

South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's Life Skills and Life Orientation textbook series offers learners the opportunity to connect, imagine and cocreate wonderful life journeys in the twenty-first century. The textbooks are designed to help children and adolescents make informed decisions about their health, nutrition, safety, mental health, sexuality, physical fitness, and use of technology. They also learn to regulate their emotions to sustain quality relationships with people, animals, and the environment. They learn to uphold their civic responsibilities in keeping with the laws of the country and its Constitution. By exploring their strengths and challenges, learners can make subject choices to navigate the crossroads they encounter along their learning journey and find their way to meaningful careers and sustainable livelihoods and lifestyles.

There are **21 books** in the series.

In the Intermediate Phase (Grades 4 to 6) there are six textbooks, two for each grade. A textbook for Terms 1 and 2 and another textbook for Terms 3 and 4. In the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12) there is one textbook for each grade level.

Each grade (from 4 to 12) has a Teacher's Guide that shows the strengthening of the national Curriculum and Assessment Policy Statements (CAPS) in terms of knowledge, skills, values, character and attitudes, pedagogy and assessment in line with the competency framework of the Department of Basic Education.



At the Crossroads

Life Skills Textbook 1: Terms 1 and 2

Grade 5



Book 2

Life Skills Grade 5 Textbook 2: Terms 3 and 4



Digital



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At the Crossroads

Life Skills Textbook

Grade
5
Book 2

Terms 3 and 4



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Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 5 Life Skills* with the textbooks. In the Intermediate Phase there are two textbooks per grade. (Book 1 for Terms 1 and 2 and Book 2 for Terms 3 and 4). The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.

Welcome to Grade 5 Life Skills

Welcome to an exciting new journey with your Grade 5 Life Skills textbook! We are thrilled to have you embark on this adventure where you will learn valuable skills that will help you in everyday life. Get ready for engaging projects and hands-on activities that make learning enjoyable! You will discover how to communicate effectively, and solve problems. Each lesson is designed to help you apply what you learn in real-life situations, making you more confident and independent.

Keep your mind open and seek out knowledge. Embrace the habit of asking questions, whether they be simple or seem difficult. Dive deep into subjects that catch your interest, and don't hesitate to explore different perspectives. When you join conversations, you contribute your unique viewpoint which can enrich the dialogue. Whether in a classroom, a community meeting, or online forums, sharing your thoughts can inspire others to think deeper. Involve yourself in group activities and foster collaboration and to strengthen your connections with others.

Continuous practice is the key to mastery. No matter what skills you are trying to develop, the more you practice, the more proficient you become. As you repeat tasks or concepts, you'll reinforce your understanding and improve your performance. Embrace challenges that push your limits, and don't be afraid to make mistakes. They are often the best teachers. With dedication and perseverance, you will see significant improvement over time! Discipline is an act of self love. Have a wonderful year.

Preamble to the Constitution of the Republic of South Africa

We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to one hour to cover. Each lesson starts with a **title**, find no. 1 below. All lessons include **activities**, look at no. 2 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. 3 below. **Reading boxes**, find no. 4 below – provide extra information. The **journal** icon, see no. 5 below, suggests when to write in your own private journal in a language of your choice. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 7 below. **Pictures**, find no. 8 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 9.

Each lesson is part of a group, or set, of lessons within a curriculum topic. Each lesson is numbered within the lesson set. The **lesson set footer**, see no. 10 below, helps you to find your place in the lesson set. Each lesson set works as a whole, so look through a lesson set to see how the lessons build on one another. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process.

The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.

4. Reading boxes and diagrams explain concepts and provide background information to help you with the activities.



In your journal

Your journal is private and does not need to be shared without your permission.

5. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so. In your journal, you can write in any language of your choice.

6. The term footer gives the curriculum topic and helps you to find your place in the textbook.

7. This colour code shows the curriculum topic of the lesson.

8. Pictures are there to inform, explain and inspire, so spend some time looking at them.

9. Some lesson sets have Info Page pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.

10. The footer on the right-hand page shows the lesson number and the topic of the lesson set.

11. This sticker shows the end of a lesson set.



A skill is the ability to do something. As you do the activities in this book, you will practise different skills. For example, thinking, communicating and working together.

Together with your teacher, read through the explanation of all the skills in this book, pages vi – ix. When you see a skill next to an activity in the lessons you can turn back to these pages to remind yourself about this skill.

A bookmark is something that keeps your place in a book. Find out how to make your own skills bookmark on page x.



If you want to know about the world, you need to keep asking questions. When you find an answer, you can use it to inspire another question. Do not stop asking questions. Your questions are the most precious things you will ever own, because they are the keys that will open the doors to knowledge. What questions are most important to you?

Carry your unanswered questions with you, like a quest, wherever you go.

A **quest** is an adventure, or journey, in which you search, or look, for something.



Working together means adding your ideas to the group conversation and asking questions about other people's ideas. When you disagree with someone's idea you need to give a reason. "I don't think that will work because ..." "I don't think that is true because ..." Strong reasons are based on facts. Even our own ideas need reasons we can explain based on facts we can prove.

An idea with reasons and facts behind it is stronger than an idea on its own – and it is more than an opinion!



Working something out can be frustrating when you keep getting it wrong or when the answer does not come easily. Sometimes you have to sit with a challenge. Start again. Try something different. Take a short break and come back with a fresh view. Remind yourself of what you have learnt so far and try to build on that. Make rough notes of your ideas before working neatly. Explain to someone else how you can try to solve a problem.

Do not give up too quickly. Creating great work takes time.



Sometimes your observations are just the beginning of understanding what is going on. Sometimes observations lead to questions and you need to find out more. This means doing your own research. This could be questioning people who know more than you. It could be reading a book or going online. It could be doing a survey. It could be observing even more closely.

Search for new information to challenge and grow your knowledge.



There are many clever ways to describe things. A drawing can say things words cannot say. Or you can tell a story. In your story you can turn real people into fantastic imaginary characters. You can make an artwork where your feelings and thoughts become shapes and colours. You can use metaphors, like you do in poetry. You can describe a feeling as 'a dark cloud' or 'warm sunshine'.

You can describe something by using the qualities of something else. Then see what new ideas come to you.



You can ask interesting questions about the world around you, but you can also ask questions about the thoughts inside you. What am I trying to do here? What do I need now? What am I going to do next? What do I know for sure? How do I know that? What questions do I need to ask?

Thinking about your thinking helps you to organise your thoughts, make a plan and reach your goals.



We cannot work out what is going on if we do not observe carefully. We smell, touch, taste, hear and see the world using our senses. We describe what we sense using words. To describe things accurately we need patience and focused attention. We can become like detectives collecting evidence.

Using words to create accurate descriptions of what we observe is a powerful tool for understanding the world.



One way to find new information is to do experiments, like you do in science. Sometimes you need to try new things for yourself. Then reflect on the results, compare them with your expectations and come to your own conclusions. There is always some risk. It is a bit like learning to ride a bike. You might fall off and scrape your knee. You need to learn when it is okay to risk experimenting.

Trying something new means being willing to risk failure and learn from it.



Finding the way things link together is called 'cause and effect'. Nothing happens on its own. Everything has a cause. And everything is the cause of something else. This is why we need to ask: What is going on here? What caused this to happen? What is going to happen next? What do we need to change to cause a different effect?

Finding the links helps us understand the things we cause, and the effects we have on the world.



The best ideas, the greatest adventures and the most fantastic inventions happen when people share and compare their thoughts and feelings. Learning to work together is not always easy, but many brains talking to each other are better than one brain talking to itself. We can give each other a chance to make a contribution.

Great things happen when we share with respect and learn to work together.



You are free to enjoy your body the way you choose to. It does help if you have accurate information about the things you put into your body and about the experiences you put your body through. Be kind to yourself. Get the knowledge you need and use it to stay as healthy as possible for as long as possible.

The most important relationship you will have in life is with yourself.



It is also important to think about and talk about your feelings. Don't just act out your emotions. Stop and ask yourself, "What am I feeling now? What made me feel like this? How can I prevent feeling that way again?" Then you can put your feelings into words. Then you can understand yourself better. Then you can share your feelings calmly, so that other people can understand you.

No feeling is right or wrong, but what you do with it can help or harm.



Whenever you choose what you are willing to risk, or what you find most satisfying, you are not only choosing for yourself. You are connected to everything around you. So, what you choose can have an effect on the lives around you and on the environment. Your choices have consequences. Those consequences can be helpful or harmful.

What you choose today will create the future. Choose carefully.



We can all get along better if we pay attention to each other's feelings. Feelings are not silly or naughty or crazy. They tell us important things about each other. When someone has strong feelings it can be difficult to put them into words. So it helps to ask questions. What are you feeling? What made you feel like that?

If we are willing to listen, and willing to understand, we can find each other.



There are usually many different ways to solve a problem. There are also different ways to enjoy life. You need to find the ways that work best for you. What you do is your choice, because you are the one who has to live your life. So allow yourself the freedom to explore different experiences, beliefs, attitudes and skills. Try them out and choose.

Put together a toolkit of the skills that work best for you.

Make your skills bookmark



A bookmark is something that keeps your place in a book.

Make a bookmark that shows the skills you will practise this year.

Your bookmark will show each skill in two of South Africa's official languages, English and another of your choice.

Choose a language for your bookmark. You may choose a language you speak at home; a language you hear when you think or dream; or a new language you would like to learn.

Tell your teacher the language you chose. Your teacher will give you a photocopy of the skills in the language of your choice.

Your teacher will find the skills bookmark templates for photocopying in the Grade 5 Teacher's Guide.

Bookmarks in South African Official Languages

- Afrikaans
- isiNdebele
- Sepedi
- Sesotho
- Setswana
- siSwati
- Tshivenda
- isiXhosa
- Xitsonga
- isiZulu

Use your skills bookmark

1. With your bookmark next to you, turn to the first lesson on pages 2 and 3.
2. How many skills can you find in this lesson?
3. What two languages are the skills written in?
4. Read the skills in each language.
5. Find those skills on your bookmark. Do you have a different language on your bookmark?
6. Read the skills in the language of your bookmark.
7. How many skills can you find in the second lesson? What skills are they?
8. Find those skills on your bookmark. Read the skills aloud.
9. Leave your bookmark between pages 2 and 3. In your next lesson, it will help you quickly find Lesson 1.1.

