

GRADE 8

PHYSICAL EDUCATION AND SPORT

UNITS OF WORK

STANDARDS FOR PHYSICAL EDUCATION AND SPORT GRADE 8

THE STRANDS

There are three key Strands within Physical Education and Sport. The first two of the three are sub divided into two sub-branches each.

STRANDS				
MOVEMENT EDUCATION		GAMES AND SPORT		HEALTH, SAFETY AND WELL-BEING
SUB-STRANDS				
Motor Control	Movement and Dance	Individual Techniques	Team Tactics	Health, Safety and Well-Being

<p>Student should be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories</p>	<p>Students should develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.</p>	<p>Students should understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activity</p>
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STRANDS	GAMES AND SPORT		HEALTH, SAFETY AND WELL-BEING	
SUB-STRANDS	Motor Control	Individual Techniques	Team Tactics	
ATTAINMENT TARGETS	Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities	Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.	Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation	Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

GRADE 8

SUBJECT	TERM 1	TERM 2	TERM 3
Physical Education	<p>Games and Sports</p> <ul style="list-style-type: none">• Extend and apply techniques for skills in games requiring passing, receiving, footwork, running, dribbling, shooting/finishing, serving, striking, heading, tackling, feinting and marking.• Demonstrate competence in the performance of sports skills, tactics and strategies in competitive play and undertake a variety of roles which are associated with the various games• Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on infractions <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none">• Know and practice safety procedures and routines in a variety of activities and	<p>Games and Sport</p> <ul style="list-style-type: none">• Refine and increase techniques for skills in sprinting, running relays, hurdling, jumping, throwing, shooting, passing, dribbling, fielding, batting, bowling, marking, footwork and striking.• Demonstrate strategies/tactics in a variety of games and competitions. <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none">• Explain the concepts of doping and anti-doping in sports as it relates to drugs and performance enhancers.• Identify types of doping and explain how they affect the lifestyle of athletes.• Know how to take account of own safety and that of others during physical activities.	<p>Games and Sports</p> <ul style="list-style-type: none">• Refine and increase techniques for skills in passing, receiving, serving, blocking, fielding, striking, pitching, base running, shooting, dribbling, floating, strokes and apply tactics/strategies in a range of games and competitions.• Observe basic rules/laws in competitive situations. <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none">• Demonstrate an understanding of the importance of safety rules and guidelines to avoid putting self and others at risk especially when using equipment• Understand the effects that physical activity has

	<p>demonstrate sensitivity towards the environment.</p> <ul style="list-style-type: none">• Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness.• Assess some of the issues associated with the misuse of drugs in sports.		<p>on specific systems of the body, such as muscular and cardiovascular.</p>
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The Aim of Physical Education is:

To develop students' knowledge and understanding of Physical Education and Sport and appreciate that participation will enhance their physical fitness and well-being along with a variety of motor skills. Physical Education activities contribute to the goals of education, enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of planning, performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful life-long learners and proud citizens of Jamaica.

Range and Content

Students will:

- Discuss the term Physical Education as it relates to components of fitness and performance of sport skills.
 - Apply health knowledge by making informed decisions, and take appropriate actions relating to personal health and wellbeing.
 - Increase the use of technology for research purposes and to improve/refine movement and sport skills.
 - Apply strategies and tactics in competitive situations.
 - Work collaboratively - participate in class activities and communicate with each other.
 - Discuss the various career choices involved in Physical Education and Sport.
 - Use a range of stimuli to create simple character and narratives through dance techniques.
 - Execute basic techniques for skills in all sporting disciplines.
 - Know how to take account of own safety and that of others during physical activity.
 - Discuss the impact of drugs/ doping on athletic performance.
 - Discuss the effect of physical activity on the body system
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PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 8 TERM 1 UNIT 1 – 8 WEEKS

UNIT TITLE Intermediate – Healthy lifestyle, movement, netball.	
STRAND : Games and Sports	<ul style="list-style-type: none">• State and discuss the roles and functions of the governing bodies for Netball(local, regional and international).

