



YEAR 8 ROUNDERS BOOKLET

THIS BOOKLET HAS BEEN DESIGNED FOR USE FOR STUDENTS WHO ARE SELF ISOLATED DUE TO COVID-19.

Lessons Content:

You will have completed some lessons as practical lessons in school. Please only complete the lessons that you will be missing due to self-isolating. E.g. if you have completed lessons 1-4 in school and then need to self-isolate you will need to do lessons 5-8 of this booklet.

Lesson number	Lesson topic	Intended learning outcome
Lesson 1	Introduction to rounders	To be able to apply all rules of rounders to game style situations and suggest ways these might be used tactically within a game.
Lesson 2	Batting	Be able to contact the ball most of the time.
Lesson 3	Batting continued	To be able to direct the ball in various directions through the use of good technique.
Lesson 4	Catching	To use good technique to catch the ball nearly all of the time.
Lesson 5	Underarm throwing	Demonstrate good technique and accuracy when throwing under arm over a range of distances.
Lesson 6	Overarm throwing	Demonstrate good technique and accuracy when throwing overarm over a range of distances.
Lesson 7	Bowling	To demonstrate good technique with good accuracy and power when bowling.
Lesson 8	Long and short barriers	To demonstrate good technique of the short and long barrier with consistent success when linked with other skills such as the overarm throw.
Lesson 9	Defensive strategies	To demonstrate the different tactics that can be used in game situations to prevent the opposition from scoring with high success rate.
Lesson 10	Attacking principles	To demonstrate a range of tactics that can be used in game situations to score and get players back safely with a high success rate.
Lesson 11	Attacking principles continued	To demonstrate a range of tactics that can be used in game situations to score and get players back safely with a high success rate.
Lesson 12	Assessment lesson	Self, peer, and teacher assessment using the head, heart, hands model.

Head, Heart, Hands Assessment:

In line with the curriculum, you will be assessed using the head, heart, hands assessment criteria. To help you achieve your full potential, each lesson will consist of a variety of activities that will help you to develop in each aspect. The criteria are included below to help you.

Working towards	Expected	Above expected	Exceptional
Hands - Skill development, fitness levels, competitive, technique, skill application, problem solving			
<ul style="list-style-type: none"> I can demonstrate with some accuracy and success, skills, techniques, and tactics across a variety of activities in high pressure practises I am able to run continuously in PE lessons for a duration of three minutes 	<ul style="list-style-type: none"> I am able to demonstrate and apply the correct technique in progressive drills and competitive situations with success in a variety of activities I am able to apply a variety of skills during physical activities in both team and individual sports I am able to run continuously in PE lessons for a duration of seven minutes 	<ul style="list-style-type: none"> I can demonstrate with precision, control and fluency, and extensive range of appropriate skills, techniques, and tactics in very challenging activities I am able to adapt the technique I use to outwit opponents on most occasions I am able to run continuously in PE lessons for a duration of 15 minutes 	<ul style="list-style-type: none"> I can demonstrate with consistent precision, control in fluency, an extensive range of appropriate skills, techniques, and tactics in very challenging activities I am able to demonstrate a range of ideas and strategies to solve problems whilst performing in both team and individual activities I am able to run continuously in PE lessons for a duration of 20 minutes
Head - Knowledge, understanding, analysis, leadership, decision-making, tactical			
<ul style="list-style-type: none"> I understand how the body reacts during exercise I can lead a warmup to a partner I can identify and describe tactics in some sporting activities 	<ul style="list-style-type: none"> I understand the structure of a warmup and cool down and have knowledge of all major muscles and activities which should be included when warming up I can apply my knowledge of rules and tactics of 	<ul style="list-style-type: none"> I can accurately explain in depth the advantages of following an active and healthy lifestyle on physical, mental, and social well being I can lead and officiate matches showing a good 	<ul style="list-style-type: none"> I can evaluate and justify different training methods for performance difference sporting needs I display an excellent understanding and justify how skills and tactics could be improved the quality of performance