How to make your skills bookmark



- a photocopy of the skills in your chosen language
- a piece of cardboard (for example, from a cereal or tea box)
- glue
- scissors

a. Your teacher will give you a photocopy of the skills in the languages of your choice.



b. Cut the cardboard so it is a bit bigger than your photocopy.

c. Use some glue to stick your photocopy onto the cardboard. Make sure the glue covers the whole photocopy page. Press the paper firmly onto the cardboard.



d. Cut around the dotted line to finish your bookmark.



If you don't have any glue, you can mix some flour and water to make a paste, or mix some cooked rice or macaroni with a little water to make a paste.



*Give it your best shot

Free to believe

The Constitution protects freedom of religion. Everyone is free to follow whatever faith they want to, or not to follow a faith at all. This is part of democracy.

Make something to show what you think it is like



Etsa ntho e itseng ho bontsha hore na seo o se nahanang se jwang

Burning light

1. What does a candle mean to you?
2. What do you think candles represent on your birthday?
3. Read about rituals and symbols on the opposite page.
4. What types of rituals, other than birthdays, can a candle be used for? Give a reason for your answer
5. Draw and colour in a picture of a candle. Keep your candle – you will be required to use it later on.

Freedom of religion, belief and opinion

The Bill of Rights in the South African Constitution

says that everyone has the right to freedom of religion, belief and opinion. It says that people who belong to a culture or religion must be able to:

- enjoy their culture
- practise their religion freely
- form or join religious groups of their choice.

Our Words

freedom

the power or right to act, speak, or think as you want.

democracy

a system of government in which the people of a country can vote to elect their representatives

discipline

the ability to make yourself do something, especially something difficult

A **festival** is an event that celebrates different religions. At festivals, people often celebrate with food. Some festivals have lights and fireworks.

A **custom** is a tradition or a special way of doing things in different religions.

People practising different religions have different **beliefs**. Many people belong to the Hindu religion, others to the Muslim religions and some others to the Christian religion. There are many different religions in the world. It is important that we respect all religions and all people's beliefs.

Rituals

A ritual is a type of behaviour regularly followed by someone. This may involve symbolic elements like singing, dancing, performing, reciting words, attending ceremonies, and many others. Rituals are not always easy and fun – they may require great **self-discipline** and sacrifice.

Symbols

A symbol is used to represent or show certain information. Symbols often have broader meanings that are not exactly the same as the symbol. For example, a red ribbon symbolises HIV awareness. A symbol may represent a belief or a way of life.



Symbol of light

Candles are a common symbol used as part of many rituals around the world, including weddings, birthdays and funerals. The candle and its light may have a different meaning each time, depending on the people and the occasion.



Examples

Familiar examples of events where particular rituals are performed are things like:

- birthday parties.
- weddings.
- funerals.
- religious gatherings and festivals.
- public holidays.
- School sports day.
- Prize-giving ceremonies.
- School anniversaries (school birthdays).



Rituals are useful

Rituals are useful to us in many ways. They can make our relationships better and help us to connect and understand the world around us.

Possible reasons why rituals can be useful

A ritual: ...

- makes me feel like I belong to something bigger than myself.
- is an opportunity to get together with my family and community.
- tells stories that inspire me.
- reminds me of the history of my community and what we believe.
- teaches me the rules for living that my community follows.
- lets me think about who I am in the world.
- helps me to change and become a better person.
- connects me to the Divine.

offering

something that is given to a god or to the ancestors as part of a religious ceremony, such as fruit at a harvest festival or an animal as a sacrificial offering

Our Words

Choose what works best for you



Kgetha se o sebeletsang hantle haholo

Useful rituals

- Which of the above reasons do you agree with?
- Describe a daily ritual that you do, which helps you “become a better person”.
- Read about Easter, Diwali and Ancestral traditions. Read the Info Page F for more information on Ancestral traditions.
- Which of these examples of rituals are most interesting to you?
- What are the similarities between the different religious celebrations?



Diwali

Diwali is known as the festival of lights. It is an important time for Hindu, Sikh and Jain people. It is a celebration that happens every year. The belief is that light is celebrated against dark, good against evil and knowledge against ignorance.



Easter

Easter Sunday is a celebration of the resurrection of Christ. Easter is in March or April every year. It is a festival and holiday commemorating the resurrection of Jesus from the dead, described in the New Testament bible as having occurred on the third day after his burial.



Ancestral traditions

Some traditional African religions are a way of life in which ancestors are respected. Major events are celebrated, such as weddings, births, and deaths, as well as getting a job or finishing university. An **offering** is usually made during these events to honour, please, and thank the ancestors.



Religions and responsibilities

Religion comes with many important responsibilities. There are many important days in different religions that people have to observe. It is their responsibility to participate in these religious days.

Sibongiseni's Challenge

Sibongiseni was excited. His first Athletics Day at his new school was in four Saturdays' time. All the children were talking about how much fun it was going to be.

Sibongiseni rushed home with the principal's letter about Athletics Day in his hand. The letter informed parents that all learners must attend and take part. But when Sibongiseni's father read the letter, he was not happy.

Sibongiseni's mother put her arm around him and explained. "Unfortunately, this year the Athletics Day is on the same day as your sister's wedding and we have known about it long before Athletics Day." "Your sister's wedding is more important," said Sibongiseni's father. He quickly wrote a letter to the principal to explain why Sibongiseni would not attend the school's Athletics Day.

Sibongiseni's heart sank. But he did not say anything. He went to bed after supper as soon as he could. The next day, he had to tell his teammates that he could not be in the athletics team any more.

Rosh Hashanah

Rosh Hashanah is the Jewish New Year. Jewish people think about the deeds of the past year and seek forgiveness from God and to be inscribed in the 'Book of Life' for another year. The Book is sealed ten days later on Yom Kippur, the Day of Atonement. On this day, Jewish people are encouraged to spend the day fasting and praying for forgiveness at a synagogue.

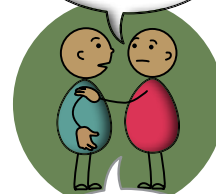
Ramadan

During this holy time, the ninth month of the Islamic calendar year, Muslim people do not eat, drink or smoke from sunrise to sunset for an entire month. Instead, they spend their days in worship including going to prayer at the mosque. At the end of Ramadan, they celebrate with a festival known as Eid-al-Fitr.

What is Eid?

Eid literally means a "festival" or "feast" in Arabic. There are two major eids in the Islamic calendar per year, Eid al-Fitr earlier in the year and Eid al-Adha later. Eid al-Fitr is a three-day-long festival and is known as the "Lesser" or "Smaller Eid" when compared to Eid al-Adha, which is four days long and is known as the "Greater Eid."

Try to feel what someone else is feeling



Leka ho utlwa seo motho e mong a se utlwang

Difficult choice

1. Read the story about Sibongiseni's challenge. How do you think Sibongiseni feels about Athletics Day being on the same day as his sister's wedding?
2. Should Sibongiseni have a choice about whether to attend the Athletics Day or the wedding? Give a reason for your answer.
3. Read about Ramadan, Eid and Rosh Hashanah.
4. What difficult decisions do Muslim and Jewish people have during Rosh Hashanah, Ramadan and Eid?
5. What other rituals have I inherited from my family that might clash with my own interests in the future?

Our Words

choice
the right, power, or opportunity to choose between situations or actions

In your journal

Write or draw in your journal which rituals you are grateful for and why.



One country, many beliefs

People practise their beliefs, customs and rituals in different ways. What unites us is that we are all human and we must coexist.



Questionnaire

Find out more (ask someone - look it up)



Batlisisa haholwanyane (botsa motho e mong - itjhebele yona)

Your task is to find out about the different rituals that people at your school practise, using a **questionnaire**, follow the example on the opposite page.

1. Interview learners, teachers, admin and ground staff at your school.
 - Show respect for everyone you interview.
 - When you do an interview, your job is to ask questions and to listen carefully to the answers.
 - Find out about the different rituals that the people you are interviewing practise using the questionnaire.
2. What is the main reason for religious and non-religious people to coexist?
3. Draw and design your own “coexist” or “peace” sign. Use different symbols to decorate it and give it more meaning. Be creative.

Our Words

questionnaire
a written list of questions that are answered by a number of people so that information can be collected from the answers

Coexist

To exist and be alive at the same time and in the same place as others, in a peaceful way.



Unity in Diversity questionnaire

Questions	Person 1	Person 2	Person 3	Person 4
What ritual do you practise, linked to your beliefs and values?	<i>We light a candle when someone has passed away.</i>			
What special meaning does that ritual have for you?	<i>We honour the person's life.</i>			
When do you perform your ritual?	<i>Every night for 40 days after the person has passed.</i>			
What do you do during the ritual?	<i>We hold hands and pray. In our prayers, we give thanks for the person's life.</i>			
Why is it important to come together to recognise and celebrate diversity in our school?	<i>So that we respect each other.</i>			

Create a ritual

How can we create a meaningful ritual together, using meaningful symbols, stories and performances? Let us create a ritual and promote peace.

Choose what works best for you



Kgetha se o sebeletsang hantle haholo

Your ritual

Step One

Decide what the message of your ritual is.

- What do you want it to remind people of?
- What wisdom does it teach?
- Does it include religious and non-religious people?

Step Two

Collect or make all the elements, or ingredients, of your ritual. Think back to all the lessons you have done on ritual. What examples of rituals do you remember and what was happening in those rituals?

Think about:

planting a tree, designing a dance, preparing a meal, creating an artwork, or writing a poem or a play.

Make sure that someone watching your ritual can follow the story you are telling or the message you are giving.

Step Three

Practise and perform your ritual.

Our Words

rituals are actions that are performed at religious ceremonies or celebrations. For example, at a funeral, lighting a candle for the person who has died

create make something exist or happen

meaningful important and valuable

In your journal

Write or draw in your journal your own symbol that represents love.



Peace



Love

Different symbols and their meaning

Here are a few ideas of symbols that you can choose from, for your ritual. There are religious and non-religious meanings behind these symbols. Remember, symbols have meanings behind them, which might not be directly represented by the symbols themselves.

