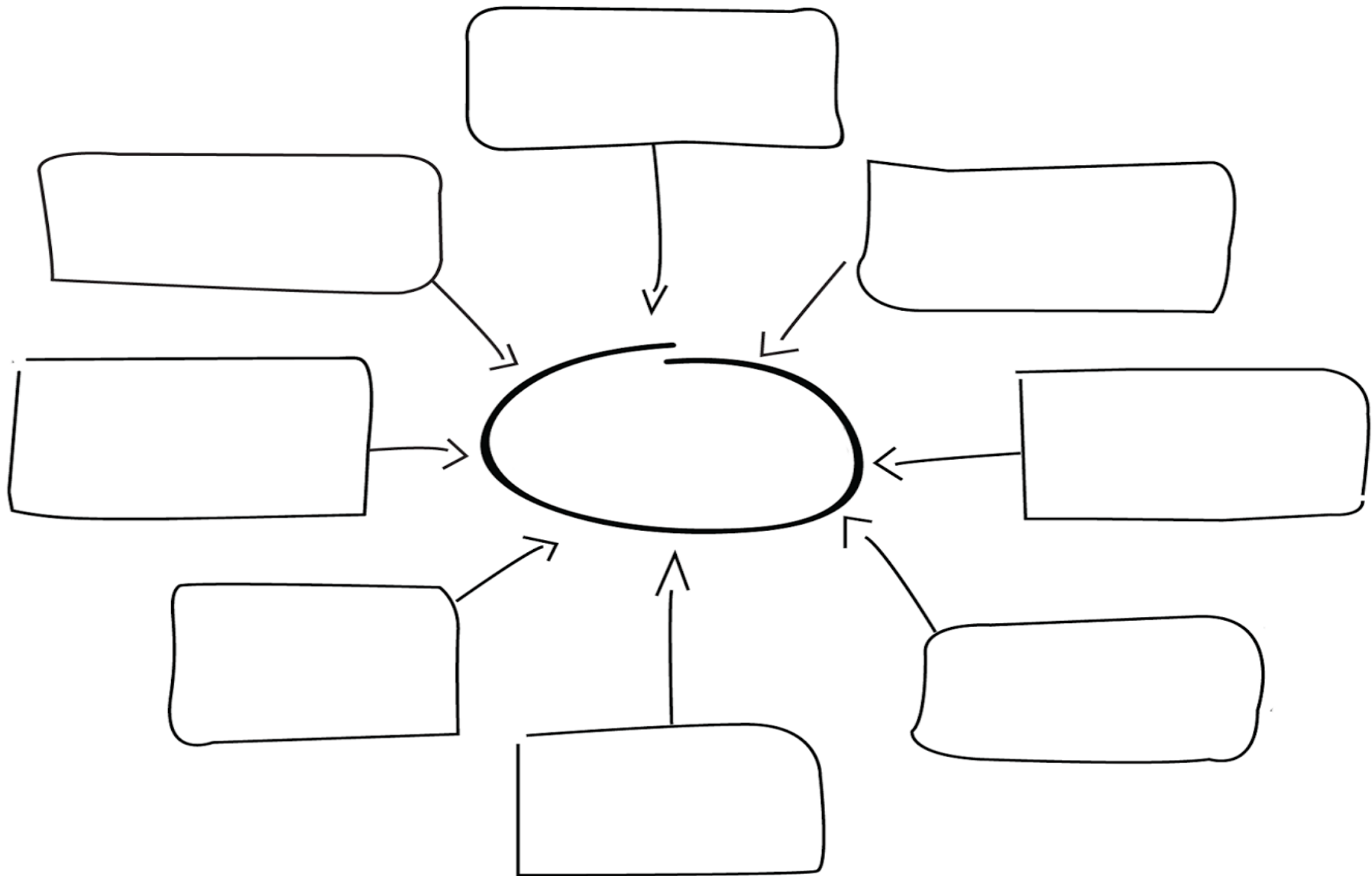
Striking and Fielding		
In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Pupils should begin to accurately umpire games.		
Outwitting an opponent: Pupils will further develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency & accurate timing in the use of techniques for batting, bowling and fielding. Pupils should begin to develop the ability to evaluate performances. Continual development and refinement of the learnt skills will contribute to producing an improved performance.	Developing Physical and Mental Capacity Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use cricket to develop observation skills on peer performances, skills and techniques. To extend knowledge of cricket laws and umpire signals. Pupils will be encouraged to evaluate matches and how they outwit opponents and reasons for this. To develop mental capacity when scoring and calculating run rates and remaining runs.	Developing Skills/Performance Pupils will learn to use basic principles of play when selecting and applying tactics to produce a successful outcome. Pupils will further develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.
Making and Applying Decisions Pupils will learn to identify and implement the principles of outwitting opposition. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills.	Making Informed Choices About Healthy, Active Lifestyle Pupils will understand why regular exercise has a positive effect on their own health, fitness and social well being. Pupils will learn to prepare for and recover from exercise safely and effectively and to know the principles used. Suggest any cricket clubs within the school timetable and promote community links. To	Evaluating and Improving Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Peer observation and evaluation. Peer observation and evaluation. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning).

	understand the type of fitness cricket players need to perform at a high level.	
Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 		Language for learning Through activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • tactics and techniques, <i>eg stance, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i> Speaking and listening – through the activities pupils could: <ul style="list-style-type: none"> • listen for a specific purpose, note the main points and consider their relevance and validity

Task : Create a mind map based on your chosen practical activity and summarise what you will be learning using the content overview information.



