

Grade 8 Life Orientation Worksheet

Target games

Activity 1: Research different target games

Divide into groups of about 10 learners per group.

Research different target games, such as netball, basketball, archery, darts and so forth. Each person in the group should select one of the games to research.

You may use the internet, the library or sporting magazines to find information.

Find out the following about the games:

- How they are played
- The rules
- Number of players
- Where they are played
- What equipment is required (clothing, shoes, sticks, balls, etc.)

Assess your own information-gathering skills using the following rubric:

| Self-assessment checklist | | | |
|--|--|-----|----|
| | Criteria: Did I: | Yes | No |
| 1 | Discuss the games to research with my group? | | |
| 2 | Choose a different game to research? | | |
| 3 | Use different ways of finding information? | | |
| 4 | Find out how the game is played? | | |
| 5 | Find out what the rules are? | | |
| 6 | Find out how many players are needed? | | |
| 7 | Find out where the game is played? | | |
| 8 | Find out what equipment is required? | | |
| 9 | Write down the information I found? | | |
| 10 | Do thorough research? | | |
| 2 marks per 'yes' answer. 20 marks. | | | |

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Activity 2: Speech about the game researched

Present your findings on the game you researched to the rest of your group. Your presentation should be in the format of a short speech of about 5 to 7 minutes in length. Your group will assess your speech using the rubric below.

| 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: 25 marks | | | | |

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Activity 3: Design a target game

Remain in your work groups. Design a target game using combined ideas.

You may use ideas from other target games that you have researched.

As a group, discuss a basic plan for your game.

Write down notes of your discussion.

Sketch your game layout on a large sheet of paper.

Your teacher will use the following checklist to assess your task.

| Checklist for observation of group discussion | | | |
|---|--|-------|----|
| Name: | | Date: | |
| | Criteria: Does the learner: | Yes | No |
| 1 | Discuss ideas for target games? | | |
| 2 | Listen to the ideas of other learners? | | |
| 3 | Combine others' ideas? | | |
| 4 | Make notes during the discussion? | | |
| 5 | Sketch ideas for the game on a large sheet of paper? | | |
| 6 | Contribute to the sketch of the game? | | |
| 7 | Take a designated part in the design? | | |
| 8 | Co-operate in the game design? | | |
| 9 | Use colour in the game design? | | |
| 10 | Design a workable game? | | |
| 2 marks for every 'yes' answer: 20 total | | | |

Activity 4: Sketch design of game, writing up instructions and task cards (Group activity)

The next step is to write up the instructions for how your game will be played.

- Write a brief description of the game:
 - Name of the game
 - Number of players
 - Tools or equipment (balls, sticks, etc.)
 - Where the game is played
 - Rules of the game
 - Referees, umpires, etc.
 - How the winner is determined

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2. Create task cards with instructions for how the game will be played:

- Cut your A4 paper or cardboard into four equal pieces – each A6 in size.
- Each card will be a separate instruction for how the game should be played.
- The task card must use simple language and instructions.
- The aims of the game as well as the rules of the game must be clear. People who have not played the game should be able to do so by reading your instructions.
- Use drawings to help explain different ideas or moves, if possible.

Your teacher will assess your participation in the activity as well as the task cards your group produces using the rubric below.

| Criteria | Level 4 5 marks per criterion | Level 3 3, 4 marks per criterion | Level 2 2 marks per criterion | Level 1 1 mark per criterion |
|---|-------------------------------------|--|---|---|
| Description of game [5 marks] | Includes all the points above. | Includes most of the points above. | Includes some of the points above. | Only includes 1 or 2 of the points mentioned. |
| Task cards [5 marks] | Task cards very well written. | Task cards adequately written. | Task cards need more detail. | Task cards difficult to understand. |
| Aim of the game [5 marks] | The aim of the game is very clear. | The aim of the game can be understood. | The aim of the game needs more explanation. | The aim of the game is unclear. |
| Drawings [5 marks] | The drawings help explain the game. | The drawings are adequate. | The drawings need more detail. | There are no drawings. |

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Activity 5: Explain the game

Using your task cards, explain your game to the rest of the class.

Following your presentation, your class may ask you questions to clarify ideas.

