

Life Skills
Assessment Task Term I
Grade I

Name and surname: _____

Date: _____

Task I

Section		
1. Beginning Knowledge	7	
2. Personal and Social Well-being	23	
3. Creative Arts	6	
4. Physical education	10	
Total	46	

Section I

Beginning Knowledge

Points: 7

II. Me - Personal information

My name is: _____

My surname is: _____

I am _____ years old.

There are _____ people in my family.

I am a

girl	boy
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I know my address

yes	no
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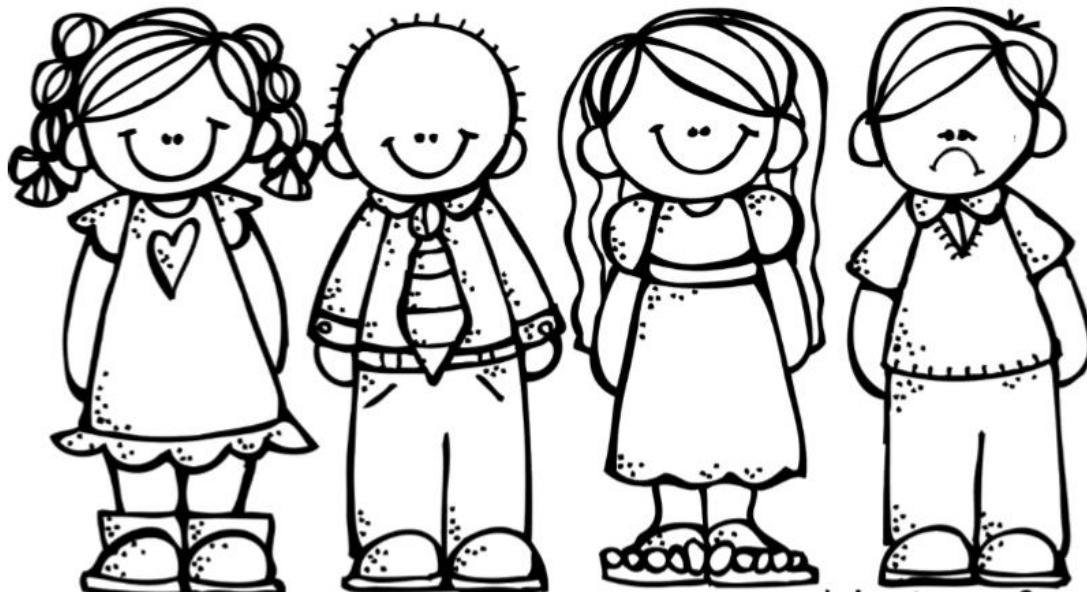
I know my telephone number

yes	no
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Total Section II. : ____ / 7



1.2. Look at the picture and say whether the statement is true or false by coloring in the block.



Statement	True	False
1. All the children in the picture are boys.	true	false
2. Everyone has two arms.	true	false
3. Everyone has two eyes.	true	false
4. Both boys have a tie on.	true	false
5. Both girls have a dress on.	true	false
6. All the children are happy.	true	false
7. The girls hair looks the same.	true	false

Total 1.2. : ____ / 7

Total Section I (1.1. + 1.2.): ____ / 14

Processed mark Section I ($14 \times \frac{1}{2} = 7$): ____ / 7

Section 2

Personal and Social Well-being

Points: 23

2.1. At school

Look at the words in the boxes and write it under the correct picture.

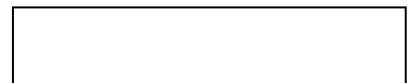
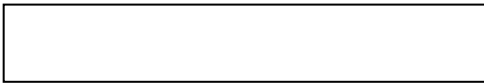
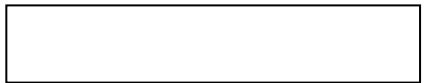
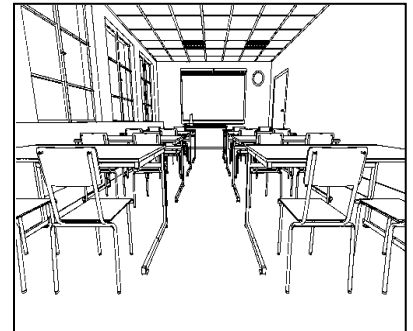
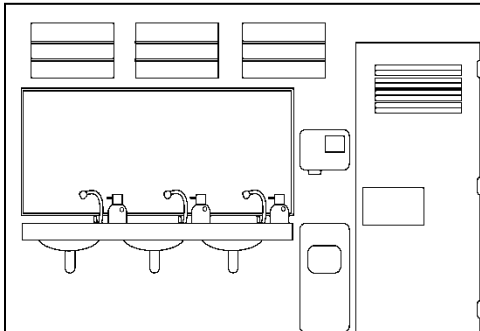
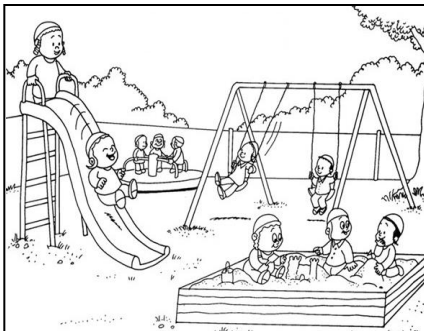
classroom

