

Bower Grove

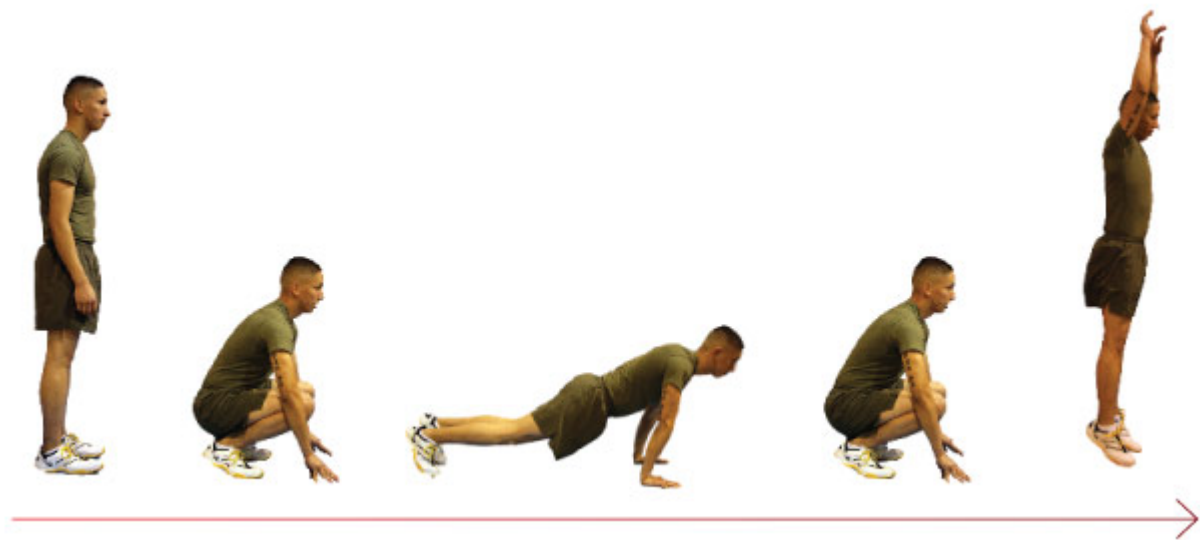
PE

Year 8 Booklet



Here are some exercises to try at home

Burpees



Mountain climb



Sit ups



Step ups



Tricep dips



Shuttle run



Jogging on spot



Star jumps



Boxing



Skipping



Bicep curls

Fig.2



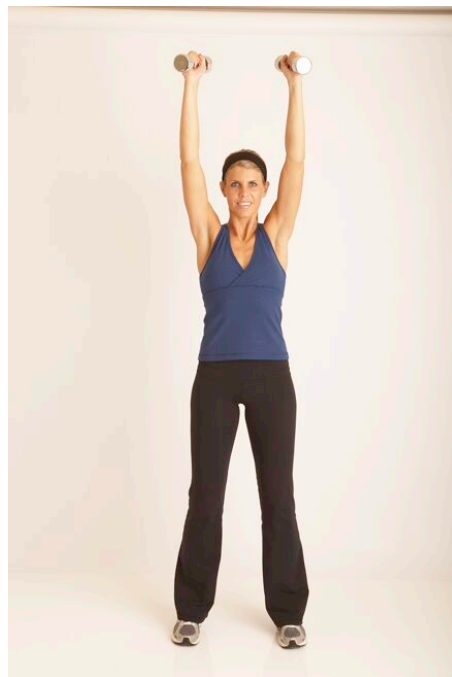
Fig.3



Chest press



Shoulder press



Hip raises



The plank



Press



ups

Lunges



Squats



Squat jumps



Seated ball twists



Reverse lunge off step



Jumping lunge off step



Air bike crunches



Side plank



Leg raises



CAN YOU SUGGEST WHAT YOU NEED TO HAVE IN ORDER TO BE HEALTHY?



REMEMBER TO INCLUDE WHAT YOU SHOULD AVOID!

HEALTH is defined as ‘a state of physical mental and social wellbeing, not merely the absence of disease and infirmity’.

