

# Grade 9 Life Orientation Worksheet

## Environmental problems in the community

### Activity 1: Identify an environmental problem in your school or community

Work in large groups for this activity.

a) Consider the environmental problems in your school or community. There may be more than one, for example: littering, river pollution, air pollution.

b) Choose one of the issues to work on as a group.

c) Brainstorm ways of developing a programme to overcome or prevent the problem. Draw a mind map to illustrate your group's ideas.

Your teacher will assess your participation in the group activity using the following checklist.

<b>Checklist for observation of group discussion and construction of mind map</b>			
<b>Name:</b>		<b>Date:</b>	
	<b>Criteria: Does the learner:</b>	<b>Yes</b>	<b>No</b>
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of environmental problems?		
4	Keep to the topic under discussion?		
5	Accept others' points of view?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	Make notes of important points?		
11	Draw a mind map to illustrate the group's ideas?		
12	Cover all the important points in the mind map?		
<b>2 points per 'yes' answer: 24 marks available</b>			

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### Activity 2: Draw up an environmental action plan

- a) Based on the conclusions you reached in Activity 1, draw up an environmental action plan.
- b) List who will do what and by when.
- c) Each person in the group must be tasked with a responsibility and should have input into developing the action plan.
- d) Your action plan must be written in detail.

Your teacher will assess your action plan and your participation in the group activity using the following checklist.

<b>Checklist for observation of group discussion and construction of mind map.</b>			
<b>Name:</b>		<b>Date:</b>	
	<b>Criteria: Does the learner:</b>	<b>Yes</b>	<b>No</b>
1	Discuss the environmental action plan?		
2	Help contribute to the list?		
3	Discuss what must be done by whom and when?		
4	Accept a responsibility?		
5	Contribute to drawing up the action plan?		
6	Write the action plan in detail?		
7	Listen to the ideas of others?		
8	Incorporate these ideas in their action plans?		
9	Co-operate with other members of the group?		
10	Produce a well laid out, understandable action plan?		
<b>2 points per 'yes' answer: 20 marks available</b>			

### Activity 3: Design posters and implement the action plan (Group activity)

- a) Design posters to inform the community or school about the action plan. You will need their support in order for it to work. Your posters therefore need to be highly motivational!
- b) Put your plan into action!
- c) After a period of one week, review your plan. Have you had some level of success?
- d) Report back to your class by means of a 5-minute speech.

Your teacher will assess your participation in this assignment using the following rubric.

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<i>Criteria</i>	<b>Level 4 Excellent 8 – 10 marks</b>	<b>Level 3 Achieved 5 – 7 marks</b>	<b>Level 2 Partially achieved 3, 4 marks</b>	<b>Level 1 Not achieved 1 – 2 marks</b>
<i>Posters</i> <b>10 marks</b>	<p>The poster contains all items of importance. All items of importance are clearly labelled.</p> <p>The poster is exceptionally attractive in terms of design, layout and neatness. The poster is highly motivational.</p>	<p>The poster contains most items of importance. Most items of importance are clearly labelled.</p> <p>The poster is attractive in terms of design, layout and neatness. The poster is motivational.</p>	<p>The poster contains some items of importance. Some items of importance are clearly labelled.</p> <p>The poster is acceptably attractive, although it might be a bit messy. The poster needs more motivational input.</p>	<p>The poster contains few items of importance. Labels are too small or there are no labels.</p> <p>The poster is distractingly messy or poorly designed. The poster is not motivational.</p>
<i>Speech</i> <b>10 marks</b>	<p>Excellent content. Facts well presented.</p> <p>Wide range of vocabulary used. Confident speaker.</p>	<p>Informative content. Facts adequately presented.</p> <p>Good range of vocabulary used. One or two lapses in delivery, otherwise fluent.</p>	<p>Some interesting content. Presentation needed improvement.</p> <p>Adequate range of vocabulary used. Needs to become more confident.</p>	<p>Difficult to follow ideas. Limited vocabulary used. Self-confidence needs improvement. Cannot sustain ideas in a flowing way.</p>
<i>Total: 20</i>				

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### Suggested Solutions

Task number	Possible marks	Solution
1	24	See checklist 1 in Appendix of Assessment Tools.
2	20	See checklist 2 in Appendix of Assessment Tools.
3	20	See rubric 3 in Appendix of Assessment Tools.

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### 2. Checklist for observation of group discussion and construction of mind map

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