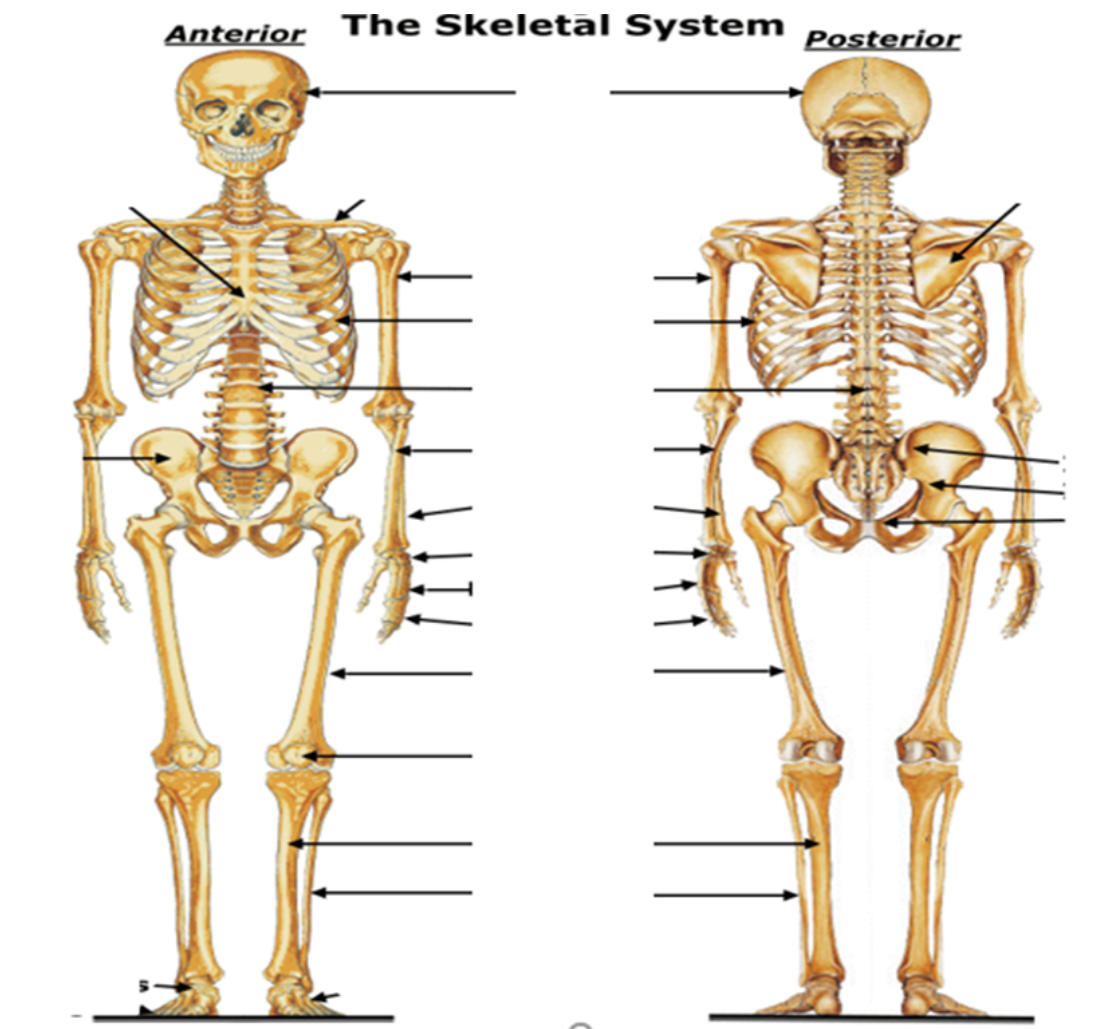
Task : Create another mind map based on a second practical activity of your choice and summarise what you will be learning using the content overview information.



Theoretical Learning for Physical Education

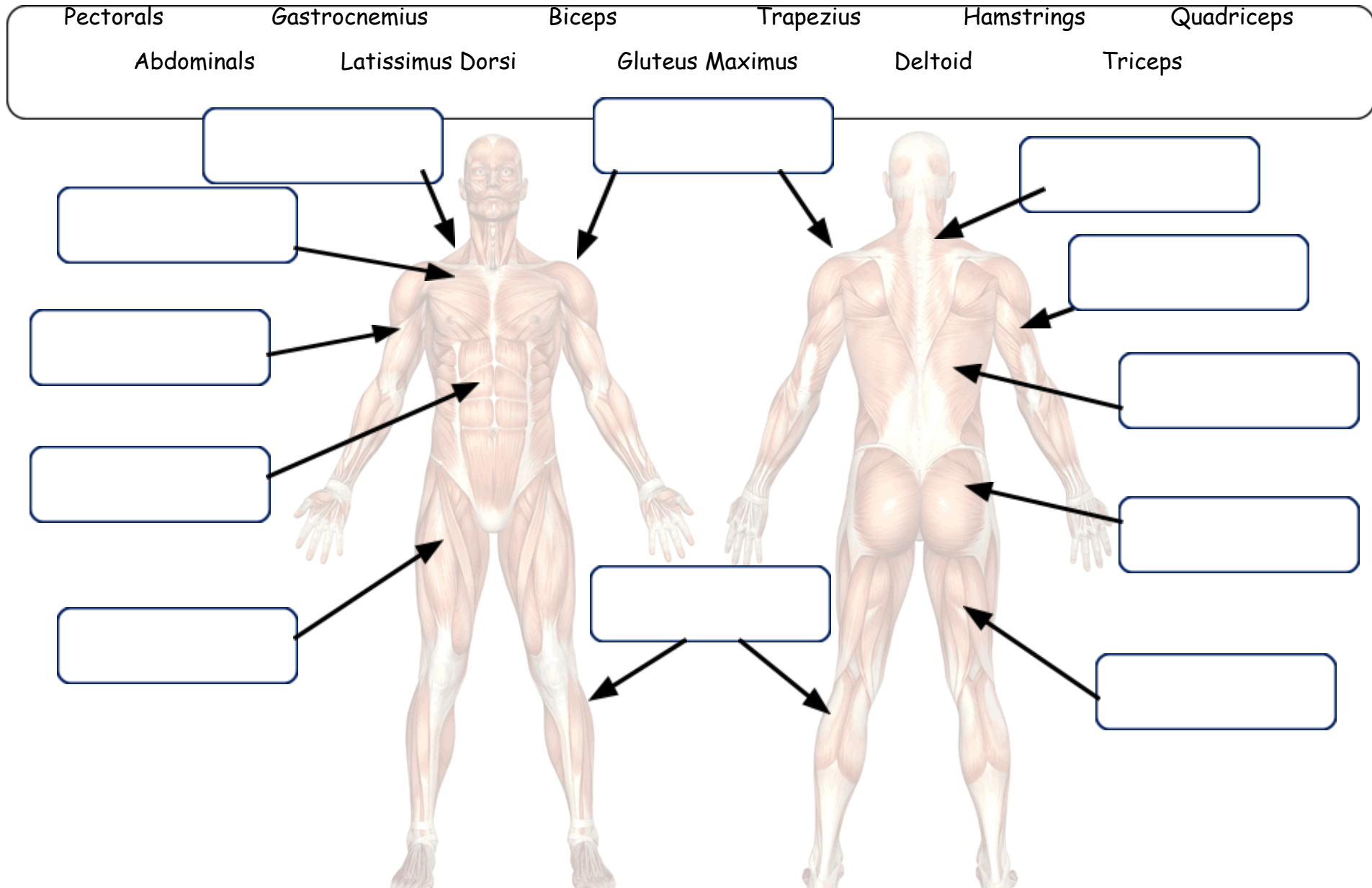
Section 1	Theoretical learning Challenge linked to main topic <i>with clear, measurable outcomes and reference to KS3 Knowledge & Skills</i>	Content <i>These topics will be covered within learning cycle 1 & 2. Related questions to be included in the Independent Learning Tasks set in term 3.</i>
Topic 1	Bone Classification All – to be able to identify 3 upper body, 3 lower body & 3 trunk area bones. Most – To be able to identify the most important bone that is used in a specific sporting activity. Some – to be able to locate 14 main bones.	Location, name and sporting action created during a sporting action. (Examples below) Cranium - header in Football Fibula – pass in football Clavicle – handstand - gymnastics Humerus – Bicep curl – weight training Radius – Bicep curl – weight training Ulna - Bicep curl – weight training Sternum – Protection of lungs during boxing Ribs - Protection of lungs during boxing Vertebral Column – Forward roll bending and lowering phase in gymnastics Femur – Shot in football Patella – Bending knee when sprinting Tibia – Shot in Football.
Topic 2	Different types of stretching All – name and explain the action of the two main types. Most – identify different stretches relevant to certain sports Some – How long should you hold each stretch for?	Two Types of stretching – static and dynamic. Static - standing still and stretching. Dynamic – completing similar stretches but whilst moving with swinging or jerking movements. What muscle areas are important to stretch when completing specific sporting activities? Football = legs etc. Time ranges - 10-15 seconds.
Topic 3	Recap of the 11 muscle groups All – to be able to identify 3 upper body, 3 lower body & 3 trunk area muscles. Most – to be able to select which muscle groups are used the most with your certain activity. Some – to be able to locate 11 muscle groups.	Location, name and sporting action that the muscles will be used within. Deltoid Gluteal Trapezius Gastrocnemius Latissimus dorsi Pectorals Biceps Triceps Abdominals Quadriceps Hamstrings