<p>Attainment Target: NETBALL</p> <ol style="list-style-type: none"> 1. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment. 2. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • Identify current trends and issues in netball • Perform appropriate activities for warm-up and cool-down specific to netball • Refine ball handling, shooting, and footwork skills learned. • Demonstrate an understanding of rules/laws in a game of netball • Demonstrate positive behaviours that emphasises fair play both personally and socially. • Demonstrate strategies using a combination of attacking and defending skills with special emphasis on dodging and marking in game situations. • Perform umpiring task by identifying infringements relating to netball and the penalties to be awarded. • Demonstrate competence in passing and receive • Apply proper approach to situations while tackling or evading the defender. • Apply strategies to competitive play. • Know the different playing positions on the field and perform the roles. • Combine attacking skills (E.g. passing) in competitive situations.
<p>STRAND : Health, Safety and Well-being</p> <p>Attainment Target:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being. 	<ul style="list-style-type: none"> • Identify and follow particular rules and guidelines for participating safely in specific activities. • Demonstrate a physically active lifestyle, including activity within and outside of a physical education setting. • Promote awareness and responsible actions with respect to health and safety issues related to physical activities and the environment.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Movement Education Demonstrate spatial awareness with developed form of selected manipulative skills (e.g., roll, underhand throw, overhead throw catch, ,) in dynamic and controlled settings</p> <p>Create and perform movement sequences including manipulative skills to share information/tell a story.</p>	<p>Coordination, roll, throw, catch, control, receive, throw</p> <p>Perform movement sequence</p> <p>Create sequence</p>	<p>Perform manipulative skills in space.</p> <p>Perform combined movement sequence efficiently.</p> <p>Competently combine movements and manipulative skills</p>
<p>Games and Sports</p> <p>Netball, Explain the role and functions of the governing bodies of netball (local, regional and international) <i>by conducting online/offline electronic searches.</i></p> <p>Collect articles on topical issues <i>from online sources such as newspaper archives,</i> relating to Netball/Football and present information gathered in a debate format.</p> <p>NETBALL</p> <p>Perform warm-up and cool down activities specific to netball.</p>	<p>Create concept map Search for <i>information from electronic sources</i></p> <p>Stretch, short sprints, jog</p>	<p>Interpret information researched and present using panel discussion.</p> <p>Perform appropriate warm-up/cool-down activities</p>

<p>Marking - one on one</p> <ul style="list-style-type: none"> - Double defence - Zone defence - Splitting the circle <p>Work in groups of 3 in a confined space (using cones/markers), marker tries to prevent a successful pass between attacker and feeder. (One marker, one attacker and a feeder). Gradually increase space as progress is made.</p> <p>Attacking skills to include :</p> <ul style="list-style-type: none"> - Dodge - Double dodge - Holding space - Drop back - Front cut - Roll off <p>Play minor games for development of skills</p> <p>Combine skills learned in a game situation while applying appropriate rules. (Half court then full court)</p> <p>Perform umpiring tasks in groups by identifying infringements and stating penalties. (ball handing, footwork, contact, obstruction)</p> <p>Watch tutorials/recorded netball games to observe umpiring skills in order to transfer such skills when officiating games.</p>	<p>Footwork Change of direction Speed Mark Dodge</p> <p>One-hand pass and catch Ball handling skills. Footwork Change of direction Speed Feint Dodge Mark</p> <p>Play games</p> <p>Analyse, observe Apply rules, decision making</p> <p>observe</p>	<p>Demonstrate effective marking/prevention of pass</p> <p>Demonstrate effective dodging to receive pass.</p> <p>Apply correct skills in a competitive situation.</p> <p>Competently officiate netball games</p>
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	<p>Search for information, create scrapbook</p> <p>Observe, create space, decision making, timing</p> <p>Shoot, Pass Dribble, Control Turn, Coordination Analyse Interpret</p>	<p>Scrapbook created shows factual information about sports personalities</p> <p>Effectively create space for play.</p> <p>Correctly execute passing and receiving skills.</p> <p>Effectively apply defensive and offensive strategies</p> <p>Accurately execute volley shots</p> <p>Correctly perform assigned roles</p>
<p>Health, Safety and Well-being</p> <p>Practice proper warm-up and cool down procedures to minimize injuries.</p> <p>Continuously participate in a wide range of physical activities both in school and in the community.</p>	<p>Walk, jog, stretch, breathe, jump, hop, run</p> <p>Fitness, run, jog, stretch, jump</p>	<p>Correctly complete appropriate warm up and cool down activities</p> <p>Participate in activities willingly</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p>		