Communication



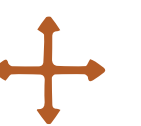
Star of David



Obedience



Travelling



Fire



Light



Crescent



Peace



Female

Male



Future



Fantasties



Info



Info Page F

Traditional African spiritualities

This page looks at the characteristics that traditional African spiritualities share.

Unlike other religious identities, which define themselves as separate from each other, traditional African spiritualities easily integrate and include ideas about spiritual wellbeing from all the religions, traditions and philosophies they encounter.

Knowledge is passed from one generation to the next through oral traditions, the performance of rituals and the creation of sacred objects

There is not a division between spirituality and everyday life, and it is more accurate to speak of different cultures rather than different formal religious institutions.

The idea of humanity (as something that grows out of relationships with others) lies at the heart of the ethics of African spiritualities.

Many practices, from age-set initiations to visiting the graves of ancestors, **reinforce** a deep sense of connectedness to family, community and the land.

reinforce
to make something stronger

realm
the place where something happens

restorative justice
a way of responding to harmful behaviour that emphasises repairing the harm caused by the crime and 'restoring' harmony as much as possible between the perpetrator, the target and society as a whole

Our Words



African spiritualities seek harmony between the natural and supernatural – they place a community in a continuity that includes the ancestors.

There are rites of passage (birth, initiation, marriage and death) that celebrate life's constant changes and help define people's roles and responsibilities.

Ancestors are still considered as part of the **realm** of the living, until they have no one to remember them or no one to perform the appropriate ritual. Ancestors can connect with human beings through their dreams.

Sacrificing something of huge value to you (usually the blood of an animal that carries the life force capable of connecting living humans with ancestors of other spiritual beings) is a powerful part of some rituals.

The supreme being or creator god is generally considered to be remote, and contact with the creator is through ancestors or spirit intermediaries (people who help with this communication).

African spiritualities have a close relationship with the natural world, especially in terms of plant medicines (many of which, because of their use in spiritual practices, are now being explored for their use in treating mental illness).

Colonial views reduced any knowledge, ideas or beliefs that did not fit their way of thinking, to superstition. We need to move away from representing indigenous knowledge systems as the strange beliefs of a particular group. Instead, we should work with wise people to understand why those beliefs and practices are valued.

Whether we are exploring the meaning of dreams, the knowledge of plant medicines, the role of ritual and rites of passage, or the principles of **restorative justice**, African traditional spirituality must be understood outside of the colonialist point of view.

Prevent accidents at home

Some of the things we use in our homes can be dangerous and can cause accidents. When we know how to use things safely, we can avoid accidents.

Our Words

prevent
stop something from happening

Observe and describe



Lebelela botse o be o hlaloše

Better safe than sorry

1. Discuss the pictures on the opposite page (page 15) with your group. Can you identify what these pictures are.
2. Close your eyes and picture your kitchen in your mind. Move through it and look around you.
3. What could cause harm or an accident in your kitchen?
4. Write down one thing you could do to **prevent** this accident from happening.
5. What do you think the saying “better safe than sorry” means?
I think “better safe than sorry” means ... (finish the sentence)
6. In your groups decide which pictures show things that we use in our homes and which pictures show medicines that we take.

Safety words

Taking a precaution means: preventing something and making sure you are safe.

So a safety precaution is something you do to prevent something harmful from happening. An example is putting medicines on a high shelf so that small children cannot reach them. All the tips on the opposite page and Info page G are safety precautions.

Candles can cause fires
Prevent open flames from causing a fire.

Electricity can shock
Keep children safe from electrical dangers.

Household products can be harmful
Keep them out of the reach of small children.

Keep medicines out of the reach of small children.

Use electricity safely

Electricity usually makes our lives easier, but it can be dangerous. Do not play with electricity.

Our Words

Work it out yourself

Safety first

1. Name as many different electrical appliances as you can see around you and on this page.
2. Read the ways to use electricity safely and the information on the opposite page.
3. Is there anything you can do when you get home, that is on the list?
4. Why have you not been doing this?

electrons
tiny particles found in all atoms; the primary carrier of electricity in solids

electrocuted
to die or be seriously injured by being shocked by electricity

Šomana le yona ka bo wena

Ways to use electricity safely

- ✓ Switch things off when you are not using them.
- ✓ Switch your heater off when you leave the room.
- ✓ Do not cover heaters.
- ✓ Before you pull out a plug, make sure the electrical socket is switched off.
- ✓ Pull appliances out of sockets by pulling the plug, not the cord.
- ✓ Do not put too many plugs in one socket.
- ✓ Do not use an appliance if the cord is old and the wires are not covered.
- ✓ Do not run extension cords between rooms or buildings.
- ✓ Do not cover extension cords with carpets or rugs.
- ✓ Do not curl up extension cords when they are plugged in as they can cause a fire.
- ✓ If you touch an appliance or tap in your house and get a shock, then there is a fault in the electrical wiring and it must be repaired by a qualified electrician.
- ✓ If you find an electrical cord or cable that is broken, do not touch it! It could be a live wire that can shock you.



When a wire or object is connected to a source of electrical power, it is said to be live because it has electricity running through it.

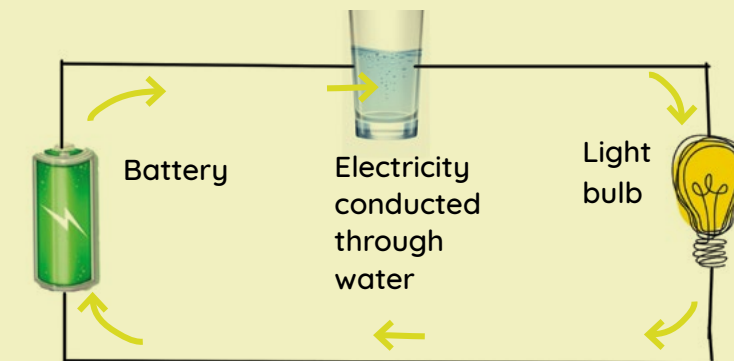
Metal and water conduct electricity

Atoms have tiny parts on the outside called **electrons**. When electrons move from one atom to another, they carry energy in an electrical current.

This electrical current goes through metal and water easily. This is because metal and water can carry an electrical current. We say they conduct electricity.

Because of this, and because metal is solid and not liquid, electrical wires are made of metal. Electrical current can also be created by connecting batteries.

Experiment: Water as a conductor



Electrical appliances

It is dangerous to put a metal object inside an appliance when it is on. The metal could conduct the electricity to your body and you will get an electric shock.

Water

Be careful using electrical appliances near water. Never touch electrical wires or appliances with wet hands. Water conducts electricity, so you may get an electric shock or be **electrocuted**.



Electricity dangers

Our awareness of the dangers of electricity will help us to prevent electric shocks and fires.

Our Words

pylon
a tall metal structure that carries electrical wires high above the ground

Observe and describe



Lebelela botse o be o hloše

Electricity warning signs

1. Which of these signs have you seen in your area?
2. What will you do next time you see one of these signs?
3. What must you do (and not do) when you see exposed electrical wires?



Electricity danger: warning signs

Do not climb trees near power lines. You may touch a line by mistake and get electrocuted.

Never climb on an electricity **pylon**, pole or electricity (danger) box. It is dangerous because the electricity that goes through them is very powerful.

Stay out of electricity substations, as they also contain powerful electrical currents and are dangerous.



- ☒ Do not tie fences or washing lines to electrical poles.
- ☒ Do not climb trees that are near or touching power lines.
- ☒ If electrical wires are in your way, walk around them. Do not touch or lift electrical wires that are low or on the ground.

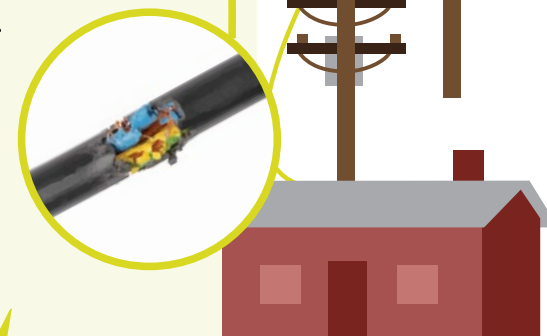


Electrical wiring

Mains electricity goes into a building through a system of electrical wires. These wires are usually hidden in the walls, so we only see the electrical sockets. We plug electrical appliances or extension cords into the sockets.



In an electrical cord, the metal wires conduct electricity. They are covered in a type of plastic material which does not conduct electricity. This material is an insulator. You can get killed if you touch a live bare electrical wire or damaged electrical cord. Bare electrical wires can cause a fire.



Electric shocks

An electric shock damages the body, and may kill a person. If a person has a bad electric shock, they may have trouble breathing, and their heart will beat irregularly. They may lose consciousness, they may have a seizure, and their heart may stop beating. If a person has a big electric shock and is badly injured or dies, we say they have been electrocuted. Never touch a person who has just had a shock or has just been electrocuted, because the electricity can pass into your body. Only use a wooden, rubber or plastic object to move the person.

Keep your distance from live wires and objects! Even if you do not actually touch them, you can be shocked or electrocuted because electricity can jump through air – the higher the voltage, the larger the gap that it can jump across.



Fire and safety at home and at school

We must always be careful near fire to avoid getting burnt or breathing in smoke. We can prevent accidental fires by taking fire safety precautions.

Fires can be started in a number of ways at home and at school. For example, in the dry winter months, grass and trees can catch fire. Another common way for fires to start is from old electrical appliances. Fires can also start when we accidentally leave the stove on. Fires can be started when chemicals such as cleaning products catch alight.

Work it out yourself



Šomana le yona ka bo wena

Safety drill

In this lesson you will practise your school's fire safety **drill** with your teacher. You will practise from different parts of your school; this can help you to learn your school's fire safety plan. Every single classroom in every school must have a fire safety plan.