Topic 4	<p>Recap of the components of fitness</p> <p>All – to be able to name and explain cardiovascular endurance, muscular endurance, speed and Strength.</p> <p>Most – To be able to explain which components of fitness are most important to certain sports.</p> <p>Some – to be able to identify and explain all 10 types of fitness.</p>	<table><tr><td>Strength</td><td>The ability to overcome resistance</td></tr><tr><td>Dynamic strength</td><td>This is similar to the definition of muscular endurance.....</td></tr><tr><td>Static strength</td><td>The ability to hold a body part in a static position</td></tr><tr><td>Speed</td><td>The maximal rate in which an individual is able to perform a movement or cover a distance in the shortest period of time</td></tr><tr><td>Power/explosive strength</td><td>The product of strength and speed</td></tr><tr><td>Cardiovascular Endurance (aerobic power)</td><td>The ability of the heart and lungs to supply oxygen to working muscles</td></tr><tr><td>Flexibility</td><td>The range of movements possible at joints</td></tr><tr><td>Agility</td><td>The ability to move and change direction at speed whilst maintaining control</td></tr><tr><td>Balance</td><td>The maintenance of a centre of mass over a base of support</td></tr><tr><td>Co-ordination</td><td>The ability to use two or more parts of the body together, smoothly and efficiently</td></tr><tr><td>Reaction Time</td><td>The time taken to initiate a response to a stimulus</td></tr><tr><td>Muscular Endurance</td><td>The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue</td></tr></table>	Strength	The ability to overcome resistance	Dynamic strength	This is similar to the definition of muscular endurance.....	Static strength	The ability to hold a body part in a static position	Speed	The maximal rate in which an individual is able to perform a movement or cover a distance in the shortest period of time	Power/explosive strength	The product of strength and speed	Cardiovascular Endurance (aerobic power)	The ability of the heart and lungs to supply oxygen to working muscles	Flexibility	The range of movements possible at joints	Agility	The ability to move and change direction at speed whilst maintaining control	Balance	The maintenance of a centre of mass over a base of support	Co-ordination	The ability to use two or more parts of the body together, smoothly and efficiently	Reaction Time	The time taken to initiate a response to a stimulus	Muscular Endurance	The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue
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Topic 5	<p>Types of joints</p> <p>All – to be able to name the 2 different types of joints hinge and ball.</p> <p>Most – To be able to identify the different locations of hinge and ball and socket joints.</p> <p>Some – To be able to identify the correct name and type of joint used in certain sporting actions.</p>	<p>Location and name:</p> <p>Ball and socket = Hip and shoulder</p> <p>Sporting action – bowling in cricket / javelin throw – shoulder - ball and socket. High front kick in Karate.</p> <p>Hinge = Elbow & knee</p> <p>Knee – kicking a ball / knee lift when running. Bicep curl in weight lifting.</p>																								
Topic 6	<p>Diet in Sport</p> <p>All – pupils to identify the importance of carbohydrates in the diet.</p> <p>Most – pupils identify the importance of fats in the diet.</p> <p>Some – pupils identify the importance of protein in the diet.</p>	<p>Carbohydrate – simple / complex – main source of energy – pasta, rice, potatoes.</p> <p>Protein – muscle growth and repair – fish, chicken and red meat.</p> <p>Fats – transporting vitamins around the body – oranges, beans, nuts.</p>																								



The Muscles of the Human Body

Label the following diagrams of the muscular system. Some of the muscles need to be labelled twice.