- ✓ Demonstrates competence in selected movement skills/sequences
- ✓ Demonstrate knowledge of the organizational structures and the functions of the governing bodies of netball/football
- ✓ Develop problem-solving and decision-making strategies.
- ✓ Students will be able to assess self and others.
- ✓ Understand the value of participating in international competitions to small countries.eg. Economic benefits.
- ✓ Officiate netball/football games.
- ✓ Apply defensive and offensive strategies in games.
- ✓ Explain the importance of each member to the team.
- ✓ Perform all technical skills with great efficiency and use them in games situation.
- ✓ Demonstrate willingness to improve skill.
- ✓ Participate daily in moderate to vigorous physical activities to enhance fitness.
- ✓ Pursue personal physical activity goals related to health-related components of fitness.
- ✓ Identify the major causes that influence the use and misuse of drugs in sports.
- ✓ Apply safety guidelines and procedures which are activity specific to minimize injury to self and others.
- ✓ Use class wiki in order to communicate and collaborate with peers about the sports they are learning about.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Safety rules must be observed at all times. • Appropriate P.E. kit must be worn at all times. • Children should be aware of governing bodies- ISSA, JNA, AFNA, CNA, INF • Emphasis on good sportsmanship and fair play <p>Remind students to:</p> <ul style="list-style-type: none"> • Demonstrate safe, respectful, responsible and clear online communication 	<p>Watch and analyze high profile games</p> <p>Browse the internet to identify netball and football players along with their country's history on the sport.</p> <p>Participate in co-curricular and community based activities.</p>

PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 8 TERM 1 UNIT 2 – 6 WEEKS

UNIT TITLE Intermediate – Healthy lifestyle, track and field.	
Games and Sports <ol style="list-style-type: none">1. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.2. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	<ul style="list-style-type: none">• State the roles and functions of the governing bodies for and track and field. (Local, regional and international).• Demonstrate flexibility and coordination for the execution of skills and technique.• Revise the crouch and standing starts in track and field and practice running the curve.• Develop technique for middle distance running.
STRAND: Health, Safety and Well-being Attainment Target : <ol style="list-style-type: none">1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.	<ul style="list-style-type: none">• Demonstrate the significance of the health-related and skill-related components of fitness for overall personal health and the performance of specific activities.• Maintain or improve personal levels of fitness by participating in vigorous physical activities for sustained periods of time.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Games and Sport</p> <p>TRACK AND FIELD:</p> <p>Discuss the roles and functions of governing bodies for track and field from information gathered from offline/online source</p> <p>Running Form In small groups react quickly to given signal, drive aggressively from the starting blocks.(improve reaction time)</p> <p>In small groups, run curve while leaning to the left, maintain balance and proper running technique to finish line, in your assigned lane.</p> <p>Upload information such as videos/pictures/text to class wiki sharing with e-pals about what they are learning in track and field.</p>	<p>Communicate online</p> <p>Observe, imitate, stance</p> <p>Demonstrate , think, react</p> <p>Analyse, Coordinate, Balance, Run</p> <p>Upload information</p>	<p>Correct application of skills in game situation with applicable rules</p> <p>Accurately reproduce researched information through discussion</p> <p>Accurately perform flexibility exe</p> <p>Ability to react quickly</p> <p>Demonstrate correct execution of running technique and the ability to lean and maintain balance</p>

