

Life skills  
Grade I Assessment task  
Term 3

Name and Surname: \_\_\_\_\_

Date: \_\_\_\_\_

| Rubric Assessment task            |            |  |
|-----------------------------------|------------|--|
| 1. Beginning Knowledge            | 10         |  |
| 2. Personal and Social Well-being | 35         |  |
| 3. Creative Arts                  | 35         |  |
| 4. Physical Education             | 20         |  |
| <b>Total</b>                      | <b>100</b> |  |

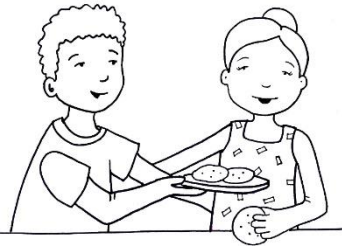
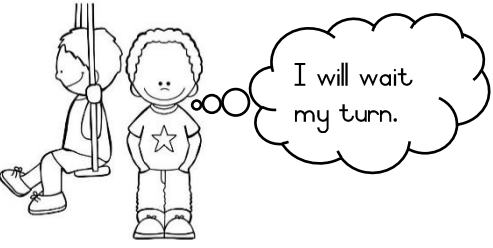
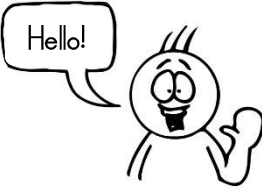
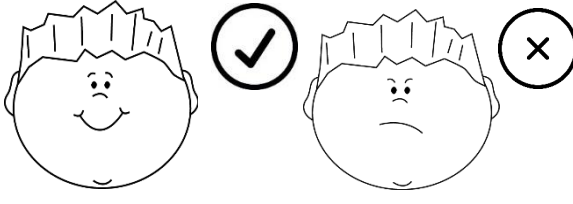
# Activity 1

## Beginning Knowledge

Marks: 10

### 1.1. Manners

Look at the pictures below and write down the manners you see in each picture.

|   |  |
|---|--|
|    |  |
|   |  |
|  |  |
|  |  |
|  |  |

## 1.2. Responsibilities

Match the pictures with their correct responsibility by drawing a line with a ruler.



I show my family that I love them.

I help setting the table.

I play nicely with my friends and I respect their toys.

I help to clean the house.

I help my mother to wash the dishes.

Total: \_\_\_\_\_ / 5

Total: \_\_\_\_\_ / 10


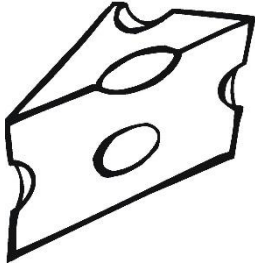
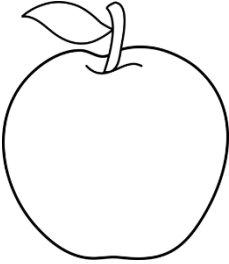

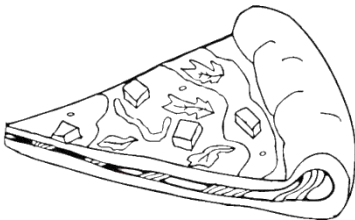

## Activity 2

### Personal and Social Well-being

Marks: 20

#### 2.1. a) Food – Healthy and unhealthy food

Color in the (✓) if the food is healthy OR color in the (×) if the food is unhealthy.