What factors affect **physical** wellbeing?.....

What factors affect **social** wellbeing?.....

Define

FITNESS;.....

How can you measure fitness?.....

EXERCISE is an you do to improve and
.....

Component of fitness	Definition	Sporting Example
	The ability to sustain exercise for an extended period of time	
	The ability of a muscle or group of muscles to keep working over a longer period of time without tiring	
	The range of movement at a joint	
	The amount of force a muscle, or muscle group can generate	
	The percentage of the body weight that is fat, muscle and bone	

Components of Fitness:

Muscular endurance

Flexibility

Body Composition

Muscular strength

Cardio-vascular endurance

School games

Personal challenge



Compete in a number of personal challenges that focus on you competing against yourself and trying to improve your personal performance.



School games

Personal challenge



Tasks

- Complete 5 or more challenges each day and record the results
- Use a search engine to help create your own personal challenge.
- Create a Power Point to show us how you have completed each challenge.

School games

Personal challenge 1



Hula Hoop

Instructions

Hula hoop as many times as you can in 1 minute

Too easy/too difficult

Close your eyes / increase or decrease time

Equipment

Hula hoop / Stopwatch / Personal Challenge Card / Pen

Measurement

Record the number of spins around the body on your personal challenge card

School games

Personal challenge 2



Skipping

Instructions

Skip as many times as you can in 2 minutes

Too easy/too difficult

Change the skipping style

Equipment

Skipping rope / Stopwatch / Personal Challenge Card / Pen

Measurement

Record the successful number of skips on your personal challenge card

School games

Personal challenge 3



Stork Balance

Instructions

Remove foot ware if you wish and place your hands on your hips.
Stand on one leg and position the non-standing foot against the inside of the standing leg above or below the knee joint.

Too easy/too difficult

Add support / Close your eyes / Swap legs / Go onto the ball of your foot

Equipment

Blindfolds / Stopwatch / Personal Challenge Card / Pen

Measurement

Record the time you achieve in the stork position on your personal challenge card, if you manage 1 minute try to make the challenge harder

School games

Personal challenge 4



Step Ups

Instructions

Use a bench, stair or something similar to step up and down on.

Stand behind the bench/step and step up and down.

Repeat this over a timed period of 30 seconds

Too easy/too difficult

Change the height of the step / increase or decrease time

Equipment

Step or bench / Stopwatch / Personal Challenge Card / Pen

Measurement

Record the number of steps completed in 30 seconds on your personal challenge card

School games

Personal challenge 5



Ball Clap

Instructions

Throw a ball into the air and see how many times you can clap your hands before catching the ball

Too easy/too difficult

Change the size of the ball / change the shape of the ball

Equipment

Ball – variety of shape and size / Personal Challenge Card / Pen

Measurement

Count the number of claps and record on your personal challenge card

School games

Personal challenge 6



Ball bounce or Dribble

Instructions

Markers/cones are placed at different distances from the start line.

Athletes to start behind the start line.

The ball should be bounce dribbled or dribbled with the foot around a course or straight to the marker and back to the start line.

Too easy/too difficult

Change the ball / change the distance / course

Equipment

Basketball or Football / Stopwatch / Cones or Markers / Personal Challenge Card / Pen

Measurement

Count the number of claps and record on your personal challenge card

School games

Personal challenge 7



Shuttle Runs

Instructions

Markers / cones placed different distances away from the start line. Athlete to start behind the start line.

Run as fast as you can over three distances. Ensuring you touch each cone with your hand.

Too easy/too difficult

Change the distance from the start line

Equipment

Cones / Markers / Stopwatch / Personal Challenge Card / Pen

Measurement

Record the time it takes to complete the course on your personal challenge card

School games

Personal challenge 8



Target Challenge

Instructions

Create a target to aim at and choose an object to play with.
Choose how your object is going to travel to the target
The aim is to get your object to land in or on the target.

