

Grade 9 Life Orientation Worksheet

National health and safety promotion programme

Read the following:

Here are two excerpts from articles about swine flu that appeared in The Times on Friday July 17, 2009, both written by Werner Swart.

1. "This is the sickest I've ever been"

As the number of swine flu cases in South Africa passed 100 yesterday and the National Institute for Communicable Diseases warned that community transmission of the community disease was 'highly likely', a 21-year-old swine flu patient told his story.

The man, a fitness fanatic, caught the virus at a recent university sports tournament in Johannesburg at which more than 20 students were infected. He asked not to be named.

"I went to the sports tournament, though I was still recovering from flu. I'd been on antibiotics and I guess my immune system wasn't as strong as usual."

2. "SA swine flu infections rise to 103"

There are 103 confirmed cases of swine flu in South Africa and the National Institute for Communicable Diseases will now, in accordance with World Health Protocols, stop routine laboratory testing of all suspected cases. Instead it will focus on testing severe or moderate cases of the disease.

During the winter of 2009, swine flu was a pandemic that spread throughout the world. It was a new strain of flu and many people were afraid of contracting it.

Brainstorming and mind map

Get into small groups of 6 and discuss ways in which people can protect themselves from getting swine flu, or any other form of influenza. One of the learners in each group should act as scribe and write the ideas down in the form of a mind map.

After you have discussed your ideas, get back into a class group and discuss all the ideas. Your teacher, or any student, should combine all the ideas into one mind map, which could be copied and then kept for your portfolios.

Your teacher will use the following checklist to assess you on your participation in the discussions.

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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 understood the concept of study skills?		
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 to those expressed by the speaker?		
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 in the Appendix of Assessment Tools to evaluate learners' participation in the group discussion.

Complete the following checklist for each learner.

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	Criteria: Does the learner:	Yes	No
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