

## Grade 9 Life Orientation Worksheet

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### Substance abuse

Substance abuse is a growing teenage and young-adult problem in South Africa. What may start out as a bit of fun and experimentation can result in personal long-term problems (physically, emotionally and mentally) and often results in death. Drugs and alcohol destroy families and lives indiscriminately.

One of the major problems in South Africa and many other countries is how easy it is to get drugs and alcohol. And the variety is enormous: Nicotine, Marijuana, Heroin, Barbituates, Benzodiazepine, Cocaine, Opioids, Opium, Ecstasy and Amphetamines.

As young adults it is often difficult to avoid the peer pressure or the need to experiment, but before you do, make sure that you know what you are getting into. And then weigh up the value of your own life and your own future.

**Activity 1: Discuss the various forms of substance abuse as well as the effects on the person. Allocate research topics. (Group activity)**

Work in groups of 4 learners per group for this activity.

1. Discuss:

- The different types of substance abuse.
- The dangers of substance abuse.
- The effects of different drugs and alcohol on the body.
- What the drugs are commonly known as.
- How youngsters are lured into drug abuse.

2. Allocate different areas of this project to each learner in the group. Each of you will research a type of substance abuse, for example, alcoholism. Collect as much information, including pictures and brochures, as you can. Bring all the information to your next lesson.

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

Checklist for observation of group discussion and research			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
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 substance abuse?		
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	Discuss the relevant topics listed?		
12	Help contribute to the discussion?		
13	Discuss what must be researched by whom and when?		
14	Accept a responsibility?		
15	Thoroughly research the assigned topic?		
16	Bring research material to the classroom on the required date?		
17	Contribute additional material, such as brochures and pictures?		
18	Co-operate with other members of the group?		
<b>1 point per 'yes' answer: 18 marks available</b>			

### Activity 2: Design a poster. (Group activity)

Your group will use the information collected during your research assignment in Activity 2 to complete a poster on the topic of substance abuse.

How to prepare your poster:

- Make sure that your headings are larger than the rest of your writing.
- Plan your poster! Make sure all the facts that belong together are under the same heading.
- Don't 'overcrowd' your poster with information and pictures. It must be clear to everyone what your poster is all about.

Your teacher will assess your poster using the following rubric.

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<b>Analytical rubric for assessing a poster</b>				
<b>Name:</b>		<b>Date:</b>		
<b>Total marks out of a possible 20:</b>				
<b>CATEGORY</b>	<b>5 marks</b>	<b>3, 4 marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>Content</b>	The poster includes excellent information about substance abuse and goes into greater detail about four or more substances researched.	The poster includes good information about substance abuse and goes into greater detail about three substances researched.	The poster includes information about substance abuse and goes into greater detail about two substances researched.	The poster includes some information about substance abuse but does not go into greater detail about any substances researched.
<b>Labels</b>	All items of importance on the poster are clearly labelled.	Almost all items of importance on the poster are clearly labelled.	Many items of importance on the poster are clearly labelled with labels.	Labels are too small to view OR no important items were labelled.
<b>Pictures – relevance</b>	All pictures are related to the topic and make it easier to understand.	Most pictures are related to the topic and most make it easier to understand.	Some pictures are related to the topic.	Pictures do not relate to the topic.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed.

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### Activity 3: Present a speech. (Group activity)

Your group will use the information collected during your research assignment in Activity 1 to prepare a speech which will be presented to you class. You may use your poster to support your presentation.

All the learners in the group should be involved in the presentation.

Your speech should be about 5 – 7 minutes long. Try not to read your speech – rather deliver it using cue cards.

Your teacher will assess your presentation using the following rubric.

### Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised and researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [1, 2]
<b>Register, tone and body language</b> [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
<b>Language and vocabulary</b> [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors. [1]
<b>Fluency</b> [5]	Confident and	One or two	Several lapses	Cannot sustain

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marks]	effective. A skilful and fluent speaker. Props used well. [5]	lapses in delivery, but otherwise fluent. Some props used. [3, 4]	in delivery. Not confident enough. [2]	ideas in a flowing way. No props used. [1]
<b>Total marks: 25</b>				

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### Suggested Solutions

Task number	Possible marks	Solution
1	18	See checklist 1 in Appendix of Assessment Tools.
2	20	See checklist 2 in Appendix of Assessment Tools.
3	25	See rubric 3 in Appendix of Assessment Tools.

### Appendix of Assessment Tools

#### 1. Checklist for observation of group discussion and research work

Name:		Date:	
	Criteria: Does the learner:	Yes	No
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 substance abuse?		
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	Discuss the relevant topics listed?		
12	Help contribute to the discussion?		
13	Discuss what must be researched by whom and when?		
14	Accept a responsibility?		
15	Thoroughly research the assigned topic?		
16	Bring research material to the classroom on the required date?		
17	Contribute additional material, such as brochures and pictures?		
18	Co-operate with other members of the group?		
<b>1 point per 'yes' answer: 18 marks available</b>			

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### 2. Rubric for assessing a poster

Name:		Date:		
Total marks out of a possible 20:				
CATEGORY	5 marks	3, 4 marks	2 marks	1 mark
<b>Content</b>	The poster includes excellent information about substance abuse and goes into greater detail about four or more substances researched.	The poster includes good information about substance abuse and goes into greater detail about three substances researched.	The poster includes information about substance abuse and goes into greater detail about two substances researched.	The poster includes some information about substance abuse but does not go into greater detail about any substances researched.
<b>Labels</b>	All items of importance on the poster are clearly labelled.	Almost all items of importance on the poster are clearly labelled.	Many items of importance on the poster are clearly labelled with labels.	Labels are too small to view OR no important items were labelled.
<b>Pictures – relevance</b>	All pictures are related to the topic and make it easier to understand.	Most pictures are related to the topic and most make it easier to understand.	Some pictures are related to the topic.	Pictures do not relate to the topic.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed.

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### 3. Rubric to assess prepared speech

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Content</b> [10 marks]	Excellent. Original and interesting content. Creative and captivating. Content well organised and researched. [8 – 10]	Informative and sufficient to achieve purpose. There is evidence of research. [5 – 7]	Some information contained. A little research noted. [3, 4]	Flow of ideas is difficult to follow. Little evidence of research. [1, 2]
<b>Register, tone and body language</b> [5 marks]	Excellent voice control. Good use of pause. Unobtrusive use of notes. Makes eye contact with audience. [5]	Good self-confidence. Some variation in tone of voice. Some attempt to make eye contact. [3, 4]	More confidence needed. More variation in tone and pace needed. Little eye contact. [2]	Not confident. Little variation in tone of voice. Depends too much on notes. Little or no eye contact. [1]
<b>Language and vocabulary</b> [5 marks]	Wide range of vocabulary used. Very few language errors. [5]	Vocabulary is sufficient for task. Some minor language errors. [3, 4]	Vocabulary insufficient for purpose. Several language errors. [2]	Limited vocabulary. A number of major language errors. [1]
<b>Fluency</b> [5 marks]	Confident and effective. A skilful and fluent speaker. Props used well. [5]	One or two lapses in delivery, but otherwise fluent. Some props used. [3, 4]	Several lapses in delivery. Not confident enough. [2]	Cannot sustain ideas in a flowing way. No props used. [1]
<b>Total marks: 25</b>				