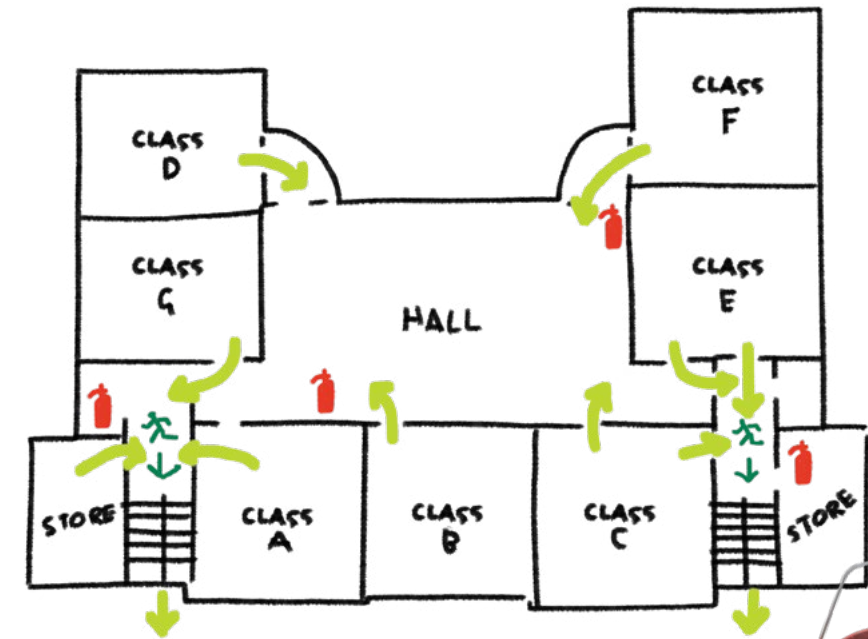
drill

a practice of what to do in an emergency, for example if there is a fire

Our Words

What is the safety plan in your school?

Every school must have a fire safety plan and regular fire drills. In a fire drill, you practise what to do if there is a fire. When you know what to do, it will help you to stay calm and get away from the fire safely.



Remember the following essential rules for when there is a fire:

- Stay calm.
- Follow the rules you practised in the fire drills.
- Smoke chokes. Go under it.
 - If there is smoke, crawl under it. Get down low and GO! GO! GO!
- If your clothes are on fire, **stop, drop and roll**.
- If someone is on fire, try to smother the flames by grabbing a blanket or rug and wrapping them up in it. If a fire extinguisher is available, use it to put out the flames.
- You should not open closed doors if they feel hot.
- If you are in a fire and head for an exit, do not hold on to a door handle if it is too hot.



Stay calm



Follow rules



Stay low

Make your community safer

With the information you have, how will you help to make your community a safer place?

Give a reason for what you think



Efa lebaka la seo o se naganago

Being safe

1. Imagine you are a community safety officer. You have to **convince** people about what is safe and what is not safe.
2. Create a song and dance to show others what is safe and unsafe during fire drills, or a song and dance about the safe and unsafe use of electricity in our homes and communities.

The issues to choose between are:

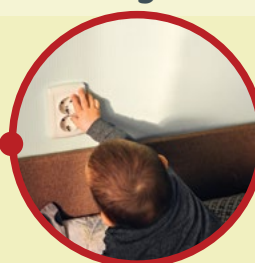
- **electricity** safety
- **fire** safety

3. You must consider the following in your presentation:
 - a) Explain risks of the topic you have selected.
 - b) Discuss dangers or environmental factors that affect fire or electricity.
 - c) Explain safety measures related to your topic.
 - d) Your presentation must include dance and music.
 - e) Use the information provided in your book and at least one other source of information.

Our Words

convince
make someone believe firmly in something you are saying or doing

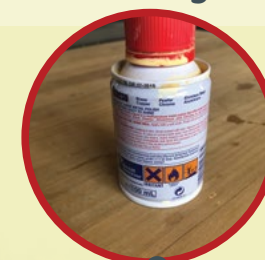
electricity safety



fire safety



household products safety



medicine safety





Use and store household products safely

Some products that we use in our homes contain chemicals that can harm our health.

We need to know how to use household products safely and how to store them correctly. Understanding precautions on safety labels can help you to stay safe at home and at school.

Always use household products safely

Many household products are **poisonous**. Never drink them. Never use them near food or store them near food. If someone swallows a poisonous substance or is harmed in another way, call for medical help. Household products need to be stored in a safe place, away from children and animals. If a child gets hold of a cleaning product, they can accidentally drink it and become very ill. Make sure that all bottles are tightly closed. All products must be stored safely to prevent accidents from happening.

Poison Information Centre: 24-hour emergency number:
0861 555 777

Some household products are flammable. This means they can catch fire easily. Some products are even inflammable, which means they can catch fire even more easily. Never use them near a flame. Keep them in a cool place. (The opposite of both flammable and inflammable is non-flammable.)

Some household products can explode. Keep them away from flames. All products should have labels to show the dangers and safety precautions. Never use food or drink containers for household products.

poisonous
causing illness or death if swallowed or taken into the body

expiry date
the date after which something should no longer be used

Our Words



Medicines must always be stored in a safe place. They must only be taken in the way a healthcare worker has told you to. Never use someone else's medicine.

Safety precautions with medicines

+ Do not take any medicine unless a doctor or an adult you trust has given it to you for your health condition.

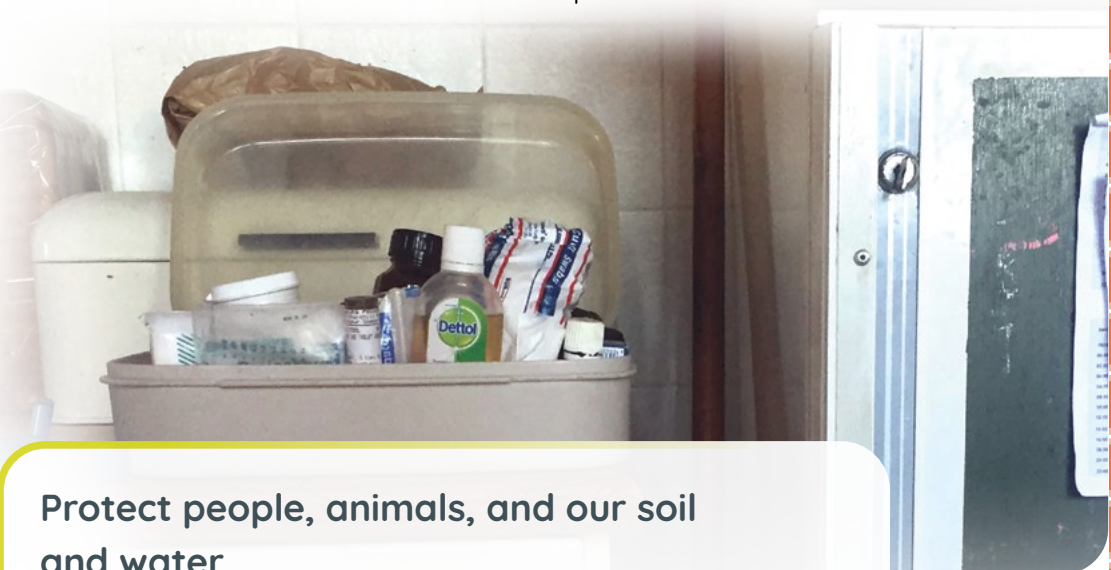
+ Medicines take time to work. Tell an adult you trust how you are feeling and whether you are feeling better or worse.

Medicines have a label with an **expiry date** on them.

+ This date tells you when the medicine is too old to use, after which it will not help your illness. Do not use old medicine. Store medicines in a cool place.

Protect people, animals, and our soil and water

Return old or leftover medicine to a pharmacy or healthcare worker. They will dispose of them safely. Do not throw medicines down a drain, a sink or a toilet. Do not throw medicines into a rubbish bin or a rubbish dump.



Human beings are water beings

We cannot live without water. Human beings need to be aware of every drop of water around them. They need to protect the sources of water.

Our Words

source

a place, person, or thing that something comes from

hygienic

keeping yourself clean in order to prevent illness and disease

Observe and describe



Bukisisa bese uyachaza

Water wheel ~ ~ ~

1. Create your own water wheel by redrawing the wheel.
2. Answer the questions below. Place each answer on one of the spokes of your water wheel.
 - Water is used in our home and garden to _____.
 - My culture / religion uses water to _____.
 - People use water to make a living by _____.
 - People use water for fun when they _____.
 - I keep my body **hygienic** and healthy by _____.
 - I reuse water safely when I _____.
3. Keep your water wheel as a reminder to use water responsibly, every day.



You can survive:

3 minutes without oxygen.
3 days without water.
3 weeks without food.
After this time your body will start to deteriorate, this might lead to death.

Water beings

New-born babies have the most water, as part of their bodies, than they will ever have in their lives. An **average newborn** is roughly **75% water**, a level that decreases as we age.

75%



This means that for most of your life, more than half your body is made up of water. Therefore, we are often called water beings.

50%



The water level in our bodies drops to about **50%** for an **elderly person**.

We use water in every part of our lives

- in our homes
- for our food
- for agriculture
- for spiritual and cultural practices
- for fun and relaxation
- for jobs and our economy
- to keep our bodies clean and healthy
- for transport
- For our most basic need to live, we must drink water.

Water



Water connects us all

All life on Earth needs water to sustain it.

On Earth, water moves between the air, oceans and rivers, and deep underground. Water is a basic human need. We need water to survive. Our bodies are mostly made of water and without it, we cannot survive. Plants and animals also need water to survive.

How do you feel?

Think about ...

