

Grade 8 Life Orientation Worksheet

How safe are our schools?

Read the following excerpts from a report below.

Violence in South African Schools

<http://www.tc.columbia.edu>

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Introduction

While the world was riveted by the media coverage of the horrific massacre of 13 high school students in the United States in April of this year, the litany of violent acts in South African schools this year alone far surpassed in number the tragedy in Colorado. In the past three months alone, educators, parents, and students alike have been murdered in South African schools: a school principal murdered in Soweto; a pre-school teacher murdered in full view of sixty children in Gauteng; Rose Mnisi murdered as she walked home from her school in the Northern Province; a school bus driver murdered in the presence of 85 learners; a Grade 12 pupil stabbed by a fellow student; and a parent shot while waiting in his car for his daughter outside her secondary school after the principal and his deputy shot at pupils who allegedly intended to attack teachers.

Conclusion with recommendations

Clearly the violent atmosphere in South African schools is a reflection of the broader society. The solution in the long term is to address the socio-economic conditions that engender the problems of violence. Many learners come from situations where unemployment, poverty and abuse are the norm. Most gang-related violence in schools is caused by out-of-school, out-of-work youth and they should be given priority attention. The habitual and frequent nature of violence in South African society and schools has induced a dangerous feeling of disempowerment amongst education actors.

In previous issues of Quarterly Review (published by the University of the Witwatersrand, Educational Policy Unit) we stressed the importance of counselling, absent at present in most poor schools. Budgetary constraints prevent education departments from employing specialised teachers to assist schools with a track record of violence, and occasional visits by social workers have failed to address the problem and to win the confidence of school communities. Therefore, one solution would be to relieve well-liked and trusted teachers of teaching hours to provide counselling services, conceived broadly to include participatory facilitation designed to allow children to consider and process their experiences and their worlds.

While significant strides have been made to humanise schooling, such as the prohibition of corporal punishment, educators in South Africa must continue their efforts to increase safety and justice in their schools to break the cycle of violence.

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Activity 1: Read and discuss article about violence in South African schools

After you have read the article, divide into groups of about 6 learners per group. Discuss the following:

- The excerpts from the report that you read above.
- Causes of violence in schools – share your own opinions and thoughts. You may also use supporting information in the form of news articles or real-life stories, if you have any.

Your teacher will assess your participation in the 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 violence at schools?		
4	Keep to the topic under discussion?		
5	Cover the two 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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Activity 2: Mind map on violence

Now that you have discussed the article, draw a mind map of the points that you discussed. Your teacher will assess your mind map using the rubric below.

Category	4 marks	3 marks	2 marks	1 mark
Participation	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 much 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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Activity 3: Write a report on violence in South African schools

Using the information from your discussion in Activity 1 and referring to the excerpts from the report above, write your own report on the causes of violence in schools.

Use the following format to write up your report:

Report writing format

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: 'What is the cause of violence in schools?' 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.: Violence in schools is caused by)

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. (E.g.: State whether you were able to obtain sufficient information to explain what causes school violence.)

Conclusion

Summarise your results. Make recommendations about how school violence can be reduced or totally eradicated.

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Your teacher will assess your report writing using the following rubric.

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 violence in schools 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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Suggested Solutions

Item 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.

Appendix of assessment tools

1. Checklist to observe 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 violence at schools?		
4	Keep to the topic under discussion?		
5	Cover the two 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. Analytical rubric to assess mind map

Category	4 marks	3 marks	2 marks	1 mark
Participation	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 much 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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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 violence in schools 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