Location name: _____

Joint type: _____

Location name: _____

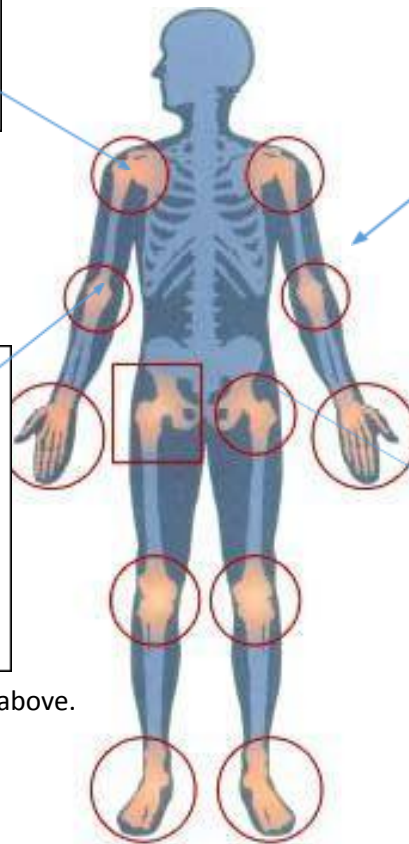
Joint type: _____

Location name: _____

Joint type: _____

Location name: _____

Joint type: _____



1) Provide the location name and joint type for all 4 areas identified above.

2) Provide a definition of a joint? (1)

.....

3) Give a sporting example of when one of the joints above is used and explain the action? Name the joint type and location?

Joint type: Location:

Sporting example:

.....

.....

.....

Eatwell Guide

Check the label on packaged foods

Each serving contains

Energy 1000kJ 250kcal	Fat 5g	Saturated 1.3g	Sugars 34g	Salt 0.9g
	LOW	LOW	HIGH	MED
12.5%	7%	6.5%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Kahoot Quizzes

Bones of the body 1 - <https://create.kahoot.it/details/d377b2ec-828d-43de-ab8d-4546b83f4107>



2 - <https://create.kahoot.it/details/43f46cbd-b857-459b-989f-c0e5a54320e6>



3 - <https://create.kahoot.it/details/32010f63-f637-4919-abb8-6fb985548be7>



Muscles of the body 1 - <https://create.kahoot.it/details/f965e644-7975-4016-ad22-5064c78428c9>



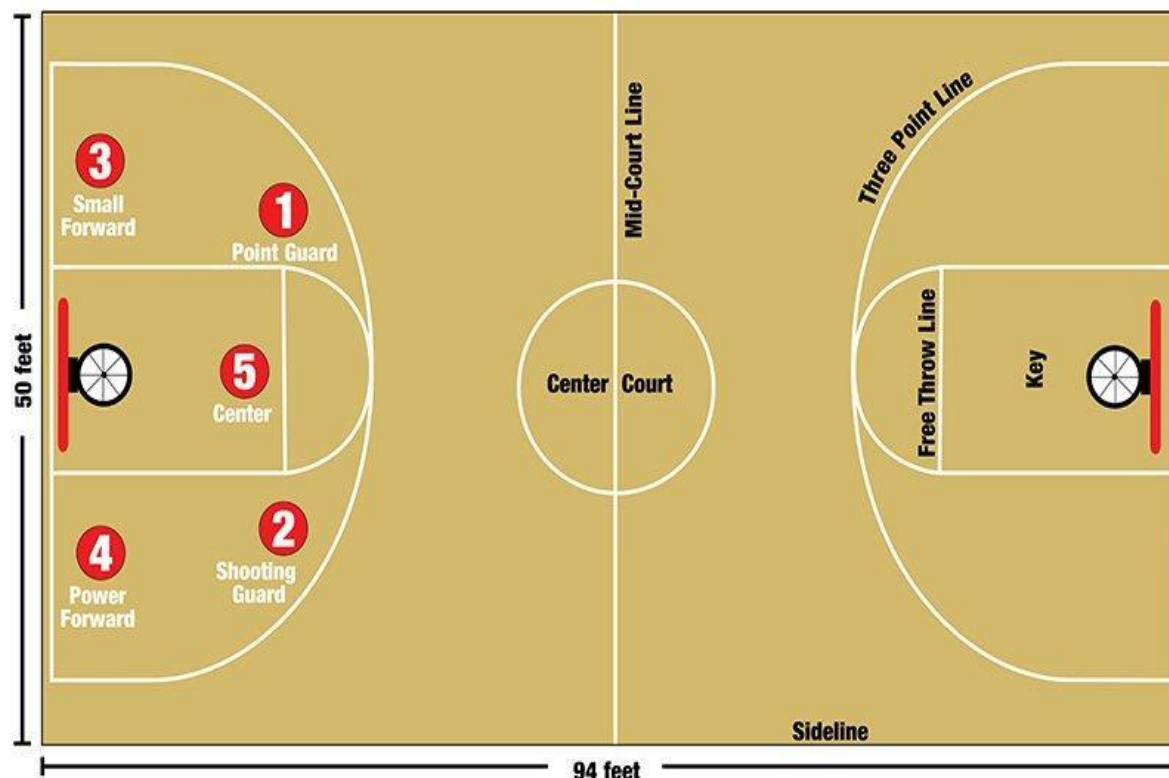
2 - <https://create.kahoot.it/details/8321efeb-db3e-48be-9a80-d568f8e899f0>



<https://create.kahoot.it/details/cba23fcb-645e-43f1-b2ce-c90ae9b562b2>



BASKETBALL



Positions

- 1 Point Guard**
Also known as the '1', they are usually the team's best dribbler. They bring the ball up the court, call the plays and direct the offense. Also excellent passers, they are responsible for setting up plays to create scoring opportunities.
- 2 Shooting Guard**
Also known as the '2', they must have excellent shooting skills, including a strong jump shot, and good passing skills. A good Shooting Guard must have an excellent 'free throw' percentage, and be dependable in close games. They work closely with the Point Guard.
- 3 Small Forward**
The Small Forward, or the '3', must be a skilled player that balances strong offensive and defensive skills. Usually, they are taller than the Point Guard and the Shooting Guard.
- 4 Power Forward**
Also known as the '4', the Power Forward is a larger player with strong defending and rebounding skills, who provides a strong presence in the middle of the court.
- 5 Center**
The Centre, or the '5', is usually the tallest player on the team and tends to defend and score close to the basket. They are considered the 'anchor' of the defense, blocking and opposing shots whenever possible. They must have good footwork and good ball control.

