

## Grade 7 Life Orientation Worksheet

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### Self confidence

Read the following story:

Sarah's parents were moving to another city, but they decided that Sarah should stay and finish her school year before joining them. Sarah was quite pleased because she was going to be staying with her aunt and uncle and cousins. Mary is only a year older than fourteen-year-old Sarah and they are great friends. Sarah thought that it would be a lot of fun. John, Mary's brother, is a year younger than Sarah.

By the end of the first week of living with her family, Sarah felt exhausted. She was constantly 'putting out fires' between John and Mary. Then, Mary got into fights with her mother on a daily basis and she was hardly even speaking to her dad anymore! The worst is that Mary often flew into a temper, burst into tears and would lock herself in her room for the next few hours. Since Sarah was sharing a room with Mary, this really was starting to become a problem!

On a social level, Mary had also changed. She had always seemed so confident to Sarah, but now Mary seemed shy. She never wanted to go anywhere without first knowing who would be there. She fussed over her looks, hated her hair and was often 'down'.

Sarah did not understand. Why was Mary complicating things for herself so much? Why was she challenging her parents about everything? Why was she so emotional and tearful?

### **Part 1**

In small work groups, discuss the above scenario.

- What do you think is going on with Mary?
- What advice can you give Sarah?
- What advice would you give to Mary?

### **Part 2**

Write a kind personal letter from Sarah to Mary offering help and advice. Your letter should be about 1 to 1 ½ pages in length.

## Grade 7 Life Orientation Worksheet

Your teacher will assess your participation in the discussion as well as your letter using the checklists below.

Checklist for observation of group 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 points 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?		

Next, your teacher will use the following checklist to assess the first draft of your personal letter.

	Checklist for assessing letter	Yes	No
1	Is the letter the correct length?		
2	Is the letter divided into paragraphs?		
3	Has the learner's own address been included in the letter?		
4	Are there appropriate opening and closing greetings?		
5	Does the letter address the issue?		
6	Is there evidence of planning?		
7	Are the ideas sound?		
8	Is the punctuation accurate?		
9	Is the spelling accurate?		
10	Is the grammar accurate?		

[20 marks – 10 per rubric]

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### Suggested Solutions

1. Use the first checklist in the Appendix of Assessment Tools to evaluate the learner's participation in the discussion.
2. Use the second checklist in the Appendix of Assessment Tools to assess the first draft of the learner's personal letter.

### Appendix of Assessment Tools

Checklist for observation of group 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 points 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?		

	Checklist for assessing letter	Yes	No
1	Is the letter the correct length?		
2	Is the letter divided into paragraphs?		
3	Has the learner's own address been included in the letter?		
4	Are there appropriate opening and closing greetings?		
5	Does the letter address the issue?		
6	Is there evidence of planning?		
7	Are the ideas sound?		
8	Is the punctuation accurate?		
9	Is the spelling accurate?		
10	Is the grammar accurate?		

[20 marks – 10 per rubric]