- How you feel when you drink water.
- What it feels like when you are in the shower.
- Watering your garden.
- Swimming.
- Diving underwater.
- Dancing in the rain.
- Where you get your drinking water from.
- How clean is the water you drink.

life

Living things, such as people, animals, and plants, can breathe, grow, and reproduce, unlike non-living things, which cannot do these things.

sustain

provide enough of what somebody or something needs in order to live or exist

Our Words

Talk about your feelings



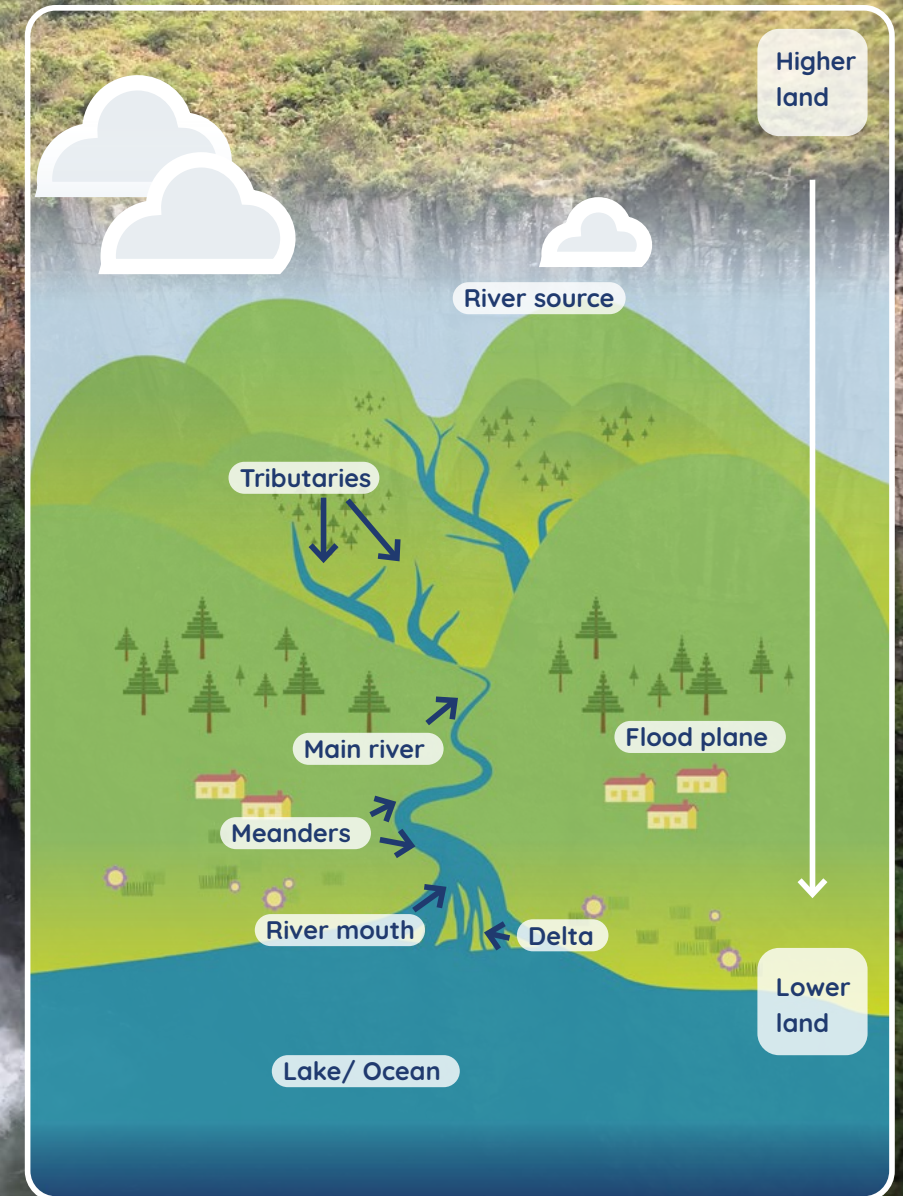
Water feelings

1. Make a list of the emotions you feel when you think about water.
List as many emotions as you can.
You can see how your classmates feel during the discussion.
2. Write down in your own words why we cannot drink water from everywhere, even though our planet is made up of mostly water.
3. Where should we get our drinking water?
4. If you cannot get clean water, what can you do?



Erosion

The movement of water changes the shapes of the mountains, valleys and coastlines over millions of years. This is called **erosion**.



Taking care of our water and planet

Water can be dangerous. Floods can destroy our homes and crops. Heavy rains can cause landslides. People can drown in rivers, dams and the sea. Polluted water can make us sick. Diseases like bilharzia and cholera are water-borne diseases caused by parasites.

researching
studying something carefully and trying to discover new facts about it

pollution
the introduction of harmful substances or products into the environment.

Our Words

What's new? Try it

Plastic pollution

1. In groups of three, discuss all the ways in which water can be polluted.
2. Can you think of a time when you polluted water?
3. Why do you think it is important to keep water clean?
4. Why is plastic so dangerous for animals who live in water?
5. Does knowing this make you want to use less plastic?
6. Read the case study.
7. Why do we produce so much plastic?
8. What plastic do you throw away? Do you know where it goes?
9. How could you use less plastic?
10. How can you reuse the plastic you have bought?
11. Ask yourself: "How can I use less plastic?"

Case study: single-use plastic

Professor Richard Thompson has been **researching** the topic of plastic pollution for more than 20 years. He says,

"We live in a disposable society, where 30 per cent of the plastic we produce is used for packaging that we throw away within a year of manufacture. You can understand why we produce so much plastic. It's incredibly useful, it lasts a long time and is lightweight but it's also creating a global waste management problem, and this is especially true in the marine environment." (Eg Oceans, Rivers, Lakes, Dams.)

Stop pollution!

Water flows everywhere. Anything we leave behind on the land can be carried into streams, rivers and the sea. For example, chemical fertilisers and pesticides used by farmers can kill small organisms in rivers. Sewer pipes can leak and make water unsafe for people to drink. Toxic waste from factories can also pollute our water sources. Pollution affects the quality of water and can harm our health and the health of animals and plants.

Save our wetlands!

Wetlands absorb water like a sponge. The roots of wetland plants and the marshy ground help to slow down the movement of water. In heavy rains this can prevent flooding. In times of drought, wetlands slowly release water into the rivers.

When people destroy wetlands to make buildings and roads, there are no more plants to slow the water down as it flows over the land. This increases the risk of flooding.

How water is wasted

Our Constitution protects everyone's right to have clean water. But not everyone has the same amount of clean water. Wasting water can affect our water supply in the long run.

Ask questions about the things you want to know



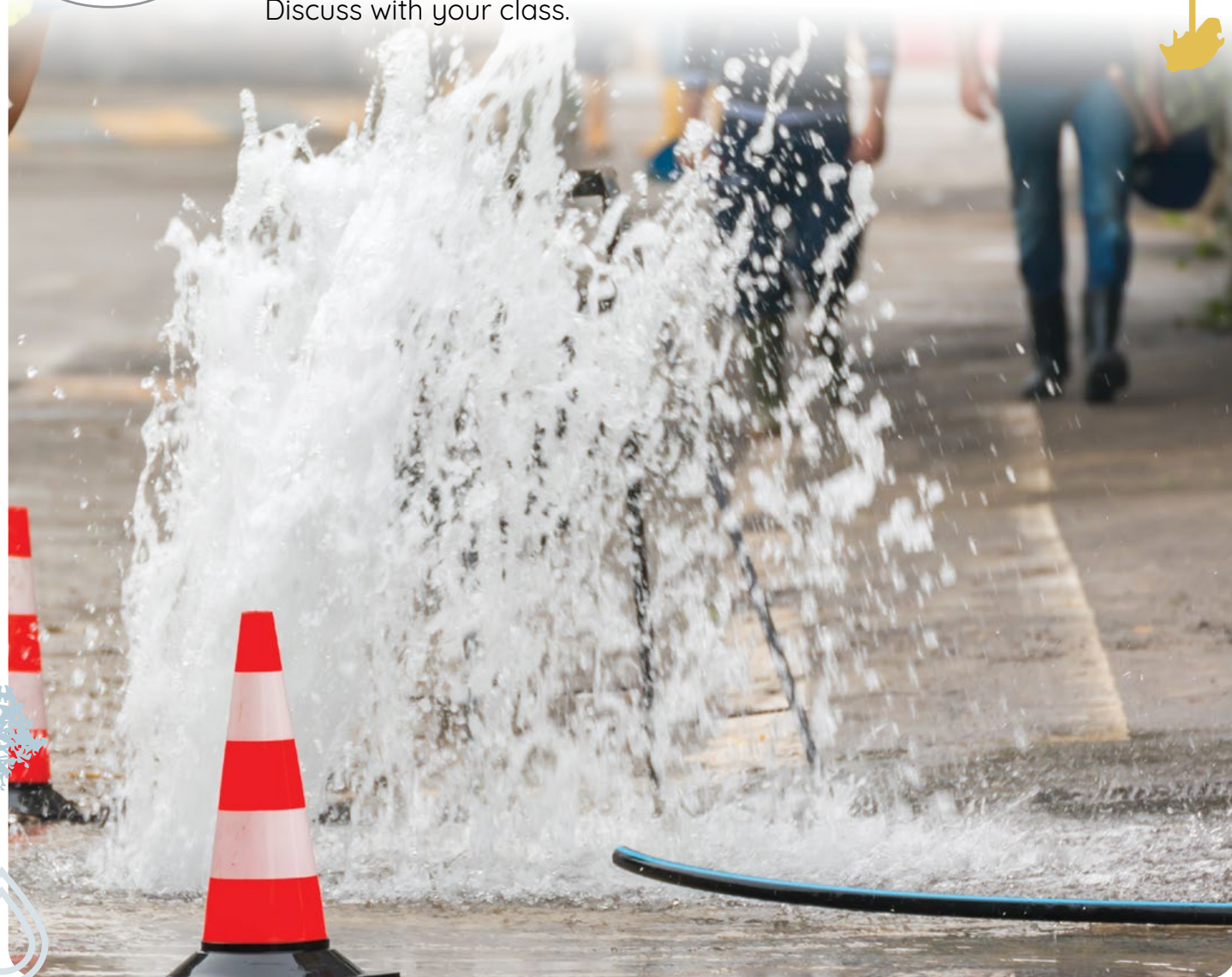
Buta imibuto ngetintfo lofuna kutati

Waste not ~ ~ ~

1. If you saw this, what questions would you ask yourself? Write them down.
2. Action that fixes things starts with paying attention and asking questions. How would you try to fix this problem? Discuss with your class.

supply
an amount of something that is provided or available to be used

Our Words



Water fairness

It is not always easy to work out what is fair. You must try to think about what people need, and what people can do in the place where they are. Some people waste water, which can affect our water supply in the long run. We must be aware and understand that water must be made available to everybody and wasting water affects us all. **Here are some actions that we can take to help with water fairness:**



I choose to take short showers. People do not need a lot of water to get clean.



