



SPORT CAREER DEVELOPMENT PROGRAMME

LEARNING OUTCOMES





SPECIFIC SPORT PERFORMANCE

FOOTBALL

Level 7

Rules & Officiating:

1. I know the basic rules of football.
2. I can understand and apply a number of basic restarts (namely kick-off, goal-kick, corner, free-kicks and throw-ins).
3. I can judge whether a contact is considered as a foul or not.

Technical-tactical outcomes:

Individual outcomes (players):

1. I can apply the correct weight when passing a ball, depending on distance and the situation (in space/to feet).
2. I can perform a variety of passes (inside, instep, outside pass).
3. I can control the ball, using a directed first touch when required.
4. I can head the ball with consistency.
5. I can shoot the ball using both feet from different angles.
6. I can dribble a player in a 1vs1 situation.
7. I can position myself correctly when defending in a 1vs1 situation

Individual outcomes (goalkeepers):

1. I am able to handle a ball adequately at ground, waist and chest level.
2. I can pass and receive the ball with both feet and from different angles.
3. I can stop a shot effectively, using basic shot stopping skills.

Group/collective outcomes (players and goalkeepers):

1. I can support a player in possession at an angle.
2. I can help my team to keep possession in numerical advantage as in a 4vs2 and 4vs3.
3. I can create space to score in numerical advantage up to a 3vs2 situation
4. I can press or provide cover to prevent scoring (in a 2vs2 situation)
5. I can defend an overlap and a wall pass in a 2vs2 situation.



Level 8

Rules & Officiating:

1. I know the main infringements and their consequences in football.
2. I can distinguish between indirect and direct free-kicks.
3. I can identify the possible different disciplinary actions behind a foul (warning, yellow and red cards).

Technical-tactical outcomes:

Individual outcomes (players):

1. I can apply the correct weight when passing and shooting depending on the distance and the situation.
2. I can perform a variety of passes (inside, instep, outside pass, long pass, crosses from wide areas).
3. I can control the ball with different body parts, using a directed first touch when required.
4. I can head the ball with accuracy.
5. I can shoot the ball using both feet from different angles and distances.
6. I can dribble a player in a 1 vs 1 situation by changing direction and varying rhythm.
7. I can anticipate the ball with the correct timing during the defensive phase.
8. I am able to judge whether to delay or tackle the ball in a 1vs1 defending situation.

Individual outcomes (goalkeepers):

1. I am able to handle a ball adequately at different heights and from different angles.
2. I can pass, control and kick the ball with both feet, from different angles and distances.
3. I am able to catch/punch a ball being crossed from different angles using the proper angle of approach and footwork, in an unopposed situation.
4. I can stop a shot effectively, using a variety of shot stopping skills.

Group/collective outcomes (players and goalkeepers):

1. I can help my team to keep possession up to a 4vs4 situation (numerical parity), using various attacking principles, as keeping staggered positions, using width and depth and supporting the player with the ball.
2. I can create space to score in numerical parity in a 2vs2 up to a 4vs4 situations (using overlap, rotations and other attacking combinations).
3. I can help my team to prevent scoring by providing press, cover and balance (up to a 4vs4 situation).
4. I can help my team to defend an overlap and a wall pass in an automated way.



Level 9

Rules & Officiating:

1. I understand and can effectively apply the offside rule during a match.
2. I can apply different restarts to my team's advantage from various areas of the field of play.
3. I can assist in officiating a football match, showing good know-how of football rules.

Technical-tactical outcomes:

Individual outcomes (players):

1. I can apply the correct weight when passing a ball, when pressured by an opponent.
2. I can perform a variety of passes (inside, instep, outside pass, long pass, crosses from wide areas) when pressured by an opponent.
3. I can control the ball with consistency, using different parts of the body.
4. I can perform accurate attacking and defensive headers.
5. I can shoot the ball using both feet to a specific target.
6. I can dribble a player in a 1 vs 1 situation by using correct feints, changing direction and varying rhythm.
7. I can position myself correctly when defending a variety of 1 vs 1 situations, and can direct play away from dangerous zones.
8. I am able to judge whether to delay, tackle or anticipate the ball during the defensive phase, using the correct timing and technique.

Individual outcomes (goalkeepers):

1. I am able to handle a ball, as catching, parrying and punching the ball from different angles and positions.
2. I can perform a variety of feet skills and can pass, receive, kick and tackle a ball with consistency.
3. I am able to catch/punch a ball being crossed from different angles using the proper angle of approach and footwork, in an opposed situation.
4. I can perform a variety of shot stopping skills, with good reaction speed..

Group/collective outcomes (players and goalkeepers):

1. I can help my team to keep possession up to an 8vs8 situation, and am able to recognize when to play deep (verticalize), keep possession or switch play.
2. I can help my team create space to score in various situations.
3. I can help my team-mates to win the ball immediately after it is lost, by performing fast defensive transitions.
4. I can help my teammates to provide press, cover and balance during the defensive phase (up to an 8vs8 situation).
5. I am able to defend in numerical disadvantage (delay) as in 1vs2 or 2vs3.
6. I can help my teammates whether to drop (defend space in an 'open' ball situation) or squeeze up (in a 'closed' ball situation).
7. During the defensive phase, I can help my teammates to create numerical advantage around of the ball (strong zone).
8. Once my team gains possession, I can help my team-mates to exploit the defensive disorganization of the opponents, by performing fast offensive transitions.



Level 10

Rules & Officiating:

1. I can use the offside rule at the right time to achieve tactical advantage over my opponent.
2. I can tactically approach different restarts of play, both defensively and offensively.
3. I can officiate a football match, applying the football rules in an effective way.

Technical-tactical outcomes:

Individual outcomes (players):

1. I can apply under pressure the correct weight when passing or shooting a ball, with a high degree of success and consistency.
2. I can perform a variety of passes under pressure (against opponents), with a high degree of success and consistency.
3. I can control the ball confidently with different parts of the body using a directed first touch when pressured by an opponent.
4. I can perform accurate attacking and defensive headers, with a high degree of success and consistency.
5. I can select the most appropriate shot towards goal during a game situation.
6. I can dribble a player in a 1 vs 1 situation, with a high degree of success and consistency.
7. I can direct opponents from dangerous zones in an automated way.
8. I can judge whether to delay and/or tackle the ball using the correct stance and technique, with a high degree of success and consistency.

Individual outcomes (goalkeepers):

1. I am able to handle a ball, as catching, parrying and punching the ball from different angles and positions, with a high degree of success and consistency.
2. I can perform variety of feet skills and can pass, receive, kick and tackle a ball with a high level of success and consistency.
3. I can judge whether to come out for a cross or stay, and can catch/punch a ball being crossed from different angles, using the proper angle of approach and footwork.
4. I can perform a variety of shot stopping skills, with a high level of reaction speed and technique.

Group/collective outcomes (players and goalkeepers):

1. I can help my team to keep possession up to an 8vs8 situation with a high degree of success and consistency.
2. I can help my team to create space to score exploiting the weaknesses of the opponents.
3. I can perform fast defensive transitions together with my teammates, with a high degree of success and consistency.
4. I can help my teammates apply a variety of defensive principles, with a high degree of success and consistency.
5. I can perform fast attacking transitions together with my teammates, with a high degree of success and consistency.





SPECIFIC SPORT PERFORMANCE

ATHLETICS

Level 7

Sprints

1. I can perform a Crouch Start without Blocks with a high-level technique.
 - On your marks, Set Position
 - Good Drive Phase
2. I can perform a maintain a good acceleration and transition over a sprint
3. I can execute proper sprinting technique
 - High Knees
 - Balls of Feet
 - Arm Action
 - Frequency/ Cadence
 - Facial Expression
4. I am able to maintain maximum speed through the finish line.
5. I am able to sprint over various distances (60m, 100, 300m)
6. I am to sprint with rhythm through very low obstacles

Long Distance

1. I can perform a Standing Start
2. I can run at various distances and paces (Cross Country – 2k, 600, 1200m)

Throws

Shot Put

1. I am able to perform a Standing Power Position Simulation (without implement)
2. I am able to perform a one step in Throw Simulation (without implement)
3. I am able to do a South African Throw Simulation (without implement)
4. I am able to hold the shot properly against my neck and have a good shot release.

Jumps

Long Jump

1. I am able to calculate a run up
2. I am able to approach the take off board with correct running technique
3. I can accelerate with speed towards the board.
4. I can produce a take-off with significant vertical and horizontal distance.
5. I can land correctly

High Jump

1. I am able to approach the take off area with correct running technique
2. I can accelerate in a curve towards the take-off area
3. I can produce a take-off with significant vertical height.
4. I am able to jump either with Scissors or the Fosbury Flop Technique.



Level 8

Sprints

1. I am able to continue to improve a good Crouch Start without Blocks
 - On your marks, Set Position
 - Good Drive Phase
2. I can perform a good drive phase with low posture.
3. I am able to dip finish at the end of a race.
4. I can execute proper sprinting technique
 - High Knees
 - Balls of Feet
 - Arm Action
 - Frequency/ Cadence
 - Facial Expression
5. I am able to sprint over various distances (60m, 100, 300m)
6. I am able to sprint with rhythm through hurdles of the respective age group heights for boys and girls.

Long Distance

1. I can perform a Standing Start
2. I can run at various distances and paces (Cross Country – 2k, 600, 1200m)
3. I am able to train and sustain Interval Training.

Throws

Shot Put

1. I am able to perform a Standing Power Position Simulation (without implement)
2. I am able to perform a one step in Throw Simulation (without implement)
3. I am able to do a South African Throw Simulation (without implement)
4. I am able to hold the shot properly against my neck and have a good shot release.
5. I am able to perform one of the two throwing styles: Glide or Rotational

Discus

1. I am able to hold the discus properly
2. I am able to perform a Standing Power Position Simulation (without implement)
3. I am able to do a South African Throw Simulation (without implement)
4. I am able to use the index finger as the last contact during the release.



Jumps

Long Jump

1. I am able to perform at least one long jump style. (Sail, Hang, Hitch-Kick)
2. The take-off leg strikes the board with efficient power.
3. I am able to approach the take off board with correct running technique
4. I can accelerate with speed towards the board.
5. I can produce a take-off with significant vertical and horizontal distance.
6. I can land with both feet equally forward

High Jump

1. I can identify starting and take-off checkpoints.
2. I am able to approach the take off area with correct running technique
3. I can accelerate in a curve towards the take-off area
4. I can produce a take-off with significant vertical height.
5. I am able to jump either with Scissors or the Fosbury Flop Technique.
6. Fosbury Flop: I am able to land flick legs and land on shoulders
7. Scissors: I can land in an upright position.



Level 9

Sprints

1. I am able to use Starting Blocks in a Straight Race.
 - On your marks, Set Position
 - Good Drive Phase
2. I can perform a good drive phase with low posture.
3. I am able to maintain maximum speed and pace for various sprinting events
4. I am able to run in a curve
5. I am able to dip finish at the end of a race.
6. I can execute proper sprinting technique
 - High Knees
 - Balls of Feet
 - Arm Action
 - Frequency/ Cadence
 - Facial Expression
7. I am able to sprint over various distances (100m, 200m, 400m)
8. I am able to run through hurdles of the respective age group heights for boys and girls.
9. I am able to perform a valid leg action over the hurdles and correct procedures of going through the hurdles.
10. I am able to pass a baton within the changeover zone.

Long Distance

1. I can run at various distances and paces (800, 1500m)
2. I am able to train and sustain Interval Training.
3. I am able to identify and perform correctly the cut off zone procedure in the 800m

Throws

Shot Put

1. I am able to perform one of the two throwing styles: Glide or Rotational
2. I am able to have a good shot release.
3. I am able to release the shot at a good angle.
4. I am able to obtain an excellent power position

Discus

1. I am able to travel across the circle with a good technique.
2. I am able to perform a Standing Power Position with implement
3. I am able to do a South African Throw with implement
4. I am able to release the discus with ease.



Jumps

Long Jump

1. I am able to perform at least one long jump style. (Sail, Hang, Hitch-Kick)
2. The take-off leg strikes the board with efficient power.
3. I am able to approach the take off board with correct running technique
4. I can accelerate with speed towards the board.
5. I can produce a take-off with significant vertical and horizontal distance.
6. I can land with both feet equally forward

High Jump

1. I can identify starting and take-off checkpoints.
2. I am able to approach the take off area with correct running technique
3. I can accelerate in a curve towards the take-off area
4. I can produce a take-off with significant vertical height.
5. I can use the correct posture in the last steps of the approach.
6. I am able to jump with the Fosbury Flop Technique.
7. Fosbury Flop: I am able to land flick legs and land on shoulders



Level 10

Sprints

1. I am able to use Starting Blocks in a Straight and Curved Race.
 - On your marks, Set Position
 - Good Drive Phase
2. I can perform a good drive phase with low posture.
3. I am able to maintain maximum speed and pace for various sprinting events
4. I am able to dip finish at the end of a race.
5. I can execute proper sprinting technique
 - High Knees
 - Balls of Feet
 - Arm Action
 - Frequency/ Cadence
 - Facial Expression
6. I am able to sprint over various distances (100m, 200m, 400m)
7. I am able to improve my timings over a period of time
8. I am able to run through hurdles of the respective age group heights for boys and girls.
9. I am able to perform a valid leg action over the hurdles and correct procedures of going through the hurdles.
10. I am able to run rhythmically in between hurdles.
11. I am able to pass a baton within the changeover zone.
12. I am able to stand on the correct side of the lane during changeovers.
13. I am able to start the changeover with speed.