<ul style="list-style-type: none"> • I can begin to give feedback to others about their performance 	<p>several different sports with some success</p> <ul style="list-style-type: none"> • I am able to give some feedback to my peers and teams overall performance 	<p>understanding of the rules</p> <ul style="list-style-type: none"> • I am able to analyse performance and apply tactical knowledge to accurately out with opponents in team and individual activities 	<ul style="list-style-type: none"> • I can lead others in activities and pool Maps to enhance students learning with sound knowledge of the muscles used
<p>Heart: Commitment, motivation, respect, resilience, effort, confidence</p>			
<ul style="list-style-type: none"> • I can lead my own warmer but lack confidence to lead others • I give little effort to every activity and I am working on my resilience when faced with challenging tasks • I sometimes demonstrate respect for others under and equipment 	<ul style="list-style-type: none"> • I can demonstrate confidence and understand effective communication within discussions and activities • I play satisfactory level of effort to every activity and am often resilient when faced with challenging tasks • I can confidently lead a group of people, applying a variety of roles, official comic coach, teacher, and captain 	<ul style="list-style-type: none"> • I demonstrate good leadership qualities both in lessons and after school clubs • by display clear communication skills, empathy, and patience • please I work hard to demonstrate a resilient approach to my progress but all challenging activities. I understand how to take feedback and make progress • I am respectful and respected, and I have developed a positive working relationship with staff and students across the school 	<ul style="list-style-type: none"> • I am extremely motivated to make progress in many sports on the curriculum was attending many extracurricular activities and representing the school in some • I have great leadership qualities and active leader in his lessons and after school • I can be a positive role model, demonstrating commitment. I participate in school sports and inspire others

Lesson 1 – Introduction To Rounders

Task 1

At the start of every lesson, you will be required to complete a 3-stage warm-up. The stages are included in the table below. You need to provide examples of what you might do at each stage.

Stage	Example activities
Stage 1 – Pulse raiser	
Stage 2 – Dynamic stretches	
Stage 3 -	

Task 2

This lesson focuses on understanding the main rules required in rounders. Below are the main rules that you need to know to be able to play rounders. You need to draw a symbol/small drawing that you can use to help others understand the rule. You might need to do some research on the internet to help you.

The batter must run on the outside edge of the post.	
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The fielder cannot stand in the way of the batter.	
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There can only be 1 batter on a post at a time.	
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If a post is hit by the ball as the batter is running to it, they are out.	
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The batter cannot past a post if the bowler has the ball in the bowling square.	
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A batter can be caught out by a fielder.	
--	--

When hitting the ball, it must go in front of the dead ball line or the batter must wait at 1 st post.	
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The bowler must bowl the ball between knee and shoulder height of the batter.	
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The batter must carry the bat with them.	
--	--

To stump a post, the fielder must have the ball in their hand.	
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Task 3

Some teams can use the rules to help them. This is called tactics For example, if you take the rule “When hitting the ball, it must go in front of the dead ball line or the batter must wait at 1st post” if a batter does this but then waits and watches for the bat-stop to throw the ball back over the dead ball line and then they run, they will be awarded ½ a rounder.

You need to take 2 more of these rules and suggest how they can be used to either help score or get somebody out. (HINT: think about post loading).