Too easy/too difficult

Change the size of the target / Add in obstacles

Equipment

Target/ Object / Stopwatch / Personal Challenge Card / Pen

Measurement

Record how many times you can land the object in or on the target in one minute on your personal challenge card

School games

Personal challenge 9



Power Jump Challenge

Instructions

Set yourself a jumping challenge e.g. Jump over or between two markers

Too easy/too difficult

Change the distance or height

Equipment

Cones / Markers / Tape Measure (tool to measure e.g. you could have jump the distance of 3 pillows) / Personal Challenge Card / Pen

Measurement

Record the distance/height jumped on your personal challenge card

School games

Personal challenge 10



Make up your own challenge

Instructions

What are you going to do and how?

Too easy/too difficult

What could you change to make it easier or harder?

Equipment

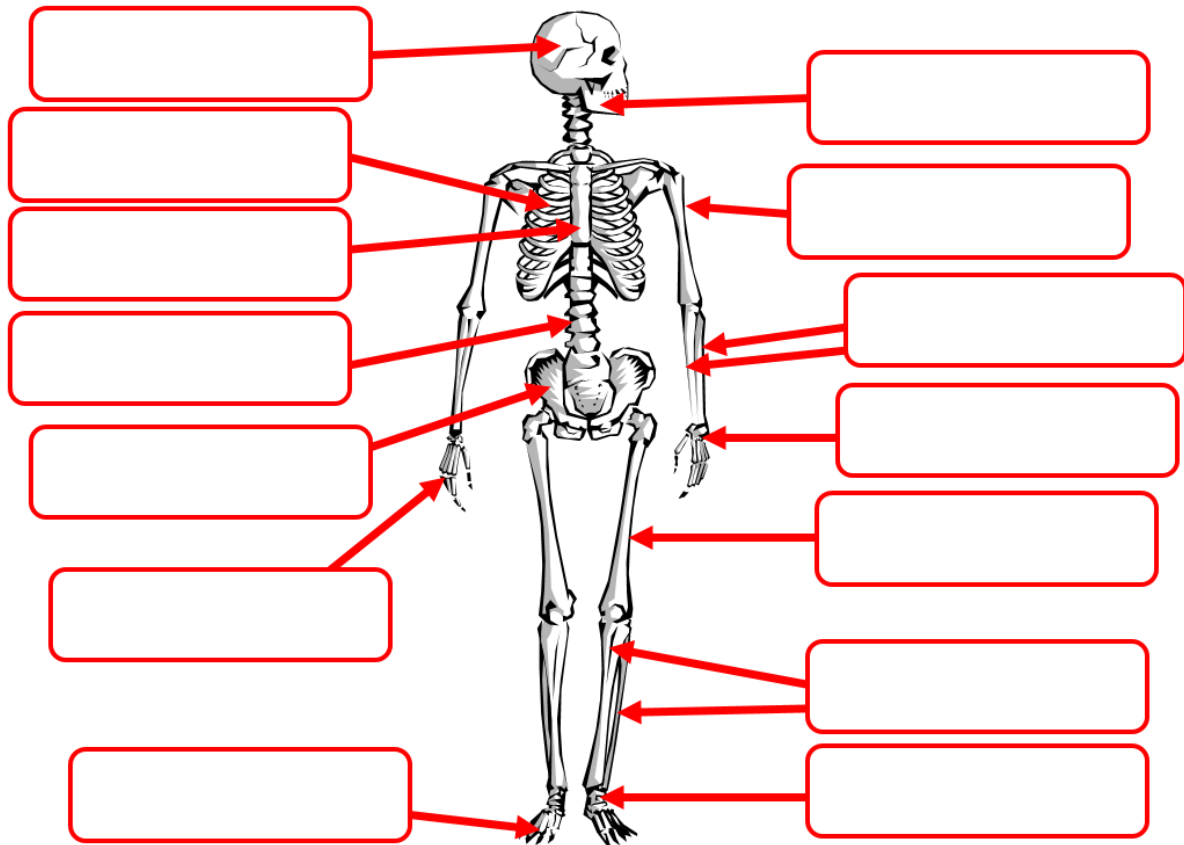
What do you need?