<p>Health, Safety and Well-being</p> <p>Complete a circuit geared towards developing the components of health and skill-related fitness.</p> <ul style="list-style-type: none"> - E.g. In small groups run to the cone A, jump over obstacles of varying heights, then do five sit ups at cone B. At cone C roll a ball through the legs of four students without it touching and at cone D dance to the rhythm played by a drum (completed in the shortest possible time). <p>Research using online/offline sources on the misuse of drugs in sports. Present findings for class discussion.</p>	<p>Run, Jump, Skip, Jump, Roll, Dance</p>	<p>Efficiently perform tasks at each station to complete circuit</p> <p>Oral presentations show effective use of facts gleaned from research</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Perform all skills of track and field at a higher level. ✓ Demonstrate an awareness of the importance of being physically active and apply physical fitness concepts and practices. ✓ Demonstrate the ability to make connections that relate to health and wellbeing and how these affect themselves and others. ✓ Demonstrate respect while participating in physical activities with others of various abilities, interests and cultural backgrounds. ✓ Communicate and collaborate responsibly online. 		
<p>Points to Note</p> <ul style="list-style-type: none"> • Safety rules must be observed at all times • Adhere to rules of sprint races. <p>Remind students to:</p> <ul style="list-style-type: none"> • Recognise and acknowledge the owners or creators of digital materials. 	<p>Extended Learning</p> <p>Participate in co-curricular and community based activities to increase skills.</p> <p>Attend competitive games.</p> <p>Keep abreast of sporting issues in the written and printed media</p> <p>Show an appreciation for the various sporting disciplines</p>	

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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 8 TERM 2 UNIT 1 – 6 WEEKS

UNIT TITLE: Intermediate – Healthy lifestyle, movement, track and field and basketball.	
STRAND: Movement Education Attainment Targets: <ol style="list-style-type: none"> 1. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 2. Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities. 	Objectives: <ul style="list-style-type: none"> • Perform movement sequences both as a leader and a follower. • Self-create and collaboratively create and perform movement sequences. • Establish movement sequences with smooth transitions, incorporating skills and combination of skills from a variety of games

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Movement Education		
Games and Sports TRACK AND FIELD Relays Participate competitively in teams and maintain proper technique while running in assigned lanes.	Run, Pass, Receive, Analyse	Competently display proper mechanics

<p>In groups, practice the visual method of passing and receiving the baton progressively (standing, walking, jogging, running)</p>	<p>Pass, Receive, Analyse,</p>	<p>Accurately pass and receive baton</p>
<p>Long Jump</p>		
<p>In small groups, practise standing broad jump from the side of pit (emphasis – arm drive, dynamic leg extension and landing on the balls of the feet)</p>	<p>Jump, Take-off, Land</p>	<p>Demonstrate correct landing technique</p>
<p>Individually utilize 3-5 or 5-7 strides run up and take off from a platform 15 cm to 20 cm high into a landing area.</p>	<p>Run, Jump, Land</p>	<p>Correct execution of take off</p>
<p>In small groups, practise proper biomechanics by elevating the hips and punching the knees forward while accelerating along a straight path in preparation for the long jump.</p>	<p>Accelerate</p>	<p>Correct execution of running technique</p> <p>Observing rules.</p>
<p>High Jump</p> <p>Individually practice run up & take-off:</p> <ul style="list-style-type: none"> - approach on a diagonal line for a ‘J’ shape run up using 3-5 strides for take-off. - Block with non- jumping leg, and drive arm while rotating to get “back” to bar <p>Practice Bar clearance & Landing:</p>	<p>Run-up, Take-off, Flight, Landing</p>	<p>Demonstrate the correct run up and take off</p>