I use a mug of water when I clean my teeth. I never leave the tap running.



When I see water leaking into the road, I ask my parents to report it to the municipality.



My family collects rainwater in a tank. We filter and boil the water.



If I see a person dropping litter, I explain how litter harms animals and pollutes rivers and oceans.



Food and waste

We use water to grow our food and to make things in factories. This means that we save water when we do not waste food, and also when we repair things instead of buying something new.

Look back - look forward



Buka emuva - buka phambili

No water ~ ~ ~

3. In a time of drought, people struggle to grow food and have drinking water. What might happen to people if we have no water to grow food and no drinking water? Write down your answer.

Ways of protecting the quality of our water

People can appreciate water by understanding how people used it in the past and how people are coming up with ways of preserving and using our water in the future.

Respect water

People have many ways to show respect for water. They tell stories about water spirits and sacred places, which encourage people to respect water sources and use them carefully.

Respect water

1. Read the story titled 'Waiting to collect clean water after a storm'.
2. Make a list of all the ways that you have seen people **disrespect** water in your community.
3. List three ways of **respecting** water
4. What are the most common ways water is disrespected?



In your journal

Write or draw some of the ways you have disrespected water.

Our Words

appreciate

be grateful for something

survey

an investigation of the opinions or behaviour of a group of people, which is often (but not always) done by asking them questions

sanitation

keep places clean, especially by removing sewage

Waiting to collect clean water after a storm

In many cultures, grandmothers taught their children ways of collecting sweet water (*amanzimnandi*) from rivers and springs.

"For most of the year, we collected water from the river. But when the rainy season began, we put out pots to collect the rainwater. After a heavy rain we waited for four days after the rains stopped. It was only then that we were allowed to get water from the river again.

This was because our elders knew that heavy rains wash human and animal waste into the rivers, which can cause illness. The water was not safe to drink. After four days the river water was clearer."



Storing water

Rainwater harvesting for storage, also known as water harvesting, is a practice in which rainwater is collected and stored for use, for example for drinking water, agriculture and **sanitation**. The most common storage containers for harvesting rainwater are tanks.

Find out more (ask someone - look it up)



Tfola kabanti (buta lomunye umuntfu - funisisa)

Saving water now and in the future

Today's children will be future leaders, and they need to develop creative habits for using and saving water because their future depends on it.

Look back – look forward



Buka emuva – buka phambili

When it is gone

1. Read about the Day Zero crisis.
2. What does the photo tell you about the experience of people in Cape Town during the Day Zero crisis?
3. If you only have a small amount of water you can use each day, how will your life change? What will you have to do differently? Why are you not doing that now?
4. What can we learn from Cape Town about the importance of using water responsibly?

Our Words

habits

a thing that you do regularly and almost without thinking

depends

relies on, or is affected by, something

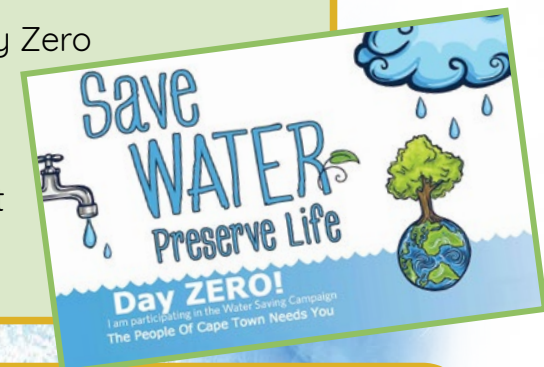
drought-induced

caused by drought

Day Zero

In January 2018, officials in Cape Town announced that the city of four million people was three months away from running out of municipal water. The world was stunned. Three years of poor rainfall had led to a crisis. Officials labelled 12 April 2018 “Day Zero” because it would be the day when the city would have no water at all. This would be the largest **drought-induced** municipal water failure in modern history.

Cape Town managed to avoid having Day Zero in the end, because the people of Cape Town reduced the amount of water that they used every day, and they at last had good rain in the winter of 2018.



Take care of our water world

This is Ludwick Marishane from South Africa. When he was 17, he invented a gel that people could use to clean themselves instead of taking a bath. This could help during times of drought or in areas with little or no water. Ludwick has come up with a solution for a problem that will affect our future.



Wenze Kahle



Healthy eating

We eat and drink to stay alive and healthy. We also enjoy eating and drinking with our friends and family. We cannot survive without a sustainable supply of food and water.

Our Words

energy

the strength, effort and enthusiasm a person needs for physical or mental activity

recipe

a set of instructions that tells you how to cook something, including the ingredients (the items of food) you need for it

Nutrition

Nutrition is the study of how food and drink affect our bodies and the nutrients necessary to support human health. These nutrients are what our bodies need for **energy**, growth, healing and feeling good.

Share and compare

My favourite food

1. Talk to a classmate about your favourite meal.
2. Use the information on these pages to help each other to work out which food groups are in your favourite meals.
3. See if you can agree on what a healthy meal is and what an unhealthy meal is.

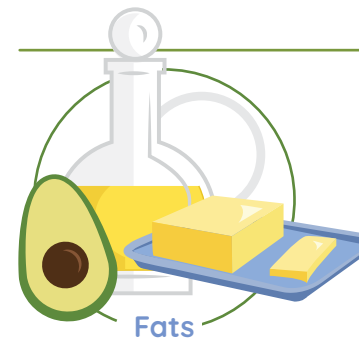


Abelana le babangwegomme o bapiše

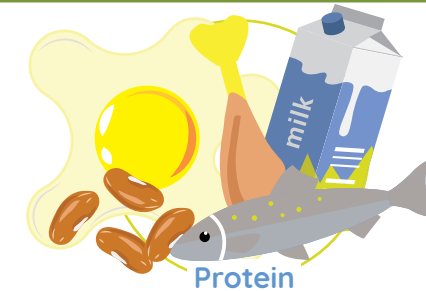
Dietary needs of children

Every child needs to consume enough food and water every day to give them **energy**. Children need to drink lots of water. They need to eat protein (chicken, eggs and beans.), dairy (like milk or cheese), fruit and vegetables. Children must not eat too much sugar because it can make them sick and give them low energy levels.

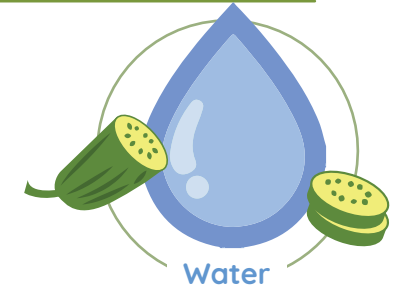
The food groups



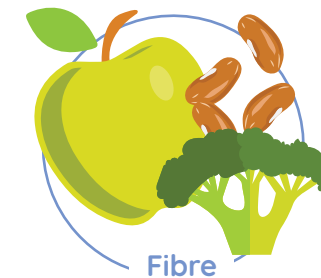
Fats and oils provide energy, help your body to keep warm, are important for communication between cells, and improve your ability to think clearly.



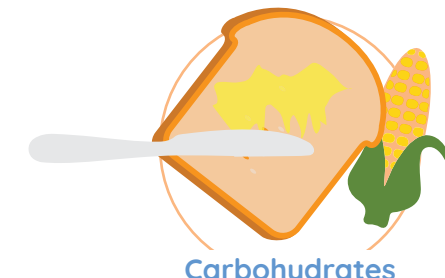
Animal proteins and vegetable proteins are found in meat, fish, beans, legumes and other vegetables; they build your body and repair tissue.



Water hydrates the body, gives shape and form to cells, carries nutrients to cells and detoxifies the body; it helps to maintain peak physical performance.

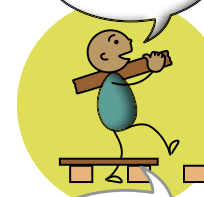


Fruits and vegetables contain **vitamins, minerals and fibre** that assist in healing, boost your immune system, and detoxify your body.



Starchy food like bread, spaghetti, potatoes, and pap, contains **carbohydrates** that give you energy.

Work it out yourself



Šomana le yona ka bo wena

A healthy meal

4. Now create a **recipe** that combines different foods into one healthy meal. Make sure that you use something from each food group.
5. Draw the meal. Make sure that your picture is colourful and your meal is healthy.

Why some people don't get to eat healthy meals

Good nutrition means obtaining the right amount of nutrients from healthy foods in the right combinations. If you do not have a diet with **variety**, it can affect the health of your body and your mind.

Look back – look forward



Lebelela morago – lebelela pele

What I ate last week

1. Which of the food groups on page 39 did you eat last week?
2. Which food groups did you not eat enough of last week?
3. Why is it difficult for some people to eat a variety of foods?



In your journal

Write or draw in your journal which food you like to eat that is bad for your health.

Africa's young population

Africa has the world's youngest population. This means that Africa will have to find a way to keep children nourished and strong. Having enough healthy food is **essential** for a child to grow.

Our Words

variety

several different sorts or types of something

essential

absolutely necessary; extremely important

obesity

the state or condition of being very fat or overweight

poverty

being poor (not having enough money)

Malnutrition

Malnutrition is a lack of proper nutrition.

It can be caused by:

- not having enough to eat
- not eating a wide variety of food
- unable to digest certain foods
- lack of water



Possible ways that malnutrition can affect our bodies

overnutrition can cause obesity

A diet without variety might lead to overnutrition which can cause **obesity**.

malnutrition can lead to stunted growth

Poor environmental conditions because of poverty may also contribute to malnutrition.

One reason why a child suffers from malnutrition is **poverty**. Poverty results in food insecurity and often hunger. This diagram shows the possible effects on the body because of malnutrition or overnutrition.

Malnutrition can have long-term and short-term effects. If malnutrition is untreated, it can cause physical or mental disability. Malnutrition can affect a person's performance at school and their ability to concentrate.

Benefits of growing our own food

When we grow our own food, it is much cheaper than buying it from the shops. When we grow our own food it is often healthier because there are no chemicals added to the food. By growing our own food, we won't go hungry, because there will be food in our garden.