Measurement

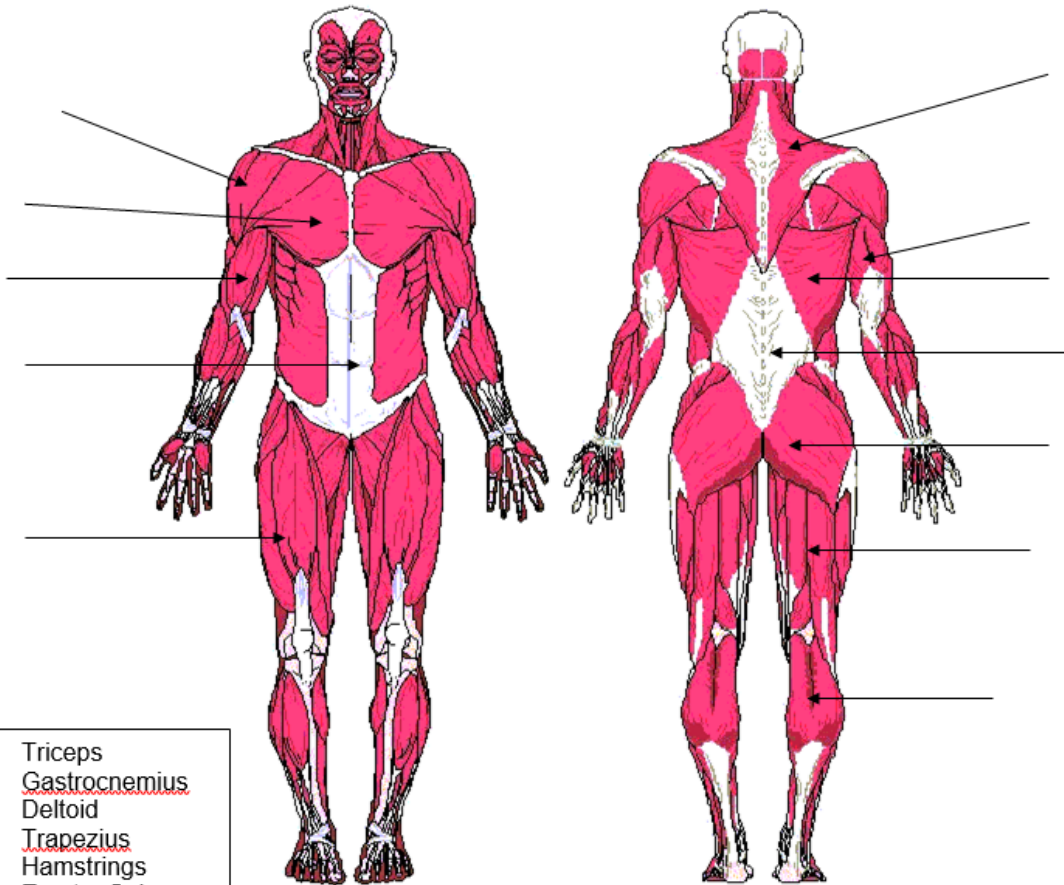
How will you record the results?

For the next tasks you can use google to help.

L.O. To name the bones in the human skeleton



Major muscles of the human body



Abdominals
Biceps
Quadriceps
Pectoralis major
Latissimus Dorsi
Gluteus Maximus

Triceps
Gastrocnemius
Deltoid
Trapezius
Hamstrings
Erector Spinae

FINDING THE FOOD GROUP

The food we eat can be divided into five food groups. To keep healthy, we should follow a balanced diet. That means eating a variety of different types of food in the right proportions. The Eatwell Plate below is divided into the five food groups. We should try to eat more of the two largest food groups and less of the food groups which have a smaller section on the plate.

