

Grade 8 Life Orientation Worksheet

Physical activity - demonstration of rotation, balance and elevation movements

It is important to know and understand your body in order to avoid injury. It is just as important to understand what muscle groups and physical movements are being performed when exercising, so that you can warm up properly.

Activity 1: Design a programme that includes rotation, balance and elevation movements

Divide into small groups of four to six learners per group. You are going to work together to design a programme that includes rotation, balance and elevation movements.

- Discuss various rotation, balance and elevation movements.
- Write a list of these movements to include in your programme.
- Plan your programme so that the movements flow well from one movement to the next.
- Practise the movements and flow of movements as you go along.

Your teacher will assess your group work using the rubric below.

Criteria	Level 4 Outstanding	Level 3 Achieved	Level 2 Partly achieved	Level 1 Not achieved
Discussion of rotation, balance & elevation movements	Group co-operated very well in the discussion. [5]	Group co-operated well in the discussion. [3, 4]	A little co-operation in the discussion. [2]	Poor co-operation in the discussion. [1]
Flow of movements	The movements flowed very well from one to the next. [5]	The movements flowed fairly well from one to another. [3, 4]	There was some flow in movements. [2]	The movements did not flow well. [1]
Written plan	The plan was well written and designed. [5]	The plan was adequately written and designed. [3, 4]	The written plan needs improvement. [2]	Plan not well written. [1]
Performance of movements	The movements were very well performed. [5]	The movements were adequately performed. [3, 4]	The movements need more practice. [2]	The movements were poorly performed. [1]
Total marks 20:				

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Activity 2: Illustrate the plan

Remain in your work groups.

Your teacher will provide you with a large sheet of paper.

Draw your plan of your programme on the paper. Illustrate the movement as well as provide a written description of the movement.

Your teacher will assess your group plan using the checklist below.

	Criteria for group assessment	Yes	No
1	The group worked well together.		
2	They drew up a good plan of the programme.		
3	Everyone had a part to play in the activity.		
4	The movements were well illustrated.		
5	Colour was used to good effect.		
6	The movements were well described.		
7	The plan looks good on paper.		
8	Space on the paper was well used.		
9	The plan is effectively described.		
10	The group was able to explain their plan.		
2 marks per yes answer. 20 marks available			

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Activity 3: Demonstrate the movements

Remain in your work groups.

Practise your programme from the beginning to the end.

When you are ready, demonstrate your movements to the rest of your class.

Your classmates will assess you using the checklist below.

	Peer assessment criteria	Yes	No
1	Each person in the group had a part to play in the demonstration.		
2	The elevation movements were well demonstrated.		
3	The balance movements were well demonstrated.		
4	The rotation movements were well demonstrated.		
5	The activities flowed smoothly from one to the next.		
6	The plan could be clearly noted.		
7	The group had practised the movements well.		
8	Each member of the group demonstrated the movements well.		
9	Space was well used.		
10	The plan was effective.		
2 marks per 'yes' answer. 20 marks available.			

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Suggested Solutions

Task number	Possible marks	Solution
1	20	See rubric 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.

1. Rubric to assess rotation, balance and elevation movements

Criteria	Level 4 Outstanding	Level 3 Achieved	Level 2 Partly achieved	Level 1 Not achieved
Discussion of rotation, balance & elevation movements	Group co-operated very well in the discussion. [5]	Group co-operated well in the discussion. [3, 4]	A little co-operation in the discussion. [2]	Poor co-operation in the discussion. [1]
Flow of movements	The movements flowed very well from one to the next. [5]	The movements flowed fairly well from one to another. [3, 4]	There was some flow in movements. [2]	The movements did not flow well. [1]
Written plan	The plan was well written and designed. [5]	The plan was adequately written and designed. [3, 4]	The written plan needs improvement. [2]	Plan not well written. [1]
Performance of movements	The movements were very well performed. [5]	The movements were adequately performed. [3, 4]	The movements need more practice. [2]	The movements were poorly performed. [1]
Total marks 20:				

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2. Checklist to assess plan

	Criteria for group assessment	Yes	No
1	The group worked well together.		
2	They drew up a good plan of the programme.		
3	Everyone had a part to play in the activity.		
4	The movements were well illustrated.		
5	Colour was used to good effect.		
6	The movements were well described.		
7	The plan looks good on paper.		
8	Space on the paper was well used.		
9	The plan is effectively described.		
10	The group was able to explain their plan.		
2 marks per yes answer. 20 marks available			

3. Peer assessment checklist

	Peer assessment criteria	Yes	No
1	Each person in the group had a part to play in the demonstration.		
2	The elevation movements were well demonstrated.		
3	The balance movements were well demonstrated.		
4	The rotation movements were well demonstrated.		
5	The activities flowed smoothly from one to the next.		
6	The plan could be clearly noted.		
7	The group had practised the movements well.		
8	Each member of the group demonstrated the movements well.		
9	Space was well used.		
10	The plan was effective.		
2 marks per 'yes' answer. 20 marks available.			