playground

office

toilet

secretary




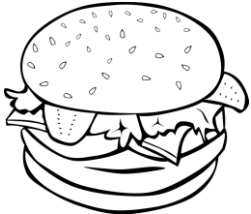


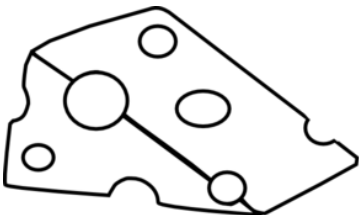
4

Total: _____ / 7

2.2. Healthy habits

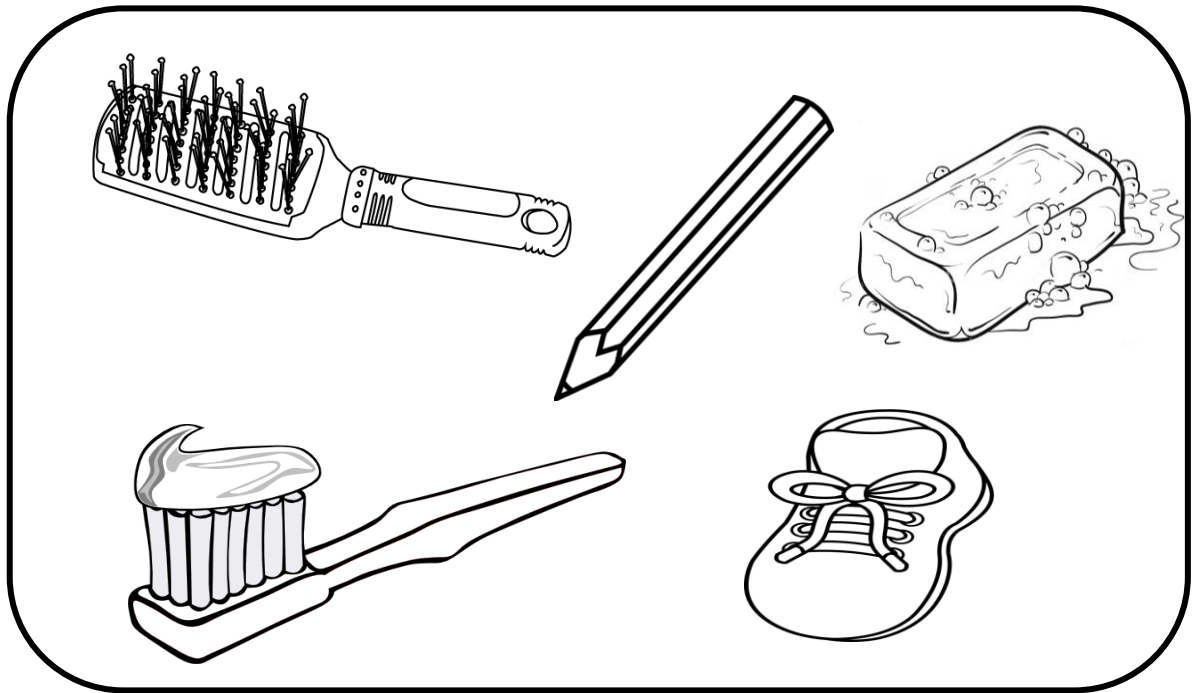
a) Color in the (✓) for healthy food and the (✗) for unhealthy food.

(7)

	<input type="checkbox"/> (✓) <input type="checkbox"/> (✗)
	<input type="checkbox"/> (✓) <input type="checkbox"/> (✗)
	<input type="checkbox"/> (✓) <input type="checkbox"/> (✗)
	<input type="checkbox"/> (✓) <input type="checkbox"/> (✗)
	<input type="checkbox"/> (✓) <input type="checkbox"/> (✗)