Growing our own food

Some of the food we buy in supermarkets is frozen, processed, packaged, and transported long distances. Long ago, before there were factories and supermarkets, everyone used to grow their own food.

Observe and describe



Lebelela botse o be o hlaloše

What is on the shelf?

1. How many different types of processed food can you find in this picture? Make a list.
2. Which packaged products could be homegrown instead of buying from the supermarket? Make a list.
3. Discuss what you can do to make nutritious soil for plants.

Our Words

natural

existing in nature; not made or caused by humankind / having little or no processing

suitable

right or acceptable for a particular purpose or situation

Food processed in a factory is ...

- **Refined.** This means the food has been highly processed and has been stripped of the original nutrients and fibre. Refined white flour, white pasta, and white sugar are just some examples.
- **Preserved.** Chemicals are added to make the food last longer.
- **Flavoured.** Chemicals, fat, sugar and salt are added.

What is better for us?

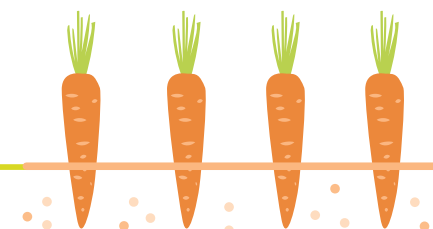
Foods that are close to their **natural** state are better for our health. For example, fresh fruit, vegetables and herbs. Wholewheat bread is healthier than white bread. Frozen foods are usually closer to a natural state than tinned foods.

Vegetables for life

One way to get fresh food is to grow our own vegetables or buy them from a local community food garden. Learning how to grow our own food is a useful skill to have for life. It can help us to save money in the long run, and it will keep us active. It can ensure that we continue to eat, so that we can stay healthy.

Plants need air, water, sunlight, and nutrients from the soil to grow.

Cooking vegetables correctly is also important to make them taste good and to keep all the nutrition.



The soil

Southern Africa is a place that has rich soil and weather that is **suitable** for growing vegetables. You can grow tomatoes, spinach, beans, pumpkins, potatoes and other vegetables in a pot, in an old tyre or in anything that can hold soil.



Different cultures, different foods

Many of the meals we eat are based on recipes that came from different places all over the world. In Africa, we have people from many different cultures, who eat a variety of foods. Plant-based foods are popular in Africa because of the favourable environmental conditions to grow them.

Our Words

favourable
good for something and making it likely to be successful

fast food
hot food, such as hamburgers and chips, that can be prepared quickly and easily, and is sold in restaurants (or similar places) as a quick meal or to be taken out

Be kind to yourself



Ikgaogele

Popular African dishes

1. In groups, look at the pictures of three popular dishes from Africa. Choose one. Make a list of the ingredients that were used.
2. What could you add to the meal you have chosen, to make it healthier, even if you think it is already healthy?
3. Why do so many people choose **fast food** instead of traditional food?

Peri-peri chicken, Mozambique

Bunny chow, South Africa

Chambo with nsima, Malawi

Food and religion

Many religions have rules for what they should eat, and what they must not eat. Some people choose to live a lifestyle which allows them to eat only certain food.

Kashrut

Kosher Diet –The Jewish dietary laws are known as *Kashrut*, and food allowed by these laws is *kosher* food. This includes not eating animals like pigs, shellfish, birds of prey and insects. Products from these animals are also not to be eaten. An example of what not to eat would be bacon or ham.



Halal

Halal and Haram – Food that is allowed by the Islamic faith is known as *halal*. Only animals that are plant-eating animals can be eaten. They must be killed in a special way. The halal diet includes not eating pork, birds of prey and animals that eat other animals. These are known as *haram* foods. Products from these animals must not to consumed (used). Examples of what not to eat or use include alcohol, animal fats, gelatine and bacon.

Vegetarian

Vegetarians are people who choose not to eat meat. Many Hindu people are vegetarian, and they believe in the concept of *ahimsa*, “do no harm”. This means they do not believe in the killing of animals. Vegetarians often include dairy products and eggs in the foods they eat. One of the aspects of vegetarianism is nonviolence towards animals.



Ital

These are the Rastafarian dietary rules which state that only natural foods may be eaten. No food in a tin or processed food (such as polony and cheese) may be eaten.

Fast food (hamburgers, pizza, deep-fried chicken, and fries) prevents people from eating healthy traditional food. Fast food contains a lot of sugar, fat and salt.



What are you eating?

Too much salt, fat and sugar in our food is unhealthy. Fast food contains a lot of sugar, fat and salt, so do not eat too much of it. Your body needs food from all the food groups in order to stay healthy.

What is on the menu?

Planning what you are going to eat can help you stay mindful of what you are putting into your body. Places that serve food probably have a **menu**. A menu is simply a list of dishes or meals that are available.

Our Words

menu

a list of the food that is available in a restaurant or to be served at a meal

Make something to show what you think it is like



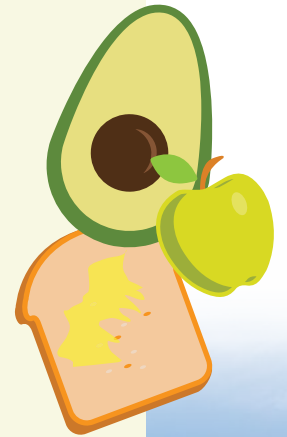
Dira se sengwe go bontšha gore o nagana gore se bjang

Your Menu

- Design your own menu that has a list of three meals.
 - Half of each of your meals should be vegetables.
 - There must be at least one protein for each meal.
 - There must be as little as possible of refined food and sugar in each meal.
 - Think about what makes your meals delicious, for example, adding herbs and spices.
- Share your menu with a classmate and discuss who has the healthier menu.
- Take your healthy menu home and share it with your parents.

Helpful tips about food:

- Eat a variety of food.
- At least half your plate of food for lunch and dinner should be vegetables.
- Eat lean protein every day.
- Drink as much water as you can, every day.
- Eat less processed, refined food.
- Eat in a relaxed environment. Pay attention to what you are eating and how your body is feeling. Ask yourself, "Am I still hungry or am I full?"



Break an egg eatery		
Salads	Pastas	Sandwiches
House salad with seasonal vegetables R40.00	Penne with tomato and basil R36.50	Tuna salad with cucumber and pepper R46.00
Avocado with feta and aubergine R48.00	Avocado and rocket with anchovies R45.80	Avocado and steak on brown bread R50.50
Chicken, tomato and broccoli salad R43.50	Beef meatballs in creamy sage butter R62.00	Egg, rocket and pickles on rye bread

Oberekile

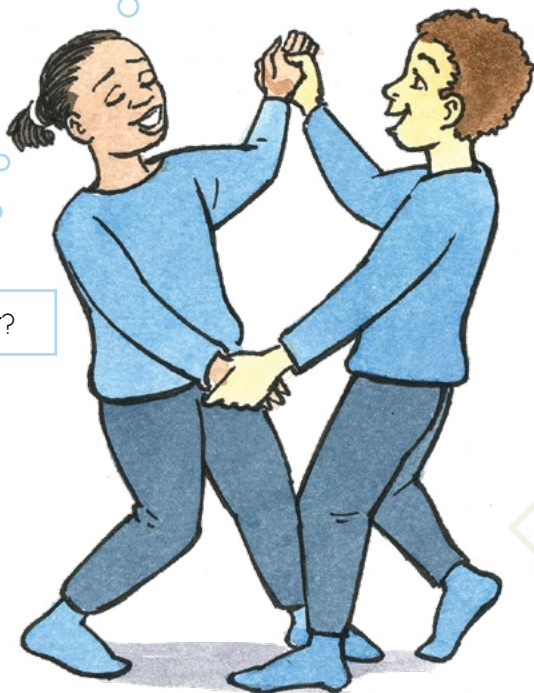
Warm-up: Trust and safety

Dancing in pairs means that we need to trust one another with our bodies. We need to treat one another with respect and make sure that we are there for the other person when they need us.

We should always feel safe when working with our partner.

Why not?

Do I feel safe?



in pairs

Guide my path

In pairs, choose an **A** and a **B**.

B, stand with your eyes closed.

A, stand next to **B**. Place your right hand on **B's** lower back and hold **B's** left hand in your left hand.

A, take **B** on a journey around the room. Be silent and make sure you don't knock into anything or anyone. Develop trust in each other through taking good care of each other. **B**, use all your other senses to feel where you are in the room.

A, if **B** is getting tense, slow down. If **B** is managing well, then try travelling a little faster, or releasing one hand for a few seconds.

When it's time to end, make sure **B** is stable on their feet.

B, open your eyes.

Swop roles.

What makes you trust your partner when you are doing this activity?

Mirroring Games

Find your own space in the room and stand facing each other. Have enough space between you to allow the movements to flow.

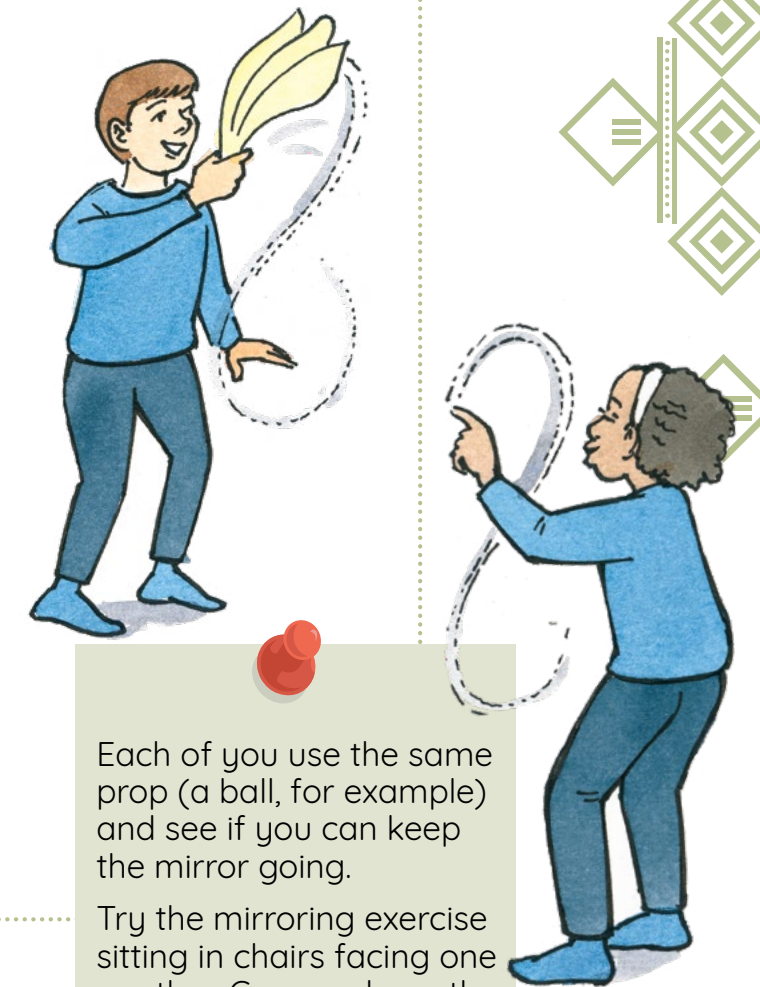
A, take the lead. Imagine you must clean a big dance studio mirror. Start wiping that mirror with a hand in a circular motion. Alternate hands. Make sure you clean the whole mirror and do not leave any spot on it. Imagine using your elbows, back, shoulders, legs – your whole body – to clean the mirror. Remember the mirror has different levels (top, bottom, the edges). Reach all those parts.