Long Distance

1. I can run at various distances and paces (800, 1500m)
2. I am able to train and sustain Interval Training.
3. I am able to identify and perform correctly the cut off zone procedure in the 800m
4. I am able to improve my timings over a period of time

Throws

Shot Put

1. I am able to perform one of the two throwing styles: Glide or Rotational
2. I am able to have a good shot release.
3. I am able to release the shot at a good angle.
4. I am able to obtain an excellent power position
5. I am able to improve my distances over a period of time



Discus

1. I am able to travel across the circle with a good technique.
2. I am able to perform a Standing Power Position with implement
3. I am able to do a South African Throw with implement
4. I am able to release the discus with ease.
5. I am able to improve my distances over a period of time

Jumps

Long Jump

1. I am able to perform at least one long jump style. (Sail, Hang, Hitch-Kick)
2. The take-off leg strikes the board with efficient power.
3. I am able to approach the take off board with correct running technique
4. I can accelerate with speed towards the board.
5. I can produce a take-off with significant vertical and horizontal distance.
6. I can land with both feet equally forward
7. I am able to improve my distances over a period of time

High Jump

1. I can identify starting and take-off checkpoints.
2. I am able to approach the take off area with correct running technique
3. I can accelerate in a curve towards the take-off area
4. I can produce a take-off with significant vertical height.
5. I can use the correct posture in the last steps of the approach.
6. I am able to jump with the Fosbury Flop Technique.
7. Fosbury Flop: I am able to land flick legs and land on shoulders
8. I am able to improve my distances over a period of time





SPECIFIC SPORT PERFORMANCE

DANCE

Level 7

1. I am able to move around respecting my personal space.
2. I am able to move around respecting my general space.
3. I am able to improvise to music on my own, with a partner or in a group.
4. I am able to copy or mirror a partner doing a choreography of not less than 50sec.
5. I can hold different balances and positions on different body parts
6. I can perform movements using different timing with an appropriate expression in a choreography of not less than 60sec.

Level 8

1. I am able to identify different genre of music.
2. I am able to describe specific dance vocabulary e.g. arabesque
3. I am able to perform a set choreography in front of an audience, individuals or in a group.
4. I am able to match facial expression to movement and moods
5. I am able to identify between 2 movement factors
6. I can create unique ways to connect and perform a range of different body actions and movements using facial expression in a dance routine of not less than 60sec.

Level 9

1. I am able to perform at least 2 different dance styles (jazz, ballet, hip-hop, etc).
2. I am able to perform at least 3 varieties of:
Turns, Leaps, Jumps, Balances, And Steps
3. I can include change in tempo in my own choreography whilst following the flow of the music.
4. Through my performance I am able to create a story and transmit it to the audience.
5. I am able to perform refined movements with clean technique.
6. I am able to adapt direction and use of the space in the different venues provided
7. I am able to choreograph and perform a solo dance routine of not less than 90sec

Level 10

1. I am able to perform at least 3 different dance styles (jazz, ballet, hip-hop, etc)
2. I am able to perform at least 3 varieties of:
Turns, Leaps, Jumps, Balances, And Steps
3. I can include change in tempo in a choreography with a partner, whilst following the flow of the music.
4. I can analyse the strengths and weaknesses of my performance and that of others.
5. I can suggest ways to improve and refine movements to increase the quality of performance.
6. I can plan and create a group choreography for an event.
7. I am able to choreograph and perform 2 solo dance routines of approximately 2 min. each





SPECIFIC SPORT PERFORMANCE

BASKETBALL

Level 7

Rules & Officiating:

1. I know the basic rules of basketball.
2. I can understand and apply various situations where violations occur (eg. Travelling, Double-dribble).

Technical Skills (Individual)

Dribbling

1. I am capable of dribbling the ball keeping my head up using both hands.
2. I am capable of moving from one side to another of the court in various directions including forwards and backwards.

Shooting

1. I can perform a static shot with the appropriate technique from under the basket and mid-range.
2. I am capable of doing a right and left hand lay up from various angles of the court.

Passing

1. I am capable of passing the ball using various skills such as chest/bounce/overhead pass to my team mate accurately without defence.
2. I am capable of making decisions in passing accurately the ball to a free player in a numerical advantage situation (eg. 3vs1; 3vs2)

Tactical Skills

Defense

1. I can defend my opponent in a man to man situation.
2. I am capable of reading what type of defence I am playing against.

Offense

1. I am capable of using space in an efficient way (space awareness).
2. I am capable of making good use and perform screens.

Footwork

1. I am capable of using the correct footwork when playing on different sides of the court.
2. I am capable of using the pivot.



Level 8

Rules & Officiating:

1. I can judge whether a contact is considered a foul or not.
2. I know complex rules of basketball (eg. When a player is fouled out)

Technical Skills (Individual)

Dribbling

1. I am capable of passing the ball coming off a dribble. .

Shooting

1. I am capable of shooting a floater coming off a lay-up.
2. I can perform a static shot with the appropriate technique from 3-point range.
3. Combined skill - I can perform a jump shot coming off a dribble from various distances.

Passing

1. Combined Skill – I can pass the ball coming off a dribble.
2. I am capable of passing the ball using both right and left hand.
3. I am capable of passing the ball in a 4vs4 situation.

Tactical Skills

Defense

1. I am capable of switching from offense to defence in a short time (transition).
2. I can perform help in a 5vs5 situation.

Offense

1. I am capable of switching from defence to offense in a short time (transition) and create a fast break opportunity.

Footwork

1. I am capable of using the different post moves under the basket.



Level 9

Rules & Officiating:

1. I can officiate a game as a referee.

Technical Skills (Individual)

Dribbling

1. I can perform changes in direction with various dribbles including crossovers (eg. between the legs, behind the back-spin move) with a change of speed whilst keeping my head up.
2. I can understand how to attack and beat an opponent in a 1vs1 situation using the dribble.

Shooting

1. I can perform a reverse lay-up, hook shot and step back shot.

Passing

1. I am capable of choosing the correct decision in a 5v5 game.
2. I am capable of passing the ball to a post player.

Tactical Skills

Defense

1. I can understand and perform different types of zone defences.
2. I am capable of defending in a pick & roll/pop situation.

Offense

1. I am capable of using efficiently a pick & roll/pop situation.

Footwork

1. I am capable of making good use of the boxing out in a rebounding situation.



Level 10

Rules & Officiating:

1. I can officiate a game as referee and perform duties as a table official in all roles.

Technical Skills (Individual)

Dribbling

1. I am able to beat my opponent in a 1v1 attacking situation.
2. I can perform a jump shot coming off a dribble from various distances.

Shooting

1. I can read the situation and understand which shot should be executed according to defensive setup.
2. Combined skill - I can perform a jump shot coming off a dribble from various distances.

Passing

1. I am capable of using the behind the back pass in appropriate situations.

Tactical Skills

Defense

1. I am capable of choosing what type of defences could be used against an opponent (individual and team).

Offense

1. I am capable of choosing what type of offence could be used against an opponent (individual and team).

Footwork

1. I am capable of creating space through the appropriate footwork for a scoring opportunity.





SPECIFIC SPORT PERFORMANCE

BASEBALL/SOFTBALL

Level 7

1. I can identify all the bases and the role of each player at the base (infield and outfield).
2. I can throw and catch a softball/baseball correctly (catching using glove).
3. I can do a correct overhand throw.
4. I can catch fly balls and ground balls.
5. I can give appropriate passes to base players from different distances.
6. I understand the basic pitching technique (fast pitch baseball & softball).
7. I can use a correct technique to hit a baseball/softball on a Tee.
8. I am able to hit a pitched ball.
9. I am able to use a basic base running technique.
10. I understand at least 2 ways of how I can get a runner out: a) they are tagged with the ball before reaching a base b) the ball gets to 1st base before the runner c) they run more than 3 feet out of the base line to avoid being tagged
11. I can play a game.

Rules & Officiating:

1. I know the basic rules of the game and how the game is played.
2. I know that there are 9 players on a baseball/softball team.
3. I know that the playing field is divided into the infield and outfield
4. I know that the lines between the bases when joined form a "diamond", inside the baseline is known as the infield
5. I know that the area outside the baseline but inside the playing field is called the outfield. Any ball going outside the 1st or 3rd base line is a foul ball (runners cannot advance and the batter gets another try unless the ball was caught in the air, which translates to an out)
6. I know that an official game is 9 innings for baseball and 7 innings for softball. An inning is when both teams have had their turn to bat. a) The visiting team bats in the first half of each inning, called the "top of the inning;" the home team bats in the second half of each inning, called the "bottom of the inning."
7. I understand that there is no set time that an inning lasts; each half of the inning continues until the defence accumulates three outs.
8. I know that if the game is tied after the last inning, the game goes into "extra innings," and continues until one team holds a lead at the end of an inning.
9. I know that batters must follow the same order throughout the whole game
10. I know that the batter is out if and when: a) three strikes have been called, b) a fly ball is caught, c) the batter steps out of the batter's box after the pitch has been thrown, d) the ball is thrown to first base before the batter reaches 1st base, e) when there are base runners a force out occurs at any other base.
11. I know where the strike zone is. I can tell if a ball thrown by a pitcher is judged to be a strike or a ball.
12. I know that if a pitcher throws four balls to a hitter, that hitter is entitled to take 1st base
13. I have a general idea of the rules of the game and am able to umpire with some help.





Level 8

1. I know all the bases and the role of each player at the base (infield and outfield).
2. I know the proper body stance for fielding, throwing and catching.
3. I can do a correct overhand throw to the right base according to play.
4. I can do a crow hop throw from the outfield.
5. I have the proper footwork and glove work to field a ground ball in the infield and efficiently field the ball and make a quick throw to the right base.
6. I can catch fly balls, ground balls and line drives and be ready to throw the ball to the right base.
7. I understand how I can get a runner out by: a) tagging the player with the ball before reaching a base; b) through a force-out when the ball gets to 1st base before the runner, or 2nd when there is a runner on 1st base, 3rd when there are runners on 1st and 2nd, and at home when the bases are loaded; c) they run more than 3 feet out of the base line to avoid being tagged; d) a batted ball is caught before it makes contact with the ground such as a line drive, pop-up or a fly ball.
8. I have the correct pitching motion to be able to throw a fastball for baseball or softball.
9. I have the correct batting technique to hit a baseball/softball thrown to me by a pitcher.
10. I am able to hit a pitched ball consistently.
11. I can bunt the ball.
12. I am able to run the bases and know that at 1st base and home I run through the base while at 2nd and 3rd I need to stop at the base and stay in contact with the base.
13. I can dive back to 1st base head first.
14. I can slide feet first when advancing to a base.
15. I can steal a base.
16. I can play a game from all positions.

Rules & Officiating:

1. I know most of the rules of the game and how the game is played.
2. I know that there are 9 players on a baseball/softball team and their roles.
3. I know that the playing field is divided into the infield and outfield.
4. I know that the lines between the bases when joined form a "diamond", inside the baseline is known as the infield
5. I know that the area outside the baseline but inside the playing field is called the outfield. Any ball going outside the 1st or 3rd base line is a foul ball (runners cannot advance and the batter gets another try unless the ball was caught in the air, which translates to an out).
6. I know that an official game is 9 innings for baseball and 7 innings for softball. An inning is when both teams have had their turn to bat. a) The visiting team bats in the first half of each inning, called the "top of the inning;" the home team bats in the second half of each inning, called the "bottom of the inning."
7. I know that there is no set time that an inning lasts; each half of the inning continues until the defence accumulates three outs.
8. I know that if the game is tied after the last inning, the game goes into "extra innings," and continues until one team holds a lead at the end of an inning.

Batting

1. I know that batters must follow the same order throughout the whole game.
2. I know that the batter is out if and when:
3. three strikes have been called,
4. a fly ball is caught,
5. the batter steps out of the batter's box while making contact with the ball,
6. the ball is thrown to first base before the batter reaches 1st base,
7. when there are base runners a force-out occurs at any other base.
8. I know where the strike zone is.
9. I know that a fouled ball is a strike but when taking a full swing a foul ball with two strikes is not considered as a 3rd strike.
10. I know that with two strikes if a bunted ball goes foul that would be the 3rd strike and the batter would be out.

Pitching

1. I can tell if a ball thrown by a pitcher is judged to be a strike or a ball.
2. I know that if a pitcher throws four balls to a hitter, that hitter is entitled to take 1st base.
3. I know what constitute a legal pitching motion for baseball and softball.
4. I know that the pitcher must have both feet on the pitcher's rubber and can only take one step forward while pitching.
5. I know that the ball must be thrown underhand for softball and overhand for baseball
6. I know that both hands must be on the ball at the start of the pitching motion.

Base Running

1. I understand that runners must touch each base in order to be a valid run.
2. I understand that runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
3. I understand that runners cannot lead off a base, they must be on base until the ball has left the pitcher's hand in softball and minor league baseball.
4. I understand that after a fly ball has been caught the base runner must tag the occupied base before advancing to the next base.
5. I understand that a base runner cannot pass another base runner that is ahead of them.
6. I understand the concept of stealing a base.
7. I understand the rule of how a runner is out if:
 - a) they are tagged with the ball before reaching a base
 - b) the ball gets to 1st base before the runner
 - c) they run more than 3 feet out of the base line to avoid being tagged
8. I know that if a base runner is hit by a batted ball that runner is out
9. I understand interference by a fielder hampering a runner from reaching a base





Level 9

1. I know how to play in all the positions of the game both in fielding position as well as in batting.
2. I know the proper body stance for fielding, throwing and catching, and be ready to efficiently make throw right after catching the ball.
3. I can efficiently throw and catch a softball/baseball correctly and throw to the right base according to play.
4. I can catch fly balls, ground balls and line drives and be ready to throw to the right player to get a runner out.
5. I can make fast and appropriate throws to base players from different distances using the right amount of force on the throw.
6. I have the correct pitching motion to be able to throw a fastball for baseball or softball.
7. I can throw a change-up.
8. I have the correct batting technique to hit a baseball/softball thrown to me by a pitcher.
9. I am able to hit a pitched ball consistently.
10. I can bunt the ball.
11. I am able to run the bases and know that at 1st base and home I run through the base while at 2nd and 3rd I need to stop at the base and stay in contact with the base.
12. I can dive back to 1st base head first.
13. I can slide feet first when advancing to a base.
14. I can steal a base.
15. I can play a game from all positions.