1 –

2 –

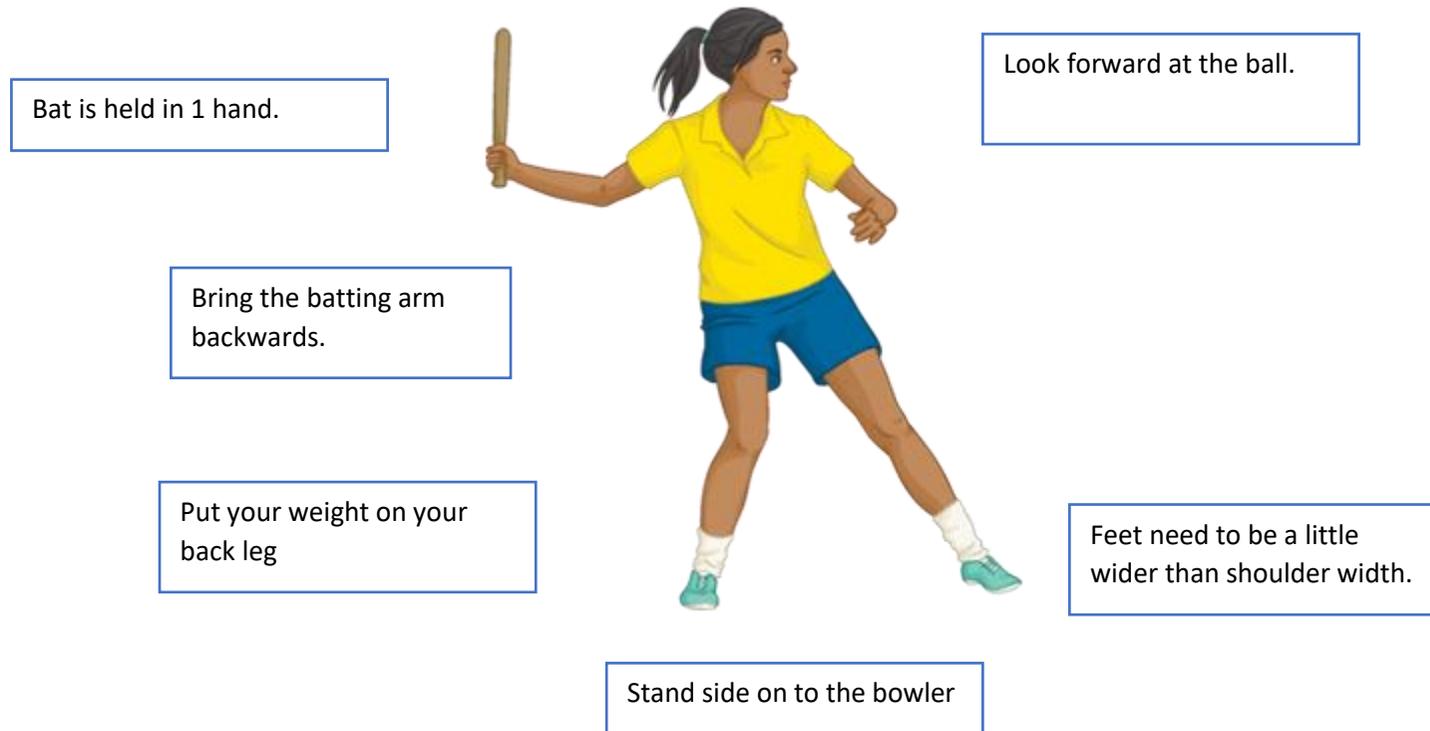
Lesson 2 – Batting

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player getting ready to bat. The key teaching points are highlighted for you. You need to copy this position.



Task 3

You are going to practice your batting technique.

- Stand in the batting position above.
- Using your non-dominant hand, toss a pair of rolled up socks into the air.
- Transfer your weight onto your front leg, twisting at the hips as you do
- Bring your batting arm forwards to strike the ball (socks)

- Keep watching the ball (socks) until you see where they land. Do not look anywhere else at any point
- Your batting arm needs to finish forwards of your body

Spend 5-7 minutes practicing hitting.

Task 4

You are going to analyse your batting technique.

Take 5 goes at hitting the ball (sock). You are going to mark yourself out of 3 for each go.

1 point – If you have a good ready position

1 point – If you have good technique to strike the ball (sock)

1 point – If you contacted the ball (sock)

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

Lesson 3 – Batting continued

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Re-cap the key points of batting from lesson 2.

Take 5 goes at hitting the ball (sock). You are going to mark yourself out of 3 for each go.

1 point – If you have a good ready position

1 point – If you have good technique to strike the ball (sock)

1 point – If you contacted the ball (sock)

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

Task 3

You are now going to develop your ability to position the ball (sock) when hitting it. This is helpful because in a game you can aim for where there are no fielders or at a fielder you know is weak which will help you score.

