

Grade 8 Life Orientation Worksheet

Outdoor recreational activities

Activity 1: Class discussion on how an obstacle course could be designed at your school

An obstacle course is an adventurous outdoor activity. Your class is going to design a fun obstacle course on your school grounds.

- Have a class discussion about different activities that can be included in an obstacle course, for example, a series of 5 hurdles.
- Think about what kind of activities can easily be included into your obstacle course on your school grounds – include activities that you have equipment for or the means to build.
- Your activities may test agility, speed, thinking and reasoning, but may not be dangerous.
- Write down the activities that you agree will work well on an obstacle course.

Your teacher will assess your participation in the class discussion using the checklist below.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Discuss ideas for the obstacle course?		
4	Make suggestions on activities for the obstacle course?		
5	Disagree with points politely and constructively?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks per 'yes' answer = 20 marks			

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Activity 2: Draw up a rough plan of the obstacle course

Following your class discussion in Activity 1, you will now have a list of different activities that can be included in your obstacle course.

- Decide which activities you will include in the course.
- Plan where the course will run on the school ground.
- Plan where each activity will fit into the course. You can draw your plan on the chalkboard so that it is easier to erase if you change your mind. Try to develop a course that flows logically or comfortably from one activity to the next.
- Count how many activities have been included over the entire obstacle course.

Your teacher will assess your participation in the group discussion using the checklist below.

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Give ideas for which activities fit well into the obstacle course?		
4	Help plan where the course will run on the school ground?		
5	Help plan where activities will fit into the course?		
6	Disagree with points politely and constructively?		
7	Give reasons to support alternative points of view?		
8	Make points clearly using appropriate vocal volume?		
9	Make eye contact when speaking?		
10	Use body language appropriately?		
2 marks per 'yes' answer = 20 marks			

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Activity 3: Draw up instructions for activities

Your plan is now complete! You have a list of activities, showing where they will fit onto the obstacle course.

- How many activities do you have?
- Divide the class into the same number of groups as there are activities on the course. (For example, if you have a total of 8 activities, divide the class into 8 groups.)
- Each group will be put in charge of constructing one of the activities on the obstacle course.

As a group:

- Look at the activity you have been given and decide what equipment you need.
- If you need to build something, plan how you will build it.
- Draw up very clear instructions for how that activity will be completed. (The instructions should be clear enough for somebody who has not been involved in any of these discussions to understand.)

Your teacher will assess your instructions using the checklist below.

Criteria: Did the group:	Yes	No
1. Decide on a set of equipment needed for the activity?		
2. Make a list of any equipment needed for the activity?		
3. Work out a plan to build apparatus, if necessary?		
4. Draw up a set of instructions for each activity?		
5. Ensure that the instructions are clear?		
6. Ensure that the instructions are precise?		
7. Ensure that the instructions are numbered?		
8. Ensure that the instructions are set out step by step?		
9. Ensure there is sufficient detail in the instructions for anyone to be able to understand them?		
10. Write the instructions out neatly and legibly?		
2 marks per 'yes' answer. Total: 20 marks		

Activity 4: Present plan for activity on obstacle course (Group activity)

Remain in your groups.

Present your plan and instructions to the rest of the groups in the class.

Each group will draw up their own rating sheet on a scale of 1 – 5.

Rate each activity based on your rating sheet. Use a new sheet for each group.

Each group will provide an explanation for their rating.

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Your teacher will assess your rating sheet, as well as the plan and the instructions, using the rubric below.

