

Grade 8 Life Orientation Worksheet

Physical activity - fitness programmes

Many of you will be involved in sporting activities at school or a local club. Regular exercise will ensure that you keep your body fit and healthy. It is best to take part in a sport or exercise routine that you enjoy. That way you will maintain it and not drop out.

Even if you are not part of a sports team or club, it is not an excuse to be physically inactive. There are many places to find help with developing a fitness programme. Speak to your school P.E. teacher. If you are a member of your local gym, one of the trainers can help you. You can even find good fitness programmes in magazines or go online. A website like Health24.com has many different fitness programmes to suit you, including swimming, running, walking, weight training, toning and so on.

Look at these two programmes from health24.com:
[\(www.health24.com/fitness/programmes/\)](http://www.health24.com/fitness/programmes/)

Walking: Beginner – 5km in 6 weeks

Programme information:

Cardio (walking) and stretches

At completion you will be able to walk 5km at a medium pace and your body will be toned.

Week 1

Tuesday	Thursday	Saturday	Sunday
Full body stretch Walk for 20 minutes at an easy pace.	Lower body stretch Walk for 20 minutes at an easy pace.		Full body stretch Walk for 20 minutes at an easy pace.

Week 2

Full body stretch Walk for 25 minutes at an easy pace.	Lower body stretch Walk for 20 minutes at a moderate pace.	Quick stretch Walk for 25 minutes at a moderate pace.	Full body stretch Walk for 20 minutes at a moderate pace.
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Week 3

Walk for 30 minutes at an easy pace.	Lower body stretch Walk for 25 minutes at a moderate pace.	Walk for 30 minutes at an easy pace.	Full body stretch Walk for 15 minutes at a moderate pace and 10 minutes at a fast pace.
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Week 4

Full body stretch Walk for 35 minutes at an easy	Lower body stretch Walk for 30 minutes at	Walk for 40 minutes at an easy pace.	Full body stretch Walk for 5 minutes at a moderate pace
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pace.	moderate pace.		and 10 minutes at a fast pace.
Week 5			
Full body stretch Walk for 45 minutes at an easy pace.	Lower body stretch Walk for 35 minutes at a moderate pace.	Walk for 50 minutes at an easy pace.	Full body stretch Walk for 30 minutes at a moderate pace and 10 minutes at a fast pace.
Week 6			
Full body stretch Walk for 50 minutes at an easy pace.	Lower body stretch Walk for 30 minutes at an easy pace.	Do a 5km fun walk	TARGET REACHED

Running – Intermediate – 10km in 6 weeks

Programme information:

Cardio (walking, then running) and stretches

At completion you will be able to run 10km at a medium pace and your body will be toned.

Week 1

Tuesday	Thursday	Saturday	Sunday
Full body stretch Run: 10min Walk: 2min Repeat	Lower body stretch Run: 8min Walk: 2min Repeat	Quick stretch Run: 10min Walk: 2min Repeat	Full body stretch Run: 8min Walk: 2min Repeat

Week 2

Full body stretch Run: 15min Walk: 2 min Run: 10min Walk: 2min	Lower body stretch Run: 10min Walk: 2min Repeat	Quick stretch Run: 15min Walk: 2min Run: 10min Walk: 2min	Full body stretch Run: 10min Walk: 2min Repeat
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Week 3

Full body stretch Run: 5km	Lower body stretch Run: 3km	Quick stretch Run: 6km	Full body stretch Run: 4km
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Week 4

Full body stretch Run: 7km	Lower body stretch Run: 4km	Quick stretch Run: 7km	Full body stretch Run: 4km
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Week 5

Full body stretch Run: 8km	Lower body stretch Run: 5km	Quick stretch Run: 8km	Full body stretch Run: 5km
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Week 6

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Full body stretch Run: 9km	Lower body stretch Run: 4km	Quick stretch Jog: 20min	Full body stretch Run a 10km fun run! TARGET REACHED
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Activity 1: Group discussion of fitness programmes

Divide into groups of 4 – 6 learners per group.

Discuss different fitness programmes. You may refer to the two programmes above as well as other fitness programmes.

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

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	Show evidence of having understood the concept of being physically active?		
4	Keep to the topic of fitness programmes?		
5	Cover all the points listed above?		
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 for every 'yes' answer: 20 total			

Activity 2: Design own fitness programme (Individual activity)

You are now going to design a fitness programme suitable for you.

