**LIFE ORIENTATION GRADE 12**

**PHYSICAL EDUCATION TASK**

**ANNEXURE 1 – REPORT OUTLINE**

**PART 1 – DESCRIPTION AND BACKGROUND OF CHOSEN ACTIVITY**

1. Name the activity and give a brief description of it.

*(e.g., Horseback riding – Riding a trained horse over open country side at various gaits and paces using a saddle and bridle as part of the tackle. This can be distinguished from other equestrian sports such as dressage, show- jumping, steeplechase, or racing.)*

1. Write a short account of the origins and background of this type of activity and of the ways it is supposed to benefit people who take part in it.

*(e.g., People have been riding horses for work, warfare or travel purposes since prehistoric times. The modern leather saddle and bridle date from about 800 years ago. Horse riding requires good balance and strong core muscle development as well as strength in the upper thighs. The rider must constantly be in tune with his or her mount and communicate in various ways so it teaches sensitivity and perceptiveness and it has been shown to have a very therapeutic effect for persons struggling with a wide range of mental health challenges.)*

**PART 2 - BASELINE MEASUREMENTS**

1. Physical measurements: record at least the following:
* Waistline – tape measure across your navel
* Chest – inhaled and exhaled (tape measure across your nipple line.
* Thigh circumference – (tape measure 15 cm above top of knee)
* Resting pulse rate in beats per minute (bpm) and pulse rate after running vigorously on the spot for 2 minutes.
* Your body mass
1. Performance measurements: record your performance on the activity in terms of some clear measurement such as maximum distance or number of repetitions in a given time e.g., 5 minutes *(e.g., I can swim 450m non-stop and I can swim 100m crawl in 2 min 40 sec)*

**PART 3 – MOTIVATION STATEMENT**

Briefly explain why you have selected this particular activity, how you plan to keep to your planned programme, who you are going to report to and seek encouragement from and how you will reward yourself as you go forward.

**PART 4 – GOAL SETTING**

1. Write out 1 **process goal** – something you are going to do to ensure that you follow through on your plan. *(e.g., I am going to sign up for yoga classes at the local gym by 1 April)*
2. Write out between 1 and 3 **performance goals** – ways you plan to have improved on your baseline performance. *(e.g., I will be able to swim 1600m non stop after nine weeks and I will be able to swim 100 m in less than 90 secs)*
3. Write at least 1 **output goal** – some change you hope to observe at the end of the nine weeks *(e.g., I hope to have reduced my body mass by 5kg and to lowered my resting pulse rate by 8 bpm)*

**PART 5 – 9 WEEK TRAINING PROGRAMME**

Set out your training plan in a table form giving dates, activities and quantities. Repetitions/ distances etc.

**PART 6 – TRAINING LOG**

The simplest way to do this is to simply add two columns to your training programme: one for comments where you note your actual performance and any deviations and another for your partner or coach’s signature.

**PART 7 – CLOSE OUT MEASUREMENTS**

Repeat the measurements in part 2 and make a note of all the changes

**PART 8 – REFLECTION**

Write a short 1 page (200-240 word) reflection about how you experienced the training programme, what you think you have gained from it, what challenges you face and how you addressed them and what you enjoyed most.

**PART 9 - LESSON PLAN (Annexure 2)**

1. Name of the activity to be taught or demonstrated
2. A short description of it
3. What the chief benefits of this activity are
4. What safety precautions are needed
5. What equipment and facilities are needed
6. How you intend to introduce your activity and get other students’ interest
7. Key steps in the activity
8. What you will look for to ensure other students are performing it correctly
9. How you will end off your demonstration lesson