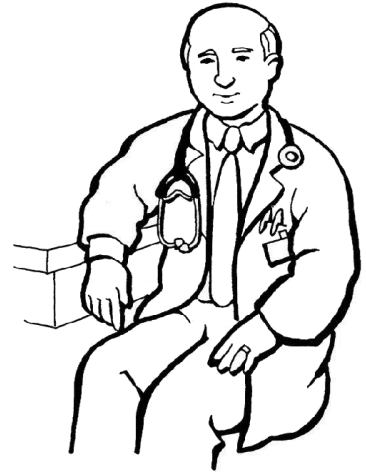
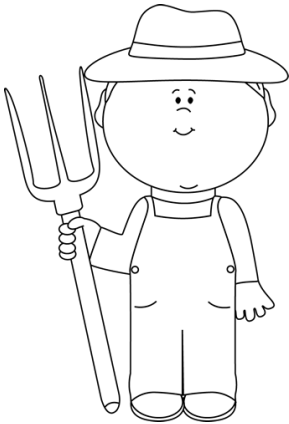
|                          |   |                          |   |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| <input type="checkbox"/> |  | <input type="checkbox"/> |   |
| <input type="checkbox"/> |  | <input type="checkbox"/> |  |

Total: \_\_\_\_\_ / 5

## 2.2. My community

a) Write the names in the box at the correct picture.

|        |         |           |       |        |         |
|--------|---------|-----------|-------|--------|---------|
| Doctor | Fireman | Policeman | Nurse | Farmer | Florist |
|--------|---------|-----------|-------|--------|---------|










Total: \_\_\_\_\_ / 6

b) Write the names of the places in my community.

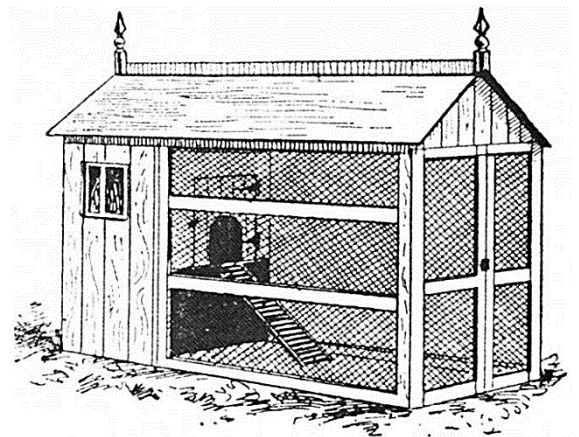
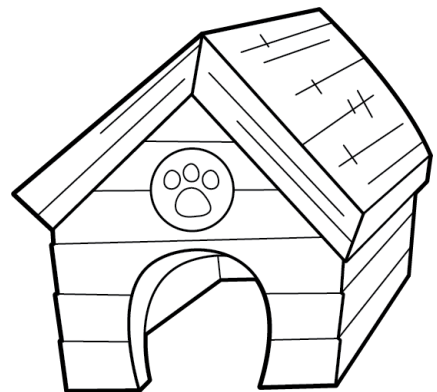
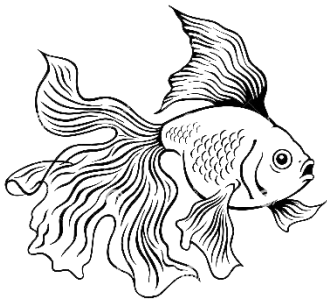
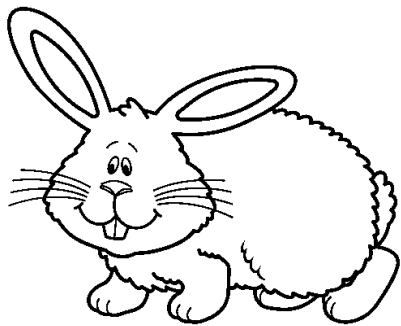
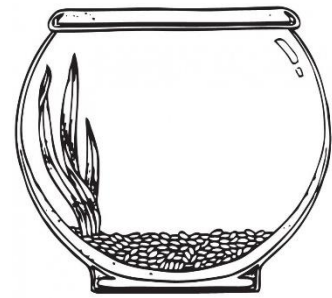
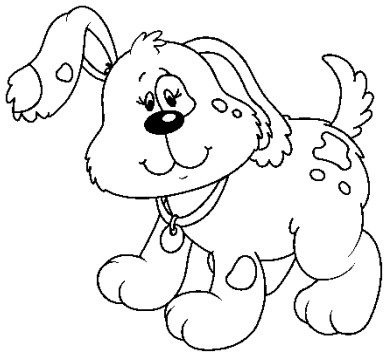
|                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
|                      |                      |                      |                      |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