In lesson 2 you learnt about stance. If you change the way your hips are facing, then the ball (sock) will go in different directions. The diagrams below will help you understand how this works.

Option 1 -

Back foot

Front foot

Bowler





Option 2 –



Put 3 markers out in the space you have available. By only changing the position of your front foot, see if you can hit the markers with the ball (socks).

Practice for 7-10 minutes.

Task 4

You are going to analyse your developed batting technique.

Take 6 goes at hitting the ball (sock). You will do 2 goes at hitting each marker. You are going to mark yourself out of 4 for each go.

1 point – If you have a good ready position (think about the position of your feet).

1 point – If you have good technique to strike the ball (sock)

1 point – If you contacted the ball (sock)

1 point - If you hit the correct marker.

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		
6		

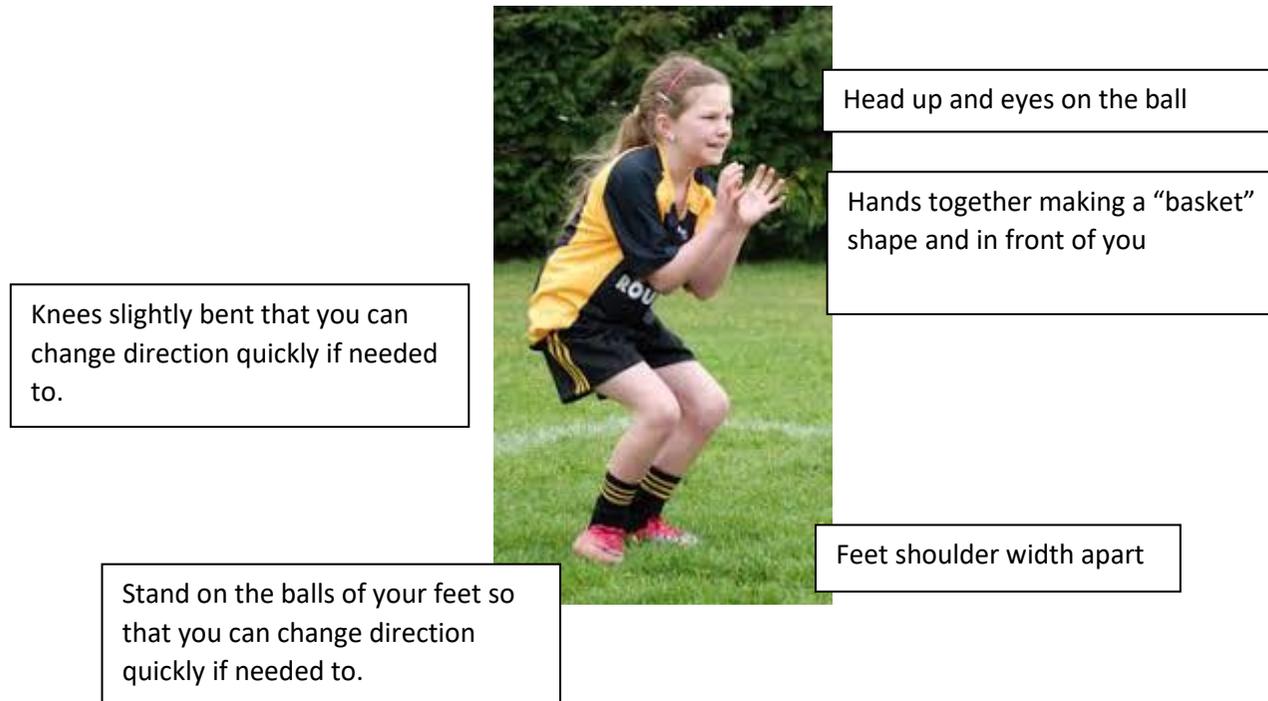
Lesson 4 – Catching

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player getting ready to catch a ball. The key teaching points are highlighted for you. You need to copy this position.



Task 3

You are going to practice your catching technique.

- Stand in the catching position above.
- Either toss a pair of rolled up socks (the ball) into the air or get someone to help and toss a pair of rolled up socks (the ball) to you.