<p>- Using standing high jump and the three stride approach take-off over low bar.</p> <p>- Take-off and land on upper part of the back with feet extending towards the sky (on high jump bag) (fosbury flop)</p> <p>Hurdles</p> <p>Practice Preparation Drill:</p> <p>Engage in games and activities that require a 3 stride rhythm</p> <p>E.g. Rhythmic sprinting;</p> <p>-Place hurdles/cones/stick on the ground at approximately 12.5 metres and observe which leg crosses the stick most often; this will determine lead leg</p> <p>-Gradually increase the height of hurdles/cones/ sticks and sprint over them</p> <p>-Sprint over sticks trying not to look down using the established lead leg</p> <p>Practice drills for trail and lead leg over low hurdles;</p> <p>*at a jog</p> <p>*running with high knee action</p> <p>* running with 3 stride rhythm</p> <p>Watch tutorials/recorded videos about relays, long jump, high jump, hurdles and basketball games to observe skills in order to transfer such skills when playing games.</p> <p>Upload information about what they are learning to class wiki so as to engage e-pals in discussion about the sport.</p>	<p>Run-up, Take-off</p> <p>Run-up, Jump, Landing</p> <p>Stride Rhythm</p> <p>Running , Rhythm</p> <p>Running , Bar clearance</p> <p>Search for information electronically, manually Speech</p>	<p>Clear bar using basic technique</p> <p>Consistently running 3 strides over given obstacles</p> <p>Clear obstacles while using basic technique</p> <p>Oral/written presentation</p>
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	Communicate online	Demonstrate correct body position when taking shot
<p>Attainment Target (s): Health, Safety and Well-being</p> <p>Practice proper warm-up and cool down procedures.</p> <p>Check for hazards in the playing area prior to commencing activity.</p> <p>Safely and systematically remove and return equipment to storage area. Create a safety chart highlighting the correct ways of lifting / carrying sports equipment.</p>	<p>Walk, jog, stretch, breathe, jump, hop, run, Lift, Stretch Organize, Instruct, Observe Analyse, Design, Create Search for information</p>	<p>Correctly complete appropriate warm up and cool down activities</p> <p>Observe checklist for equipment management Completion of chart</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate and display interpersonal and leadership skills ✓ Use interpretive movements to create a dance sequence ✓ Perform all skills competently. ✓ Refine skills of passing and receiving through practice in small groups. ✓ Effective execution of all the phases in a sprint race, jumps and throws using the proper technique. ✓ Demonstrate appropriate warm up and cool down activities ✓ Follow guidelines for proper use of equipment and facilities. ✓ Demonstrate behaviours that minimize the risk of injury to self and others during physical activities. ✓ Navigate electronic sources in order to obtain information about the organisational structure of basketball. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Safety rules must be observed at all times. 	<p>Participate in extracurricular activity at school and wider community.</p>

<ul style="list-style-type: none"> • When making a lay-up focus on the top right angle of the square on the back board. • Proper footwear must be worn all times. <p>Remind students to:</p> <ul style="list-style-type: none"> • Recognise and acknowledge the owners or creators of digital materials 	<p>Communicate with sporting personnel.</p> <p>Keep abreast of sporting issues in media.</p> <p>Continue to develop good character traits relevant for proper societal adaptation.</p>
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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 8 TERM 2 UNIT 2 – 6 WEEKS

UNIT TITLE: Intermediate – Healthy lifestyle and lawn tennis	
activities.	Objectives:
STRAND: Games and Sports	<ul style="list-style-type: none"> • State the role and function of the governing bodies forLawn Tennis. (Local, regional and international).

