



# PROJECT-BASED LEARNING TERM 3 LIFE SKILLS ASSESSMENT PACK

**GRADE 6**

## THEME: BULLYING

### NOTES FOR THE TEACHER:

- The following pack of rubrics covers 5 suggested activities
- To be true to Project-based Learning as a process, please assess at least three times
- Each rubric is worth 10 marks
- Select **any 3** of the 5 **Assessments** (to achieve the 30 marks you need for the Term 3 Life Skills School Based Assessment). **Note all activities in this project should be completed in the project because each activity contributes to the process of learning through this project**
- Keep a record of these marks and comments (to be available for visits by Subject Advisors and/or the E3 Monitoring Team during Terms 3 and 4)

### Assessment rubrics include:

***(Select any THREE of the following to make up your SBA mark for Term 3)***

#### Part 1: EXPLORING THE WORLD

1. New Knowledge & Order & Apply **RUBRIC TO ASSESS A DISCUSSION ON BULLYING** **10 Marks**

#### Part 2: EMBRACING THE CHALLENGES

2. Explore  
**2.1 RUBRIC TO ASSESS THE INTERVIEW** **10 Marks**  
**2.2 RUBRIC TO ASSESS THE PRESENTATION ON FINDINGS** **10 Marks**
3. Brainstorm & Present  
**RUBRIC TO ASSESS A MOCK SYMPOSIUM / PANEL DISCUSSION** **10 Marks**

#### Part 3: DESIGNING THE FUTURE

4. Integrate MADD Present  
**RUBRIC FOR ASSESSING BULLYING PRESENTATION (IN A CREATIVE ARTS SETTING)** **10 Marks**

## Part 1: EXPLORING THE WORLD **DRIVING QUESTION: WHAT IS BULLYING?**



### New knowledge

Build on what you already know and add new knowledge. **Learners read an article on bullying (Worksheet 4).** The teacher can assist by explaining difficult words for better understanding. Learners, in groups of four, **discuss the questions as a group and write the answers individually.**



### Order

Order and categorise your existing knowledge

- 3.1 Learners exchange notes to **compare their responses to the questions** from the previous activity.
- 3.2 They **use a tree map to represent their knowledge (Worksheet 2)**. The following bullets will assist them in categorizing their existing knowledge:
  - What is bullying
  - Types of bullying
  - Where to report bullying incidents



### Apply

Apply your knowledge to your context (driving question)

- 4.1 Learners, in 5 groups, discuss the responses from activity 3.2 and think about their own school. They discuss how prevalent bullying is at their school and discuss and apply all the responses.
- 4.2 They **discuss measures to curb and prevent bullying in** their own school.

