

Grade 8 Life Orientation Worksheet

Work needs in the community

Activity 1: Group work – design questionnaire: Work needs in the community

Divide into work groups of about 8 – 10 learners per group. As this project focuses on your communities, it is preferable that learners from the same community group together.

As a group you need to design a questionnaire to find out what the work needs are in your community.

Try to find out what the unemployment level in your community is.

Your teacher will assess your participation in the group discussion and questionnaire design using the following checklist.

	Criteria:	Yes	No
1	Did the group collaborate on the design of the questionnaire?		
2	Did they discuss all the questions to be placed on the questionnaire?		
3.	Did each group member consider the opinions and feelings of the others in the group?		
4	Did they speak clearly using good vocal variety?		
5	Did they make eye contact when speaking?		
6	Does the questionnaire contain a title?		
7	Has the purpose of the questionnaire been explained?		
8	Does the questionnaire have a date?		
9	Is there a space for participants to write their names?		
10	Does the questionnaire cover all seven issues?		
11	Have offensive questions been avoided?		
12	Are there open and closed questions?		
13	Are there enough questions to cover all the issues?		
14	Is there a space for participants to write their answers where necessary?		
15	Is the questionnaire well planned?		
2 marks per 'yes' answer. 30 marks in total			

Activity 2: Conduct interviews

Make photocopies of the questionnaire that you developed in Activity 1. Each learner in the group should interview 3 – 5 people in the community.

Write down the comments and answers you receive.

Keep your completed questionnaires for your portfolio.

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Your teacher will assess your completed questionnaires using the following rubric.

<i>Criteria</i> (Marks out of 20)	Level 4 Outstanding 15 – 20 marks (70 – 100%)	Level 3 Achieved 10 – 14 marks (50 – 69%)	Level 2 Partially achieved 7 – 9 marks (35 – 49%)	Level 1 Not achieved. 1 – 6 marks (1 – 34%)	Marks
Developing a questionnaire 10 marks	Questionnaire very well developed. It contains open and closed questions. It contains all the categories needed to ascertain the information. Questionnaire is short and to the point. It is easily analysed and serves the intended data-capturing purpose. 7 – 10 marks	Some thought has been put into the questionnaire. It contains most of the categories required for the purpose. Some open and closed questions. The data can be analysed. 5 - 6 marks.	Some attempt at developing the questionnaire was made. Only a few categories covered. Not easy to analyse. 3, 4 marks	Very little planning. Insufficient categories covered. Not possible to analyse. 1 – 2 marks	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose. 7 – 10 marks	Information is available, but not all. 5 – 6 marks	Some information is available but it is insufficient. 3 – 4 marks	No or irrelevant information. 1 – 2 marks	
Total:					

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Activity 3: Summary of interviews

Once all the interviews have been conducted you will bring the completed interviews to class.

- a) Divide into your work groups and discuss the results of the interviews.
- b) Group your answers and discuss your findings.
- c) Keep notes of your discussion.

Your teacher will assess this activity using the checklist below.

Checklist for observation of group discussion and discussion of findings			
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 community needs?		
4	Keep to the topic under discussion?		
5	Accept others' points of view?		
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 of important points?		
11	Write a summary of the results of the interviews?		
12	Cover all the important points in the summary?		
2 points per 'yes' answer: 24 marks available			

Activity 4: Group report on findings from interviews

Present the findings from your interviews in Activity 2 and your group discussion in Activity 3 to the rest of your class. Your presentation will be in the format of a poster.

How to prepare your poster:

- Draw or cut out pictures from pamphlets, newspapers and magazines.
- Make sure that your headings are larger than the rest of your writing.
- Plan your poster! Make sure all the facts that belong together are under the same heading.

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- Don't "overcrowd" your poster with information and pictures. It must be clear to everyone what your poster is all about.

Your teacher will assess your poster using the following rubric.