Rules & Officiating:

1. I know most of the rules of the game and how the game is played.
2. I know that there are 9 players on a baseball/softball team and their roles.
3. I know that the playing field is divided into the infield and outfield.
4. I know that the lines between the bases when joined form a "diamond", inside the baseline is known as the infield
5. I know that the area outside the baseline but inside the playing field is called the outfield. Any ball going outside the 1st or 3rd base line is a foul ball (runners cannot advance and the batter gets another try unless the ball was caught in the air, which translates to an out).
6. I know that an official game is 9 innings for baseball and 7 innings for softball. An inning is when both teams have had their turn to bat. a) The visiting team bats in the first half of each inning, called the "top of the inning;" the home team bats in the second half of each inning, called the "bottom of the inning."
7. I know that there is no set time that an inning lasts; each half of the inning continues until the defence accumulates three outs.
8. I know that if the game is tied after the last inning, the game goes into "extra innings," and continues until one team holds a lead at the end of an inning.

Batting

1. I know that batters must follow the same order throughout the whole game.
2. I know that the batter is out if and when:
 - a) three strikes have been called,
 - b) a fly ball is caught,
 - c) the batter steps out of the batter's box while making contact with the ball,
 - d) the ball is thrown to first base before the batter reaches 1st base,
 - e) when there are base runners a force-out occurs at any other base.
3. I know where the strike zone is.
4. I know that a fouled ball is a strike but when taking a full swing a foul ball with two strikes is not considered as a 3rd strike.
5. I know that with two strikes if a bunted ball goes foul that would be the 3rd strike and the batter would be out.

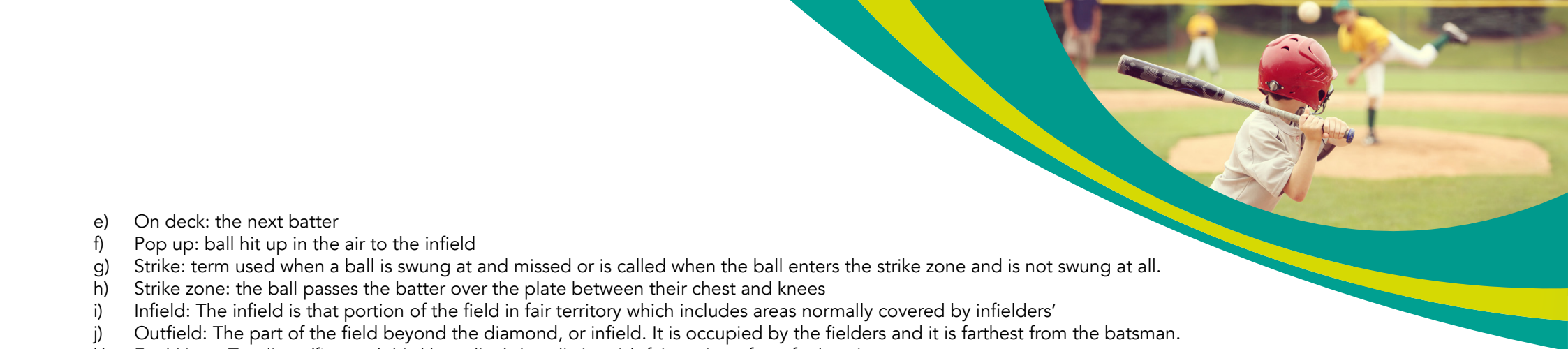
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2. I understand that runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
3. I understand that runners cannot lead off a base, they must be on base until the ball has left the pitcher's hand in softball and minor league baseball.
4. I understand that after a fly ball has been caught the base runner must tag the occupied base before advancing to the next base.
5. I understand that a base runner cannot pass another base runner that is ahead of them.
6. I understand the concept of stealing a base.
7. I understand the rule of how a runner is out if:
 - a) they are tagged with the ball before reaching a base
 - b) the ball gets to 1st base before the runner
 - c) they run more than 3 feet out of the base line to avoid being tagged
8. I know that if a base runner is hit by a batted ball that runner is out
9. I understand interference by a fielder hampering a runner from reaching a base
10. I know the terminology for Softball/baseball.
 - a) Ball: a legally pitched ball that does not enter the strike zone (four balls equals a walk)
 - b) Grounder: A ball that is hit on the ground
 - c) Force out: when the runner has to advance to the next base to make room for the following base runner.
 - d) Fly ball: ball hit up in the air to the outfield



- 
- e) On deck: the next batter
 - f) Pop up: ball hit up in the air to the infield
 - g) Strike: term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
 - h) Strike zone: the ball passes the batter over the plate between their chest and knees
 - i) Infield: The infield is that portion of the field in fair territory which includes areas normally covered by infielders'
 - j) Outfield: The part of the field beyond the diamond, or infield. It is occupied by the fielders and it is farthest from the batsman.
 - k) Foul Lines: Two lines (first and third base line) that distinguish fair territory from foul territory
 - l) Fair Territory: Fair territory is that part of the playing field within and including the first and third base foul lines from home plate to the extreme playing field fence and perpendicularly upward.
 - m) Batter's Box: Box marked with chalk near home plate that a batter must stay within while batting.
 - n) Bases: Home plate is one corner of a diamond with bases at each corner. The bases other than home plate are 15 in (38 cm) square, of canvas or a similar material, and not more than 5 in (13 cm) thick. The bases are numbered counter clockwise as first base, second base, and third base.
 - o) Pitcher's Mound: Located near the centre of the diamond it is the spot from where the pitcher throws the ball.
 - p) Foul Poles: Poles stationed at the end of each foul line to distinguish fair territory from foul territory.
 - q) Double play: A play in which the defence records two outs.
 - r) Triple Play: A play during which the defence records three outs.
 - s) Tag Out: A base runner that is not on a base when she or he is tagged by a player with the ball. The defence must create three "outs" before it can switch to defence. Outs can be by strike out, force out, fly out or tag out.
 - t) Hit: A batted ball that allows a batter to safely reach base.
 - u) Home Run: Fair ball hit over the outfield fence between the two foul poles.
 - v) Run: An offensive player safely tags home plate.
 - w) Strike Out: Occurs during an at-bat when a batter accumulates three strikes, at which point the at-bat ends and the player is called out.
 - x) Umpires make the decisions about play in a softball game. The number of umpires in a game can range from a minimum of one to a maximum of seven. There is never more than one "plate umpire"; there can be up to three "base umpires", and up to a further three umpires positioned in the outfield. Most games use a crew of two umpires (one plate umpire, one base umpire). The umpire's decisions are usually indicated by both the use of hand signals, and by vocalizing the call.
 - y) Safe: Called when a base runner reaches a base without getting tagged out or avoids a force out.
 - z) Walk: Player advances to 1st base when 4 consecutive pitches were called as balls.
 - aa) Hit and run: Base runner advances to the next base when the pitch is released, knowing that the batter is swinging at the pitch.
 - bb) Line drive: Ball hit with a trajectory almost parallel to the ground.
 - cc) Sacrifice: A batter strategically hits the ball into an out situation to advance or score a runner. Usually a "sacrifice bunt" or "sacrifice fly."

Level 10

1. I have a high degree of success and consistency in the following skills and abilities to:

Play one or more fielding positions:

Pitcher (P): Throws the baseball/softball from the centre of the diamond (pitcher's mound) to the catcher. The pitcher uses an overhand/underarm motion to pitch the ball toward the "strike zone". After making a pitch, the pitcher gets ready to field balls hit up the middle.

- a) I can throw three different pitches.
- b) I can field a ball hit at me and make the throw to the correct base.

Catcher (C): Plays in a semi-crouched position behind home plate and receives pitches thrown by the pitcher. Also receives throws from fielders attempting to make outs at home plate.

- a) I know the correct stance for giving signs to the pitcher
- b) I know the correct stance for receiving pitches
- c) I know the correct stance for receiving pitches when there is the threat of a stolen base
- d) I can frame a pitch
- e) I can block
- f) I can throw to 1st base to pick off a player
- g) I can throw out runners attempting to steal 2nd or 3rd
- h) I can field a bunted ball and throw to the appropriate base
- i) I can communicate with the pitcher
- j) I can call pitches for the pitcher making signs
- k) I can receive throws for a force-out at home
- l) I can receive throws to tag a player trying to score

First Basemen (1B): Positioned just to the left of the first base. Their main role is to make fielding plays on balls hit toward first base.

- a) I know the starting position for a 1st base player for baseball & softball
- b) I know the footwork around 1st base in preparation to receive the throw
- c) I know the stance in preparation to receive a throw to 1st base
- d) I know how to stretch out to receive the catch
- e) I can catch ball thrown to my left, to my right and low below the knees
- f) I can catch balls which bounce right in front of me
- g) I can efficiently field ground balls and make quick throws to the correct base
- h) I can field pop-ups

Second Basemen (2B): Plays in the gap between the bag at second and the first baseman. Receives throws from fielders attempting to make outs at 2nd base and fields "grounders" and "pop ups" hit to this side of the infield.

- a) I know the starting position for a 2nd base player and the correct stance
- b) I know the footwork around 2nd base in preparation to receive the throw on an attempted steal



- c) I know the footwork around 2nd base in preparation to receive the throw for a force-out
- d) I can efficiently field ground balls and make quick throws to the correct base
- e) I can field pop-ups
- f) I can receive the ball for the force-out at 2nd and make the quick throw to 1st base for the double play
- g) I know how to cover 1st base when the 1st base player fields a ground ball
- h) I know how to act as cut-off when the ball is hit to right field or centre field
- i) I know how to cover on balls hit to the outfield
- j) I know what I need to do when there is a run down



Third Basemen (3B): Plays to the left of third base and covers any plays there. Receives throws from other fielders attempting to make outs at 3rd base.

- a) I know the starting position for a 3rd base player and the correct stance for baseball & softball
- b) I know the footwork around 3rd base in preparation to receive the throw on an attempted steal
- c) I know the footwork around 3rd base in preparation to receive the throw for a force-out
- d) I know the position and stance in preparation to receive a throw from the outfield in preparation for tagging an advancing runner
- e) I can efficiently field ground balls and make quick throws to the correct base
- f) I can field pop-ups
- k) I know what I need to do when there is a run down

Short Stop (SS): Fields the balls hit to the infield between second and third base. She or He covers second base (along with the second baseman) and is often involved in force plays and "double plays" with the second baseman.

- a) I know the starting position for a Short Stop and the correct stance
- b) I know the footwork around 2nd base in preparation to receive the throw on an attempted steal
- c) I know the footwork around 2nd base in preparation to receive the throw for a force-out
- d) I can efficiently field ground balls and make quick throws to the correct base
- e) I can field pop-ups
- f) I can receive the ball for the force-out at 2nd and make the quick throw to 1st base for the double play
- g) I know how to cover 3rd base when the 3rd base player fields a ground ball and an out can be made at 3rd base
- h) I know how to act as cut-off when the ball is hit to left field
- i) I know how to cover on balls hit to the outfield
- j) I know what I need to do when there is a run down
- k) I know how to communicate with the rest of the fielders

Left Field (LF): Positioned beyond the infield, between 3rd and 2nd base, responsibility is to catch and field "fly balls," line drives, and ground balls hit into the outfield.

- a) I know the correct starting position and stance
- b) I know the footwork and stance to field a ground ball
- c) I can field a ground ball with runners in scoring position
- d) I can crow-hop to make throws to the infield
- e) I know how to do a drop step on fly balls
- f) I know how to run to catch fly balls hit right behind me, behind to my left, and behind me to my right
- g) I can communicate with the other outfielders on fly balls

- h) I can cover the 3rd base player and the short stop on ground balls
- i) I can cover the centre fielder on balls hit to centre field

Centre Field (CF): Positioned beyond the infield, between the short stop and the 2nd base player, responsibility is to catch and field “fly balls,” line drives, and ground balls hit into the outfield.

- a) I know the correct starting position and stance
- b) I know the footwork and stance to field a ground ball
- c) I can field a ground ball with runners in scoring position
- d) I can crow-hop to make throws to the infield
- e) I know how to do a drop step on fly balls
- f) I know how to run to catch fly balls hit right behind me, behind to my left, and behind me to my right
- g) I can communicate with the other outfielders on fly balls
- h) I can cover the 2nd base player and the short stop on ground balls
- i) I can cover the left fielder and the right fielder on balls hit to them

Right Field (RF): Positioned beyond the infield, between 2nd and 1st base, responsibility is to catch and field “fly balls,” line drives, and ground balls hit into the outfield.