- Using small steps, move to be under the ball (socks)
- Keep watching the ball (socks) until you they touch your hands. Do not look anywhere else at any point
- As the ball touches your hands, close them, and bring them into your body.

Spend 5-7 minutes practicing catching.

Task 4

You are going to analyse your catching technique.

Take 5 goes at catching the ball (sock). You are going to mark yourself out of 3 for each go.

1 point – If you have a good ready position

1 point – If you have good technique to catch the ball (sock)

1 point – If you catch the ball (sock)

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

Lesson 5 – Underarm Throwing

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player completing an underarm throw. The key teaching points are highlighted for you. You need to copy this action.

Bring arm with the ball in behind you



Swing your arm with the ball in forwards and point where you want the ball to go as you release it

Weight on back leg

Step forward and transfer weight as you do so

Task 3

You are going to practice your underarm throw technique.

- Place a target on the wall (this can be a piece of paper with bluetac)
- Use the technique from task 2 to practice hitting the target
- Move further back or make the target smaller to make this harder

Spend 5-7 minutes practicing underarm throwing.

Task 4

You are going to analyse your underarm throw technique.

Take 5 goes at throwing the ball (sock). You are going to mark yourself out of 2 for each go.

1 point – If you have good technique to throw the ball (sock)

1 point – If you hit the target

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

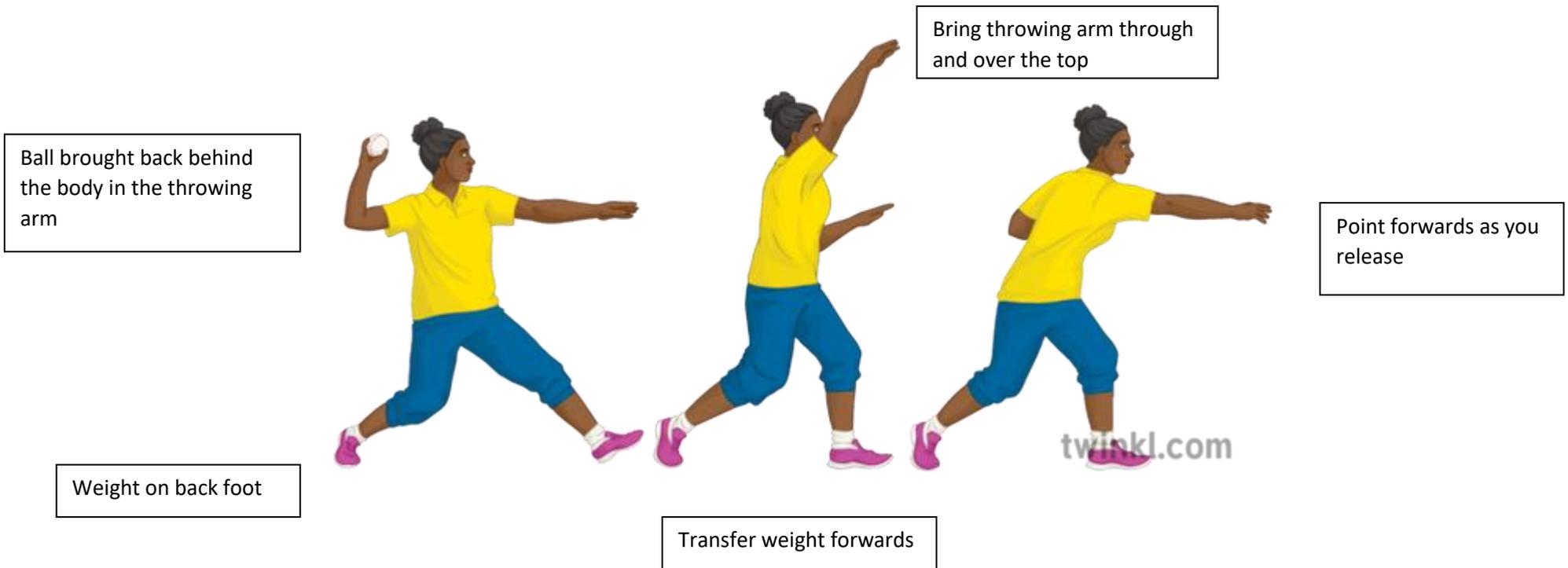
Lesson 6 – Overarm Throwing

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player completing an overarm throw. The key teaching points are highlighted for you. You need to copy this action.



