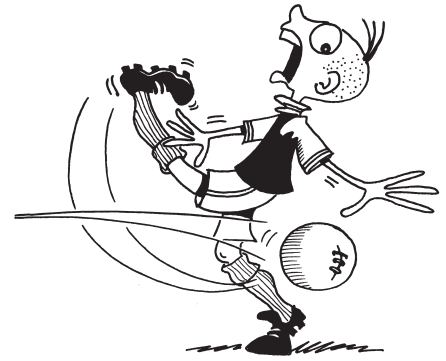


Year 7: Football rules

Managing Cover Lessons – PE

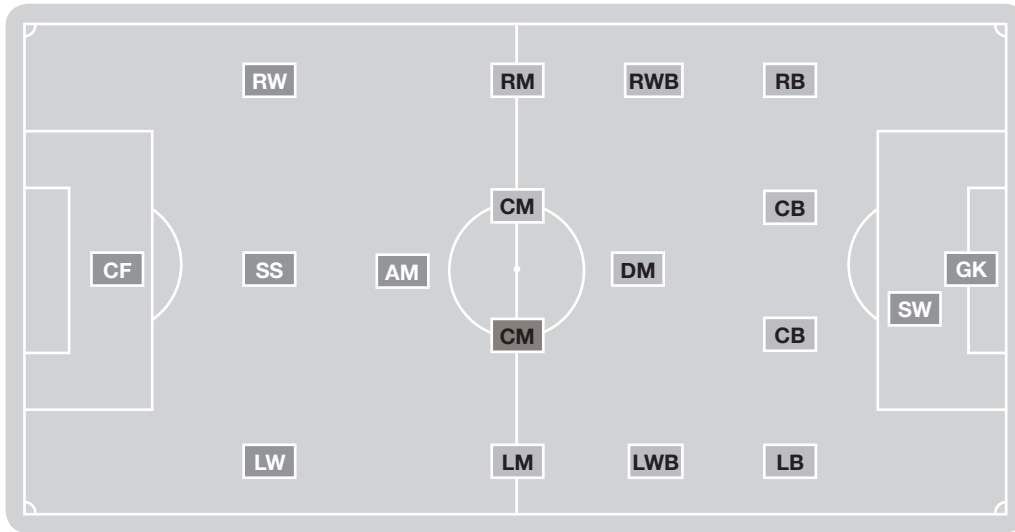
Name:	Form:
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You are going to revise the positions and rules for football and report on an imaginary game.



Tasks

- 1 Working with a partner, can you name all of the positions on the pitch in full? For example, CF = Centre forward.



Now try to unscramble these football positions. For example, aglo eekpre = goal keeper.

- ertecn arfrwdo = efecndvie dimreified =
- gthir cabk = wpersee =
- loga eekerp = ftel bgickwan =

- 2 On the back of this sheet, work with a partner to make a list of 10 or more football rules you could explain to someone who is just starting to learn the game.
- 3 Now, with your partner, imagine you are reporting on a football match for a TV or radio programme. On the back of this sheet, give a short written account of the imaginary game, saying how the ball was passed and which side and position scored the goals, etc.
- 4 If you and your partner have finished, play football hangman in any space you have left.
- 5 You may be asked to read your report to the class. As a class, you could decide who has written the most realistic or exciting report.

Name:

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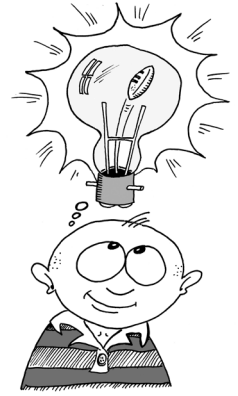
Year 7: Invent a sports day event

Managing Cover Lessons – PE

You are going to make up a new race or event for a primary school sports day.

Tasks

- 1 With a partner, you have three minutes to think of and name as many races and events as you can from primary school sports days. You may be asked to read out some, or all, of your races and events to the class and explain what was involved in each.



- 2 Working on your own, imagine you have been asked to make up a new race or an event for a primary school sports day. In the space below, spend three minutes making a spider diagram of your ideas. Put 'Primary school sports day' in the middle and note your ideas around it.

- 3 Discuss your ideas with your partner and choose the best idea from those you both suggest.
- 4 With your partner (or on your own), on the back of this sheet, give your chosen race or event a name and explain the rules. State what age it would be suitable for, how many competitors there could be and how it would be judged. If you have time, draw an illustration to show what your race or event might look like.
- 5 You may be asked to share your ideas with the class; you could vote for the most original, do-able or exciting suggestions.

Name:

Form:

Year 8: Sports questionnaire

Managing Cover Lessons – PE

You are going to design a questionnaire to find out how different people view sport.



Tasks

1 With a partner, you have five minutes to discuss the following questions. You might be asked to share some of your answers with the class:

- What is meant by 'sport'?
- What is meant by 'competitive sport'?
- What is meant by 'recreational sport'?

Complete the table below, by noting ways in which the types of sport differ and how they are alike:

Types of sport	Differences	Similarities
Competitive and recreational sports		
Team sports and individual sports		
Being a participant in sport and being a spectator of sport		

Fill in any extra ideas as you discuss this as a class.

2 Working on your own, produce a spider diagram in the space below, to include possible questions to include in your questionnaire. Write 'Sports questionnaire' in the middle, then any ideas (eg watch or play? watch on TV or at stadium?) you have around it.

3 On the back of this sheet, draft out possible questions for your questionnaire. It is often helpful to give specific choices with tick box answers, rather than 'open' questions (ones which could have any number of answers). For example, which type of sport do you prefer?

- | | | | |
|------------------|--------------------------|--------------------------------|--------------------------|
| • Contact sports | <input type="checkbox"/> | • Water sports | <input type="checkbox"/> |
| • Extreme sports | <input type="checkbox"/> | • Indoor sports | <input type="checkbox"/> |
| • Ball sports | <input type="checkbox"/> | • Other (please specify type). | <input type="checkbox"/> |

4 Ask your partner to complete your questionnaire and, if time allows, try it on one or two other members of your class. Tell each other what you think is good about each questionnaire and suggest a way in which each might be improved.

Name:

Form:

Year 9: Circuit training

Managing Cover Lessons – PE

You are going to devise a circuit training session. Be realistic but you can make it as hard as you like!



Tasks

- 1 With a partner, produce a spider diagram with 'Circuit training exercises' in the middle and the names of the exercises, which might form part of a circuit training session, around it. For example, squat jumps, bench dips, etc. You may be asked to suggest possible exercises. Add any extra ideas as you share your suggestions as a class.
- 2 On your own, use the back of this sheet to draft out a circuit training session, giving the order (remember to include warm-up and cool-down exercises), duration (how long) and recovery time for each set of exercises. If you have time, include diagrams to make it clear as to exactly what has to be done for each exercise.
- 3 Discuss your ideas with your partner and choose the best parts from each of your routines. Compile a revised circuit training session with appropriate diagrams.
- 4 As a class, choose some particularly good routines and then decide which pairs have devised the most realistic but interesting circuit training session.