- a) I know the correct starting position and stance
- b) I know the footwork and stance to field a ground ball
- c) I can field a ground ball with runners in scoring position
- d) I can crow-hop to make throws to the infield
- e) I know how to do a drop step on fly balls
- f) I know how to run to catch fly balls hit right behind me, behind to my left, and behind me to my right
- g) I can communicate with the other outfielders on fly balls
- h) I can cover the 1st base player and 2nd base on ground balls
- i) I can cover the centre fielder on balls hit to centre field

2. I know the proper body stance for fielding, throwing and catching, and be ready to efficiently make throw right after catching the ball.
3. I can efficiently throw and catch a softball/baseball correctly and throw to the right base according to play.
4. I can catch fly balls, ground balls and line drives and be ready to throw to the right player to get a runner out.
5. I can make fast and appropriate throws to base players from different distances using the right amount of force on the throw.
6. I have the correct pitching motion to be able to throw a fastball for baseball or softball.
7. I can throw a change-up.
8. I can throw another off-speed pitch.
9. I have the correct batting technique to hit a baseball/softball thrown to me by a pitcher.
10. I am able to hit a pitched ball consistently.
11. I can bunt the ball.
12. I am able to run the bases and know that at 1st base and home I run through the base while at 2nd and 3rd I need to stop at the base and stay in contact with the base.
13. I can dive back to 1st base head first.
14. I can slide feet first when advancing to a base.
15. I can steal a base.
16. I can play a game from all positions.



Rules & Officiating:

I am able to help in officiating a game with the help of the coach/teacher with regards to the following.

1. I know most of the rules of the game and how the game is played.
2. I know that there are 9 players on a baseball/softball team and their roles.
3. I know that the playing field is divided into the infield and outfield.
4. I know that the lines between the bases when joined form a "diamond", inside the baseline is known as the infield
5. I know that the area outside the baseline but inside the playing field is called the outfield. Any ball going outside the 1st or 3rd base line is a foul ball (runners cannot advance and the batter gets another try unless the ball was caught in the air, which translates to an out).
6. I know that an official game is 9 innings for baseball and 7 innings for softball. An inning is when both teams have had their turn to bat.
 - a) The visiting team bats in the first half of each inning, called the "top of the inning;" the home team bats in the second half of each inning, called the "bottom of the inning."
7. I know that there is no set time that an inning lasts; each half of the inning continues until the defence accumulates three outs.
8. I know that if the game is tied after the last inning, the game goes into "extra innings," and continues until one team holds a lead at the end of an inning.

Batting

1. I know that batters must follow the same order throughout the whole game.
2. I know that the batter is out if and when:
 - a) three strikes have been called,
 - b) a fly ball is caught,
 - c) the batter steps out of the batter's box while making contact with the ball,
 - d) the ball is thrown to first base before the batter reaches 1st base,
 - e) when there are base runners a force-out occurs at any other base.
3. I know where the strike zone is.
4. I know that a fouled ball is a strike but when taking a full swing a foul ball with two strikes is not considered as a 3rd strike.
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Pitching

1. I can tell if a ball thrown by a pitcher is judged to be a strike or a ball.
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4. I know that the pitcher must have both feet on the pitcher's rubber and can only take one step forward while pitching.
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2. I understand that runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
3. I understand that runners cannot lead off a base, they must be on base until the ball has left the pitcher's hand in softball and minor league baseball.
4. I understand that after a fly ball has been caught the base runner must tag the occupied base before advancing to the next base.
5. I understand that a base runner cannot pass another base runner that is ahead of them.
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8. I know that if a base runner is hit by a batted ball that runner is out
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12. I know the terminology for Softball/baseball.
 - a) Ball: a legally pitched ball that does not enter the strike zone (four balls equals a walk)
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 - cc) Sacrifice: A batter strategically hits the ball into an out situation to advance or score a runner. Usually a "sacrifice bunt" or "sacrifice fly."





SPORTS PHOTOGRAPHY

Level 7

1. I can easily take various sports photos in various environments.
2. I can handle a camera.
3. I understand the basic principles of photography.
4. I am able to distinguish between different modes.
5. I am able to invoke adjustment of colour.
6. I understand the definition of ISO.
7. I am able to apply the correct white balance.
8. I understand the basic techniques related to speed.
9. I am able to navigate the aperture.
10. I am able to take a good sport photo.





CURRENT AFFAIRS

Level 7

1. I am aware of one major sporting event happening this year
2. I understand the role of an organising body
3. I am aware of an upcoming event that is being organised in the future (2020 onwards)
4. I am aware of a health-related activity that is being organised on a national level.
5. I participated in an event with regards to health-related fitness.
6. I am able to keep myself updated on a regular basis about upcoming events on a national and international basis
7. I am able to present a dossier through newspaper cutting about International and national events.
8. I am able to write a report about a local event or international event.





MEETING SPORTS PROFESSIONALS

Level 7

1. I am able to formulate simple questions
2. I am able to identify sport professionals
3. I am able to research beforehand on the given athlete
4. I can follow a practical session by a sports professional
5. I can do a presentation to my peers on the interviewee
6. I can do a summary/report on my interview

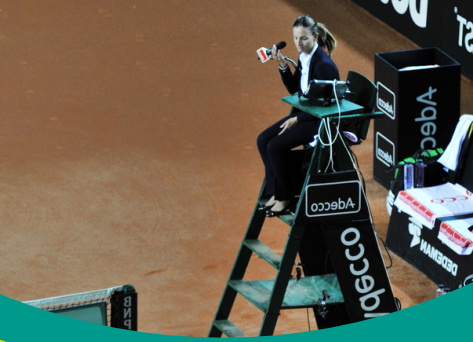




TECHNOLOGY IN SPORT

Level 9

1. I recognise the importance of technology in various sport disciplines.
2. I am aware of continuous advancements in technology present within different sport facilities.
3. I am aware of continuous advancements in technology present within officiating roles.
4. I recognise the importance of technology to assist performers whilst training.
5. I can identify three changes in sport equipment through advancements in technology.
6. I am aware of the important link between technology and the media.
7. I recognise the importance of technology within the medical field in preventing injuries in sport.
8. I recognise the importance of technology within the medical field in enabling a quicker recovery from injuries in sport.
9. I am aware of ways how technology in sport can aid individuals with special needs to participate and compete in sport





FIRST AID

Level 7

1. I can select the correct sport equipment needed for the sport I am going to participate in.
2. I can assess the condition of the sport equipment I am about to use.
3. I can follow the rules of the game/sport to ensure my safety and that of peers.
4. I can list basic equipment that can possibly be needed for first aid.
5. I can explain the sequence of the priorities of first aid.
6. I can identify a potentially dangerous situation (electricity, falling from heights, glass, wearing gloves, edges, tight clothing).
7. I can review a casualty's level of response (Alert, Response to voice, to pain and unconsciousness).
8. I can define whether a casualty's airway is blocked.
9. I can tell whether a casualty is breathing or not.
10. I can identify different points in the body to check a person's pulse (radial pulse, carotid pulse, temporal pulse).
11. I know how to place a casualty in a correct recovery position.



Level 8

1. I know how to cure a cut.
2. I am able to treat a bruise.
3. I can distinguish between a cut and a bruise.
4. I can identify the signs of a muscle cramp and know how to relieve the pain.
5. I can distinguish between a sprain and a strain.
6. I am able to apply RICE (Rest, Ice, Compression, and Elevation) treatment when dealing with soft-tissue injuries.
7. I am able to cure a casualty suffering from hypothermia.
8. I know how to aid a casualty suffering from hyperthermia.
9. I can explain the difference between Hypothermia and Hyperthermia.

Level 9

1. I can identify possible hazards that can lead to a head injury.
2. I know how to assist a casualty suffering from a head injury (cut/fracture).
3. I can identify the signs of concussion and provide assistance to the casualty.
4. I am able to aid a person demonstrating visible signs of shock.
5. I can review the severity of a fracture.
6. I can identify the signs of a dislocated joint.
7. I know how to back up a casualty suffering from a fracture/ dislocation.

Level 10

1. I know how to follow various procedures to prevent different injuries.
2. I can equip basic equipment that can possibly be needed for first aid.
3. I am able to apply the Dr. ABC procedure completely and in the correct order.
4. I can identify when and know how to place a casualty in the recovery position.
5. I can review the severity of a cut/bruise and assist the casualty accordingly.
6. I can determine the difference between a strain and a sprain and treat consequently.
7. I can identify the signs of a muscle cramp and know how to treat the injury.
8. I know how to identify the different signs between a head injury and a concussion and am able to follow the first aid procedure to treat the injured person.
9. I am able to identify when a person is in a state of shock and know how to assist accordingly.
10. I can determine the severity of a fracture and know how to assist the casualty accordingly, even when this includes a foreign object.
11. I know how to recognise the signs of dislocated area and can provide first aid treatment to injured person.
12. I can distinguish between the following common skin injuries: blisters, bruises, frictions burns and cuts.
13. I am able to treat the most common types of skin injuries.
14. I am aware of under which circumstances one should assist a casualty through giving Cardio Pulmonary Resuscitation.
15. I am able to review an incident and if necessary know how to perform CPR on an unconscious casualty.
16. I am capable to follow all instructions provided by an Automated External Defibrillator when the need arises.



SAY NO

TO
MATCH-FIXING

MATCH FIXING AWARENESS

Level 7

1. I am aware that match fixing is to manipulate a result.
2. I am aware that not only players maybe involved in match fixing, but also club and match officials.
3. I am aware that match fixing is a crime.
4. I am aware of the negative psychological effects and loss of my respect in society if involved in such an illegal activity.
5. I am aware of losing the respect of my teammates if involved in such an illegal activity.

Level 8

1. I am aware that being involved in match fixing may result in spending time in a correctional facility.
2. I am aware that I can be indirectly involved in match fixing if I know about it.
3. I am aware that being indirectly involved in match fixing can also lead to penalties.
4. I am aware of informing the respective authorities if I know or have information about such an illegal activity.

Level 9

1. I am aware that I can be approached by anyone, even from my own club/organisation to fix a match.
2. I am aware of the importance to block contact with anyone who tries to involve me in such a criminal activity.
3. I am able to play for the pure enjoyment of the sport and not for any extrinsic awards offered to me.

Level 10

1. I am aware of having the responsibility of being a role model to younger participants of the respective sport.
2. I am aware that I can make a difference by encouraging other participants to play in a fair and correct manner.
3. I am aware that being part of a fixed match may result in getting me suspended for a particular period of time or indefinitely.





JOB SHADOWING

Level 8

1. I am able to observe both the teacher and the students.
2. I am able to observe the adequate use of facilities and space.
3. I am able to observe class rules and their implementation.
4. I am able to understand adequate exercises used for the right age group in a specific sport.
5. I can observe the risks that surround me.
6. I can speak politely and effectively.

Level 9

1. I am able to observe, understand and analyse the lesson/topic being done.
2. I am able to help the teacher set-up equipment for a specific activity.
3. I am able to give my input on purchases of sports equipment needed to enhance lessons.
4. I can help officiating school break-time leagues along with the PE teacher.
5. I am able to observe how the teacher involves students with different abilities.
6. I can help the LSA adapt the lesson to the students' needs.
7. I am able to recognise the benefit of a specific exercise.
8. I can point out various risk factors around me.

Level 10

1. I am able to organise a break-time game between classes.
2. I can prepare a basic risk assessment.
3. I can help the teacher's explanation by demonstrating the exercises etc.
4. I am able to supervise a station and help students when in difficulty.
5. I have the basic understanding and manner to help the teacher in assisting an injured student.



DOPING



ANTI-DOPING

Level 7

1. I can understand the importance of value in sports.
2. I am able to define what fair play is.
3. I can recognise what is cheating in sport.
4. I am able to define the word anti-doping.
5. I know that I am responsible for what I ingest in my body.
6. I can take a decision to refuse drugs if introduced to me.
7. I am aware of who WADA is.
8. I am aware that there are different ways an athlete can be tested.
9. I am aware of the negative effects of the use of drugs in sport on the body.
10. I am aware of the different casual drugs.
11. I pledge to play clean
12. I am aware of who takes care of doping in Malta: NADO Malta.

Level 8

1. I am aware who can be selected for testing.
2. I can identify 3 ways of cheating in sports.
3. I am aware of the different times/methods of testing an athlete in/out of competition.
4. I am aware that I need special permission if certain drugs are required due to health issues.
5. I am aware that casual drugs are a form of doping.
6. I am aware of the functions of WADA.
7. I am aware of the consequences of getting caught using drugs in sports.
8. I am aware of the different functions of NADO Malta.
9. I can mention at least 4 of the most common substances used in sport.

Level 9

1. I can mention the negative effects of at least 3 main substances.
2. I know where doping samples are tested.
3. I can mention at least 2 world renowned cases of anti-doping. Ex. Andreas Krieger/Lans Armstrong.
4. I know that the same medicine might not have the same ingredients in different countries/continents.
5. I am fully aware that a company who produces legal substances (protein/whey) might also produce illegal substances which can lead to contamination.
6. I know who to report to if an individual attempts at introducing me to illegal substances.

Level 10

1. I know the step-by-step process of urine testing.
2. I know the various consequences of a positive result or a missed test.
3. I know where to find the updated published list of prohibited drugs.
4. I know the different official websites where I can check different substances.
5. I have read articles or books and made class presentations about doping cases.
6. I am aware that the testing process is standard all over the world.