Task 3

You are going to practice your overarm throw technique.

- Place a target on the wall (this can be a piece of paper with bluetac)
- Use the technique from task 2 to practice hitting the target
- Move further back or make the target smaller to make this harder

Spend 5-7 minutes practicing overarm throwing.

Task 4

You are going to analyse your overarm throw technique.

Take 5 goes at throwing the ball (sock). You are going to mark yourself out of 2 for each go.

1 point – If you have good technique to throw the ball (sock)

1 point – If you hit the target

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

Lesson 7 – Bowling

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player completing bowl. The key teaching points are highlighted for you. You need to copy this action.

Bring arm with the ball in behind you



Swing your arm with the ball in forwards and point where you want the ball to go as you release it

Weight on back leg

Step forward and transfer weight as you do so

Task 3

You are going to practice your bowling technique.

- Place a target on the wall (this can be a piece of paper with bluetac)
- Use the technique from task 2 to practice hitting the target
- Move further back or make the target smaller to make this harder

Spend 5-7 minutes practicing bowling.

Task 4

You are going to analyse your bowling technique.

Take 5 goes at bowling the ball (sock). You are going to mark yourself out of 2 for each go.

1 point – If you have good technique when bowling the ball (sock)

1 point – If you hit the target

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

Lesson 8 – Long Barriers

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

Below is a picture of a rounder's player completing a long barrier. The key teaching points are highlighted for you. You need to copy this action.



Task 3

You are going to practice your long barrier technique.

- Ask someone to help you
- They will roll or throw the ball (socks) along the floor towards you
- You need to move in line with the direction of the ball
- Use the technique from task 2 to practice stopping the ball (socks)
- Ask the thrower to throw the ball (socks) faster or at a bigger angle from you to make this harder

Spend 5-7 minutes practicing long barriers.

Task 4

You are going to analyse your long barrier technique.

Take 5 goes at stopping the ball (sock) using the long barrier. You are going to mark yourself out of 2 for each go.

1 point – If you have good technique when doing the long barrier

1 point – If you stop the ball

Attempt number	Score	Why I gave myself this score
1		
2		
3		
4		
5		

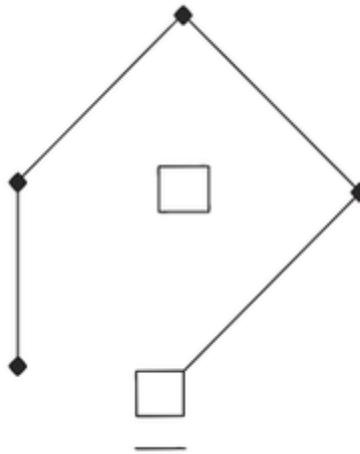
Lesson 9 – Defensive Strategies

Task 1

You have developed your knowledge and understanding of the different skills that you can use on a rounders pitch. You will now develop your knowledge of the different defensive strategies you can use.

Below is a rounders field. You need to label the diagram using the key words below.

- 1st Post
- 2nd Post
- 3rd post
- 4th Post
- Batting square
- Bowling square
- Bat-stop line



Task 2

In a team you have 9 players. 1 way to maximise your defence is by placing 1 player as bowler, 1 player as bat-stop, 1 player as 1st post and the rest out as fielders. Using the diagram below, label where you would put your fielders to maximise their defensive potential. Label your players 1-9 to show who will be where.

Task 3

You are going to pretend that you are a coach. You have a team of 9 players and need to tell them where they will play on the pitch. Alongside that you will need to tell them what their responsibilities are. Complete the table below to show what the different players responsibilities are.