5

Total: \_\_\_\_\_ / 4

## 2.3. Pets

a) Match the pets with their shelters



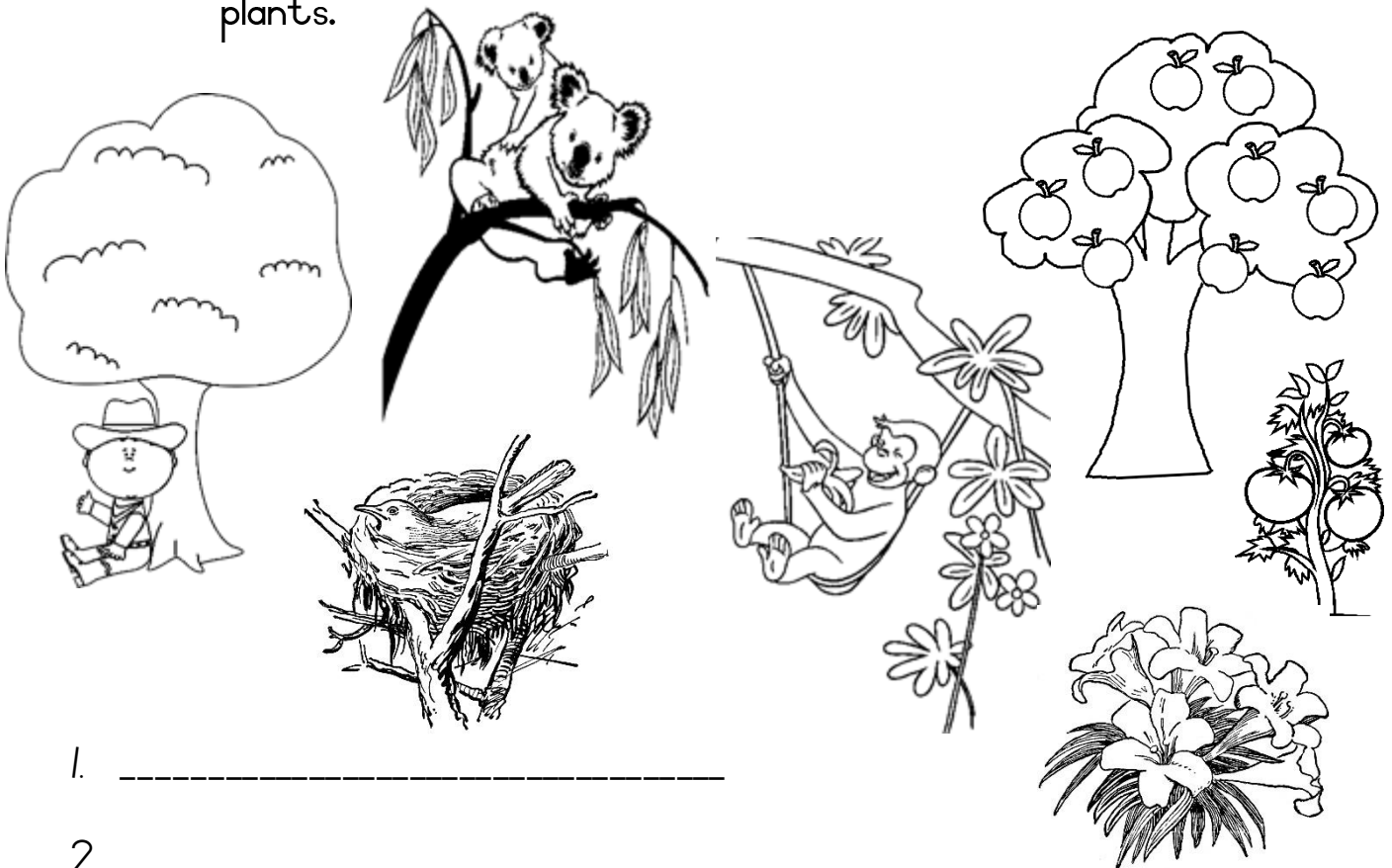
b) Is the following statements true or false?