**GRADE 6 RUBRIC TO ASSESS A DISCUSSION ON BULLYING**

	<b>EXCELLENT</b>	<b>GOOD</b>	<b>MODERATE</b>	<b>REQUIRES SUPPORT</b>
<b>CRITERIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DESCRIPTORS</b>				
<b>Vocabulary development</b> <i>(Unpacking terminology)</i>	Learner understands the terminology that was taught. They are able to spell it, define it and use the new words in logical sentences. Learner can share similar words with the same meaning.	Learner is not confused about any part of the words. They are able to spell it, define it and use it in simple sentences. Learner can demonstrate the Words using actions.	Learner generally knows what the new words mean. They can spell the word but struggle to use it in a coherent sentence. Learner can draw simple pictures to explain the new words.	Learner struggles to grasp the new words. Unable to spell it or demonstrate the meaning of the words using actions or simple drawings.
<b>Note Taking</b> <i>(Use a tree map)</i>	Learner's notes show a structured understanding of the discussion. Learner's Tree Map shows an overview of the topic and demonstrates what is coming up and how different aspects of the discussion are connected. Notes are neat and organized.	Learner's notes show that they almost understand most of the discussion. Learner's Tree Map shows an overview of the topic and learner can grow their own ideas. Notes are neat and legible.	Learner's notes show that they understand parts of the discussion. Learner does not understand how to apply the Tree Map to grow own ideas, but uses own form of note taking. Notes have some neat sections and some sloppy sections.	Learner's notes do not show that they understand the discussion. Learner does not even attempt the Tree Map. Learner does not grow own ideas. Notes are difficult to read.
<b>Contributing ideas, opinions, views to discussion</b>	Excellent contributed constructive ideas, opinions, views to the group discussion. Relevant information contributed to the group discussion. Express opinions and ideas in a clear and concise manner.	Good ideas, opinions, views contributed to the group. Adequate information contributed to the group. Opinions and ideas are stated clearly.	Modest ideas, opinions, views contributed to the group discussion. Little information contributed to the group. Minimal expression of opinions and ideas.	Did not contribute ideas, opinions, views to the group discussion. Did not give relevant information. Does not express opinions and ideas clearly.
<b>Identify Measures</b> <i>(To curb and prevent)</i>	Learner can clearly identify important information needed to solve complex issues. Learner is able to apply critical thinking skills when identifying curbing and prevention measures.	Learner is able to separate important information from unimportant information when solving problems. Learner is able to apply creative thinking skills when identifying prevention measures.	Learner sometimes requires assistance to identify important information when solving problems. Learner is able to apply minimal thinking skills when identifying prevention measures.	Learner often misses important information when solving problems. Learner is unable to apply critical thinking skills when identifying curbing and prevention measures.
<b>Driving Question</b> <i>(Response to: What is bullying?)</i>	The learner's response to the driving question is clear, focused and logical. Provides well thought through examples.	The learner's response to the driving question is clear and focused but contains some errors. Good examples are provided..	The learner's response to the driving question is unclear and sometimes inconsistent. Provides minimal examples to the problem.	The learner's response to the driving question is unclear, out of focus and does not add examples to the problem.
<b>COMMENTS / FEEDBACK</b>				<b>MARKS</b> <b>20÷2=(10)</b>

Part 2: EMBRACING THE CHALLENGES . **DRIVING QUESTION: HOW CAN WE MAKE OUR SCHOOL SAFE THROUGH ERADICATING BULLYING AND ITS CONSEQUENCES?**



Explore

- Learners in their groups refer to the questions in step 5 and identify experts in different fields of expertise. Each group is **allocated** a professional to consult **and interview to get more information on the driving question.** Experts are in the following areas: Psychologist, Teacher, Parent, SAPS.

**GRADE 6 RUBRIC TO ASSESS THE INTERVIEW**

CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4-5	3	2	1
<b>PREPARATION &amp; QUESTIONS</b>	Learner did some extensive research before identifying the expert to be interviewed. Used open-ended questions to draw out information.	Learner did acceptable research before identifying the expert to be interviewed. Makes use of some open-ended questions to draw out information.	Learner did not do proper research before identifying the expert to be interviewed. Person to be interviewed is a poor choice. Few questions were open-ended.	Lack of research evident because the person being interviewed is a poor choice. All questions are yes or no and does not draw out any information.
<b>COMMUNICATION</b>	Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "um's, uh's, er's" etc.	Spoke articulately most of the time; Used general words at times instead of details; Integrated a good amount of professional language throughout response; Some "um's, uh's, er's", etc.	Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Sketchy use of professional language; Many "um's, uh's, er's", etc.	Nervous; Incomplete thoughts, Not articulate; No use of professional language; Response riddled with "um's, uh's, er's," etc.
<b>BODY LANGUAGE</b>	Body language conveyed eagerness to respond; Sat in upright and alert manner; Seemed natural and at ease	Body language conveyed interest in responding; Sat in an upright manner; Seemed fairly natural most of the time;	Body language was difficult to interpret (Too nervous and/or too casual); Sat upright at times, but slouched at others; Extraneous movements detracted from response;	Body language conveyed disinterest and/or extreme nervousness; Slouched or moved nervously throughout the interview.
<b>KNOWLEDGE AND UNDERSTANDING OF THE TOPIC</b> <i>(appropriate language usage and relevant vocabulary)</i>	Outstanding knowledge and understanding of the topic. Impressive language usage and excellent vocabulary.	Appropriate knowledge and understanding of the topic. Good language usage and relevant vocabulary.	Limited knowledge and understanding of the topic. Adequate language usage and vocabulary.	Little knowledge and understanding of the topic. Lower-level language usage and vocabulary.
<b>COMMENTS / FEEDBACK</b>				<b>Total</b> <b>(20÷2= (10))</b>

2. Each group identifies a spokesperson to do a presentation on their findings from the different people they interviewed.