Start of Play

TIP-OFF: The game begins with a 'tip-off', where an official tosses the ball at center court and one player from each team (generally the tallest) tries to tap it to their teammates. The team that takes possession is on offense.

THROW IN: When either team causes the ball to cross the sideline, the opposing team gains possession and throws it in to a teammate.

SCORING

ONE POINT: Shooting the ball through the hoop from the **Free Throw Line**. These are taken when a player is fouled and they get one or two free attempts to shoot at the hoop.

TWO POINTS: Shooting the ball through the hoop from anywhere inside the three point line.

THREE POINTS: Shooting the ball through the hoop from outside the three-point line.

QUICK FACT BOX

- OBJECT OF GAME:** To get the ball through the opponents' hoop.
- DURATION:** 32 (High School) to 48 (NBA) minutes, depending upon the type of game. NBA has four quarters twelve minutes per quarter. High School has four quarters eight minutes per quarter.
- OFFICIALS:** A Referee, and one or two Umpires (also called Referees in some games).
- PLAYERS:** Each team has five players on the court at any one time.
- HOOP:** Ten feet high. The diameter of the rim is 18 inches.

Game Overview

OFFENSE: The attackers move the ball up the court using a combination of passing and 'dribbling' (bouncing the ball while running). Taking more than two steps without bouncing the ball ('traveling') is not allowed, as is stopping and starting dribbling ('double dribble'), or holding the ball's underside ('carry'). The offense has limited time to take a shot, ranging from 24 to 35 seconds, depending on the level of game. If they fail to make a shot that touches the rim in that time, the ball is turned over to the opposing team.

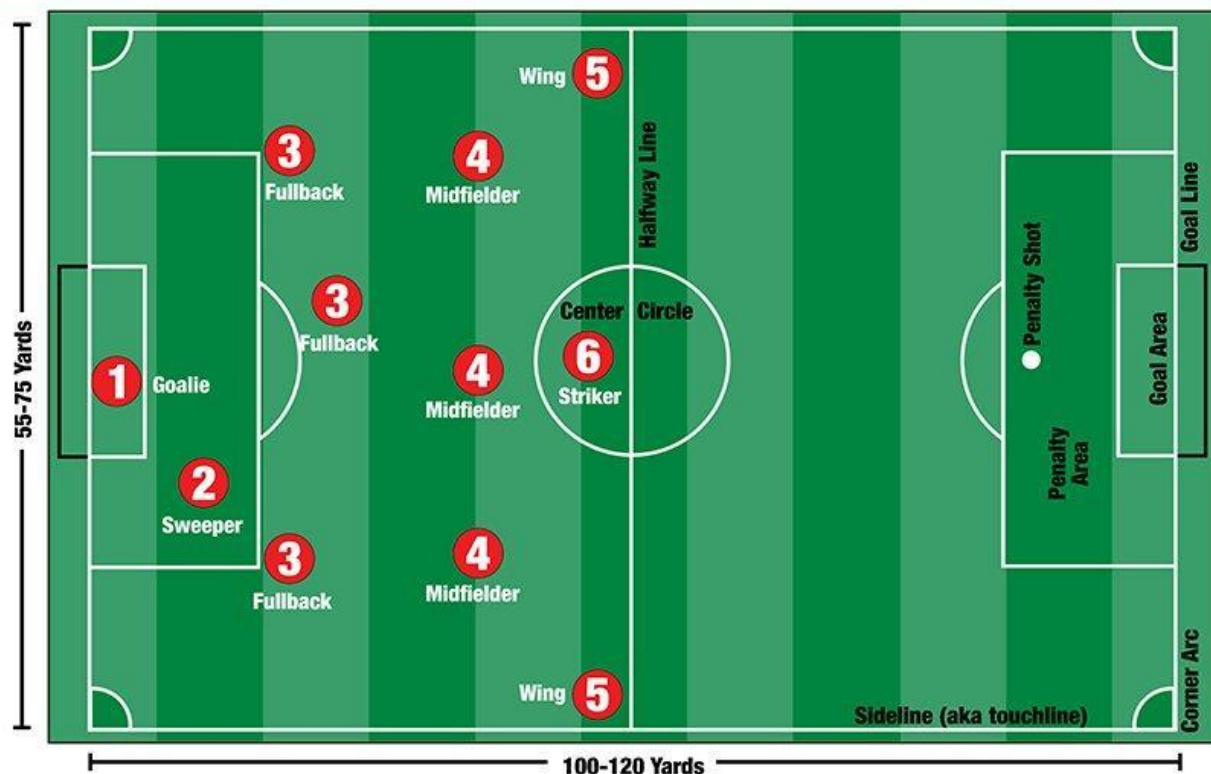
Passing is the key to offensive strategy. Moving the ball around quickly, the attackers force the defense to adjust, creating possible openings to score. Commonly, players score by jumping and shooting the ball with two hands ('jump shot'), or leaping at the hoop and tossing the ball in

with one hand ('lay-up'), or jumping up near the basket and forcing the ball through the hoop while airborne ('slam dunk').

DEFENSE: There are two basic defensive strategies: 'man-to-man', where each defender guards one member of the opposition (often the player in the same position), and 'zone', where defenders guard specific areas of the court.

In both, the defense tries to take possession in three main ways: stealing the ball, preventing a shot from being taken before the shot clock runs out, or forcing a difficult shot and then recovering the rebound (gaining possession of the ball after a failed throw on basket). The defense takes possession if the offense puts the ball out of bounds, or when an attacker commits a foul or violation.

SOCCER



Positions

1 Goal Keeper or Goalie

The 'keeper' wears different colors than their team and is responsible for preventing goals by using body positioning through quick and dynamic moves to stop the ball. They are the only players allowed to touch the ball with their hands during play.