- a) It is not good manners to tease an animal. \_\_\_\_\_
- b) A cat lives in a doghouse. \_\_\_\_\_
- c) A parrot lives in a bird cage. \_\_\_\_\_
- d) A fish can live on dry land. \_\_\_\_\_
- e) A pet is a man's best friend. \_\_\_\_\_
- f) You do not have to take care of your pet and give the food, water and love. \_\_\_\_\_

Total: \_\_\_\_\_ / 6

## 2.4. Plants

a) Look at the pictures and write 3 reasons why we need plants.



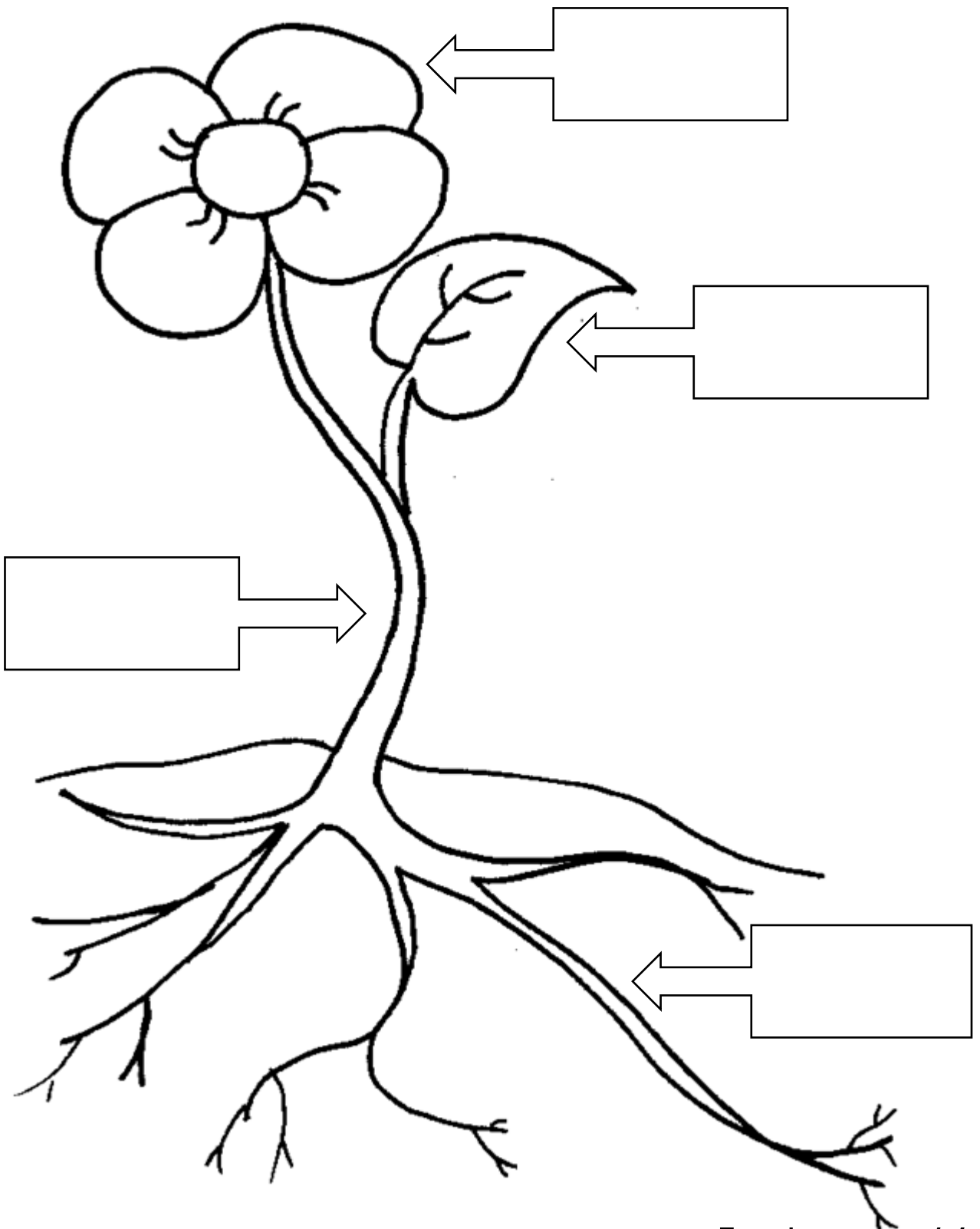
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