<b>GRADE 6 RUBRIC TO ASSESS THE PRESENTATION ON FINDINGS</b>				
<b>CRITERIA</b>	<b>DESCRIPTORS</b>			
	<b>EXCELLENT</b>	<b>GOOD</b>	<b>MODERATE</b>	<b>REQUIRES SUPPORT</b>
<b>MARKS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ENGAGEMENT WITH THE AUDIENCE</b>	Engaged the audience and held their attention throughout with creative articulation, enthusiasm and a clearly focused presentation.	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm.	Little attempt to engage with the audience.	Did not attempt to engage the audience at all.
<b>ORAL PRESENTATION</b>	Exceptional confidence, with material displayed through poise, clear articulation, eye contact and enthusiasm.	Clear articulation of ideas but lacks confidence when presenting the facts or findings.	Little eye-contact with the audience, speaks fast with minimal expression and some mumbling.	Monotone delivery, speaker appears closed off from the audience. Not a very engaging presentation.
<b>CONTENT</b>	Outstanding knowledge and understanding of the topic. Impressive language usage and excellent vocabulary.	Appropriate knowledge and understanding of the topic. Good language usage and relevant vocabulary.	Limited knowledge and understanding of the topic. Adequate language usage and vocabulary.	Little knowledge and understanding of the topic. Lower-level language usage and vocabulary.
<b>PRESENTATION DURATION</b>	Feedback presented within the allotted time.	Feedback presented close to the allotted time.	Exceeds or falls short of the allotted time.	Greatly exceeds or falls short of the allotted time.
<b>CLARITY</b>	Development of the findings is clear through use of examples, transitions are clear and create an interesting, even flow.	Sequence of information is mostly well organised, but more clarity is required with transitions.	Content is loosely connected, transitions lack clarity.	No apparent logical order of presentation, unclear focus.
<b>COMMENTS / FEEDBACK</b>				<b>Total (20÷2= (10))</b>

## Brainstorm



Brainstorm as many solutions to your problem as possible. **Learners brainstorm possible solutions to bullying issues.**

**Based on the presentations from step 6, learners investigate each presentation and then brainstorm solutions as per each category of presentation, e.g. what was raised by parents, teachers, psychologists as challenges and solutions.**

## Present



Present the point of view and options to an audience (practice run for Step 13) **Learners plan a MOCK SYMPOSIUM OR A PANEL DISCUSSION where they invite the community. Each Group prepares a presentation on the issue and the panel members ask questions.**

## GRADE 6 RUBRIC TO ASSESS A MOCK SYMPOSIUM / PANEL DISCUSSION

CRITERIA	DESCRIPTORS			
	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
MARKS	4	3	2	1
<b>IDEAS AND EVIDENCE</b>	Panelist clearly state remarks and supports it with strong , relevant ideas from expert sources. Panelist makes concluding remarks that integrates analysis made with insightful comments and questions.	Panelist states remarks and supports it with relevant ideas from expert sources. Panelist makes concluding remarks with insightful comments and questions.	Panelist's response to comments shows limited evaluation of the evidence and reasoning. Panelist makes concluding remarks in a vague manner.	Panelist's response to comments is unclear. Panelist does not provide concluding remarks. .
<b>ANALYSIS OF INFORMATION</b>	The analysis of information shows significant evidence of originality and inventiveness. Most of the content and is original and inventive.	The information analysed shows some evidence of originality and inventiveness.	The information analysis is an extensive collection of disjointed thoughts. There is little evidence of new ideas or creativity.	The information is minimal. There is no evidence of new creative thinking.
<b>FEEDBACK OF FINDINGS</b>	Explanation is detailed and clear. Conclusion is based on the evidence collected.	Explanation is clear. Conclusion satisfactory.	Explanation and conclusion is a little difficult to understand but includes important components.	Explanation and conclusion is difficult to understand and is missing several important components.
<b>TEAMWORK &amp; COLLABORATION</b>	Group members collaborate well together. Members listen and respect the opinions of others. All the members contributed to all the activities during the planning discussion and research process. Great teamwork evident.	Most group members collaborate well together. Members listened to the opinions of others. Most members contributed to the activities during the planning discussion and research process. Teamwork evident.	Some of the members collaborate well together. Not all members listen and respect the opinions of others. Not all the members contributed to the activities during the planning discussion and research process. Occasional teamwork evident.	Group members do not collaborate well together. Members disregarded the opinions of other members in the group. Only a few group members contributed to the activities during the planning discussion and research process. Team disjointed and struggle to work well together.
<b>LANGUAGE</b>	Panelist quotes accurately from texts to support ideas.	Panelist mostly quotes accurately from texts to support ideas.	Panelist's quotations and examples do not accurately reflect from texts to support ideas.	Panelist does not make us of quotes accurately from texts to support ideas. Uses slang due to inability to express thoughts clearly.
<b>COMMENTS / FEEDBACK</b>				<b>Total (20÷2= (10)</b>



