

# Grade 8 Life Orientation Worksheet

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## Safety around the house

### Activity 1: Simulation of safety at home situations

Work in small groups of 2 to 3 learners per group. Simulate different safety situations in the home. Simulate both the right way and the wrong way of doing things.

You may choose your own topic, or select one of the following:

- Cutting biltong or vegetables
- Carrying scissors or a sharp knife
- Handing scissors or a sharp knife to another person
- Putting out a small cooking fire

Your teacher will assess your group work and simulation using the checklist below.

Simulation assessment		
Name:	Date:	
Criteria: Does the student:	Yes	No
1. Show understanding of the situation to be simulated?		
2. Engage fully in the simulated situation, taking the role seriously, and reacting to the situation as if it were real?		
3. Speak clearly, varying voice volume to suit the role where required?		
4. Use body language suitable for the role?		
5. Use facial expressions suitable for the role?		
6. Use language that fits the role?		
7. Understand the emotions they are simulating?		
8. Appear to really be feeling these emotions?		
9. Simulate a situation that pertains to safety at home?		
10. Choose a real-life type situation?		
<b>2 marks per 'yes' answer. Total marks available: 20</b>		

### Activity 2: Paragraph writing about safety at home (Individual activity)

As you watch the groups presenting their simulation activities, keep notes of what you observe. Once all the simulations are completed, you will write a paragraph about what you have observed.

Your teacher will assess your writing using the rubric below.

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Score	Criteria
<b>Outstanding</b> <b>15 - 20</b>	<ul style="list-style-type: none"> <li>• The paragraph is well written and contains a logical ordering of ideas.</li> <li>• The paragraph deals very well with the simulation that was observed.</li> <li>• Excellent use of examples to substantiate.</li> <li>• The paragraph is logical and coherent.</li> <li>• The paragraph ends with a short conclusion.</li> <li>• There are only one or two spelling and grammatical errors.</li> </ul>
<b>Achieved</b> <b>10 – 14</b>	<ul style="list-style-type: none"> <li>• Sentences organised into a good paragraph.</li> <li>• The paragraph deals with the simulation.</li> <li>• Good use of examples to substantiate.</li> <li>• The paragraph makes sense.</li> <li>• There is an adequate conclusion.</li> <li>• There are no more than four spelling and grammatical errors.</li> </ul>
<b>Partially achieved</b> <b>7 – 9</b>	<ul style="list-style-type: none"> <li>• Paragraph skills are fair.</li> <li>• The paragraph deals with the simulation.</li> <li>• Fair use of examples to substantiate.</li> <li>• There are several spelling and grammatical errors.</li> </ul>
<b>Not achieved</b> <b>1 - 7</b>	<ul style="list-style-type: none"> <li>• Many errors of expression.</li> <li>• Meaning not clear.</li> <li>• The paragraph does not deal with the simulation.</li> <li>• No or incorrect examples.</li> <li>• There are many spelling and grammatical errors.</li> </ul>

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## Suggested Solutions

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

## Appendix of assessment tools

### 1. Checklist to assess simulation

Simulation assessment		
Name:	Date:	
Criteria: Does the student:	Yes	No
1. Show understanding of the situation to be simulated?		
2. Engage fully in the simulated situation, taking the role seriously, and reacting to the situation as if it were real?		
3. Speak clearly, varying voice volume to suit the role where required?		
4. Use body language suitable for the role?		
5. Use facial expressions suitable for the role?		
6. Use language that fits the role?		
7. Understand the emotions they are simulating?		
8. Appear to really be feeling these emotions?		
9. Simulate a situation that pertains to safety at home?		
10. Choose a real-life type situation?		
<b>2 marks per 'yes' answer. Total marks available: 20</b>		

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### 2. Rubric to assess paragraph

Score	Criteria
<b>Outstanding</b> <b>15 -20</b>	<ul style="list-style-type: none"> <li>• The paragraph is well written and contains a logical ordering of ideas.</li> <li>• The paragraph deals very well with the simulation that was observed.</li> <li>• Excellent use of examples to substantiate.</li> <li>• The paragraph is logical and coherent.</li> <li>• The paragraph ends with a short conclusion.</li> <li>• There are only one or two spelling and grammatical errors.</li> </ul>
<b>Achieved</b> <b>10 –14</b>	<ul style="list-style-type: none"> <li>• Sentences organised into a good paragraph.</li> <li>• The paragraph deals with the simulation.</li> <li>• Good use of examples to substantiate.</li> <li>• The paragraph makes sense.</li> <li>• There is an adequate conclusion.</li> <li>• There are no more than four spelling and grammatical errors.</li> </ul>
<b>Partially achieved</b> <b>7 –9</b>	<ul style="list-style-type: none"> <li>• Paragraph skills are fair.</li> <li>• The paragraph deals with the simulation.</li> <li>• Fair use of examples to substantiate.</li> <li>• There are several spelling and grammatical errors.</li> </ul>
<b>Not achieved</b> <b>1 - 7</b>	<ul style="list-style-type: none"> <li>• Many errors of expression.</li> <li>• Meaning not clear.</li> <li>• The paragraph does not deal with the simulation.</li> <li>• No or incorrect examples.</li> <li>• There are many spelling and grammatical errors.</li> </ul>