

Grade 7 Life Orientation Worksheet

Environment, pollution 2

As a group, read the following paragraphs and then discuss the effects that this problem has on the surrounding community.

In South Africa, water pollution is a source of ill health. Young children bath and swim in, and drink water from, the same river and often do not realise that this can make them ill. People build their homes too close to the river, which is also dangerous. When the rivers flood, homes are destroyed, rivers are polluted and sometimes people even drown.

Our rivers are also dirty with human and animal waste, pollution from factories as well as other waste.

During this activity you are required to work as a group and draw a mind map showing possible solutions to this problem. For example:

River pollution:

- Plan a river clean-up project
- Draw up posters encouraging people not to throw waste into the river.
- Speak to your neighbours and friends about the pollution problem.
- Get help from the community.
- Visit your local municipality.
- Write letters to newspapers drawing attention.

When you draw up the mind map there are certain points that you need to be aware of and that your teacher will use when assessing your mind map. These are:

- There should be a main idea written clearly in a frame in the middle of the page.
- Branching lines should connect the main heading with the important key points.
- Further branching lines connect these important ideas.
- All the lines should connect.
- Use different colours for headings and subheadings.
- You should explore the topic from different angles.
- The layout of the mind map should be clear.
- All labels should be correctly spelled and neatly written.

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Suggested Solutions

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

- Display knowledge of what environmental health issues are.
- Explain 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 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 in the Appendix of Assessment Tools to note participation, the way in which learners work in groups and how well they contribute to the drawing up of the mind map.

Use checklist B in the Appendix of Assessment Tools to assess the mind maps.

Checklist A

Observation checklist	
Name:	
Date:	
Criteria: Does the learner:	Yes/No
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?	

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Comments for improvement:

Checklist B

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: $10 \times 2 = 20$	