<p>Attainment Targets:</p> <ol style="list-style-type: none"> 3. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment. 4. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. <p>LAWN TENNIS</p>	<ul style="list-style-type: none"> • Discuss in detail the history and development of Lawn Tennis and its impact on Physical Education. • Prepare individual and/or group projects on current trends and issues in lawn tennis. • Review dimensions of the tennis court. • Show an appreciation for the laws governing the game and the sporting tradition in which it is played. • Demonstrate and appreciate the value of working together in a competitive situation with less talented team mates. • Refine the different grips used in lawn tennis • Refine the correct serving technique. • Demonstrate the correct technique in the forearm (down the line), backhand strokes and the volley. • Show willingness to participate in group activities and team work in a safe environment. • Demonstrate an appreciation for the rules governing the game and the sporting tradition in which it is played.
<p>STRAND : Health, Safety and Well-being</p> <p>Attainment Target :</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being. 	<ul style="list-style-type: none"> • Identify and follow particular rules and guidelines for participating safely in specific activities. • Have an understanding of the different types of doping and state the reasons for doping in sports and the associated health consequences.

GAMES AND SPORT.		
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<p>LAWN TENNIS</p> <p>Wall Rallies – Forehand: in pairs Stand 10-15 feet away, players attempt to rally the ball consecutively against a wall. Rallies can be done individually, in pairs or in teams.</p> <p>Partner Rallies over line: In pairs Work together with a line or jump rope between them to serve as an imaginary net. Bump and bounce the ball back and forth using the backhand. To start the rally, students should start close, match up the racquet faces, and take two (2) steps back.</p> <p>Forehand and Backhand in Combination Ready position and catch. One student will toss while the other is in the ready position with the racquet. The tosser will toss the ball to the other student in the ready position.</p> <p>Move into position of play and catch the ball using the racquet (forehand or backhand side). After five (5) repetitions on both sides students will be required to execute the required strokes aimed at cones.</p> <p>Toss, Volley and Catch: Toss a ball to the forehand side of their partner.</p> <p>The partner volleys the ball back to their partner who catches it. Begin with partners three (3) steps apart. Partners will be rotated after five (5) repetitions.</p> <p>Lob Line: Starting close to the net, one player will bounce the ball to a partner who will use the lob to play the ball over his head to a deep position on the court. The</p>	<p>Toss, Pass, Catch</p> <p>Forehand stroke</p> <p>Forehand Stroke, Backhand Stroke Rally, Bump, Bounce</p> <p>Toss, Catch</p>	<p>Oral/Written reports giving clear evidence of concepts studied in research</p> <p>Present scrapbook with articles.</p> <p>Correctly demonstrate forehand stroke</p> <p>Ability to correctly demonstrate the forehand and backhand stroke</p> <p>Correctly demonstrate the ability to combine strokes</p> <p>Perform accurate demonstration of the volley.</p> <p>Accurately demonstrate the lob shot using the forehand and backhand.</p>
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<p>ball must be played to the left, right and centre of the court. Use the backhand to play the shot as well as the forehand.</p> <p>Mini Tennis: Rally and play over makeshift or portable nets incorporating the different skills while observing rules.</p> <p>Watch tutorials/recorded videos about cricket, lawn tennis so as to observe skills in order to transfer such skills when playing games.</p> <p>Upload information about cricket, lawn tennis to class wiki so as to engage e-pals in discussion about the sport.</p>	<p>Volley Lob</p> <p>Rule application</p> <p>Communicate online</p>	<p>Correctly demonstrate and apply tennis skills and rules.</p>
<p>Health, Safety and Well-being</p> <p>Panel discussion on the different reasons and types of doping and their effects on athletes' health. Obtain information from electronic sources such as e-newspapers, discussion forums.</p> <p>Conduct research using online/offline electronic sources in small groups on doping terminologies and orally present findings</p> <p>Initiate warm up and cool down activities.</p>	<p>Search for information Oral Presentation Collaboration, listen, question</p>	<p>Present researched information through active participation in discussions</p> <p>Conduct appropriate warm up and cool down activities</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Communicate information and ideas with clarity. ✓ Perform movement sequences/ routines competently. ✓ Describe and apply leadership skills related to physical activity. ✓ Working collaboratively to achieve planned objectives. ✓ Give information about the fight against doping. ✓ Exhibit fair play during physical activities. ✓ Refine and effectively demonstrate all the skills used in the game while observing the laws/rules. 		

