

## Grade 8 Life Orientation Worksheet

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### Appropriate behaviour - role play

Interpersonal relationships are the relationships we have with other people, and they include:

- Family
- Friendships
- Romantic
- Work, team or classroom

Interpersonal relationships are strongest when both parties in the relationship have their needs met. Your teacher teaches you, challenges you, tests you and tries to give you the best education she can. She **needs** you to work with her, pay attention and be diligent about doing your homework and studies. You **need** her to be a good teacher so that you can learn quickly. You also **need** her to understand you, encourage and motivate you and see your strengths and your weaknesses.

What happens when those needs are not met?

If you constantly do not do your homework your teacher will lose interest in teaching you. If your teacher fails to encourage and motivate you, you will lose interest in learning. The result is that the interpersonal relationship is broken down.

### **Activity 1: Design a checklist to observe a role-play (Individual activity)**

Draw up a checklist, which you will use to evaluate your classmates during the following role-play activity. Your checklist should follow the format below. You may add your own questions if you wish. Try to draw up at least 15 questions.

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Make copies of your checklist and observe each role-play activity, noting what you see.

<b>INTERPERSONAL RELATIONSHIP COMMUNICATION CHECKLIST</b>	<b>YES</b>	<b>NO</b>
1. Is there face-to-face communication?		
2. Is their body posture showing that they are open to communication? (Not aggressive, arms folded, leaning in)		
3. Is there eye contact?		
4. Is their voice tone neutral? (They are not shouting or sounding stressed and excitable.)		
5. Is their language usage neutral? (They are not using accusing 'you said', 'you did' words. They are not swearing or insulting.)		
6. Are they creating an opportunity for two-way communication?		
7. Are they listening attentively? (Show listening by nodding, making eye contact)		
8. Are they responding to statements and questions?		
9. Are they asking questions?		
10. Are they expressing hurts or needs?		
11. Are they suggesting ways to resolve the situation?		
12. Did they reach agreement?		
13. Is there closure?		

Your teacher will mark your checklists.

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### Activity 2: Role-play a situation

Divide into work groups of 4 learners per group.

Each group will role-play the following two situations:

#### FIRST SITUATION:

A learner has been called in to see his teacher because he has not completed his homework. This is the third time in a month and she is angry and concerned at his behaviour. Show how you think the teacher will behave and how the learner will respond.

#### SECOND SITUATION:

A learner has not done his homework three times in one month. His teacher writes a letter to his parents to let them know. The mother/father/caregiver speaks to the boy about this problem. Show how you think this conversation will go.

While the role-plays are taking place, the other learners in the class will be completing their checklists, marking what they observe.

Do you think the two situations are different in terms of the interpersonal communication?

Your teacher will assess your role-plays using this checklist.

	<b>Criteria: Does the learner:</b>	<b>Yes</b>	<b>No</b>
1	Take part in the role-play?		
2	Interact with the audience?		
3	Appear to understand the role?		
4	Interact with the other role-players?		
5	Use body language and facial expression appropriately to suit the role?		
6	Speak clearly and audibly?		
7	Use language that fits the role?		

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### Suggested Solutions

Item number	Possible marks	Solution
1	15	Learners should design own questions, using the format given, but not the exact same questions. The questions should cover all the different aspects of role-play, i.e. vocal variety, body language, etc.
2	14	See checklist below.

### *Checklist to assess role-play*

	Criteria: Does the learner:	Yes	No
1	Take part in the role-play?		
2	Interact with the audience?		
3	Appear to understand the role?		
4	Interact with the other role-players?		
5	Use body language and facial expression appropriately to suit the role?		
6	Speak clearly and audibly?		
7	Use language that fits the role?		