2 Sweeper

Stationed behind the fullbacks, the sweeper is a defensive player who collects loose balls near the goal. They are the last line of defense on breakaways and their presence allows the fullbacks to move up and join the offensive attack.

3 Fullback or Defense

Defenders who shadow ('mark') opposing forward and attempt to prevent direct shots on goal. When they gain possession of the ball, fullbacks begin the attack by passing up to the midfielders.

4 Midfielder or Halfback

Midfielders are key to both the offense and the defense. On offense, they pass ('distribute') the ball forward and support the attack by advancing toward the opponent's goal. On defense, they try to stop the attack before it gets close to their goal.

5 Wing or Forward

Swift, accurate passers, Wingers make long runs hoping to draw defenders into the corners. From there, they have the opportunity to pass ('cross') the ball into the middle.

6 Striker or Center Forward

Strikers are primarily offensive players who are accurate shooters. Their task is to capitalize on the scoring opportunities that come their way.

Start of Play

KICKOFF: Each half begins with the teams placed on the side of the Halfway Line containing their goal. Play starts by one team kicking the ball across centre into the other's zone. After each goal, these positions are taken again and the scored-upon team kicks off.

THROW-IN: When either team causes the ball to cross a sideline (aka 'into touch'), the opposite side throws the ball back into play. The throw must be made with both hands on the ball, and both feet on the ground.

CORNER KICK: When the defending team directs the ball across their own Goal Line, the attacking team kicks the ball back into play from the nearest corner.

GOAL KICK: When the attacking team directs the ball across the defender's Goal Line, the defending goalkeeper kicks the ball back into play.

QUICK FACT BOX



OBJECT OF GAME: To score by kicking or heading the ball completely into the opponent's goal.



DURATION: Two 45-minute halves. The clock runs continuously and the referee, who is also the timekeeper, can add time at the end of each half to compensate for time lost to injuries and other delays. The teams switch sides at halftime.



OFFICIALS: One referee, two linespersons.



PLAYERS: Each team begins with eleven players on the field.

YELLOW CARD: A warning for a minor foul.

RED CARD: Disqualification for a major foul or a player's second yellow card.

Game Overview

The most popular sport in the world, soccer (known as football outside North America) is played in almost every country. Players are not allowed to use their hands or arms, except on throw-ins, so the game really comes down to foot control of the ball. The goalie is the only player who can use their hands in game play.

OFFENSE: The attacking team attempts to score by kicking or heading the soccer ball into the opposing team's goal. By using ball control skills to pass and dribble they attempt to create scoring opportunities. Attackers without the ball run into open parts of the field to receive passes. This is called 'creating space', and may open a gap in the defense, creating a chance for a shot on goal.

An 'offside' foul is called when the ball is passed to a player

that is closer to the other team's goal than both the ball and that team's last defender. You cannot be offside on a corner kick, goal kick, or throw-in. This foul is to prevent unfair fast-break goals.

DEFENSE: To prevent the offense from scoring, the defending team must play a precise positional game. They must do their best to keep the attacking side out of the Penalty Area, where the chance of the offense scoring is much higher. To accomplish this the defense often packs the middle of the field with players. At the same time, they work to get possession of the ball if an attacker mishandles it, or makes a bad pass.

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HANDBALL RULES FOR BEGINNERS



DEAR HANDBALL FRIENDS,
Handball is a terrific fast paced play including many goal-scoring scenes, fascinating tackling, acrobatic shots, brilliant tricks and spectacular goalkeeper saves. Enjoy the handball matches!

Dr. Hassan Moustafa

PRESIDENT OF THE INTERNATIONAL HANDBALL FEDERATION

BASIC RULES

HANDBALL MEANS...

- ... 2 teams with 6 court players and 1 goalkeeper each compete.
- ... player substitutions can be effected at any time.
- ... the court players must not enter the goal area (6m in front of the goal).
- ... the goalkeeper is entitled to act as a court player.
- ... the playing time is two halves of 30 minutes with a 10 min-break inbetween.
- ... two referees lead the match.

The illustrations show various handball scenarios. The top row shows three defender rules: 1. A defender holding a player. 2. A defender reaching out to hit a player. 3. A defender holding a player's arm. The middle row shows two defender rules: 4. A defender pulling back a player's arm. 5. A defender striking a player. The bottom row shows three attacker rules: 6. An attacker bouncing the ball. 7. An attacker jumping at the goal line. 8. An attacker jumping above the goal line.

THE DEFENDER ...

- 1 ... is allowed to have body contact in a man-on-man situation
- 2 ... must not hit
- 3 ... must not hold or restrain
- 4 ... must not strike or pull back the opponent's throwing arm
- 5 ... must not spoil a clear chance of scoring with illegal means. This always leads to a seven-metre throw!

THE ATTACKER IN POSSESSION OF THE BALL...

- 6 ... is entitled to bounce the ball as often as he likes to do so. If he catches the ball he is allowed to take a maximum of three steps with it. Then he has to pass or to shoot.
- 7 ... has to jump at the goal-area line (6m line), is allowed to fly above the goal area but must not enter it with the ball in his hands.

ExCel

● men ● women

Rubber

Blade: 85%
natural wood

Sponge: Optional layer 2mm thick
adds speed or control to rubber

Ball: Celluloid.
Diameter: 40mm
Weight: 2.7g

Table size
2.74m
x 1.52m

Most players use smooth or "inverted" rubber for fast, attacking topspin play

Service

Ball thrown upwards at least 15cm prior to serve. Often thrown higher so speed of falling ball adds spin

World number one **Ma Long** (CHN). China holds top five places in men's and women's rankings