ORGANISATION OF EVENTS

Level 8

1. I am able to promote the creation of a sport event
Eg. Leaflets, notices, announcement in assembly, distribution of entry forms
2. I am able to collect and record registration data
Eg. Individual entries and/or teams forms
3. I am able to create and update ongoing fixtures, league tables and/or competition lists
Eg. League fixtures, dates, start lists
4. I am able to set up all the equipment required for the event
5. I can manage the running of the event individually or in a team
Eg. Officiating, time/ score keeping, logistics
6. I am able set event regulations
Eg. Number of participants, creation of teams, duration of games, rules of the game/ competition
7. I am able to compile and communicate results
Eg. Issuing results on noticeboard/ school website/ facebook etc.
8. I am able to plan and finance an award system
Eg. Medal/ trophies, liasing with SMT for financing of awards, collecting an entry free





CORE FITNESS

Level 7

1. I can differentiate between anaerobic and aerobic exercise.
2. I understand what is Strength, Speed, Suppleness (flexibility), Skill, Stamina (endurance).
3. I can differentiate between dynamic mobility (warmup) and static stretching (NEVER for warmup).
4. I can perform three dynamic mobility exercises during a warmup
5. I can perform three static stretching exercise during a cool down.
6. I can differentiate between bone, muscle, tendon or ligament.
7. I can differentiate between good posture and bad posture and avoid bad practice.
8. I can differentiate between repetitions, sets and recovery and how to apply these in a workout.
9. I can identify the various upper body muscles and perform two activities using them.
10. I can identify the various lower body muscles and perform two activities using them.
11. I can identify the various core muscles and perform two activities using them.

Level 8

1. I can identify what are range and planes of movement.
2. I can apply the "3 – 5 rule" for sets, repetitions and recovery for best results from strength training. ("3-5 rule" states that in a workout there should be 3-5 exercises with 3-5 sets each, using 3-5 repetitions per set and 3-5 minutes of recovery between sets)
3. I can identify the difference between an isolation movement and a compound exercise.
4. I can identify the various upper body muscles and perform three activities using them.
5. I can identify the various lower body muscles and perform three activities using them.
6. I can identify the various core muscles and perform three activities using them.
7. I can perform a full range of motion using the military press with load.
8. I can perform a full range of motion using the overhead squat with load.
9. I can perform a full range of motion using the deadlift with load.

Level 9

1. I can understand that Power development is essential for sport performance and it depends on core strength.
2. I can perform a full range of motion using the chin-up with load.
3. I can perform a full range of motion using the front squat with load.
4. I can perform a full range of motion using the sumo deadlift with load.
5. I can identify or perform a power development exercise eg. Push up with clap, push press.
6. I can identify the method to train for muscle hypertrophy (8-12 repetition range).
7. I can identify the method for training strength endurance (15 repetition range).
8. I can perform a safe plyometric exercise eg. Pogo-jumps
9. I can perform a sequential Olympic lifting warm-up. (use NSCA guidelines)
10. I can identify the Olympic lifts and perform all Snatch, Clean and Jerk (Olympic Barbell).



Level 10

1. I can perform a dip for chest strength using a load.
2. I can perform a full range of motion using the back squat with load.
3. I can identify or perform a 5-Rep Max test using the Sumo Deadlift
4. I can perform a muscle hypertrophy workout (8x8).
5. I can perform a strength endurance workout for a chosen muscle group (10x15).
6. I can perform a strength endurance workout activating the cardiovascular system (circuit or PHA).
7. I can perform a strength endurance workout for cellular metabolism (HIIT).
8. I can perform a recovery session using either flexibility training or slow aerobic training (Zone1).
9. I can perform a safe complex plyometric exercise eg. drop jump
10. I can identify technical elements and perform correctly the snatch with load.
11. I can identify technical elements and perform correctly the clean with load.
12. I can identify technical elements and perform correctly the jerk with load.





SPORTS MEDIA

Level 8

Reading

1. I am able to read a short news item in front of a camera.
2. I can read without looking at the script for long periods of time.
3. I am able to identify when I need to pause in order to make sense of the news.
4. I am able to differentiate between different voice projection tones.

Writing

1. I am able to prepare myself from reliable sources for writing on the specific subject.
2. I am able to deliver news in a concise manner in good Maltese or English.
3. I can come up with an eye catching heading/title.
4. I am able to find and include appropriate photos within my article.
5. I am able to write appropriate captions to supplement the photos.
6. I am able to choose a good layout for my article.

Interviewing

1. I am able to collect the necessary information from the athlete prior to the interview.
2. I can prepare appropriate questions before the interview.
3. I can probe for more questions during the interview.
4. I am able to continue the interview even if the athlete feels uncomfortable to answer the question.
5. I am able to properly hold the microphone.
6. I am able to use the proper voice projection for an interview.
7. I am able to use a recording device to record the interview

Commenting

1. I am able to identify all rules of the sport I am commentating on.
2. I am able to prepare relevant data and key information relevant to the sport.
3. I am able to use different tones while commentating in an ethical manner.
4. I can comment on an event without being biased.
5. I am able to comment flowingly whilst following the game at the same time.
6. I can pronounce the athlete's names in a correct manner.
7. I am able to memorise the names of the athletes.

Level 9

1. I am able distribute various medias through internet.
2. I can respond to a journalist's questions during an interview (as an athlete).
3. I am able to analyse and criticise myself during an interview (as an athlete).
4. I am able to keep calm and respond to controversial questions during an interview (as an athlete).





OUTDOOR EDUCATION

Level 7

Military Games (Save the Commander, Release the Hostages, Catch the Terrorist)

1. I can describe the rules of the game
2. I can identify the playing area
3. I can draw a plan of action
4. I can list the priorities of the game
5. I can share any ideas of how to work as a team
6. I can find the commander, hostages and/or prisoners and save them
7. I can recall the consequences of being caught
8. I am able to apply the rules of the game
9. I am able to demonstrate knowledge of the playing area
10. I am able to apply the priorities of the game
11. I am able to create an action plan
12. I am able to interact with the team for the collective success
13. I am able to discuss the action plan with the team
14. I am able to compare the action plans
15. I am able interpret the best action plan
16. I am able analyse the area where the commander, hostages and/or terrorist are.
17. I am able evaluate any options when being caught
18. I understand how to collaborate with the team
19. I understand how to deal with winning and/or losing the game
20. I understand how to be responsible for the collective success of the team

ing

I can list the equipment

Winch machine

Steel-wire rope

Anchors

3-point harness

Breaking line

I can describe the equipment

I can identify the zip lining area

I can define sound travels through solids

I can name risks related to abseiling

I am able to dress the zip line harness

I am able to practice zip lining descents

I am able to explain that sound travels faster through solids

I am able to evaluate my own learning of the risks involved

I understand how to deal with fears related to heights

I understand how to be responsible for the equipment

I understand how to trust the equipment and the instructions given

I understand how to encourage other students who show any fears related to heights



Calculated Risk Taking Through Abseiling

1. I can list the equipment
 - a) Harness
 - b) Connector
 - c) Descender
 - d) Kern-mantel rope
 - e) Safety helmet
 - f) Safety gloves
2. I can describe the equipment
3. I can identify the abseiling area
4. I can name the different descending techniques
 - a) Walking
 - b) Running
 - c) Looping
5. I can recite abseiling techniques
6. I can define heat created by friction
7. I can name risks related to abseiling
8. I am able to dress the abseiling harness
9. I am able to assemble the mechanical devices
10. I am able to wear the safety helmet and safety gloves
11. I am able to practice abseiling descents
12. I am able to explain heat through friction
13. I am able to evaluate own learning of the risks involved
14. I understand how to deal with fears related to heights
15. I understand how to be responsible for the equipment
16. I understand how to negotiate obstacles during the descent
17. I understand how to trust the equipment and the instructions given
18. I understand how to encourage other students who show any fears related to heights

Learning to Understand our Society through a History Hunt

1. I can define the meaning of a history hunt
2. I can describe the frames on the paper
3. I can find the clues according to the questions
4. I can identify the right answers
5. I can list the answers according to their questions
6. I can write the answers on the given route sheet
7. I am able to practice a history hunt
8. I am able to apply the clues on the sheet
9. I am able to plan the route according to the sheet given
10. I am able to discuss the various answers found along the route
11. I am able to review the sequence of the answers
12. I am able to analyse all possible answers before deciding



13. I am able to interpret the pictorial on the sheet to the building
14. I am able to assess the time taken to hand in the sheet on time
15. I understand how to collaborate with the other team members
16. I understand how to comply the answers on the sheet
17. I understand how to deal with disagreement within the group members
18. I understand how to carry out the tasks as indicated on the sheet
19. I understand how to manage the time

Level 8

Fire Education and Outdoor Cooking

1. I can define the three elements that form up a fire
2. I can describe the triangle of fire
3. I can find a suitable place to cook
4. I can identify the best stones to form the cradle
5. I can describe how to light up a fire using flint and steel
6. I can recall the emergency numbers
7. I am able to apply the sequence to light up a fire
8. I am able to practice igniting a fire
9. I am able to plan an area for the fire
10. I am able to assemble a cradle
11. I am able to construct a crane to suspend the can of food
12. I am able to explain how to roast marshmallows
13. I am able to evaluate the best time to start the cooking process
14. I am able to estimate the time taken to complete the activity
15. I understand how to deal with the other members of the team to complete the task
16. I understand how to be responsible around the flame
17. I understand how to ensure safety around the activity area

Learning to Know one's Abilities through an Obstacle Course

1. I can define what is meant by an obstacle course
2. I can describe what is an obstacle
3. I can identify the route to complete the sequence
4. I can name the different obstacles
5. I am able to practice a warm up walk-through
6. I am able to plan the route for the best personal time
7. I am able to assess the different challenges in each obstacle
8. I am able to compare the difficulties of each obstacle
9. I am able to categorise the obstacles according to their challenges
10. I understand how to deal with the physical requirements
11. I understand how to carry out the obstacle course as tasked
12. I understand how to negotiate the obstacles to the best of my physical competences
13. I understand how to evaluate the runs to try my personal best on the last run



Military Team Games (Capture the Flag, Urban Warfare, Big Hand Ball, Prison Break)

1. I can describe the rules of the game
2. I can identify the playing area
3. I can draw a plan of action
4. I can list the priorities of the game
5. I can share the ideas of how to work as a team
6. I can name the defenders, attackers and spies
7. I can define safety zones
8. I can find area of hiding
9. I am able to apply the rules of the game
10. I am able to demonstrate knowledge of the playing area
11. I am able to apply the priorities of the game
12. I am able to create an action plan
13. I am able to interact with the team for the collective success
14. I am able to discuss the action plan with the team
15. I am able to compare the action plans
16. I am able to interpret the best action plan
17. I am able to analyse the area where to defend, spy and attack
18. I am able to prepare a strategy with the team
19. I am able to evaluate any options when being caught
20. I am able to study the opponent team
21. I am able to examine possible weak points
22. I am able to estimate the best defending number
23. I am able to select the best attacking members
24. I understand how to collaborate with the team
25. I understand how to deal with winning and/or losing the game
26. I understand how to be responsible for the collective success of the team



Level 9

Learning to Work Together through Shelter Building

1. I can define the meaning of a shelter and nature home
2. I can describe the various equipment held on site for building purposes
3. I can draw a plan of how to build the shelter
4. I can find suitable beams to construct the roof
5. I can match the equipment according to the sizes
6. I am able to arrange the designated area for building
7. I am able to plan the shelter
8. I am able to detail the plan with the team members
9. I am able to practice team working to build the shelter
10. I am able to review the plans during the construction phase
11. I am able to construct a shelter
12. I am able to evaluate the sturdiness of the roof
13. I am able to measure the perimeter
14. I understand how to collaborate with the other team members
15. I understand how to ensure safety of every student in the area
16. I understand how to carry out the tasks as planned and agreed by the team
17. I understand how to create space inside the shelter to fit all the members of the team





NUTRITION

Level 7

1. I can understand the basic concept of diet
2. I can understand what a healthy diet is
3. I can clearly classify and understand the differences between the seven components (carbs, fats, proteins, water, vitamins, minerals, fibre) of a balanced diet
4. I can identify the use and purpose of each nutrient
5. I am able to understand the function and the sources of each nutrient
6. I can plan a healthy breakfast

Level 8

1. I can differentiate between a healthy and unhealthy diet
2. I can easily understand the labelling on the products
3. I can plan a healthy breakfast and lunch
4. I can plan an adequate meal to consume before

Level 9

1. I can plan a healthy one-day meal plan
2. I can plan an adequate meal to consume before and after a training session
3. I am aware of the different diets according to different sport disciplines
4. I am aware of different dietary problems
5. I am aware of the relation between food intake and energy spent (constant body weight, weight gain & weight loss)

Level 10

1. I can plan a healthy one-week meal plan
2. I can plan a healthy plan weeks before a competition (carbo loading)
3. I know what is glycaemic index and understand the values on the food labels





HISTORICAL BACKGROUND

Level 7

1. I am aware of how my sport discipline started and how it evolved.
2. I am aware that the first Olympic Games were played in Olympia.
3. I understand the term 'Modern Olympics' and where they were started.
4. I know how often the Olympic Games are organised.
5. I am able to use media to research further about history of sports.

Level 8

1. I can tell a few main differences between the first Olympics and the modern Olympics.
2. I understand the meaning of the Olympic flame.
3. I can name the pictures of the Olympic flame, Olympic rings, Olympic Wreath.