Your teacher will assess your group's presentation using the rubric below.

| Score | Description of criteria |
|-----------------------------|--|
| Excellent 15 – 20 | <ul style="list-style-type: none"> • Game very well described. • Instructions well explained. • Questions well answered. • Game clear and understandable. |
| Achieved 10 – 14 | <ul style="list-style-type: none"> • Game adequately described. • Instructions fairly well explained. • Questions fairly well answered. • Game understandable. |
| Partially achieved 7 – 9 | <ul style="list-style-type: none"> • Game could be better described. • Instructions need more explanation. • Questions not always answered. • Game needs more clarity. |
| Not achieved 1 - 6 | <ul style="list-style-type: none"> • Game not well described. • Instructions not well explained. • Questions not answered. • Difficult to understand the game. |

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Activity 6: Demonstrate the game

Demonstrate your game to the class.

Your teacher will assess your demonstration using this rubric.

| Score | Description of criteria |
|-----------------------------|---|
| Excellent 15 – 20 | <ul style="list-style-type: none"> • Game very well demonstrated. • Instructions well explained. • Questions well answered. • Game clear and understandable. |
| Achieved 10 – 14 | <ul style="list-style-type: none"> • Game adequately demonstrated. • Instructions fairly well explained. • Questions fairly well answered. • Game understandable. |
| Partially achieved 7 – 9 | <ul style="list-style-type: none"> • Game could be better demonstrated. • Instructions need more explanation. • Questions not always answered. • Game needs more clarity. |
| Not achieved 1 - 6 | <ul style="list-style-type: none"> • Game not well demonstrated. • Instructions not well explained. • Questions not answered. • Difficult to understand the game. |

Activity 7: Rate the games and suggest changes (Group activity)

Each group must draw up a rating sheet using a scale of 1 – 5.

Rate each game that is presented to the class using your rating sheet.

Make suggestions for improvement and write these suggestions on the rating sheet.

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Your teacher will assess your rating sheets using the following rubric.

| Criteria | Level 4 [5 marks per criterion] | Level 3 [3, 4 marks per criterion] | Level 2 [2 marks per criterion] | Level 1 [1 mark per criterion] |
|---|---|--|--|---|
| Checklist [5 marks] | The checklist covers all 5 activities. | The checklist covers 4 activities. | The checklist covers 3 activities. | The checklist covers 1 or 2 activities. |
| Questions [5 marks] | The questions are very well phrased. | The questions are fairly well phrased. | The questions are not specific enough. | The questions are inadequate. |
| Rating scale [5 marks] | The rating scale is well described and practical. | The rating scale is acceptable. | The rating scale needs more clarity. | There is no rating scale. |
| Overall effectiveness of checklist [5 marks] | The checklist is very well designed and easy to understand. It is well set out. | Some good elements. Fairly well set out. | Improvement needed. | Impractical and not a usable checklist. |

Activity 8: Play all the games

Play all the different games as a class.

Rate each game using the following self-assessment checklist.

| Group self-assessment checklist | | | |
|---------------------------------|---------------------------------|-----|----|
| | Criteria: Did we: | Yes | No |
| 1 | Understand the game? | | |
| 2 | Understand the instructions? | | |
| 3 | Follow the instructions? | | |
| 4 | Play the game as a team? | | |
| 5 | Co-operate in the game playing? | | |
| 6 | Enjoy the game? | | |

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Suggested Solutions

| Task number | Possible marks | Solution |
|-------------|----------------|--|
| 1 | 20 | See checklist 1 in Appendix of Assessment Tools. |
| 2 | 25 | See rubric 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 rubric 6 in Appendix of Assessment Tools. |
| 7 | 20 | See rubric 7 in Appendix of Assessment Tools. |
| 8 | 10 | See self-assessment checklist in Appendix of Assessment Tools. |

1. Self-assessment checklist

| Self-assessment checklist | | | |
|--|--|-----|----|
| | Criteria: Did I: | Yes | No |
| 1 | Discuss the games to research with my group? | | |
| 2 | Choose a different game to research? | | |
| 3 | Use different ways of finding information? | | |
| 4 | Find out how the game is played? | | |
| 5 | Find out what the rules are? | | |
| 6 | Find out how many players are needed? | | |
| 7 | Find out where the game is played? | | |
| 8 | Find out what equipment is required? | | |
| 9 | Write down the information I found? | | |
| 10 | Do a thorough research? | | |
| 2 marks per 'yes' answer. 20 marks. | | | |

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2. Rubric to assess 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: 25 marks | | | | |