GRIP

Shakehand
Racket head
faces up – used by most
Europeans and some
Asian players

Penholder

Traditional Asian style with racket head facing downwards

Net height
15.25cm

1. All games are played to 11 points. Games are not played to 21 points anymore.
2. Matches are the best of any odd numbered games (3 of 5, 4 of 7, etc.). Agree on number of games before you start the first game of the match.
3. To start, flip a coin (do not "PING" for serve). The winner chooses to either serve or receive first, or pick which end of the table to play at for the first game. The loser gets the remaining choice.
4. Alternate serves every 2 points until the end of the game or the score reaches 10-10 (deuce). At 10-10, alternate serves **each** point until one player is ahead by 2 points and wins the game.
5. The first server of one game becomes the first receiver of the next game.
6. Switch ends of the table at the conclusion of each game. If the match goes to the last possible game (e.g., game 5 in a 3/5 match), switch ends when the score first reaches 5.
7. To perform a legal serve:
 - a. Hold the ball in the **stationary open** palm of the toss hand. The ball is to be held **behind** the endline of the table and **above** table level. The ball is **not** required to be within the boundaries of the sidelines. The ball must remain visible to the opponent throughout the entire service (no ball hiding).
 - b. Toss the ball straight up a minimum of 6 inches (no maximum) and strike it **as it falls**. If you fail to make a good serve after you've tossed it, you lose the point, even if you don't contact the ball.
 - c. After the server contacts the ball, the serve must first contact the server's side of the table, clear the net without touching it, and land **anywhere** on the opponent's side.
 - d. If the served ball hits the net and falls back on the server's side, or off the side, the point is lost. But if the served ball contacts the net and falls onto the opponent's side, then the serve is called a "Net" and is re-served. There is no limit to the number of consecutive "net serves"


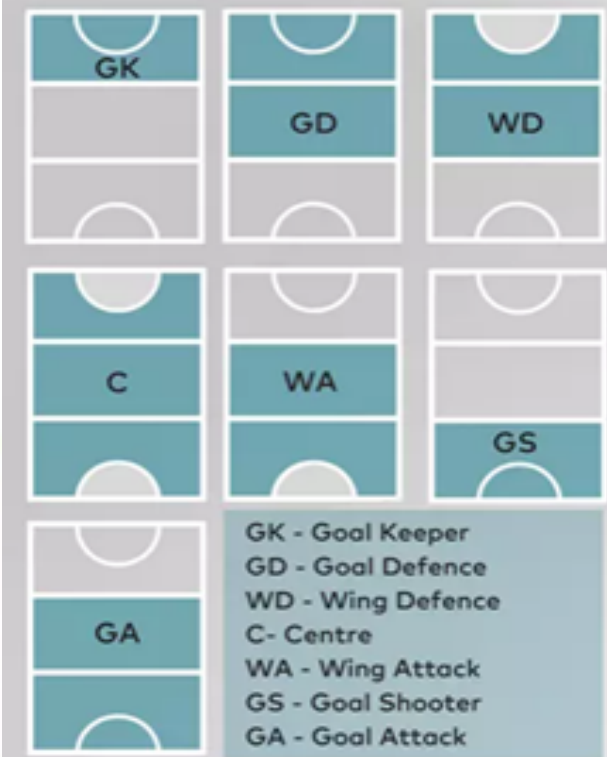


Singles

8. The ball must bounce **only once** on the receiver's side before being hit back by the receiver. From that point on, all returns must pass directly over or around the net assembly and land on the opponent's top surface. A return touching the net or its supports is still in play. Returns striking anything other than the net or the opponent's playing surface are out of play.
9. If a player obstructs the ball by touching it before it has a chance to land on the player's side of the table, the point is lost, except if the ball is obstructed while returning a serve, in which case, the rally is a let and is re-played.
10. A ball striking the **top edge** of the table is good, but a ball striking the **side** is not good.
11. Returns rebounding **directly** off the racket hand or any part of the racket are still in play. Returns struck by **both** hand and racket, or hand with no racket, or racket not in a hand are lost points.
12. A player touching the table with their free hand during a point loses the point. A player touching the net or moving the table (even accidentally) during a point also loses the point.
13. A player cannot strike the ball twice successively (a "double hit").
14. Call a "let" and play the point over, if there is a disturbance during play (someone walks into the court, a stray ball rolls into the court, etc.).
15. If both players can not agree on a call, the call is to be made by the player on the side to which the ball was directed. (This is not an actual rule, but an accepted convention for playing non-umpired matches.) When an umpire is present, the umpire makes all calls.

These are the basic rules of ping-pong. More complete and advanced rules can be found on our website.

Play Ping-Pong with Robo-Pong!

Netball Rules

Key Vocabulary	Skills	
<p>Footwork – Not moving with the ball (dragging foot or hopping not allowed). When catching the ball the foot that lands first must stay in contact with the floor until ball is passed.</p> <p>Offside – a player with or without the ball cannot move into an area of the court that their position is not allowed.</p> <p>Obstruction – when a defender is closer than 1m to the player with the ball.</p> <p>Positions There are 7 positions on a netball team –</p> <p>Goal Shooter (GS) – to score goals and to work in and around the circle with the GA</p> <p>Goal Attack (GA) – To feed and work with GS and to score goals</p> <p>Wing Attack (WA) – To feed the GA and GS giving them shooting opportunities</p> <p>Centre (C) – To take the centre pass and to link defence and attack.</p> <p>Wing Defence (WD) – To look for interceptions and prevent opposition WA feeding the circle.</p> <p>Goal Defence (GD) – To win the ball and stopping the opposition GA from shooting.</p> <p>Goal Keeper (GK) – To work with the GD preventing the opposition GA/GS from scoring.</p> <p>High 7 Rotations – rotation of positions. GS-C-GD-WA- scorer-GK-GA-WD</p>	<p>Pivoting Pivot (turning) with the ball once you have caught it.</p> <ul style="list-style-type: none"> • Keep one foot fixed to the ground. • Push and turn with the other foot. • Release the ball off in a different direction.  <div data-bbox="808 560 1413 1437"> <p style="text-align: center;">Netball Court Positions</p>  <p> GK - Goal Keeper GD - Goal Defence WD - Wing Defence C- Centre WA - Wing Attack GS - Goal Shooter GA - Goal Attack </p> </div>	<p>Shooting</p>  <ol style="list-style-type: none"> 1. Feet shoulder-width apart facing the target 2. Ball held high directly ABOVE head. 3. Knees are slightly bent to push off with. 4. Eyes looking at a point above the ring. 5. Push the ball upwards using wrist and fingers. <p>Overhead pass</p>  <ul style="list-style-type: none"> • Bend your arms and keep your elbows close to your body. • Lift the ball over your head. • Step forward and release the ball. • The flight of the ball should be high.