b) Use the words in the box and name the parts of the flower.

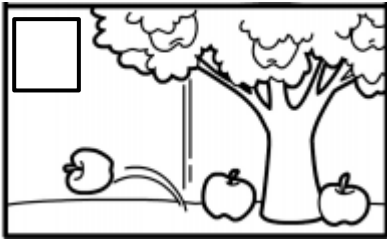
|       |        |      |      |
|-------|--------|------|------|
| roots | flower | leaf | stem |
|-------|--------|------|------|



Total: \_\_\_\_\_ / 4



c) Number the pictures in the correct order.



Total: \_\_\_\_\_ / 3

| Rubric Personal and Social Well-being |           |  |
|---------------------------------------|-----------|--|
| 1. Food                               | 5         |  |
| 2. My Community                       | 10        |  |
| 3. Pets                               | 10        |  |
| 4. Plants                             | 10        |  |
| <b>Total</b>                          | <b>35</b> |  |

## Activity 3

### Creative arts

Marks: Performing arts and Visual arts = 35

### 3.1. Performing arts – Improvise and Interpret

#### Roleplay

Learners have to work in pairs of 2. They must create a story to explain what **good manners** is.

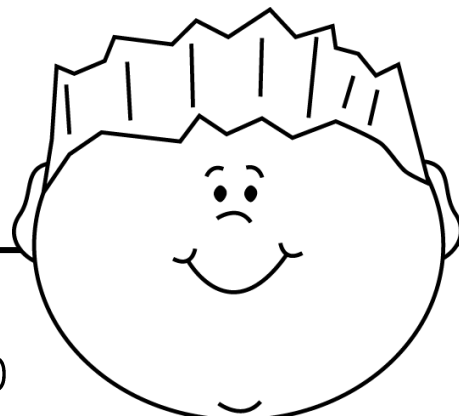
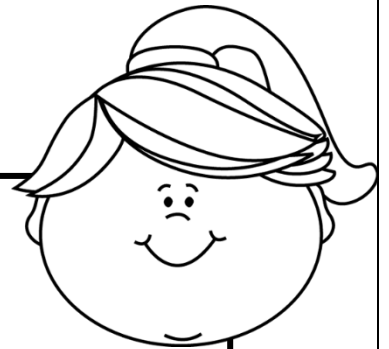
Example:

John: Come play with me David. I have brought my new ball to school.

David: That sounds fun. Let's see who can kick the ball the furthest.

John: Look! Brian is sitting alone. Let's ask him to come play with us.

