

Grade 8 Life Orientation Worksheet

Appropriate behaviour

Activity 1: Discussion about how to behave in different situations

Divide into work groups of about 4 learners per group.

- a) Discuss how to behave if someone is rude to you or a friend.
- b) Think of different situations and decide on correct ways to respond.
- c) Keep notes of your discussion.
- d) Remember that you hope to achieve a peaceful ending without allowing yourself or your friend to be degraded in any way.

Your teacher will assess your group discussion using this 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 how to respond when someone is rude to you?		
4	Keep to the topic under discussion?		
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: Simulate different behavioural situations

Remain in your work groups to perform a simulation activity.

- a) Think about the group discussion you had in Activity 1.
- b) There are different ways each situation could end, depending on your reaction or response to somebody's rudeness.
- c) In your groups, simulate the different scenarios.

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Your teacher will assess your simulation activity using this checklist.

Simulation assessment		
Name:	Date:	
Criteria: Does the learner:	Yes	No
1. Show understanding of the situation to be simulated?		
2. Engage fully in the simulated situation, taking the role seriously and reacting to the situation as if it were real?		
3. Speak clearly, varying voice volume to suit the role where required?		
4. Use body language suitable for the role?		
5. Use facial expressions suitable for the role?		
6. Use language that fits the role?		
7. Understand the emotions s/he is simulating?		
8. Appear to really be feeling these emotions?		
9. Simulate a situation that pertains to safety at home?		
10. Choose a real-life type situation?		
2 marks per 'yes' answer. Total marks available: 20		

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Activity 3: Mind map

Draw up a mind map to illustrate the above group discussion and simulation activity.

Your teacher will assess your mind-map using this rubric.

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
Relevance	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness.	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				

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Suggested Solutions

Item 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 rubric 3 in Appendix of Assessment Tools.

1. Checklist to assess participation in the 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 how to respond when someone is rude to you?		
4	Keep to the topic under discussion?		
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			

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2. Checklist to assess the simulation

Simulation assessment		
Name:	Date:	
Criteria: Does the learner:	Yes	No
1. Show understanding of the situation to be simulated?		
2. Engage fully in the simulated situation, taking the role seriously and reacting to the situation as if it were real?		
3. Speak clearly, varying voice volume to suit the role where required?		
4. Use body language suitable for the role?		
5. Use facial expressions suitable for the role?		
6. Use language that fits the role?		
7. Understand the emotions s/he is simulating?		
8. Appear to really be feeling these emotions?		
9. Simulate a situation that pertains to safety at home?		
10. Choose a real-life type situation?		
2 marks per 'yes' answer. Total marks available: 20		

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3. Rubric to assess mind map

Category	4 marks	3 marks	2 marks	1 mark
<i>Participation</i>	The learner put great effort into the work.	A good effort made.	Some effort made.	The learner did very little work on the mind map.
Required elements	The mind map contains most of the information that was discussed.	The mind map contains some of the information that was discussed.	The mind map contains a little of the information that was discussed.	The mind map is off the topic.
Relevance	All the concepts are relevant.	Most of the ideas are relevant.	Some of the ideas are relevant.	The concepts do not relate to the topic.
Flow	The concepts flow very well.	There is a fair amount of flow.	The concepts flow a little.	There is no concept flow.
Attractiveness.	Very attractive, colours used, very neat.	Fairly attractive in terms of design, layout and neatness.	Acceptably attractive.	Messy and poorly designed.
Total marks: 20				