Criteria	Level 4 Outstanding 5 marks per criterion	Level 3 Achieved 3, 4 marks per criterion	Level 2 Partially achieved 2 marks per criterion	Level 1 Not achieved 1 mark per criterion
Plan [5 marks]	Very well described, in great detail.	Well described. Some detail given.	There is a description, but it is not totally clear.	Not well described.
Description of activities [5 marks]	Each activity well explained.	There is an explanation for each activity.	More explanation of activities needed.	Little explanation or explanation unclear.
Rating scale [5 marks]	There is a logical rating scale for each activity in the prescribed range.	There is a rating scale for most activities in the prescribed range.	Some rating scales, not all in the prescribed range.	Rating scales are unclear.
Explanation of rating [5 marks]	Each aspect of the scale is well described.	The different aspects of the scale are described.	More description of the rating scale needed.	Insufficient explanation of rating scale.
Totals	15 – 20	10 – 14	7 – 9	1 - 6

Activity 5: Write a summary of how the activities could be improved (Group activity)

Working in your groups, look at the ratings you gave to each activity.

Can you think of improvements that can be made to each activity as it was presented to the class?

Write down a summary of any suggestions you may have to improve the activity.

You may write the summary on the bottom of the rating sheet or attach it to the rating sheet.

Hand the completed rating sheets with summaries to your class teacher.

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Your teacher will assess your revised rating sheets and summaries using the rubric below.

Criteria	Level 4 Outstanding 5 marks per criterion	Level 3 Achieved 3, 4 marks per criterion	Level 2 Partially achieved 2 marks per criterion	Level 1 Not achieved 1 mark per criterion
Improvements to activities [5 marks]	Improvements to all activities clearly identified.	Many improvements identified.	Some improvements identified.	Few improvements identified.
Summary of suggestions [5 marks]	Summary of suggestions well described.	Summary of suggestions described.	More descriptions needed.	Suggestions not summarised.
Revised rating scale [5 marks]	Clear revisions made to rating scales.	Some revisions made to rating scales.	Revisions could be clearer.	Rating scale not revised.
Explanation of revised rating [5 marks]	Revised ratings well explained.	The revisions of rating were described.	Insufficient description of new rating scale.	Little or no revision of ratings.
Totals	15 – 20	10 – 14	7 – 9	1 - 6

Activity 6: Set up obstacle course

You are ready to build your obstacle course!

Get back into your work groups.

Your teacher will hand out the obstacle course activity sheet, including the rating sheets and summaries showing suggested improvements.

As a group, look through the suggested improvements and decide which improvements you can or will add to your planned activity.

Construct your activity in the correct position on the obstacle course.

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Your teacher will rate your team work using the following checklist.

	Criteria	Yes	No
1	The team used the activity sheet to build the obstacle course.		
2	The team took note of the rating sheets.		
3	The team took note of the summaries.		
4	The team discussed the suggested improvements.		
5	The team discussed ways of improving the activities.		
6	They decided on improvements to the activities.		
7	There was consensus during the discussion.		
8	After discussion they constructed the activities on the obstacle course.		
9	The activities were well constructed.		
10	The team worked well together.		
2 marks per 'yes' answer. 20 marks in total			

Activity 7: Complete obstacle course

In this last activity, each learner is going to complete the obstacle course.

Your teacher will time you during the obstacle course.

Use the self-assessment checklist below to rate your own performance.

	Self-assessment checklist	Yes	No
1.	I enjoyed the obstacle course.		
2	I was happy with my timing on the obstacle course.		
3	I completed each activity as described.		
4	I managed to complete all the activities satisfactorily.		
5	I enjoyed being part of the group activity.		

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Suggested Solutions

Task number	Possible marks	Solution
1	20	See checklist 1 in Appendix of Assessment Tools.
2	20	See checklist 2 in Appendix of Assessment Tools.
3	20	See checklist 3 in Appendix of Assessment Tools.
4	20	See rubric 4 in Appendix of Assessment Tools.
5	20	See rubric 5 in Appendix of Assessment Tools.
6	20	See checklist 5 in Appendix of Assessment Tools.
7	N/A	See self-assessment checklist in Appendix of Assessment Tools.

