

Grade 7 Life Orientation Worksheet

Community, disease, HIV

As a class, make a list of all the problems facing your community – including HIV and AIDS. What do you know about the problems? What can you do to help the community to solve the problems? Brainstorm as a class and write up all your ideas on the chalkboard.

Now, choose one of the problems that you can work on together to make a difference. For example: You could plan a river clean-up project in your area. Or you can plan how to help child-headed families in your area, where parents have died because of HIV and AIDS. Remember, your project must be about empowering people to help themselves in future. This project should help you and your community, but should also teach people about doing the right thing in future.

Complete this action plan:

Action	By when?	By whom?
Step 1: Discuss the problem and come up with some solutions.	Today in class.	The whole class
Step 2: Speak to parents and care-givers and do research in the community. What projects are already taking place? Can we join them? Start our own?	This week and weekend, at home.	The whole class speaks to: <ul style="list-style-type: none"> • Community • Parents and caregivers • Organisations in the community (like health department and charity organisations)
Step 3:		
Step 4:		

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Suggested Solutions

EVALUATION:

During this activity, learners are required to demonstrate the following skills/knowledge/actions:

- Display knowledge of what environmental health issues are.
- Explains why the river pollution problem exists and what the effects are on the surrounding community.
- Transfer possible solutions to the problem into a mind map format.

During the discussion encourage learners to listen to each other and to keep to the point. When the discussion veers off course use questioning techniques to get it back on track. Observe learners during the discussion and note their participation. Use an observation checklist such as the one below to note participation, the way in which learners work in groups and how well they contribute to the drawing up of the mind map.

Observation Checklist	
Name:	Date:
Criteria: Does the learner:	
Wait for a pause before s/he interrupts a speaker?	
Interrupt a speaker in a polite way?	
Listen to and respond to the speaker's point of view?	
Support points with which s/he agrees?	
Disagree with points politely and constructively?	
Give reasons to support his or her own judgements?	
Make a point clearly using appropriate voice volume.	
Make eye contact with people to whom s/he is speaking?	
Show positive body language.	
Make notes to assist with remembering points made by others?	
Work well within a group.	
Encourage others within the group.	
Contribute to drawing up the mind map.	
Comments for improvement:	

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Use the rubric below to assess the mind map out of 20.

Description	Yes	No
The mind map has a main idea written clearly in the middle of the page, within a frame.		
Branching lines connect the main heading with key words of the important points about the topic.		
Further branching lines connect these keywords with other key words or subheadings.		
The student has explored the topic from different angles to gather as many related ideas as possible.		
All the lines connect ideas. There are no lines that lead nowhere.		
The layout of the mind map is neat and clear.		
The labels are neatly written.		
The labels are spelt correctly.		
The content of the mind map is accurate.		
The student has used colours to make the mind map more clear.		
Assign two marks for every Yes answer.	Total marks: 10×2 = 20	