## Part three: Designing the Future

### **Integrate**



Integration in The MADD Space – present your work using Music, Art, Drama, Dance. Here learners have different options. Life Skills include Creative Arts as a Study Area, and this means that they can create a drama, song, poem and dance moves with bullying content. The teacher can use this as an assessment (3<sup>rd</sup> Term) for Creative Arts.

### **Present**



Public exhibition. Learners present their product at the end of term Parents meeting and other stakeholders that have an interest in bullying.

GRADE 6 RUBRIC FOR ASSESSING BULLYING PRESENTATION (IN A CREATIVE ARTS SETTING)				
CRITERIA	EXCELLENT	GOOD	MODERATE	REQUIRES SUPPORT
	4	3	2	1
	DESCRIPTORS			
<b>CHOREOGRAPHY</b> <i>(MADD Space: drama, song, poem and dance moves)</i>	Group incorporates a <b>MADD Space</b> to prompt feedback from their family or peers. Demonstrates excellent knowledge of choreography and performs movement/poem free of error.	Group incorporates a <b>MADD Space</b> to prompt feedback from their peers. Demonstrates knowledge of Movement/poetry and performs with few errors.	Group incorporated a <b>MADD Space</b> to prompt feedback, but only from members within their group. Demonstrates some knowledge of movement, and performance has many errors	Group did not make use of a <b>MADD Space</b> to prompt feedback from others. Demonstrates no knowledge of movement.
<b>STAGE PRESENCE</b>	Performer uses their face and body to fully express the intent of the movement. Great rapport with the audience.	Performer uses facial and body expressions when performing. Good rapport with the audience.	Performer uses little face and body expressions when performing the movement. Connects well with some members in the audience.	Performer uses no facial and/or body expressions. Does not have a good rapport with the audience.
<b>MUSICALITY &amp; RHYTHM</b>	Shows a full understanding of rhythm and timing by staying on beat for the entire dance, song, recital or play.	Shows understanding of rhythm and timing by staying on beat throughout most of the dance, song, recital or play.	Has some knowledge of rhythm and timing, but speeds up/and or slows down many time throughout dance, song, recital or play.	Performer speeds up/ and or falls behind often throughout the dance, son, recital or play.
<b>TECHNIQUE</b>	Great attention to the quality of movement, body position, and demonstrates excellent understanding of creative arts style.	Choreography is performed with attention to details and shows proficiency in creative arts style.	Choreography is performed with little attention to details of movement, and student is not proficient in creative arts style.	Choreography shows no attention to details of movement and demonstrates little knowledge of creative arts style.
<b>EFFORT</b>	Shows great effort while performing choreography. Demonstrates a clear connection to promoting anti-bullying tactics, compassion and empathy for others.	Shows effort when performing choreography. Demonstrates a connection to anti-bullying tactics and compassion.	Shows little effort while performing the choreography. Demonstrates a slight connection to promoting anti-bullying tactics.	Shows no effort while performing choreography. Unable to demonstrate a connection to promoting anti-bullying tactics, compassion and empathy for others.
<b>COMMENTS / FEEDBACK</b>				<b>MARKS</b> <b>20÷2=(10)</b>