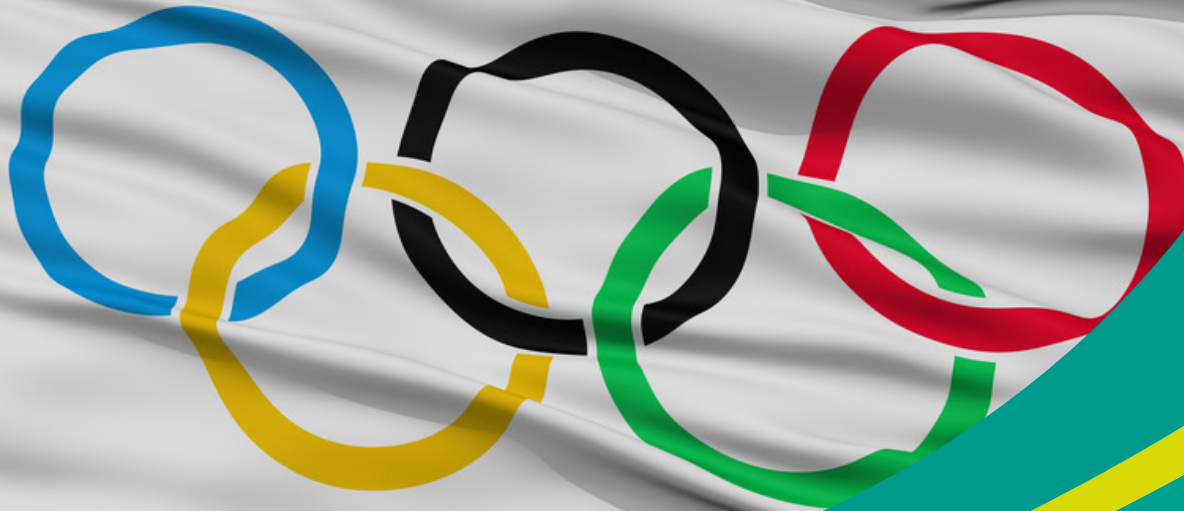
Level 9

1. I learn some traditional Maltese games and I'm able to perform them.
2. I am able to mention 2 competitions held in the ancient Olympic Games.
3. I am able to mention a number of events/disciplines in the modern Olympic Games.

Level 10

1. I am able to mention and describe 2 competitions held in the ancient Olympic Games.
2. I am able to mention and describe a number of events/disciplines in the modern Olympic Games.
3. I can name 2/3/4 olympians (athletes who have highly succeeded in the Olympics).
4. I know and understand the Olympic Oath.





SPORT KNOWLEDGE

Level 8

1. I am aware of the main sporting bodies locally.
2. I am aware of different sports associations responsible for different disciplines.
3. I am aware of the competitions organised by different sporting bodies.
4. I am familiar with the terms commonly used in different sports.
5. I am familiar with different competitions for different sports and can mention examples.

Level 9

1. I am able to research findings and translate them into practice.
2. I am willing to generate and extend my knowledge through applied research.
3. I am able to share and present my knowledge to others in the classroom.
4. I understand the role and responsibilities of these bodies/associations.
5. I am able to understand the different types of competitions eg: league, round robin etc





FOLLOWING A NATIONAL EVENT

Level 7

1. I have gained historical knowledge of a national event
2. I have discussed different events that could be organised
3. I was given the opportunity to experience the national event
4. I am aware of the effects that the spectators can have on the participants
5. I have experienced, reported and presented my involvement in a national event

Level 8

1. I know in detail what it entails to organise a national event
2. I was involved in the preparation of a national event
3. I am fully aware of the safety precautions that need to be taken before a national event
4. I had the opportunity to interview participants involved in the event
5. I have organised an event on a smaller scale at school



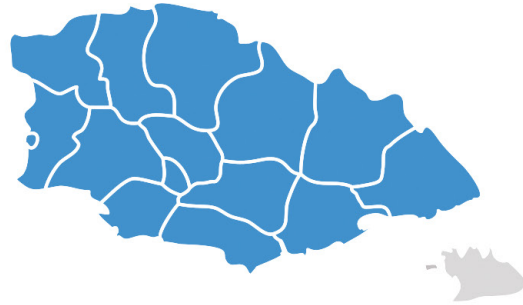
SPORT CAREER DEVELOPMENT PROGRAMME (SCDP) SYLLABUS GRID	Sport Performance				Sport Health			Sport Administration		Sport Knowledge				Sport Employment		Sport Industry		
	60%	5%	5%	5%	5%			5%		5%				5%		5%		
	Sport Specific Performance	Core Fitness	Rules & Officiating	Outdoor Education	First Aid	Nutrition	Anti-Doping	Following a National Event	Organisation of Events	Current Affairs	Historical Background	Sport Knowledge	Match Fixing Awareness	Meeting Sport Professionals	Job Shadowing	Sports Media	Sports Photography	Technology in Sport
LEVEL 7	X	X	X	X	X	X	X	X		X	X		X	X			X	
LEVEL 8	X	X	X	X	X	X	X	X	X			X	X	X	X	X		
LEVEL 9	X	X	X	X	X	X	X					X	X	X	X	X		X
LEVEL 10	X	X	X	X	X	X	X					X		X	X			

The background features two wavy, horizontal bands. The upper band is green with a fine, pebbled texture, and the lower band is blue with a similar texture. A large, white, sans-serif number '1' is positioned in the upper left quadrant, overlapping the green band.