Analytical rubric for assessing a poster				
Name:		Date:		
Total marks out of a possible 20:				
CATEGORY	5 marks	3, 4 marks	2 marks	1 marks
Content	The poster includes information about community needs.	Some information about community needs shown.	Only a few community needs shown.	Insufficient information shown.
Labels	All items of importance on the poster are clearly labelled.	Almost all items of importance on the poster are clearly labelled.	Many items of importance on the poster are clearly labelled with labels.	Labels are too small to view OR no important items were labelled.
Pictures – relevance	All pictures are related to the topic and make it easier to understand.	Most pictures are related to the topic and most make it easier to understand.	Some pictures are related to the topic.	Pictures do not relate to the topic.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.

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Suggested Solutions

Task number	Possible marks	Solution
1	30	See checklist 1 in Appendix of Assessment Tools.
2	20	See rubric 2 in Appendix of Assessment Tools.
3	24	See checklist 3 in Appendix of Assessment Tools.
4	20	See rubric 4 in Appendix of Assessment Tools.

1. Checklist to assess discussion and questionnaire

	Criteria:	Yes	No
1	Did the group collaborate on the design of the questionnaire?		
2	Did they discuss all the questions to be placed on the questionnaire?		
3.	Did each group member consider the opinions and feelings of the others in the group?		
4	Did they speak clearly using good vocal variety?		
5	Did they make eye contact when speaking?		
6	Does the questionnaire contain a title?		
7	Has the purpose of the questionnaire been explained?		
8	Does the questionnaire have a date?		
9	Is there a space for participants to write their names?		
10	Does the questionnaire cover all seven issues?		
11	Have offensive questions been avoided?		
12	Are there open and closed questions?		
13	Are there enough questions to cover all the issues?		
14	Is there a space for participants to write their answers where necessary?		
15	Is the questionnaire well planned?		
2 marks per 'yes' answer. 30 marks in total			

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2. Rubric to assess completed questionnaire

<i>Criteria</i> (Marks out of 20)	Level 4 Outstanding 15 – 20 marks (70 – 100%)	Level 3 Achieved 10 – 14 marks (50 – 69%)	Level 2 Partially achieved 7 – 9 marks (35 – 49%)	Level 1 Not achieved. 1 – 6 marks (1 – 34%)	Marks
Developing a questionnaire 10 marks	Questionnaire very well developed. It contains open and closed questions. It contains all the categories needed to ascertain the information. Questionnaire is short and to the point. It is easily analysed and serves the intended data-capturing purpose. 7 – 10 marks	Some thought has been put into the questionnaire. It contains most of the categories required for the purpose. Some open and closed questions. The data can be analysed. 5 - 6 marks.	Some attempt at developing the questionnaire was made. Only a few categories covered. Not easy to analyse. 3, 4 marks	Very little planning. Insufficient categories covered. Not possible to analyse. 1 – 2 marks	
Gathering information 10 marks	The information that has been gathered is clear and suitable for the purpose. 7 – 10 marks	Information is available, but not all. 5 – 6 marks	Some information is available but it is insufficient. 3 – 4 marks	No or irrelevant information. 1 – 2 marks	
Total:					

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3. Checklist to assess task

Checklist for observation of group discussion and discussion of findings			
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 community needs?		
4	Keep to the topic under discussion?		
5	Accept others' points of view?		
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 of important points?		
11	Write a summary of the results of the interviews?		
12	Cover all the important points in the summary?		
2 points per 'yes' answer: 24 marks available			

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4. Rubric to assess poster

Analytical rubric for assessing a poster				
Name:		Date:		
Total marks out of a possible 20:				
CATEGORY	5 marks	3, 4 marks	2 marks	1 marks
Content	The poster includes information about community needs.	Some information about community needs shown.	Only a few community needs shown.	Insufficient information shown.
Labels	All items of importance on the poster are clearly labelled.	Almost all items of importance on the poster are clearly labelled.	Many items of importance on the poster are clearly labelled with labels.	Labels are too small to view OR no important items were labelled.
Pictures – relevance	All pictures are related to the topic and make it easier to understand.	Most pictures are related to the topic and most make it easier to understand.	Some pictures are related to the topic.	Pictures do not relate to the topic.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.