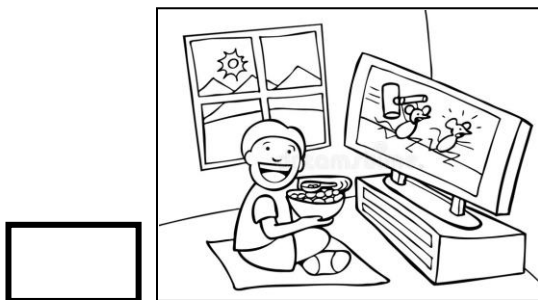
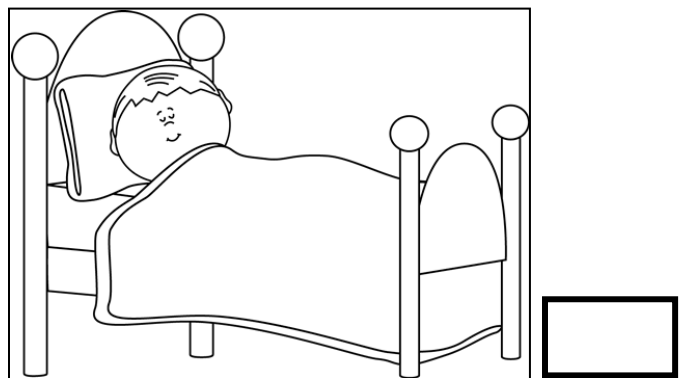
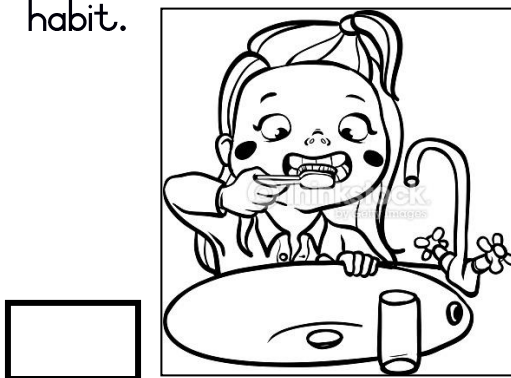
Total: ___ / 7

b) Look at the pictures in the block and color in all the pictures we use to keep ourselves clean.



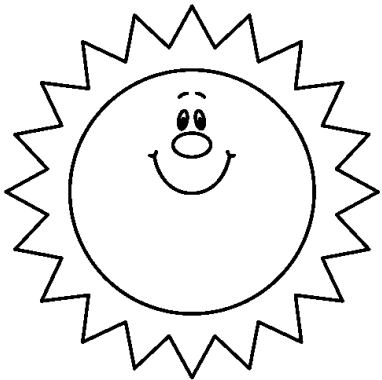
Total: ___ / 3

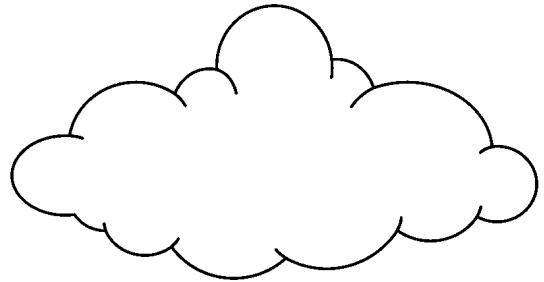
c) Look at the pictures and make a **✓** in all the blocks which is a good habit and make a **X** in the block which is a bad habit.

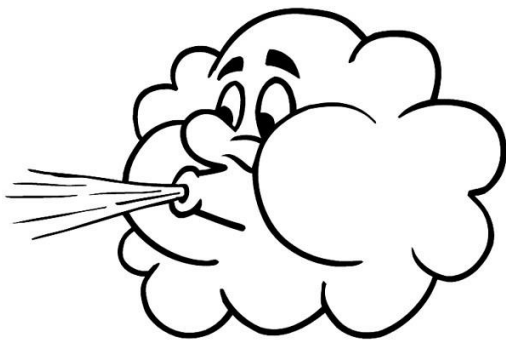


Total (4 x 1/2): ___ / 2

d) Look at the symbols of the different weather conditions.
Write down the name of each symbol.









Total: ___ / 4

Marks - Personal and Social Well-being		Mark
2.1	7	
2.2 a	7	
b	3	
c	2	
d	4	
Total	23	

Section 3

Creative Arts

Marks: Performing Arts + Visual Arts = 6

3.1. Performing Arts: Improvise and interpret

Dramatisation

The learner must create a short story about an interesting article that has been drawn from a box. Learner receives a few minutes to think about how he is going to demonstrate his story about the object.