It is important to design a programme that you feel you can stick to and that you are able to succeed in. (In other words, do not design a swimming fitness programme if you cannot swim or do not enjoy swimming.)

You may refer to other fitness programmes, such as the examples provided above, to use as a guideline.

Your fitness programme should be for a period of 6 weeks.

Your teacher will assess your fitness programme using the rubric below.

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Generic Assessment Rubric	
Score	Description of criteria
Outstanding 15 – 20 marks	<ul style="list-style-type: none"> • The programme is very well designed. • The explanations of the activities are very clear. • Other fitness programmes have been referred to. • The programme is for a period of 6 weeks. • The programme is practical and workable.
Achieved 10 – 14 marks	<ul style="list-style-type: none"> • The programme is adequately designed. • There is an explanation of the activities. • The programme is for a period of 6 weeks. • The programme is fairly practical and could be put into practice.
Partially achieved 7 – 9 marks	<ul style="list-style-type: none"> • The design of the programme needs some improvement. • The explanations of the activities need more clarity. • The programme is for a period of less than 6 weeks. • The programme is not totally practical and may be difficult to implement.
Not achieved 1 – 7 marks	<ul style="list-style-type: none"> • The design of the programme needs much improvement. • The explanations of the activities are unclear or there is no explanation. • The programme is for a period of less than 3 weeks. • The programme is unpractical and unworkable.

Activity 3: Write a preliminary report on the fitness programme

Write a report on your fitness programme.

The following should appear in your report:

- Name of your fitness programme
- Physical activity/activities included in your fitness programme
- Where you will perform the physical activity/activities
- How often you will perform the physical activity/activities
- What results you hope to achieve by completing your fitness programme
- What goals you have set for yourself
- What rewards you have promised yourself

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Use the following report-writing template as a guideline for completing your report.

Report writing

Your report should contain the headings below in bold (if typed) and underlined (if handwritten). The section between the 'Introduction' and 'Conclusion' forms the main body of your report.

Title

Title of your report

Summary

Summarise the main points, main conclusions and recommendations. Keep your summary short. (Although your summary appears below the title, you should write it last.)

Introduction

State the problem you are investigating, for example: 'Why is it necessary to follow a fitness programme?' State the purpose of your report.

Problem and theory

Explain the problem you are investigating. Explain any theory that applies to the problem. (E.g.: If you are fit you are more likely to be healthy as well.) Define your key concepts, e.g. fitness, goals, rewards and so forth.

Method and results

Explain the method(s) you are using to obtain your result. State what your results are. Include any tables, diagrams and graphs you may be using to record your results.

Discussion

Assess your results.

Conclusion

Summarise your results. Explain the importance of fitness programmes. Make recommendations about how solutions can be found to the problem you investigated.

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Your teacher will use the following rubric to assess your report-writing skills.

Criteria					Marks
Format of report [Marks out of 5]	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
Information on fitness programmes contained in report [Marks out of 5]	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language usage in report [Marks out of 5]	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
Total marks out of 15:					

Level 4: 11-15 marks (70–100%) – Outstanding

Level 3: 7-10 marks (50–69%) – Achieved

Level 2: 5-6 marks (35–49%) – Partially achieved

Level 1: 1-4 marks (1–34%) – Not achieved

Activity 4: Work out a stretching routine (Individual activity)

Work out a stretching routine to include in your fitness programme. Your stretching activities will vary, depending on what your fitness programme is. See the example provided below for a basic stretching routine.

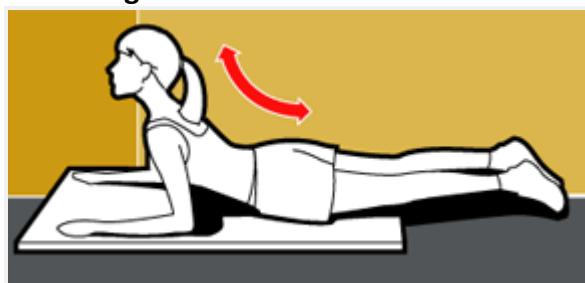
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Your teacher will assess your stretching routine using a checklist.

Stretching

Before you take part in an adventure game or physical activity, you need to prepare your body by doing some stretching exercises. Warm your body first by doing a quick brisk walk or jog so that your muscles are warm and ready to stretch. Don't stretch cold muscles.

Stretching



When you exercise, your muscles contract and relax, contract and relax. The repeated contraction can lead to shortening up of the muscles. Stretching helps prevent this. Many injuries are caused by poor flexibility.