- ✓ Show an appreciation for the value of working together demonstrating good sportsmanship.
- ✓ Explain the difference between the forehand and backhand side of the racquet.
- ✓ Effectively combine basic tennis skills.
- ✓ [Navigate electronic sources online/offline to obtain information about doping.](#)

Points to Note

Safety rules must be observed at all times.

Extended Learning

Participate in co-curricular and community based activities regularly to improve skills.

To transfer the attitude of fair play from the sports arena into general life


To help students solve problems, accept appropriate challenges /failure in a responsible manner

PHYSICAL EDUCATION UNITS OF WORK GRADE 8 TERM 3 UNIT 1 – 5 WEEKS

UNIT TITLE: Intermediate – Healthy lifestyle,	
<p>Attainment Target: Movement Education</p> <ol style="list-style-type: none"> 1. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 2. Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate mastery of movement skills. • Perform steps from a traditional folk form. • Refine and perform routines and complex sequences which include: formations, levels, contrast and repetition using both floor and apparatus. • Willingly cooperate and contribute to group activities.
<p>Attainment Target: Games and Sports</p> <ol style="list-style-type: none"> 5. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment. 6. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • State the role and function of the governing bodies for volleyball and hockey. (Local, regional and international). • Discuss in detail the history and development of volleyball /hockey and its impact on physical education. • Prepare individual and/or group projects on current trends and issues in volleyball /hockey. • Name the playing positions in volleyball / field hockey. • Effectively perform the forearm and overhead/volley pass. • Serve the ball accurately and consistently over the net and perform a front set to mount a simple attack.
<p>STRAND: Health, Safety and Well-being</p> <p>Attainment Target:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being. 	<ul style="list-style-type: none"> • Identify guidelines for proper use and care of activity-specific equipment, including facilities and storage. • Apply guidelines and procedures related to safe participation in physical activity.

	<ul style="list-style-type: none"> Identify the components and functions of specific systems of the body.
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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 8 TERM 3 UNIT 2 – 7 WEEKS

UNIT TITLE: Intermediate – Healthy lifestyle, swimming.	
	
<p>STRAND : Games and Sports</p> <p>Attainment Target:</p> <ol style="list-style-type: none"> Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. <p>SWIMMING</p>	<ul style="list-style-type: none"> State the role and function of the governing bodies for swimming and baseball/softball (local, and international). Discuss in detail the history and development of swimming and baseball/softball and its impact on physical education. Prepare individual and/or group projects on current trends and issues in swimming. Demonstrate the ability to debate constructively on given swimming Refine skills learnt in previous grades, (floating, glide, strokes). Perform activities for warm-up and cool-down. Demonstrate smooth and efficient stroke coordination. Demonstrate an understanding of swimming rules with regards to safety. Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of swimming skills as they participate in games. Demonstrate an understanding of fair play, team spirit and positive personal and social behaviour while participating in games.

	<ul style="list-style-type: none"> • Develop problem-solving and decision-making strategies and an understanding of the tactics and strategies for use in modified game situations. • Demonstrate appropriate warm-up and cool down activities
<p>STRAND: Health, Safety and Well-being</p> <p>Attainment Target:</p> <p>1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.</p>	<ul style="list-style-type: none"> • Identify guidelines for proper use and care of activity-specific equipment, including facilities and storage. • Apply guidelines and procedures related to safe participation in physical activity. • Analyse and explain the effects that physical activities have on body systems.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Games and Sports</p> <p>SWIMMING</p> <p>Water safety Search/investigate and present information from online/offline sources on pool and water safety procedures</p>	<p>Observe , imitate, analyse, interpret, search for information electronically and manually. Discuss</p>	<p>Correctly execute technique</p> <p>Actively participate in discussion</p> <p>Proper coordination</p>