David: Yes, let's ask him!



| Rubric – Performing arts  | 5       | 4 | 3 | 2 | 1 |
|---|---------|---|---|---|---|
| 1. Participation: Learner actively participates and makes a contribution to the planning of the roleplay. | 5       | 4 | 3 | 2 | 1 |
| 2. Enjoyment: The learner enjoys participating in the creative activity and gives his cooperation.        | 5       | 4 | 3 | 2 | 1 |
| 3. Content: The roleplay is applicable to the topic "good manners"  | 5       | 4 | 3 | 2 | 1 |
| <b>Total</b>  | ____/15 |   |   |   |   |

### 3.2. Visual arts – Create in 2D

#### Assignment:

Draw and paint: "People who help me"

- Use A3 paper and acrylic paint.
- Learners draw and paint the theme: "People who help me".
- Learners must also paint the background and draw detail.
- Explain that objects that are far away should be smaller and the color duller.
- Explain that objects which are near are bigger and clearer.
- Encourage learners to fill the entire picture.



| Rubric – Visual arts  |           |  |
|---|-----------|--|
| 1. The learner kept to the topic: "People who help me."   | 5         |  |
| 2. The learner was creative.  | 5         |  |
| 3. Did the learner make the objects which is far away smaller and objects which are near larger?      | 5         |  |
| 4. Did the learner make the objects which is far away duller and objects which are near more clearly? | 5         |  |
| <b>Total</b>  | <b>20</b> |  |



## Activity 4

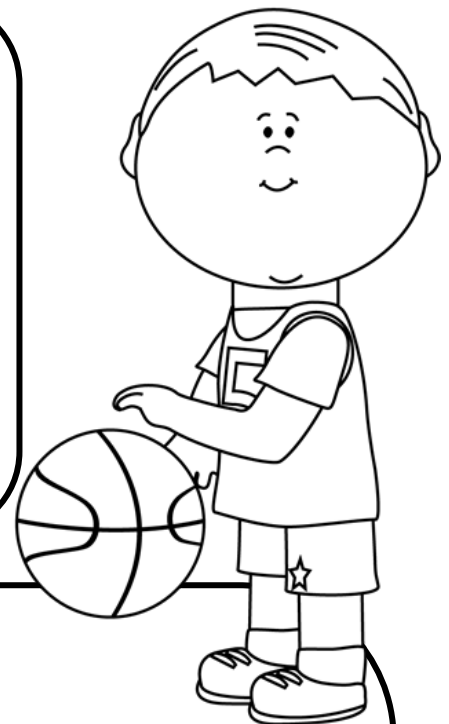
### Physical Education

Marks: 20

Purpose of activity – Coordination and Perceptual Motor

#### Resources needed:

- Empty container or trash can.
- A tennis ball
- A bean bag
- A rugby ball
- A netball ball



#### Instructions

- Divide into teams. Each team is in a row.
- Place a trash can or empty container about five steps away from the team.
- The first assignment is that the learners should try to throw the different balls with **ONE HAND**.
- The learner in front of the line throws the item into the container, runs to get the ball and hands it to the next learner in the line.
- If you miss, try again and try again. Each learner must throw the tennis ball, bean bag, rugby ball and netball ball.
- The second assignment is: The learners must now throw the items with **TWO HANDS** in the container. Each learner must throw tennis ball, bean bag, rugby ball and netball ball with two hands.
- Everybody in the team gets a turn. The first team who finish is the winning team.

| Rubric – Physical Education  |           |  |
|--|-----------|--|
| 1. The learner was capable to throw the tennis ball in the container with ONE HAND.  | 2         |  |
| 2. The learner was capable to throw the netball ball in the container with ONE HAND. | 2         |  |
| 3. The learner was capable to throw the rugby ball in the container with ONE HAND.   | 2         |  |
| 4. The learner was capable to throw the bean bag in the container with ONE HAND.     | 2         |  |
| 5. The learner was capable to throw the tennis ball in the container with TWO HAND.  | 2         |  |
| 6. The learner was capable to throw the netball ball in the container with TWO HAND. | 2         |  |
| 7. The learner was capable to throw the rugby ball in the container with TWO HAND.   | 2         |  |
| 8. The learner was capable to throw the bean bag in the container with TWO HAND.     | 2         |  |
| 9. The learner waited his turn and followed the instructions.                        | 2         |  |
| 10. The learner was enthusiastic about the activity and gave his best.               | 2         |  |
| <b>Total</b>   | <b>20</b> |  |