Position number (linked to the diagram from Task 2)	Responsibilities
1	Bowling, cover posts 2 and 3 when fielding
2	
3	
4	
5	
6	
7	
8	
9	

Lesson 10 – Attacking Principles

Task 1

Using the space, you have available complete a 5-minute warm up. Use the information from lesson 1 to help guide you.

Task 2

1 way to ensure that players can stay in play (not get out) and could potentially score is by being able to sprint quickly between posts. Below is a sprint training programme that will help you to improve your sprinting ability. It can be done outdoors or inside on the spot, whichever suits your situation.

- **Sprint** - Perform your first sprint at about 60 percent max intensity for 30 seconds. If you feel any muscle tightness or joint pain do another warm-up.
- **Recover** - Recover for 2 minutes by slowing to a comfortable pace but keep moving. This can be an easy jog or a walk, depending on your fitness.
- **Sprint** - Perform your next sprint at about 80 percent max intensity for 30 seconds.
- **Recover** - Recover for 2 minutes. Again, make sure you continue to move (either a slow jog or walk)
- **Sprint** - Perform 6 more sprints at 100 percent max intensity or all-out efforts for 30 seconds. You should be pushing yourself to the max for each one.
- **Recover**. Recover for 2 minutes after each sprint to allow your breathing and heart rate to slow to the point that you can hold a conversation without gasping.

Task 3

Analyse how the sprint training went. Answer the following questions.

1. Identify 1 thing that you did well in the training.

2. Identify 1 thing that you did not do very well and explain how you could do it better next time.

3. Explain how this training programme will help you as a rounder's player.

Task 4

It is important that you participate in a cool down when you have worked your body at a high level. Complete the following cool down.

- Light jog/walk 2 minutes
- Upper body stretch
 - From a standing or seated position, interlace your fingers and press your palms up toward the ceiling.
 - Draw your hands up and back as far as you can while maintaining a straight back.
 - Then place your left arm in front of your right and turn your palms to face each other, stretching your hands up and back.
 - Repeat on the opposite side.
- Seated forward bend
 - Sit with your legs extended in front of you.
 - Lift your arms.
 - Hinge at your hips to fold forward.
 - Place your hands on your legs or the floor.
 - Hold this position for up to 1 minute.
- Knee-to-chest pose
 - Lie on your back with your left leg bent or extended.
 - Draw your right knee in toward your chest, interlacing your fingers around the front of your shin.
 - Hold this position for up to 1 minute.
 - Repeat on the opposite side.
 - Do each side 2 to 3 times.
- Reclining butterfly pose
 - Lie on your back with the soles of your feet together and your knees out to the sides.
 - Place your arms alongside your body or overhead.

Task 4

It is important that you participate in a cool down when you have worked your body at a high level. Complete the following cool down.

- Light jog/walk 2 minutes
- Upper body stretch
 - From a standing or seated position, interlace your fingers and press your palms up toward the ceiling.
 - Draw your hands up and back as far as you can while maintaining a straight back.
 - Then place your left arm in front of your right and turn your palms to face each other, stretching your hands up and back.
 - Repeat on the opposite side.
- Seated forward bend
 - Sit with your legs extended in front of you.
 - Lift your arms.
 - Hinge at your hips to fold forward.
 - Place your hands on your legs or the floor.
 - Hold this position for up to 1 minute.
- Knee-to-chest pose
 - Lie on your back with your left leg bent or extended.
 - Draw your right knee in toward your chest, interlacing your fingers around the front of your shin.
 - Hold this position for up to 1 minute.
 - Repeat on the opposite side.
 - Do each side 2 to 3 times.
- Reclining butterfly pose
 - Lie on your back with the soles of your feet together and your knees out to the sides.
 - Place your arms alongside your body or overhead.

Lesson 12- Assessment

Task 1

At the start of this booklet, you were given the “head, heart, hands” assessment criteria. You will need to assess yourself against this criteria. When doing this, you will need to explain why you deserve the grade that you gave yourself. Make sure you use solid evidence to help you with this.

Assessment section	Grade	Reasoning
Head		
Hands		
Heart		