

Grade 7 Life Orientation Worksheet

Ball games

Research and speech (Individual activities)

We have learned that an important part of maintaining good health is keeping fit. Sporting activities are a fun way to stay fit and keep in shape. Ball games can be very competitive, testing not only your body, but also your mind. Some ball games include invasion, which means that one team needs to fight for possession of the ball and invade the other teams' territory in order to score. Examples of these types of games are soccer, rugby, hockey and netball.

Activity 1

Research a game that includes invasion – select one of the games listed above. Your research should cover the following:

- Name of game
- Number of players on each side
- Basic description of the game
- Basic rules of the game
- Ball used to play the game
- Special equipment required
- How to score, including points

Make notes on the results of your research and keep these notes for your portfolio. You will need your notes for the next activity in this task. Assess yourself using the following checklist.

Self-assessment checklist			
	Criteria	Yes	No
1.	I gave myself enough time to do the research.		
2	I used different sources for my research.		
3	I covered all the points listed.		
4	I kept detailed notes of my research.		
5	I have gathered enough information to be able to write my speech.		
6	I am confident that the information I have gathered is factually correct.		

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Activity 2

In this activity, you are required to prepare a 5 – 7 minute speech that you will present to your class. Your speech must cover the following topics:

- Name of game you researched
- Number of players on each side
- Basic description of the game
- Basic rules of the game
- Ball used to play the game
- Special equipment required
- How to score, including points
- Fun facts about the game
- Famous players in this sport

Try not to read from your notes. Rather use cue cards. Make sure that you prepare well for your speech. You may use props during your speech. Your teacher will time your speech using timing lights or cards and will use this rubric to assess your speech.

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Criteria	Description		
Content (10 marks)	8 – 10	5 – 7	1 – 4
	Excellent. Original and interesting content. Creative and captivating. Content well organised and well researched.	Informative and sufficient to achieve purpose. There is evidence that the content has been researched.	Flow of ideas is difficult to follow. Little evidence of research.
Register, tone and body language (5 marks)	5	3–4	1–2
	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience.	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact.	Lack of confidence. Little variation in tone of voice. Depends too much on notes. Little or no eye contact.
Language and vocabulary (5 marks)	5	3–4	1–2
	Wide range of vocabulary used. Very few language errors.	Vocabulary is sufficient for task. Some minor language errors.	Limited vocabulary. A number of major language errors.
Fluency (5 marks)	5	3–4	1–2
	Confident and effective. A skilful and fluent speaker. Props used well.	One or two lapses in delivery, but otherwise fluent. Some props used.	Cannot sustain ideas in a flowing way. No props used.

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Suggested Solutions

Item number	Possible marks	Solution
1	6	Learners use self-assessment checklist in Appendix of Assessment Tools to assess themselves.
2	25	Use rubric in Appendix of Assessment Tools to assess learners' speeches.

Appendix of Assessment Tools

1. Self-assessment checklist

Self-assessment checklist			
	Criteria	Yes	No
1.	I gave myself enough time to do the research.		
2	I used different sources for my research.		
3	I covered all the points listed.		
4	I kept detailed notes of my research.		
5	I have gathered enough information to be able to write my speech.		
6	I am confident that the information I have gathered is factually correct.		

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2. Rubric for assessing a prepared speech

Criteria	Description		
	8 – 10	5 – 7	1 – 4
Content (10 marks)	Excellent. Original and interesting content. Creative and captivating. Content well organised and well researched.	Informative and sufficient to achieve purpose. There is evidence that the content has been researched.	Flow of ideas is difficult to follow. Little evidence of research.
	5	3–4	1–2
Register, tone and body language (5 marks)	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience.	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact.	Lack of confidence. Little variation in tone of voice. Depends too much on notes. Little or no eye contact.
	5	3–4	1–2
Language and vocabulary (5 marks)	Wide range of vocabulary used. Very few language errors.	Vocabulary is sufficient for task. Some minor language errors.	Limited vocabulary. A number of major language errors.
	5	3–4	1–2
Fluency (5 marks)	Confident and effective. A skilful and fluent speaker. Props used well.	One or two lapses in delivery, but otherwise fluent. Some props used.	Cannot sustain ideas in a flowing way. No props used.