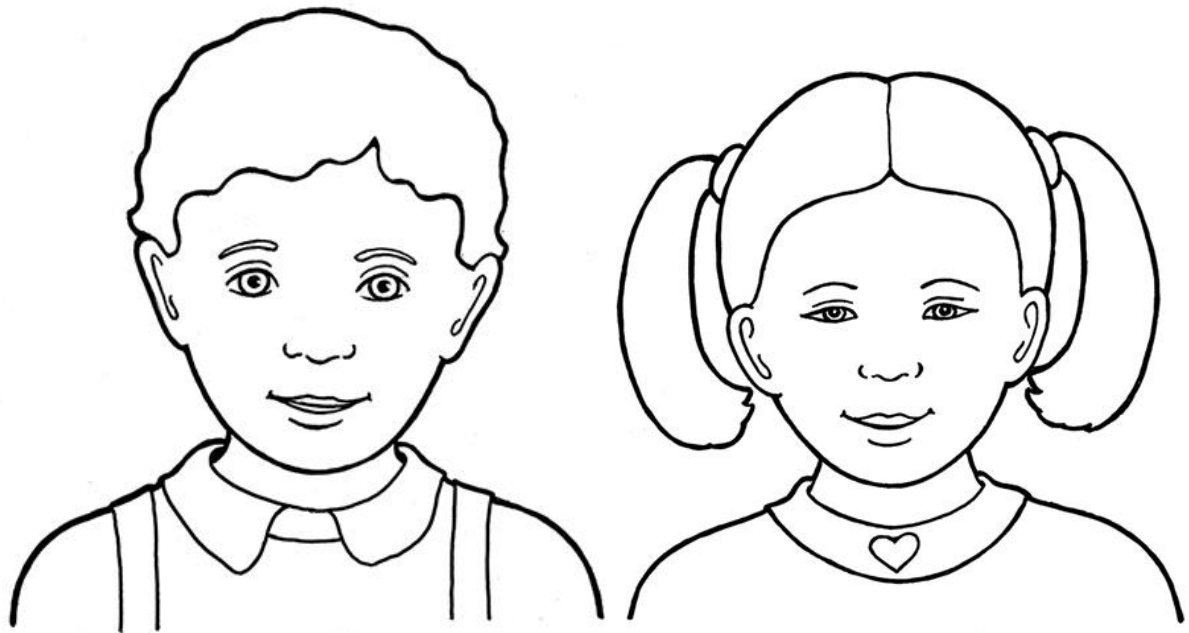
Rubric – Performing Arts	5	4	3	2	1
1. Creativity: The learner was creative with his dramatization.	5	4	3	2	1
2. Pleasure and confidence: The learner portrayed the dramatisation with confidence and enjoyed it.	5	4	3	2	1
3. Contents: The learner's dramatisation was about the object which he/she has drawn.	5	4	3	2	1
Total	___/6				

Processed mark ($6 \times \frac{1}{2} = 3$): ___ /3

3.2. Visual Arts - 2D Design

Assignment:

Paint a portrait of yourself and add features such as eyes, ears, nose and mouth.



You will be assessed according to the following rubric:

Rubric - visual Arts		
1. The student's artwork is colorful.	2	
2. The learner painted a portrait of himself with features such as: eyes, ears, nose and mouth.	2	
3. Was the learner creative?	2	
Total	6	

Processed mark ($6 \times \frac{1}{2} = 3$): / 3
9

Section 4

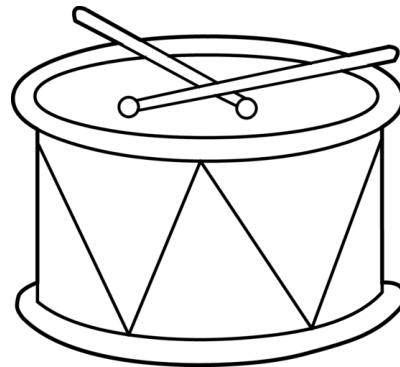
Physical education

Points: 10

Purpose of activity - Movement, perceptual motor and rhythm.

Resources

1. Drum / tambourine
2. Beanbags



Instructions

The teacher beats on a drum / tambourine.

1. Hit the drum once. Learners clap their hands once. Start hitting the drum faster. The learners must clap their hands each time the drum is hit, which means they will start to clap faster and faster on the beat of the drum.
2. Hit the drum once. Learners jump on one leg and then the other leg to the rhythm that the drum is beaten.
3. Hit the drum again. Learners now jump up and down to the rhythm being beaten on the drum.
4. Learners now divided into groups of two and gets one bean bag. If the teacher hits the drum they must throw and catch the beanbag. The teacher starts to beat faster on the drum each time which means they will throw faster and faster on the beat of the drum.

Rubric - Physical education		
1. Learner is able to clap to the rhythm of the drum.	2	
2. Learner is able to jump on one leg and then the other leg to the beat of the drum.	2	
3. Learner is able to jump up and down to the beat of the drum.	2	
4. The two students were able to throw the beanbag to each other and to catch the beanbag to the rhythm of the drum.	2	
5. Demonstrates cooperation and listen to the instructions of the teacher. Learner also works well with partner during the group activity.	2	
Total	10	