Stretching should be done before and after exercises. When you stretch before exercising, you need to warm up the muscles first, follow this with stretching, and then proceed with your exercise routine.

SPECIFIC



Abdomen



Back



Chest



Neck



Arms



Buttocks



Legs



Shoulders

PROGRAMMES



Quick stretch



Lower body stretch



Total body stretch

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Checklist to assess stretching programme			
	Criteria:	Yes	No
1	Does the stretching routine link to the fitness programme?		
2	Does it aim to stretch the muscles needed for the activities?		
3	Does the stretching routine stretch the body in general?		
4	Does it take about 5 – 10 minutes to complete?		
5	Can it be done safely without damaging muscles?		
6	Is there a full description of each type of stretch?		
7	Is the stretching routine suitable for the age group of the students?		
8	Does the routine avoid any activities that could embarrass participants?		
9	Can the routine be done without any special equipment?		
10	Is the routine practical and workable?		
2 marks per 'yes' answer. Total: 20			

Activity 5: Participate in the fitness programme for a specified time period (Individual activity)

You are ready to start your fitness programme! Jump right in and do it! You have 6 weeks to reach your target. Prove to yourself that you can do it.

Keep a daily log of your progress. You may find that some days are more difficult than others. Note this in your daily log.

Bring your daily log to school once a week to be checked by your teacher.

Checklist to assess daily log			
	Criteria: Did the learner:	Yes	No
1	Design a daily log?		
2	Write in the log every day?		
3	Note his/her progress for 6 weeks?		
4	Note any problems that occurred?		
5	Bring the log to school every week for checking?		
6	Is the log clearly written?		
7	Is the log understandable?		
8	Cover all aspect of the fitness programme?		
9	Accurately reflect progress?		
10	Show progress by the end of the 6-week period?		
2 marks per 'yes' answer. Total: 20			

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Activity 6: Review daily log and write a report on the fitness programme

You have reached the end of week 6 of your fitness programme.

Write a report covering the following:

- Brief description of your programme
- Starting date and ending date
- How you progressed on the programme – highs and lows (refer to your daily log)
- Whether or not you achieved the results you hoped for
- Whether you met the goals you set for yourself
- Did you reward your achievement?
- How do you feel now?
- Will a fitness routine remain a part of your life?

Use the following report-writing template as a guideline for completing your report.

Report writing

Your report should contain the headings below in bold (if typed) and underlined (if handwritten). The section between the ‘Introduction’ and ‘Conclusion’ forms the main body of your report.

Title

Title of your report

Summary

Summarise the main points, main conclusions and recommendations. Keep your summary short. (Although your summary appears below the title, you should write it last.)

Introduction

State the problem you are investigating, for example: ‘Why is it necessary to keep a record of your progress on the fitness programme?’ State the purpose of your report.

Problem and theory

Explain the problem you are investigating. Explain any theory that applies to the problem.

Method and results

Explain the method(s) you used to obtain your result. State what your results are. Include any tables, diagrams and graphs you may have used to record your results.

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<p>Discussion Assess your results. (E.g.: State whether you were able to keep a record of your fitness progress.)</p> <p>Conclusion Summarise your results.</p>

Your teacher will use the following rubric to assess your report-writing skills.

Criteria	Marks				
Format of report [Marks out of 5]	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
Information on recording progress in the fitness programme contained in report [Marks out of 5]	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language usage in report [Marks out of 5]	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
Total marks out of 15:					

Level 4: 11-15 marks (70–100%) – Outstanding

Level 3: 7-10 marks (50–69%) – Achieved

Level 2: 5-6 marks (35–49%) – Partially achieved

Level 1: 1-4 marks (1–34%) – Not achieved

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Activity 7: Deliver a speech on your personal fitness programme

Using the report in Activity 6 as a guideline, prepare a speech to present to your class. Your speech should be about 5 – 7 minutes long. Try not to read your speech, but rather use cue cards. Your teacher will assess your speech using the following rubric.

Criteria	Level 4	Level 3	Level 2	Level 1
Content [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [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. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
Language and vocabulary [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors. [1]
Fluency [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used. [1]
Total marks: 25				

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Suggested Solutions

Task number	Possible marks	Solution
1	20	See checklist 1 in Appendix of Assessment Tools.
2	20	See rubric 2 in Appendix of Assessment Tools.
3	15	See rubric 3 in Appendix of Assessment Tools.
4	20	See rubric 4 in Appendix of Assessment Tools.
5	20	See checklist 5 in Appendix of Assessment Tools.
6	15	See rubric 6 in Appendix of Assessment Tools.
7	25	See rubric 7 in Appendix of Assessment Tools.

