

Grade 7 Life Orientation Worksheet

Exploring cultures

CASE STUDY

Read the following case study:

Mrs Dlamini enjoys teaching her Grade 7 class, but has noticed that some of the new children are taking a while to adjust and settle. There is Tai, a Chinese boy, who seems to spend most of his time alone. A coloured boy, Frans, recently moved to Johannesburg from Cape Town and has not made class friends yet. There are only two white girls, Jane and Anne, in the classroom and they team up together. Mrs Dlamini often notices that the coloured girls play together and the black girls play separately. In fact, she has realised that her classroom is culturally divided and she has decided to do something about it!

Mrs Dlamini has decided to do the following in her classroom.

1. Mrs Dlamini wants to teach the children how to relate to other cultures by encouraging them to socialise with children from other races. Mingling with other cultures will expand their social skills.
2. She will teach the children to treat people the way they want to be treated. She will encourage them not to judge people in the wrong way. She wants the children to understand it is not good to think they are better than another race. What matters the most is what is on the inside of a person, rather than what skin colour a person has.
3. She will teach the children that real communication skills come from knowing how to relate without stereotyping other cultures. Children need to know that everyone is an individual and that you cannot stereotype people based on experience with a particular race. People are individuals, and each person's character is totally different, whatever race they may come from.
4. She will teach the children that we are all unique in our own way. We are different in looks, hair type, skin, hair and eye colour, talents and interests. This makes us interesting and we can enjoy each other without thinking one is better than the other.
5. Lastly, Mrs Dlamini will encourage the children to learn about each other's cultures. She will encourage them to listen to music, taste the food and hear the family stories of children from other cultures.

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1. Divide into groups and discuss what you have read, then answer the following questions.
 - What do you think of Mrs Dlamini's plan?
 - Do you think that it is sometimes necessary to take such steps in a classroom with diverse cultures?
 - Why do you think it would be difficult for children from other countries or other cities to fit in?
 - Who do you think it will be more difficult for to fit in – Tai or Frans? Why?
 - Give examples of cultural differences that keep people from mixing together.
 - Do you experience cultural differences in your classroom?
2. Once you have completed your discussion, report back to the rest of the class.

Your teacher will assess your participation and presentation using the following checklist.

Checklist for observation of group and class discussions			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker using polite phrases?		
3	Show evidence of having listened to and heard the speaker's point of view?		
4	Support point with which s/he agrees?		
5	Disagree with points politely and constructively?		
6	Give reasons to support an alternative point 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?		

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Suggested Solutions

Use the checklist under the Appendix of Assessment Tools to assess learners' work.

Appendix for Assessment Tools

Checklist for observation of group and class discussions			
Name: _____		Date: _____	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker using polite phrases?		
3	Show evidence of having listened to and heard the speaker's point of view?		
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