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3. Checklist to assess discussion of design of game

| Name: | | Date: | |
|---|--|-------|----|
| | Criteria: Does the learner: | Yes | No |
| 1 | Discuss ideas for target games? | | |
| 2 | Listen to the ideas of other learners? | | |
| 3 | Combine others' ideas? | | |
| 4 | Make notes during the discussion? | | |
| 5 | Sketch ideas for the game on a large sheet of paper? | | |
| 6 | Contribute to the sketch of the game? | | |
| 7 | Take a designated part in the design? | | |
| 8 | Co-operate in the game design? | | |
| 9 | Use colour in the game design? | | |
| 10 | Design a workable game? | | |
| 2 marks for every 'yes' answer: 20 total | | | |

4. Rubric to assess game design

| Criteria | Level 4 5 marks per criterion | Level 3 3, 4 marks per criterion | Level 2 2 marks per criterion | Level 1 1 mark per criterion |
|---|-------------------------------------|--|---|---|
| Description of game [5 marks] | Includes all the points above. | Includes most of the points above. | Includes some of the points above. | Only includes 1 or 2 of the points mentioned. |
| Task cards [5 marks] | Task cards very well written. | Task cards adequately written. | Task cards need more detail. | Task cards difficult to understand. |
| Aim of the game [5 marks] | The aim of the game is very clear. | The aim of the game can be understood. | The aim of the game needs more explanation. | The aim of the game is unclear. |
| Drawings [5 marks] | The drawings help explain the game. | The drawings are adequate. | The drawings need more detail. | There are no drawings. |

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5. Rubric to assess presentation of game

| Score | Description of criteria |
|-----------------------------|--|
| Excellent 15 – 20 | <ul style="list-style-type: none"> • Game very well described. • Instructions well explained. • Questions well answered. • Game clear and understandable. |
| Achieved 10 – 14 | <ul style="list-style-type: none"> • Game adequately described. • Instructions fairly well explained. • Questions fairly well answered. • Game understandable. |
| Partially achieved 7 – 9 | <ul style="list-style-type: none"> • Game could be better described. • Instructions need more explanation. • Questions not always answered. • Game needs more clarity. |
| Not achieved 1 - 6 | <ul style="list-style-type: none"> • Game not well described. • Instructions not well explained. • Questions not answered. • Difficult to understand the game. |

6. Rubric to assess demonstration of game

| Score | Description of criteria |
|-----------------------------|---|
| Excellent 15 – 20 | <ul style="list-style-type: none"> • Game very well demonstrated. • Instructions well explained. • Questions well answered. • Game clear and understandable. |
| Achieved 10 – 14 | <ul style="list-style-type: none"> • Game adequately demonstrated. • Instructions fairly well explained. • Questions fairly well answered. • Game understandable. |
| Partially achieved 7 – 9 | <ul style="list-style-type: none"> • Game could be better demonstrated. • Instructions need more explanation. • Questions not always answered. • Game needs more clarity. |
| Not achieved 1 - 6 | <ul style="list-style-type: none"> • Game not well demonstrated. • Instructions not well explained. • Questions not answered. • Difficult to understand the game. |

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7. Rubric to assess rating scale

| Criteria | Level 4 [5 marks per criterion] | Level 3 [3, 4 marks per criterion] | Level 2 [2 marks per criterion] | Level 1 [1 mark per criterion] |
|---|---|--|--|---|
| Checklist [5 marks] | The checklist covers all 5 activities. | The checklist covers 4 activities. | The checklist covers 3 activities. | The checklist covers 1 or 2 activities. |
| Questions [5 marks] | The questions are very well phrased. | The questions are fairly well phrased. | The questions are not specific enough. | The questions are inadequate. |
| Rating scale [5 marks] | The rating scale is well described and practical. | The rating scale is acceptable. | The rating scale needs more clarity. | There is no rating scale. |
| Overall effectiveness of checklist [5 marks] | The checklist is very well designed and easy to understand. It is well set out. | Some good elements. Fairly well set out. | Improvement needed. | Impractical and not a usable checklist. |

8. Self-assessment checklist

| Group self-assessment checklist | | | |
|---------------------------------|---------------------------------|-----|----|
| | Criteria: Did we: | Yes | No |
| 1 | Understand the game? | | |
| 2 | Understand the instructions? | | |
| 3 | Follow the instructions? | | |
| 4 | Play the game as a team? | | |
| 5 | Co-operate in the game playing? | | |
| 6 | Enjoy the game? | | |