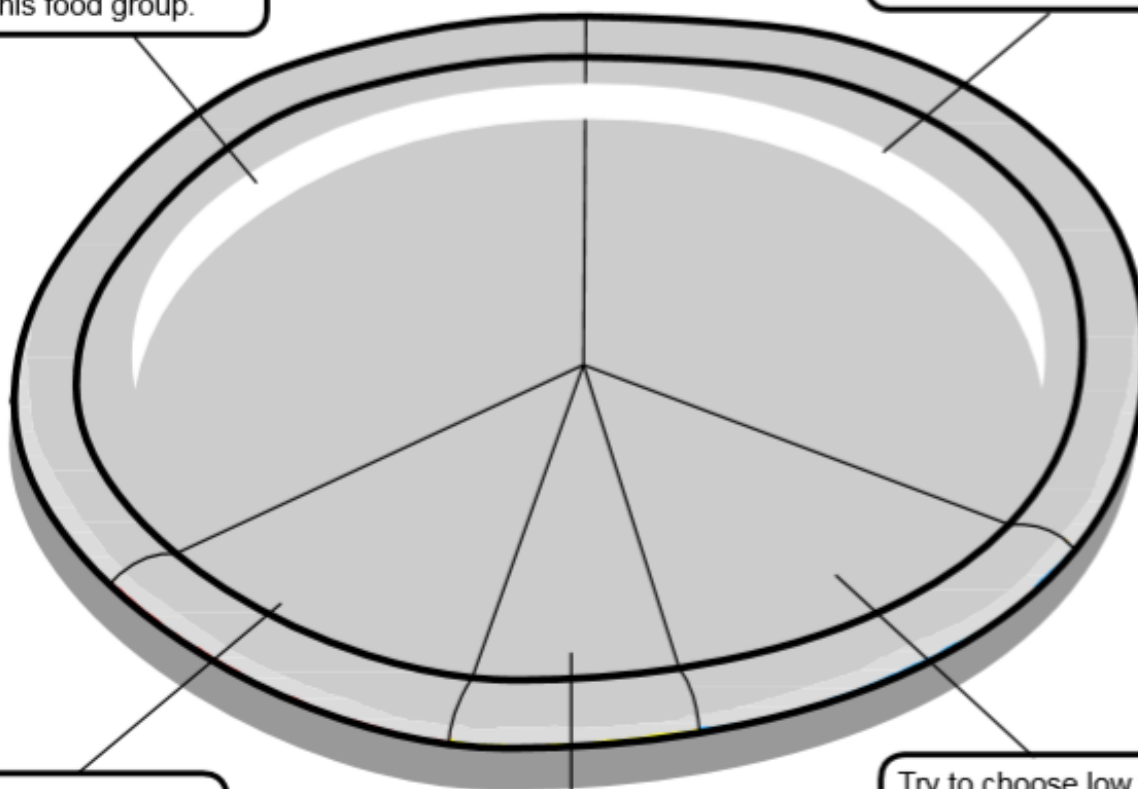
1. Label each section of the Eatwell Plate with one of these labels.

Use the information by each section to help you.

- bread, rice, potatoes, pasta and other starchy foods
- fruit and vegetables
- meat, fish, eggs, beans and other non-dairy sources of protein
- milk and dairy foods
- foods and drinks high in fat and/or sugar

Try to eat '5-a-day'
of this food group.

This food group is
an important source
of energy. It includes
pasta and rice.



This food group is
a good source of
protein. It includes
chicken and pulses.

Try to avoid eating
foods from this group
too often.

Try to choose low fat
alternatives when eating
foods in this group. This
group includes yoghurt
and cheese.

2. Look at this list of foods. Write each one in the correct section of the Eatwell Plate.

- crisps
- cheddar cheese
- cous cous
- roast beef
- ciabatta
- peas
- cauliflower
- fromage frais
- cabbage
- nuts
- muesli
- mushroom
- haddock
- doughnut
- cheese spread
- wholemeal loaf
- chocolate

MY MEAL PLANNER FOR A TYPICAL DAY

1. Complete the table below for your typical day. (*The Healthy eating, healthy living* section has information about food groups.)

Meal	The food in the meal	The main nutrients in the food, e.g. carbohydrate, protein, fat	Use of nutrient in the body, e.g. to provide energy
Breakfast			
Snack			
Lunch			
Snack			
Tea/dinner			

2. How might your meal planner change if you had a more, or less, active day?