1

LIST OF DISCIPLINES PER COLLEGE

GOZO COLLEGE VICTORIA MIDDLE SCHOOL



ATHLETICS



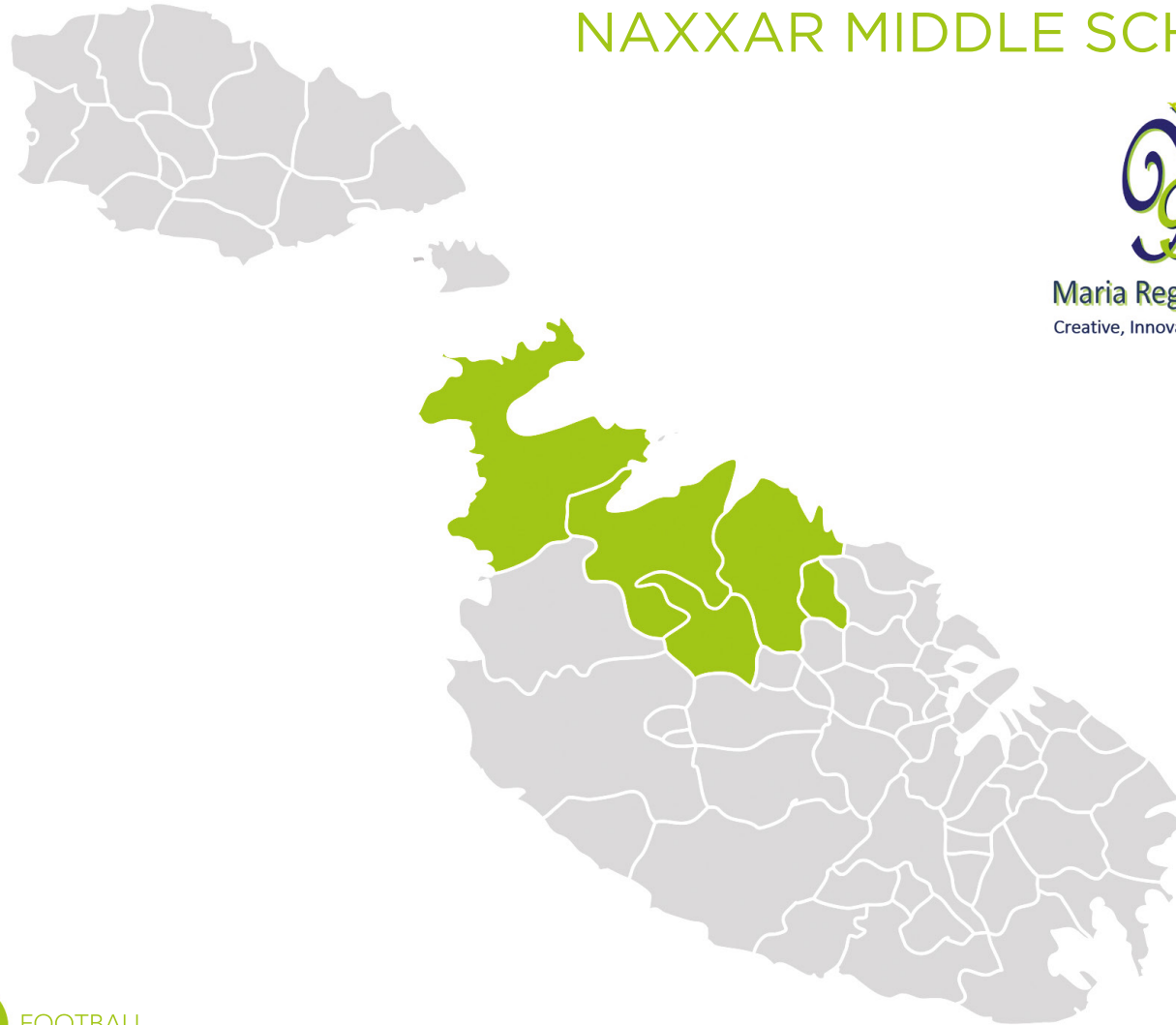
FOOTBALL



BASEBALL / SOFTBALL

MARIA REGINA COLLEGE

NAXXAR MIDDLE SCHOOL



Maria Regina College
Creative, Innovative, Professional



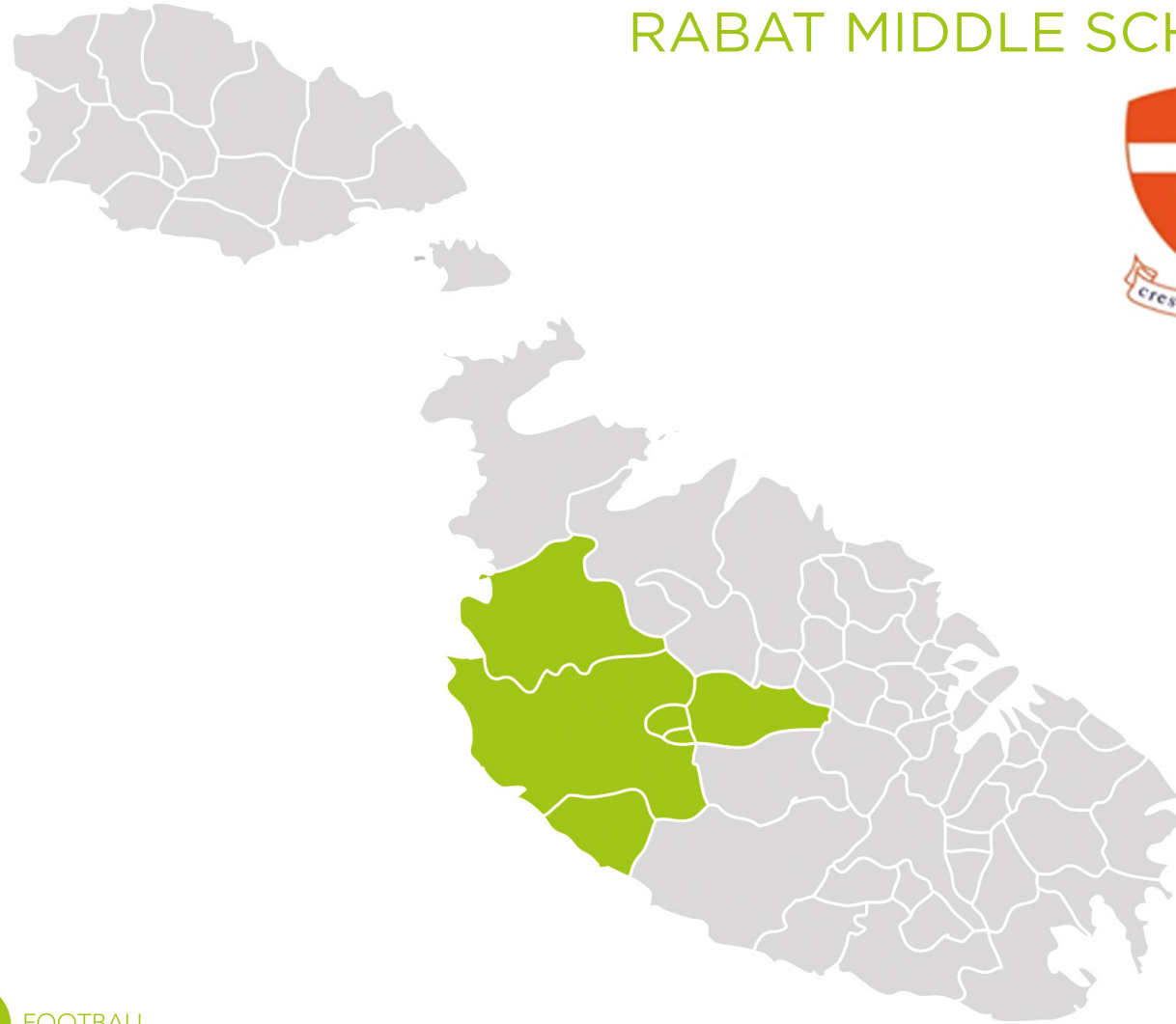
BASKETBALL



FOOTBALL

ST. NICHOLAS COLLEGE

RABAT MIDDLE SCHOOL

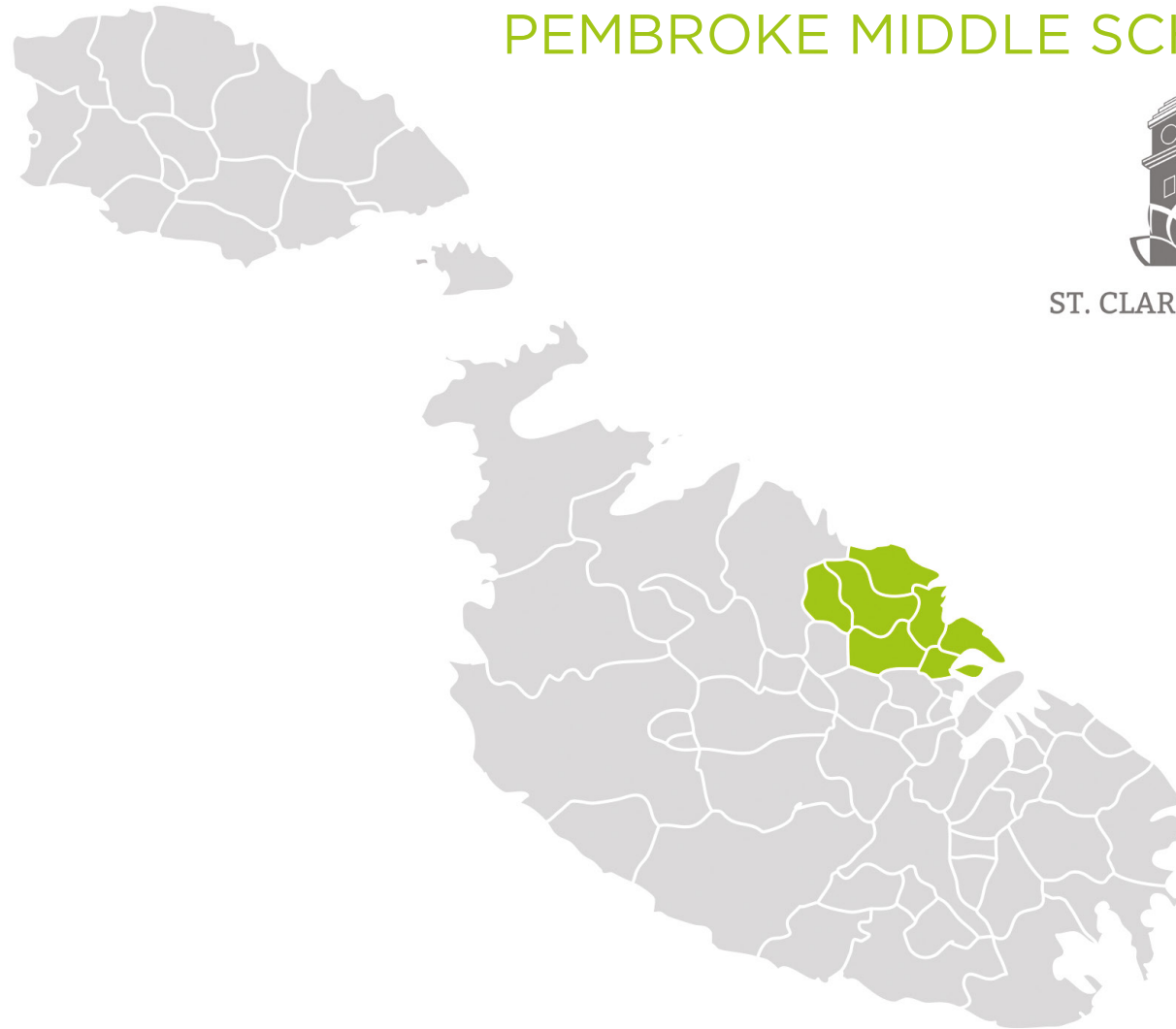


ST. CLARE COLLEGE

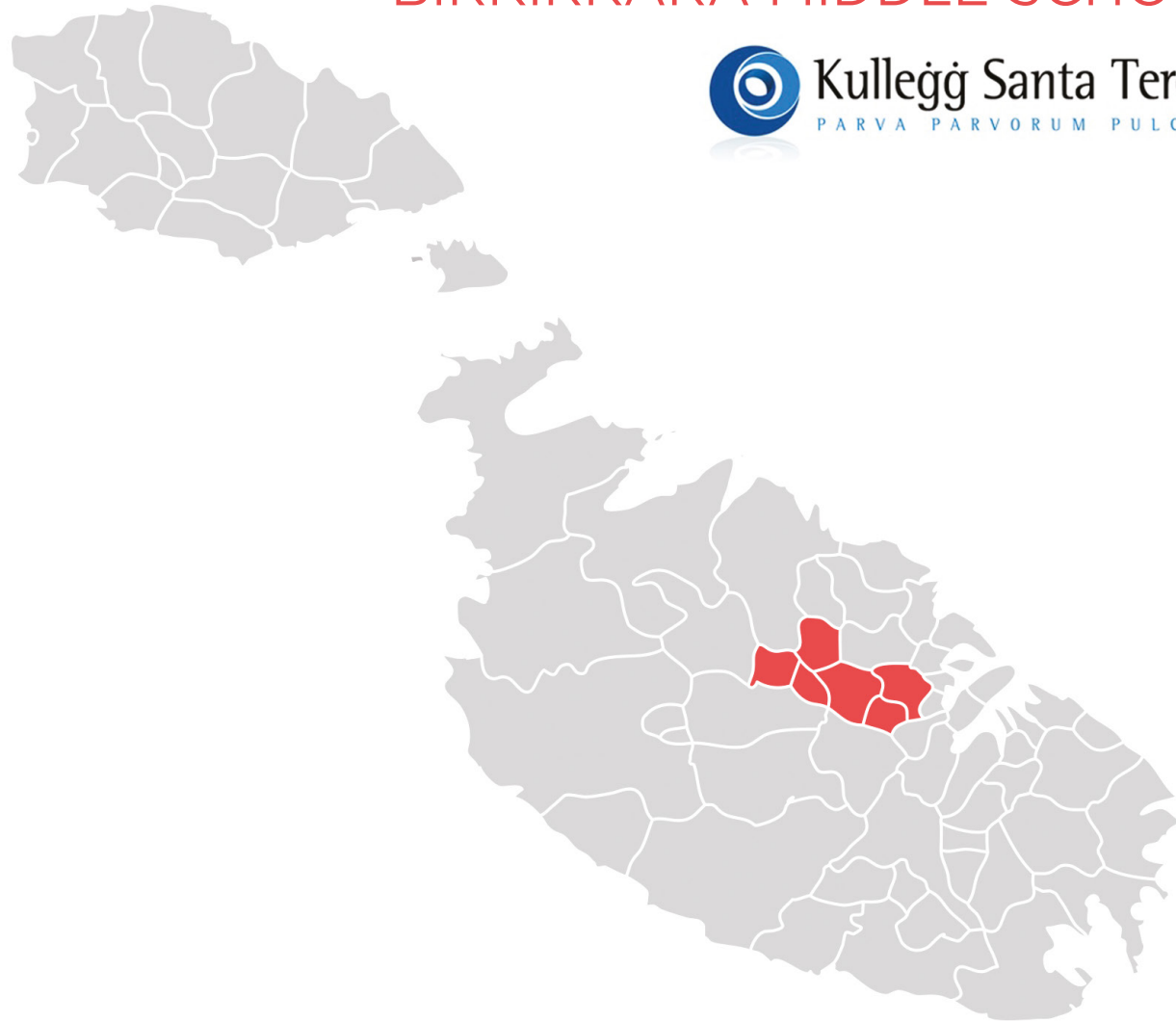
PEMBROKE MIDDLE SCHOOL



ST. CLARE COLLEGE



ST. THERESA COLLEGE BIRKIRKARA MIDDLE SCHOOL



SAN GORG PRECA COLLEGE

BLATA L-BAJDA MIDDLE SCHOOL



KULLEĠĠ
SAN ĠORG PRECA

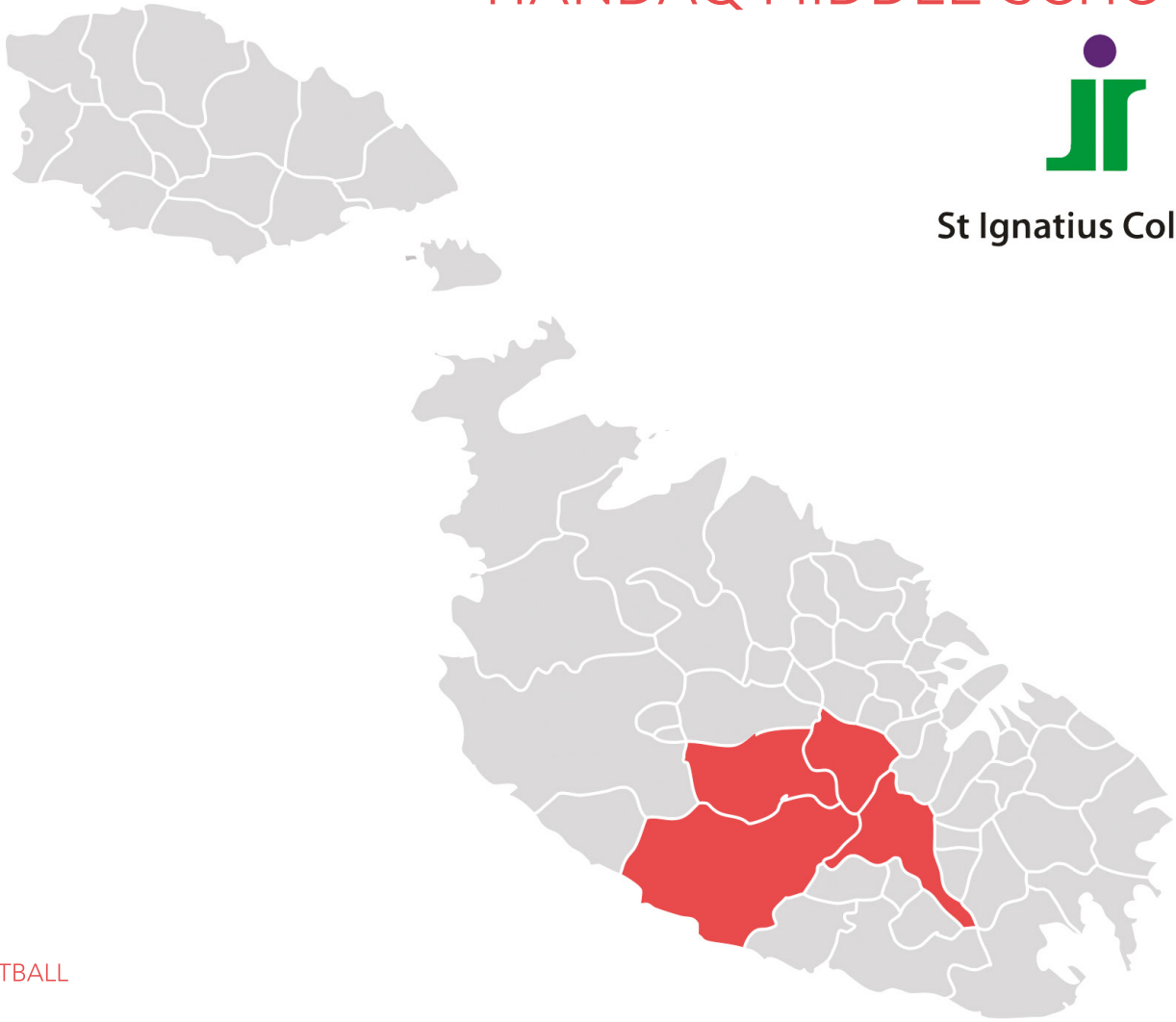


ST. IGNATIUS COLLEGE

HANDAQ MIDDLE SCHOOL



St Ignatius College



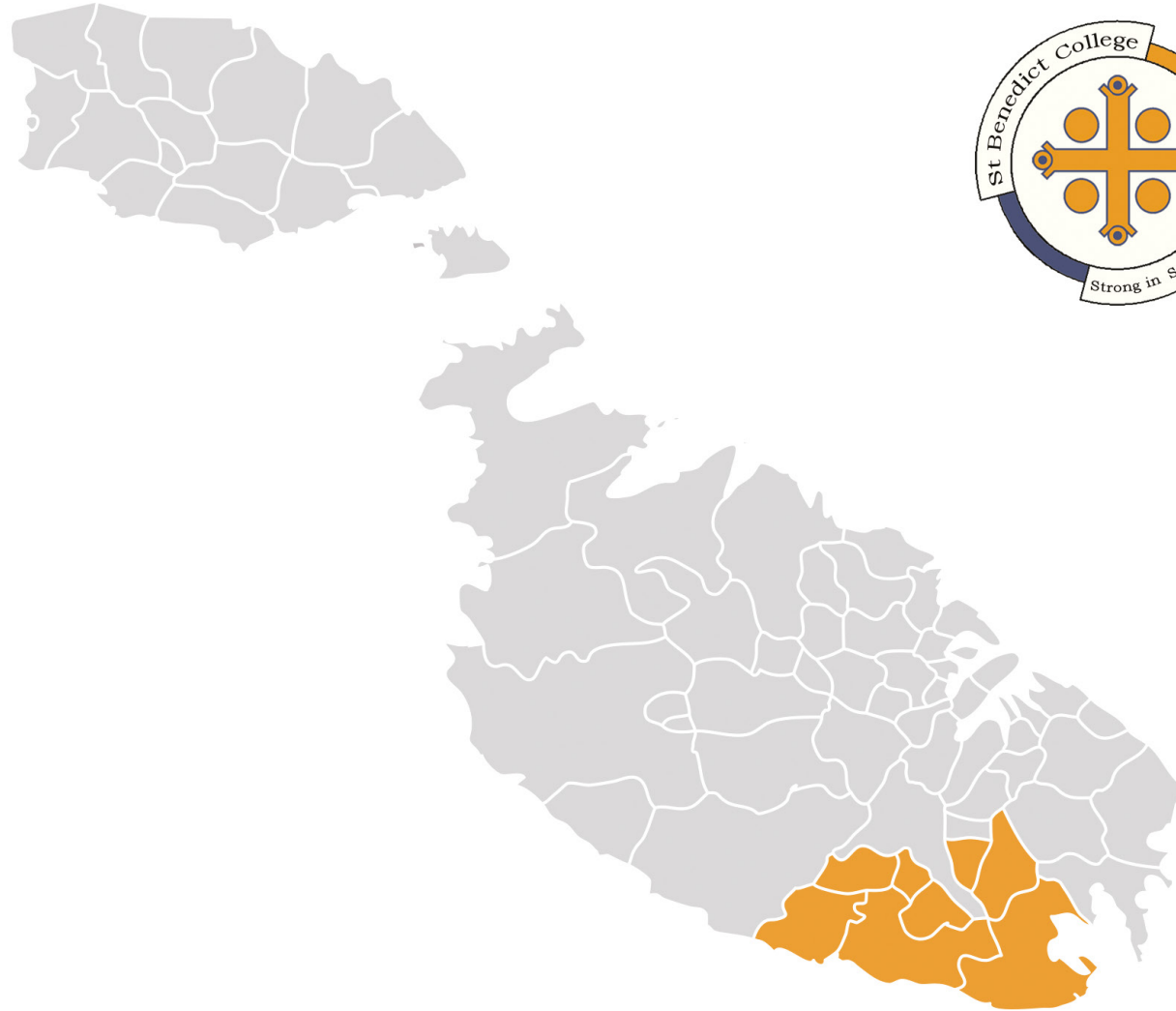
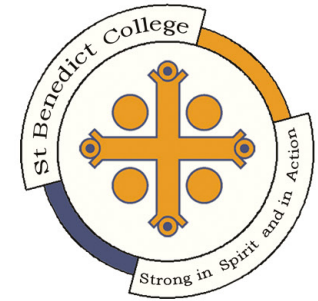
ATHLETICS