1. Checklist to observe the group discussion

Name: _____		Date: _____	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Discuss ideas for the obstacle course?		
4	Make suggestions on activities for the obstacle course?		
5	Disagree with points politely and constructively?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes when applicable to remember points made by others?		
2 marks per 'yes' answer = 20 marks			

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2. Checklist to assess the second group discussion

Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Give ideas for which activities fit well into the obstacle course?		
4	Help plan where the course will run on the school ground?		
5	Help plan where activities will fit into the course?		
6	Disagree with points politely and constructively?		
7	Give reasons to support alternative points of view?		
8	Make points clearly using appropriate vocal volume?		
9	Make eye contact when speaking?		
10	Use body language appropriately?		
2 marks per 'yes' answer = 20 marks			

3. Checklist to assess the group instructions

Criteria: Did the group:	Yes	No
1. Decide on a set of equipment needed for the activity?		
2. Make a list of any equipment needed for the activity?		
3. Work out a plan to build apparatus, if necessary?		
4. Draw up a set of instructions for each activity?		
5. Ensure that the instructions are clear?		
6. Ensure that the instructions are precise?		
7. Ensure that the instructions are numbered?		
8. Ensure that the instructions are set out step by step?		
9. Ensure there is sufficient detail in the instructions for anyone to be able to understand them?		
10. Write the instructions out neatly and legibly?		
2 marks per 'yes' answer. Total: 20 marks		

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4. Rubric to assess rating sheets, plans and instructions.

Criteria	Level 4 Outstanding 5 marks per criterion	Level 3 Achieved 3, 4 marks per criterion	Level 2 Partially achieved 2 marks per criterion	Level 1 Not achieved 1 mark per criterion
Plan [5 marks]	Very well described, in great detail.	Well described. Some detail given.	There is a description, but it is not totally clear.	Not well described.
Description of activities [5 marks]	Each activity well explained.	There is an explanation for each activity.	More explanation of activities needed.	Little explanation or explanation unclear.
Rating scale [5 marks]	There is a logical rating scale for each activity in the prescribed range.	There is a rating scale for most activities in the prescribed range.	Some rating scales, not all in the prescribed range.	Rating scales are unclear.
Explanation of rating [5 marks]	Each aspect of the scale is well described.	The different aspects of the scale are described.	More description of the rating scale needed.	Insufficient explanation of rating scale.
Totals	15 – 20	10 – 14	7 – 9	1 - 6

5. Rubric to assess revised rating sheets and summaries.

Criteria	Level 4 Outstanding 5 marks per criterion	Level 3 Achieved 3, 4 marks per criterion	Level 2 Partially achieved 2 marks per criterion	Level 1 Not achieved 1 marks per criterion
Improvements to activities. [5 marks]	Improvements to all activities clearly identified.	Many improvements identified.	Some improvements identified.	Few improvements identified.
Summaries of suggestions [5 marks]	Summary of suggestions well described.	Summary of suggestions described.	More descriptions needed.	Suggestions not summarised.
Revised rating scale [5 marks]	Clear revisions made to rating scales.	Some revisions made to rating scales.	Revisions could be clearer.	Rating scale not revised.

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Explanation of revised rating [5 marks]	Revised ratings well explained.	The revisions of rating was described.	Insufficient description of new rating scale.	Little or no revision of ratings
Totals	15 – 20	10 – 14	7 – 9	1 - 6

6. Checklist to rate team work

	Criteria	Yes	No
1	The team used the activity sheet to build the obstacle course.		
2	The team took note of the rating sheets.		
3	The team took note of the summaries.		
4	The team discussed the suggested improvements.		
5	The team discussed ways of improving the activities.		
6	They decided on improvements to the activities.		
7	There was consensus during the discussion.		
8	After discussion they constructed the activities on the obstacle course.		
9	The activities were well constructed.		
10	The team worked well together.		
2 marks per 'yes' answer. 20 marks in total			

7. Self-assessment checklist

	Self-assessment checklist	Yes	No
1.	I enjoyed the obstacle course.		
2	I was happy with my timing on the obstacle course.		
3	I completed each activity as described.		
4	I managed to complete all the activities satisfactorily.		
5	I enjoyed being part of the group activity.		