Appendix of Assessment Tools

1. Checklist to assess a 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	Show evidence of having understood the concept of being physically active?		
4	Keep to the topic of fitness programmes?		
5	Cover all the points listed above?		
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 for every 'yes' answer: 20 total			

2. Rubric to assess fitness programme

Generic Assessment Rubric	
Score	Description of criteria
Outstanding 15 – 20 marks	<ul style="list-style-type: none"> The programme is very well designed. The explanations of the activities are very clear. Other fitness programmes have been referred to. The programme is for a period of 6 weeks. The programme is practical and workable.

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Achieved 10 – 14 marks	<ul style="list-style-type: none"> The programme is adequately designed. There is an explanation of the activities. The programme is for a period of 6 weeks. The programme is fairly practical and could be put into practice.
Partially achieved 7 – 9 marks	<ul style="list-style-type: none"> The design of the programme needs some improvement. The explanations of the activities need more clarity. The programme is for a period of less than 6 weeks. The programme is not totally practical and may be difficult to implement.
Not achieved 1 – 7 marks	<ul style="list-style-type: none"> The design of the programme needs much improvement. The explanations of the activities are unclear or there is no explanation. The programme is for a period of less than 3 weeks. The programme is unpractical and unworkable.

3. Rubric to assess report

Criteria	Marks				
Format of report [Marks out of 5]	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
Information on fitness programmes contained in report [Marks out of 5]	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language usage in report [Marks out of 5]	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
Total marks out of 15:					

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Level 3: 7-10 marks (50–69%) – Achieved

Level 2: 5-6 marks (35–49%) – Partially achieved

Level 1: 1–4 marks (1–34%) – Not achieved

4. Rubric to assess stretching routine

Checklist to assess stretching programme			
	Criteria:	Yes	No
1	Does the stretching routine link to the fitness programme?		
2	Does it aim to stretch the muscles needed for the activities?		
3	Does the stretching routine stretch the body in general?		
4	Does it take about 5 – 10 minutes to complete?		
5	Can it be done safely without damaging muscles?		
6	Is there a full description of each type of stretch?		
7	Is the stretching routine suitable for the age group of the students?		
8	Does the routine avoid any activities that could embarrass participants?		
9	Can the routine be done without any special equipment?		
10	Is the routine practical and workable?		
2 marks per 'yes' answer. Total: 20			

5. Checklist to assess daily log

Checklist to assess daily log			
	Criteria: Did the learner:	Yes	No
1	Design a daily log?		
2	Write in the log every day?		
3	Note his/her progress for 6 weeks?		
4	Note any problems that occurred?		
5	Bring the log to school every week for checking?		
6	Is the log clearly written?		
7	Is the log understandable?		
8	Cover all aspect of the fitness programme?		
9	Accurately reflect progress?		
10	Show progress by the end of the 6-week period?		
2 marks per 'yes' answer. Total: 20			

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6. Rubric to assess second report

Criteria					Marks
Format of report [Marks out of 5]	The learner followed the format provided exactly. [5 marks]	The learner mostly followed the format provided. [4 marks]	The learner sometimes followed the format provided. [3 marks]	The learner did not follow the format provided. [1-2 marks]	
Information on recording progress in the fitness programme contained in report [Marks out of 5]	The learner included all the relevant points in the report. [5 marks]	The learner included most of the relevant points in the report. [4 marks]	The learner included few of the relevant points in the report. [3 marks]	The learner left out most of the relevant points in the report. [1-2 marks]	
Language usage in report [Marks out of 5]	Excellent language usage with no mistakes. Own words used. [5 marks]	Good language usage with only a few mistakes (fewer than five). Own words mostly used. [4 marks]	Acceptable language usage with more than five mistakes. Some sentences are copied from the lesson. [3 marks]	Little attempt to use correct language or no attempt to use own words. [1-2 marks]	
Total marks out of 15:					

Level 4: 11-15 marks (70–100%) – Outstanding

Level 3: 7-10 marks (50–69%) – Achieved

Level 2: 5-6 marks (35–49%) – Partially achieved

Level 1: 1-4 marks (1–34%) – Not achieved

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7. Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
Content [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised & researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [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. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
Language and vocabulary [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors. [1]
Fluency [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used. [1]
Total marks: 25				