<p>Simulate use of land based implements for assistance (pole, lifesaving ring, etc)</p> <p>Discuss the pool rules (no spitting/urinating/defecate, wash off before entering the pool, no unsupervised playing around the pool area, etc)</p> <p>Stroke development</p> <p>Freestyle</p> <ul style="list-style-type: none"> - Glide (4 steps) - Flutter kick with and without kickboard - Freestyle arms and legs coordination - Practice Breathing activities inside and outside of pool <p>Breaststroke</p> <ul style="list-style-type: none"> - frog kick / breaststroke kick - arms and legs coordination - coordination with breathing (full breast stroke) <p>Backstroke</p> <ul style="list-style-type: none"> - Glide backwards in a streamlined position - Flutter kick - Backstroke arms and legs coordination <p>Treading in deep water</p> <p>Diving (from the edge of pool)</p> <ul style="list-style-type: none"> - Sitting - Kneeling - Standing <ul style="list-style-type: none"> - Stationary - Swing 	<p>Glide Flutter kick Freestyle Breathe</p> <p>Breast stroke Frog kick Backstroke</p> <p>Thread deep water</p> <p>Dive Sit Kneel</p> <p>Stationary Swing Grab</p>	<p>Correctly demonstrate the freestyle /front crawl Breast stroke Backstroke</p> <p>Perform threading activities using correct technique</p> <p>Correctly execute diving technique</p>
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<p style="text-align: center;">- Grab start</p> <p>Water games Modified Water polo</p> <p>Watch tutorials/recorded videos about swimming techniques learnt in class in order to observe and transfer such skills practically.</p> <p>Post comments/information to class wiki to share with e-pals about what they are learning in swimming.</p>		<p>Consistently and adequately apply skills learnt in competitive situations while observing rules.</p>
<p>Health Safety and Well-being</p> <p>In small groups, investigate using online/offline electronic sources, the benefits of exercise on the different body systems, with each group focusing on a specific system and present findings.</p> <p>In pairs, measure and calculate the pulse rate before and immediately after physical activity (identify areas on the body where the pulse is located, count the pulse beat over a 10 second period, multiply result by 6 to determine the pulse rate).</p>	<p>Record, observe, investigate, create, collaborate</p> <p>Analyse, measure , calculate</p>	<p>Adequately complete and present findings</p> <p>Accurately measure and calculate pulse rate</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Identify local organisations and community groups involved in dance. ✓ Apply movements to different dynamics of music. ✓ Demonstrate knowledge of the organizational structures and the functions of the governing bodies of swimming and baseball/softball. ✓ Identify correct procedure relating to hygienic practices in swimming. ✓ Demonstrate and conduct warm-up and cool-down activities with awareness of correct procedure. ✓ Apply the rules governing the games, use correct terms and demonstrate good sportsmanship. 		

- ✓ Observe and demonstrate the guidelines for safety of self and others at all times.
- ✓ Develop problem-solving and decision-making strategies.
- ✓ Appreciate the fact that the body systems function more efficiently as a direct result of physical activities.
- ✓ Locate pulse site, count pulse and calculate pulse rate.
- ✓ Apply the correct technique in executing baseball/softball skills in game situations.
- ✓ Apply the correct technique in executing swimming skills in game situations.
- ✓ Navigate digital content in order to locate and present information on the benefits of exercise on the different body systems.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Movement Education</p> <p>Select and link a range of gymnastic actions to travel on the floor and on apparatus</p> <ul style="list-style-type: none"> -jumping from a bar-box and rolling across a mat -jumping from a bench, turning to face the bench and rolling backwards <p>Practise and perform a range of skills</p> <ul style="list-style-type: none"> -forward and backward rolls, headstand, handstand, cartwheel <p>In pairs or groups create and perform more complex</p>	<p>Balance, control, flexibility</p> <p>Handstand</p> <p>Jump, roll, mimic Perform sequence</p> <p>Create, perform</p>	<p>Proficient performance of gymnastic skills.</p> <p>Competently execute gymnastic skills.</p> <p>Demonstrates complex sequences.</p>
Points to Note	Extended Learning	

END OF GRADE 8