

## Grade 8 Life Orientation Worksheet

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### Relationships - personal problems and choices

Dealing with problems is something people do very often. Some problems are minor, but there are times when the problems you are faced with require serious thought. Some problems are even life-changing.

What is important is that you learn to deal with problems from a young age. That way, when you are faced with more serious problems later on in life, you are used to dealing with them on your own and trusting your own judgement.

When you are faced with bigger problems and decisions, it is good to break down your thought process.

Look at this model for solving problems:

1. Identify the problem.
2. What do I want to change or achieve?
3. Brainstorm different solutions to the problem.
4. Decide what the consequences of those solutions might be.
5. Decide which solution has the most positive end result.
6. Action – Time to fix the problem.
7. Evaluation – Did it work?

As you get used to problem-solving, your brain will be able to run through these steps very quickly.

### **Activity 1: Discussion about personal problems**

Divide into workgroups and discuss personal problems that you might experience.

- Do you sometimes have to choose between doing homework or hanging out with friends?
- Do you have to decide to keep a commitment to your family instead of accepting an invitation with friends?
- Do you have to choose between two favourite sports in order to allow more time for studying?
- Are you faced with choices about what to study when you leave school?
- Are you faced with peer pressure choices, such as drinking alcohol and taking drugs?

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Your teacher will use a checklist to assess your 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 personal problems?		
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?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### Activity 2: Problem-solving and making notes

As a group, select a problem to solve.  
Apply the problem-solving model above.  
Write out each step of the process.

Your teacher will assess your problem-solving and note-taking using this rubric.

Score	Criteria
Outstanding 15 - 20	<ul style="list-style-type: none"> <li>The notes start with a topic sentence.</li> <li>The notes deal very well with the topic of problem-solving.</li> <li>The notes are logical and coherent.</li> <li>Relevant supporting examples are provided.</li> <li>The notes end with a short conclusion.</li> <li>There are only one or two spelling and grammatical errors.</li> </ul>
Achieved 10 - 14	<ul style="list-style-type: none"> <li>The notes deal reasonably well with the topic of problem-solving.</li> <li>The notes are coherent.</li> <li>Some relevant examples are provided.</li> <li>There are about three or four spelling and grammatical errors.</li> </ul>

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Partially achieved 7 - 9	The notes touch on the topic of problem-solving. There are a few relevant examples. There are between five and ten spelling and grammatical errors.
Not achieved 1 – 7 marks	The learner has not dealt adequately with the topic of problem-solving. The notes are incoherent. No relevant examples are provided. There are more than ten spelling and grammatical errors.

### Activity 3: Mind map

Draw up a mind map illustrating the results of the problem-solving process.

Your teacher will assess your mind map using this checklist.

Criteria: Has the learner:	Yes	No
1. Written the main idea clearly in the middle of the page, within a frame?		
2. Used branching lines to connect the main heading with key words of the important points about the topic?		
3. Used further branching lines to connect these keywords with other key words or subheadings?		
4. Understood the main concepts of problem-solving?		
5. Connected all ideas with lines?		
6. Set out the mind map neatly and clearly?		
7. Written labels neatly?		
8. Spelled labels correctly?		
9. Ensured that the content of the mind map is accurate and reflects the main points of problem-solving?		
10. Used colours to make the mind map clearer?		
<b>Assign two marks for every 'Yes' answer.</b>	<b>Total marks: 10 × 2 = 20</b>	

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### Activity 4: Report

Write a report on the problem and how it was solved by using the problem-solving model. Use your notes and your mind map to guide you.

Use the following report-writing format:

#### **Report writing**

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: 'Why is it necessary to use a problem-solving model?' State the purpose of your report.

#### **Problem and theory**

Explain the problem you are investigating. Explain any theory that applies to the problem. Define your key concept, e.g. 'problem-solving'.

#### **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.

#### **Conclusion**

Summarise your results. Make recommendations about how solutions can be found to the problem you investigated.

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Your teacher will assess your report using this rubric.

Criteria					Marks
Format of report <b>[Marks out of 5]</b>	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 problem-solving contained in report <b>[Marks out of 5]</b>	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 <b>[Marks out of 5]</b>	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]	
<b>Total marks out of 15:</b>					

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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	20	See checklist 3 in Appendix of Assessment Tools.
4	15	See rubric 4 in Appendix of Assessment Tools.

### 1. Checklist to assess participation in the 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 personal problems?		
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?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### 2. Rubric to assess the note-taking

Score	Criteria
Outstanding 15 - 20	The notes start with a topic sentence. The notes deal very well with the topic of problem-solving. The notes are logical and coherent. Relevant supporting examples are provided. The notes end with a short conclusion. There are only one or two spelling and grammatical errors.
Achieved 10 - 14	The notes deal reasonably well with the topic of problem-solving. The notes are coherent. Some relevant examples are provided.

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	There are about three or four spelling and grammatical errors.
Partially achieved 7 - 9	The notes touch on the topic of problem-solving. There are a few relevant examples. There are between five and ten spelling and grammatical errors.
Not achieved 1 – 7 marks	The learner has not dealt adequately with the topic of problem-solving. The notes are incoherent. No relevant examples are provided. There are more than ten spelling and grammatical errors.

### 3. Checklist to assess the mind map

Criteria: Has the learner:	Yes	No
1. Written the main idea clearly in the middle of the page, within a frame?		
2. Used branching lines to connect the main heading with key words of the important points about the topic?		
3. Used further branching lines to connect these keywords with other key words or subheadings?		
4. Understood the main concepts of problem-solving?		
5. Connected all ideas with lines?		
6. Set out the mind map neatly and clearly?		
7. Written labels neatly?		
8. Spelled labels correctly?		
9. Ensured that the content of the mind map is accurate and reflects the main points of problem-solving?		
10. Used colours to make the mind map clearer?		
<b>Assign two marks for every 'Yes' answer.</b>	<b>Total marks: 10 × 2 = 20</b>	

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### 4. Rubric to assess report

Criteria					Marks
Format of report <b>[Marks out of 5]</b>	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 problem-solving contained in report <b>[Marks out of 5]</b>	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 <b>[Marks out of 5]</b>	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]	
<b>Total marks out of 15:</b>					

**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**