FOOTBALL

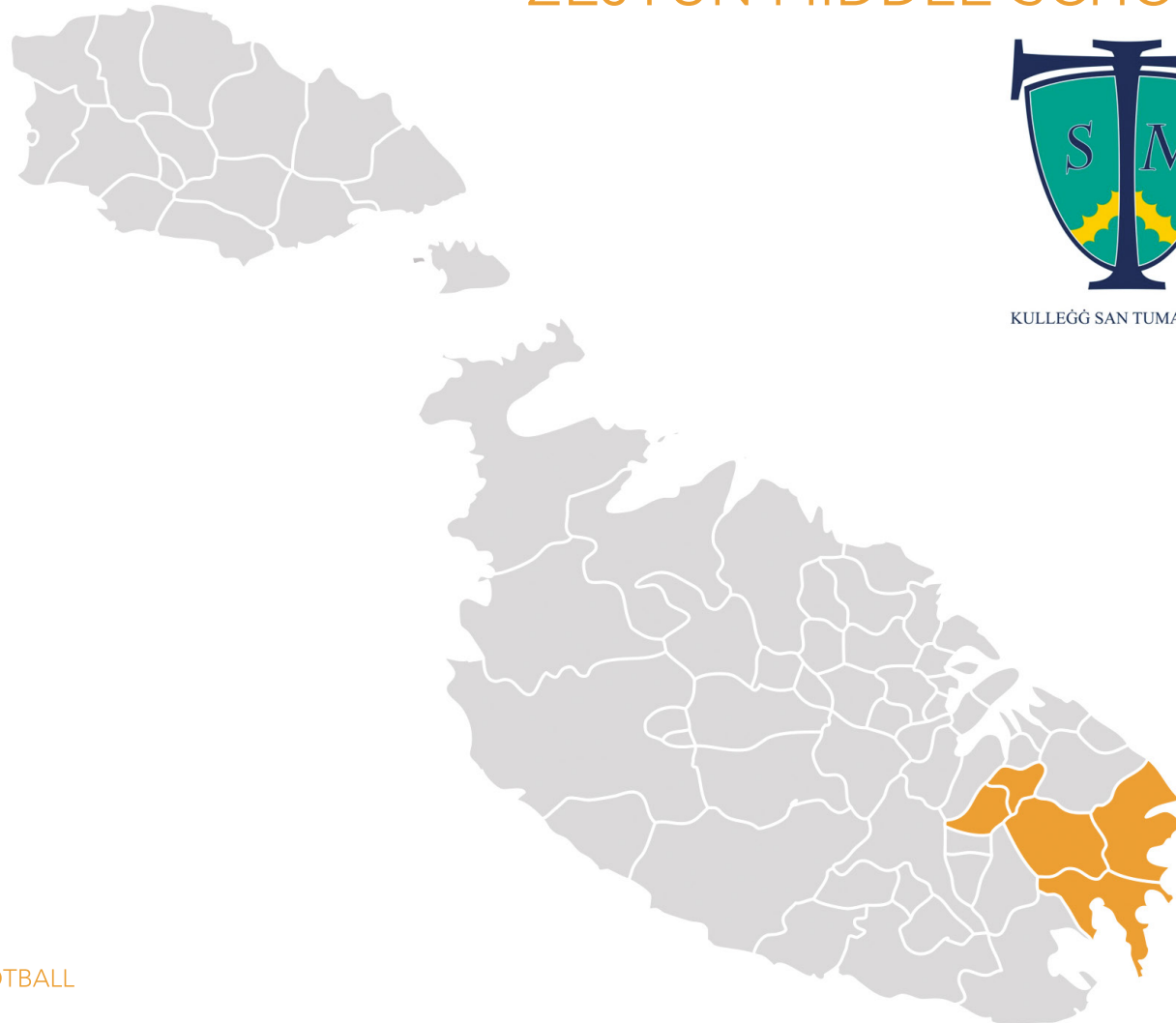
ST. BENEDICT COLLEGE

KIRKOP MIDDLE SCHOOL



ST. THOMAS MORE COLLEGE

* ŻEJTUN MIDDLE SCHOOL



KULLEĠĠ SAN TUMAS MORE



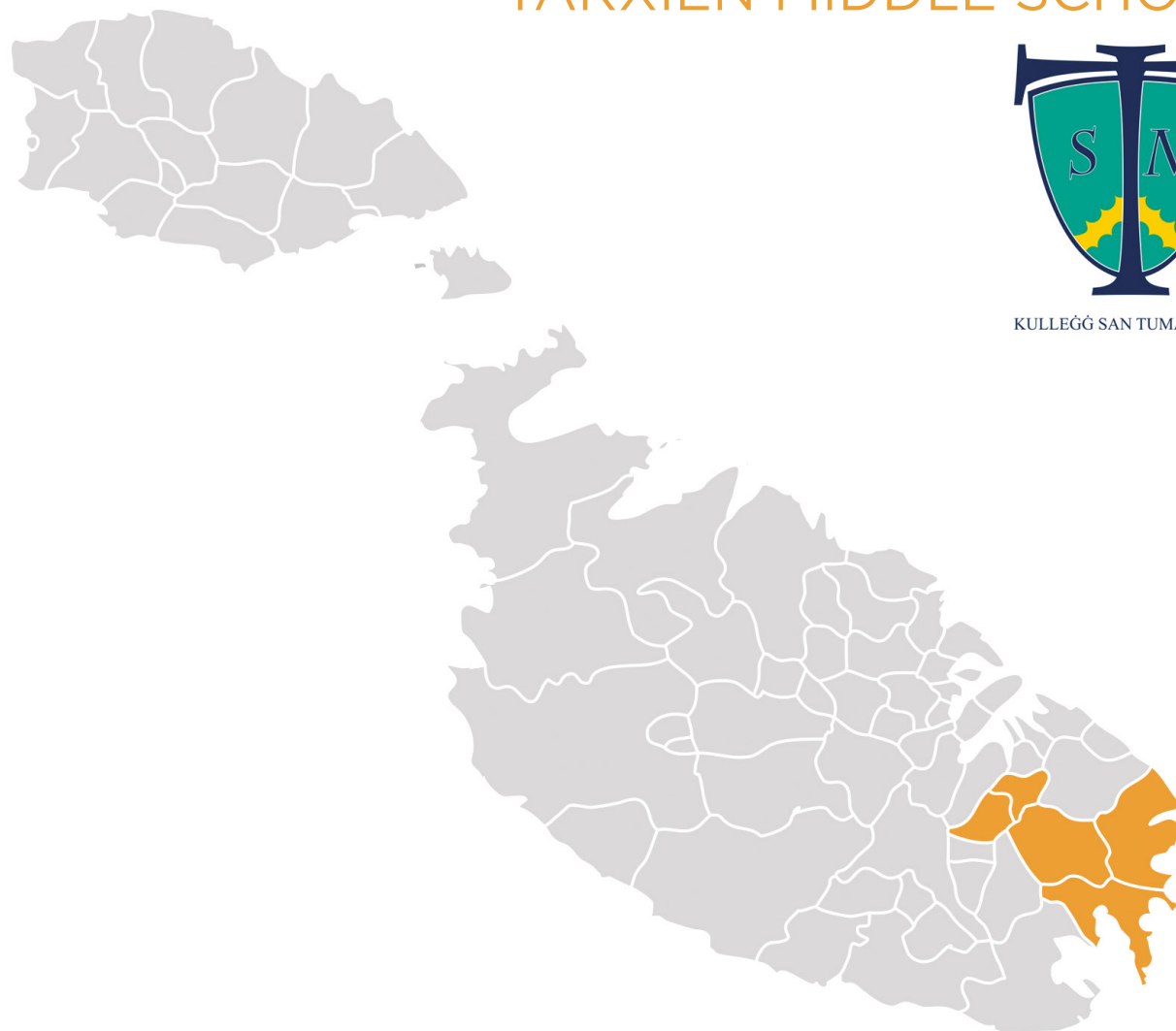
ATHLETICS



FOOTBALL

* Programme will be offered at St. Ignatius College Handaq Middle School

ST. THOMAS MORE COLLEGE TARXIEN MIDDLE SCHOOL

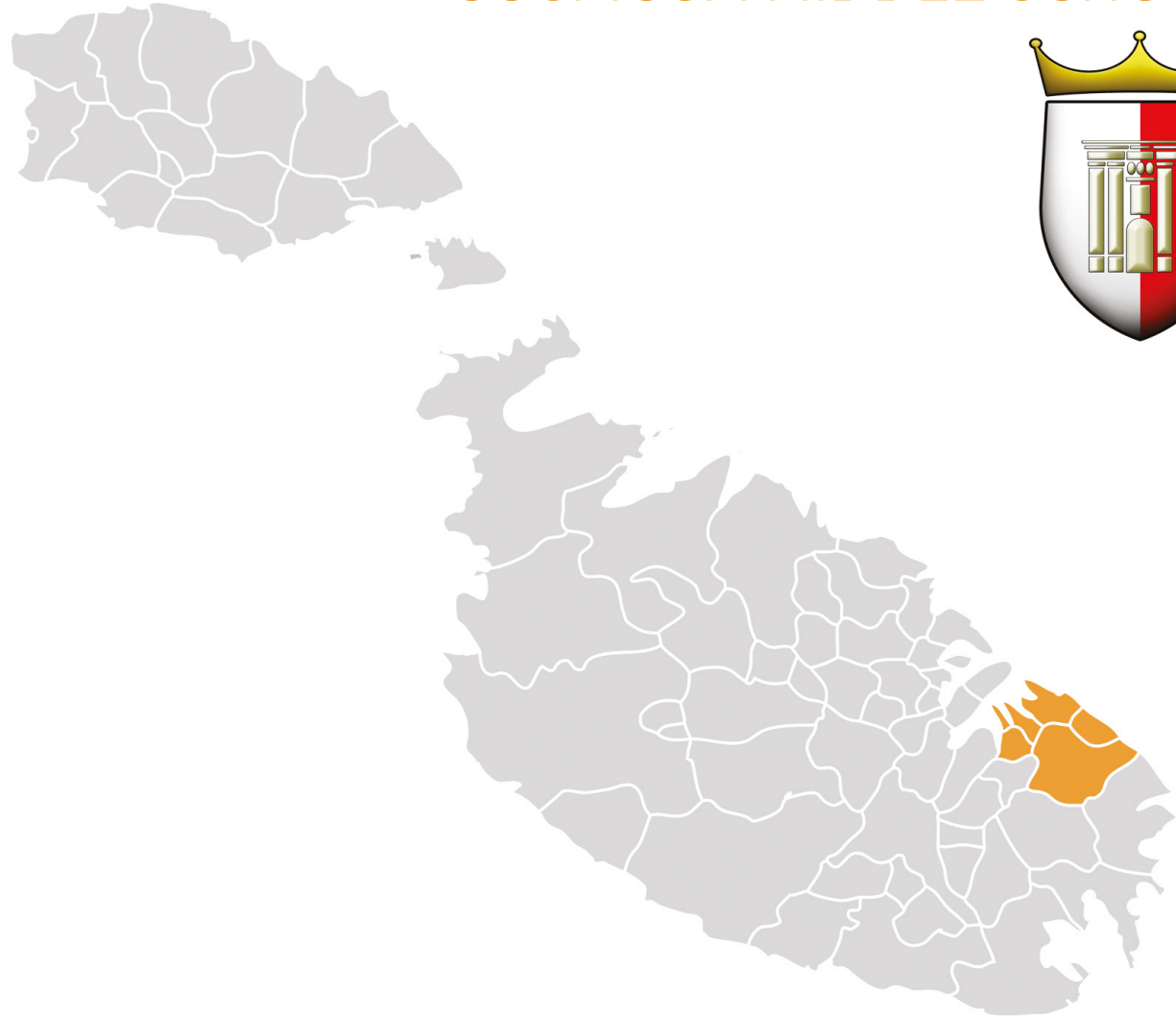


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