Football Rules Test



1. Each soccer team consists of a goalkeeper, _____
 - a. defenders, midfielders and centers.
 - b. defenders, centers and guards.
 - c. defenders, midfielders, and forwards.
 - d. defenders, forwards and centers.
2. The 90 minute clock ticks even when the ball is out of play, during substitutions, and during indirect and direct free kicks.
 - a. True
 - b. False
3. A type of restart where a player throws the ball from behind their head with two hands while standing with both feet on the ground behind a sideline.
 - a. kick in
 - b. pass in
 - c. throw in
 - d. dribble in
4. When is a player offside?
 - a. When a player is behind defense on the opponents side and involved in the play
 - b. When a player is in front of defense on the opponents side and involved in the play
 - c. When a player is in behind the defense on their own half and not involved in the play
 - d. When a player is between two defenders from the other team and involved in the play.
5. What happens when the ball goes out of bounds on the side lines?
 - a. Throw-in
 - b. Drop Kick
 - c. Keep Playing

- d. Kick Off
6. Slide tackling is permitted as long as the defender contacts the ball during the tackle.
- a. True
- b. False
7. Who is the only player on the field who can touch the ball with their hands during play?
- a. referee
- b. midfielder
- c. goalie
- d. coach
8. If a player intentionally handles the ball, the penalty awarded to the opponent is
- a. Indirect Free Kick
- b. Direct Free Kick
- c. Penalty Kick
- d. Throw- in
9. A(n) _____ is awarded the opposing team when a player last touches the ball over his own goal line
- a. goal kick
- b. corner kick
- c. direct free kick
- d. indirect free kick
10. A yellow card is given as a _____ to a player.

Answers (CACBAACBB)

The activities below are on offer after school for term 1 and 2. The sessions are on a 'turn up and play basis,' and need no booking with the exception of Trampolining.

All of the school sports teams will be selected from pupils that attend these sessions.

Netball Questions

1. How many players are on one netball team?
2. Which player starts with the ball at the beginning of a game?
3. Name 3 passes in netball?



4. Are you allowed to dribble with the ball in netball?
5. Can you name 5 positions in netball?
6. Which two positions can shoot in netball?

Netball Kahoot Quizzes

<https://create.kahoot.it/details/849425e2-cd73-4d99-8ea3-3fe116b0f2d8>

<https://create.kahoot.it/details/0bd8101f-a70f-4847-a8ec-ff99eecee881>

<https://create.kahoot.it/details/04c96012-4145-46d2-8e64-21b1ad4ba40f>

<https://create.kahoot.it/details/de6a4a49-dba6-459c-8db9-a22079d7e881>

7. What is the footwork rule in Netball?



Table Tennis Quiz

- 1) How many points do you play up to in a single game?
- 2) How often do you rotate who serves when playing?
- 3) Explain 2 key rules to follow when serving?
- 4) Can you describe 3 key coaching points for the correct grip and stance?
- 5) Why is it important to return the ball low to the net and towards the back of your opponent's table?
- 6) Can you explain another rule in Table Tennis you have not mentioned in any of your answers previously?



Basketball Mini Quiz

1. Write what it is called when you *break* these rules:

- a) Taking more than 2 steps whilst holding the ball = _____
- b) Bouncing the ball, picking it up, then bouncing the ball again = _____
- c) Physical contact to the opposition = _____

2. If you receive the ball what are your 3 options?

3. What is it called at the start of the game when the referee throws a ball up between 2 opposing players?

4. Name a situation that the referee would need to blow the whistle:

5. What should players do at the end of a game?

7. Do you know of any rules that are related to time limits?

Year 8 Physical Education Assessment for Learning

<u>Pathway</u>	<u>Practical Skills</u>	<u>Knowledge and Understanding</u>	<u>Evaluating and Improving</u>
Platinum	This pupil is performing Intermediate skills to a high level in both practice and competitive situations. There is a good level of maturity in their work but they cannot yet perform advanced skills consistently.	This pupil has a good understanding of the rules, tactics and positioning. They also have a basic understanding of more advanced rules, tactics and strategies. This pupil can identify which training methods can improve specific elements of each activity and explain why.	This pupil can highlight strengths and weaknesses of themselves and others, giving reasons for their decisions. They can suggest ways to improve identified areas of weakness / performance.
Gold	This pupil is performing a range of Intermediate skills well when in practice and is now using them in competitive situations with some positive outcomes.	This pupil clearly understands the basic rules and tactics, and is developing an understanding of more complex rules and tactics. This pupil can locate and name the most common bones and joints of the body.	This pupil can highlight strengths and weaknesses of themselves and others and give clear reasons behind their decisions.
Silver	This pupil can perform basic skills with accuracy and confidence in practice and a competitive situation. The pupil is starting to perform some Intermediate skills but with limited accuracy.	This pupil understands the basic rules and is demonstrating an understanding of positioning, tactics and strategies in practice and game situations. This pupil can locate and name most major muscle groups.	This pupil can highlight strengths and weaknesses of themselves and others. They can give some basic reasons for their decisions.
Bronze	This pupil is performing some Intermediate skills well when in a practice but does not apply them with confidence when in competitive situations.	This pupil understands the basic rules, can apply these in a game situation and is developing an understanding of position, tactics and strategies. This pupil understands the reasons why we warm up using the three separate phases.	This pupil can highlight one or two strengths and weaknesses of others or themselves.

At the end of each activity block you will be assessed on your practical skills, knowledge and understanding and ability to evaluate and improve. The framework above lists the topics and components you will be measured in for a year 8 pupil. You will take part in a practical assessment usually during your last lesson in which your teacher will give you a grade based on your ability level. Throughout the year at the end of each activity you will complete a similar assessment and your grades logged onto a spreadsheet, (the activities that you will learn are on the front of this booklet.) From this spreadsheet an average score will be calculated, this is the grade that your teacher will award you within your school report that is completed at the end of each term and sent home to parents.

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