B, copy everything that **A** is doing as though you are the mirror image of **A**. If their right hand moves, your left hand will move like a mirror image.

Swop roles.

B, Start to do other kinds of movements. Keep it slow and easy to copy. Start to dance slowly, or move as if you are underwater. Your partner will copy all your movements as if they are your image in the mirror. Use all parts of your body for this exercise

Swop over a few times, so you can both practise following and leading.



Each of you use the same prop (a ball, for example) and see if you can keep the mirror going.

Try the mirroring exercise sitting in chairs facing one another. Can you keep the mirror going when you are both in a chair?



Pair dance



In pairs

Partner balance

Step 1: **A** and **B** face each other and hold hands. Find a way to lean away from your partner while holding hands. Make sure that you do this slowly and carefully so that you do not topple your partner over. Try different ways of leaning away or towards one another.

Step 2: When you are feeling more confident, do this with one person closing their eyes. If you feel very confident, you can both close your eyes!



Step 3: Sit back-to-back and feel the weight of your partner against your back. Lean into them. Transfer your weight to your partner and also let him/ her do so with you.



Step 4: Stand up and find other ways to transfer the weight. Shoulder to shoulder or facing one another and touching hands.



Step 5: Now try some balances. Can you transfer some of your weight to your partner, and lift part of your body off the floor? Balance on one leg, without your partner's help. Then turn or twist on that leg, and transfer weight to your partner again. Still on one leg, move in different directions, keeping in contact with your partner. Try being on a different level to your partner. Explore other ways to balance with your partner.

Standing, sitting, lying down

This activity uses different levels. The **high level** is the space which we stretch up into or jump into. The **medium level** is the space we normally walk and stand in. The **low level** is close to the ground or on the ground.

Step 1: Standing to sitting to lying



Imagine you are a baby who is standing, sitting, wobbling and then falling over.

See how you can move from standing to sitting on your bottom,

then gently and slowly falling onto your side and rolling onto your back.

What do you need to do to make the 'fall' soft? What do you need to do to come up to sitting easily? How can you make this easy for your body?

Step 3: Lying to standing

How can you roll from your back all the way up to standing? How can you arrange your body to make it easy for you?



Step 2: Sitting to standing



How can you roll from your bottom, crossing your legs, to stand up? How can you use your hands to help?

Step 4: Reflect with your partner

Watch your partner's sequence and then let them watch you. What **units of action** are you playing with in this sequence? What are you playing with in terms of time or levels?

Mirror your partner's sequence and let them mirror you. Add the sequences together to create a pair dance from what you have both created.



Hint: Many **units of action** can be found in the exercises on this page! For a reminder of what they are, see **Action words** under **Magnets and nudges**.



Magnets, nudges and action words

Being a magnet

Magnets can attract one another or push one another away.

In pairs, imagine there is an invisible magnetic force between you. Be drawn together, but don't allow yourselves to touch at any point. Whenever you get really close to your partner, let the magnets start to push you both away again.

Face your partner and stay on one spot. Select different body parts and let them be attracted to and **repelled** forced away from one another. Let the movements flow. Change levels and tempo. Use all parts of your body.

Can you travel around the room as your magnets attract and push away different body parts? Imagine that the magnet pulls you together and repels you over distance. Keep changing the body part where the magnet is strongest.

What's a nudge?

Bossy people use nudging in crowds.

Friends use nudging to help each other stay awake and out of trouble.

Dancers use nudging to help each other travel across the room.



Hint: In dance, we use the word 'impulse' to describe nudges.

Words to know

repelled

forced or pushed away

nudge

a gentle push in a particular direction; in dance, we can use any part of our body to nudge

Nudge me where I need to go

Partner **A** chooses 3 objects/people in the room and 3 body parts, but keeps them a secret.

Example:

our teacher's chair + head

Nomthandazo + knee

the floor in the middle of the room + right shoulder

A, your aim is to get **B** to touch the right body part to the right object. But you can't speak, and you can't pull them. You can only nudge them gently using your body and your hands.

All pairs start together.

A nudges **B** across the room to the object and then nudges their body to make the right connection (for example, head touches teacher's chair).

When **B** makes the right connection, **A** nudges **B** to the next connection.

No speaking and remember to be gentle.

Once you have successfully done all three connections, swap over.

Action words

We have explored units of action before, but there are many descriptive words which can be used for different kinds of actions. Let's see how they help us to move our bodies!



Whole class

Step 1: Respond to action words

Travel through the room, curving pathways past each other.

Travel like...

- a snail in a garden
- an aeroplane across the sky
- a taxi darting in and out of traffic

Jump like...

- a cat getting a big fright
- a bouncy ball
- an egg flying through the room and cracking on the ground

Bend like...

- a piece of paper being folded many times
- branch of a tree
- a ribbon in a breeze

Turn like...

- a balloon floating on a breeze
- a wave crashing onto the beach
- a coin spinning on its side

Stretch like...

- butter spreading on bread
- a balloon being blown up
- a rubber band

Gesture with an arm or a leg like

- a worm wriggling through the earth
- a robot saying hello
- a lioness about to pounce, her ears twitching

Freeze like...

- a statue
- someone sleeping
- ice

Twist like...

- a towel being squeezed dry
- you're turning off a tap
- the pathway of smoke curling into the sky

Transfer from one part of your body to another part like ...

- a playground swing moving forward and back
- a feather fluttering down to the ground
- a hand hitting a drum

Explore all the options for each of these action words.

See if you can think of other images and ways of moving.

If you see another learner doing a movement that you like, feel free to explore it!



Magnets, nudges and action words continued

Motion factors

- **Space** – does the movement travel (general space) or does it stay on the spot (personal space)? How much space does it take? What levels does it use? Is it direct or curvy?
- **Time** – is the movement slow or fast? How much time does it take?
- **Weight** – is the movement heavy or light? How strongly does it drop onto the floor or push through the air?

Step 2: Construct your movement phrase

Choose five different action words and create a different movement for each word.

Put them together to create a movement phrase.

Explore the phrase using the motion factors, to try it in different ways.

Step 3: Create a sequence with a partner

Find a partner and learn each other's phrases. Put them together so that you have a sequence.

Add some balances from your warm-up.

Arrange your dance using any two of:

- unison – both together
- mirroring
- meeting and parting – moving closer together and further apart
- call and echo – one person moves and then the other person repeats the movement afterwards.

These are called **choreographic principles**.

Step 4: Show and reflect

A few pairs will perform at the same time. While you are watching the pairs, see if you can recognise:

Examples of **units of action**

Examples of **levels**

Examples of the **motion factors**

Examples of **choreographic principles**.

Words to know

movement phrase

a series of movements put together, in the same way as words are put together to make phrases and, finally, sentences

Space

Time

Weight

Can you see the units of action, levels and motion factors?



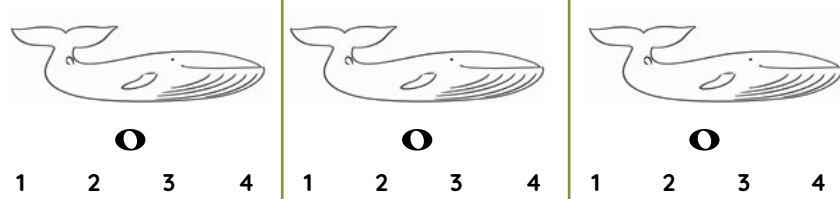
Keep in time

Whole class

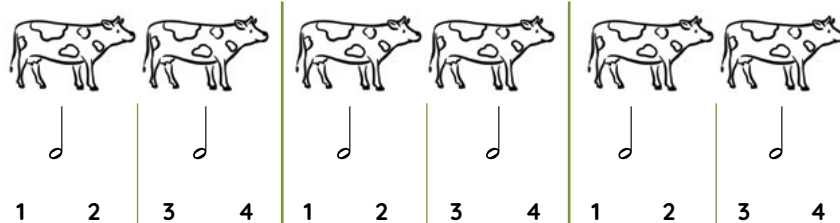
Walking warm up

Someone plays a steady bell or drum to give a beat: 1, 2, 3, 4. Walk to the beat without bumping into anybody.

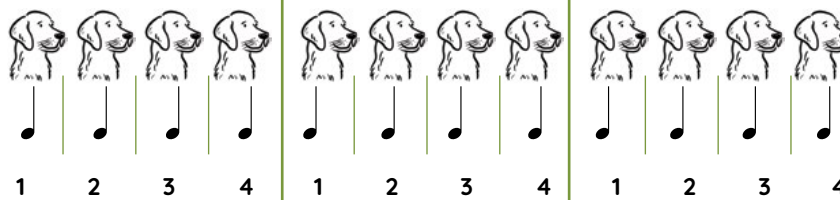
Then walk in semibreves. Count in 4s with the emphasis on the first beat. Walk only on beat 1. Hold up your arms like the tail of a whale swimming in the sea.



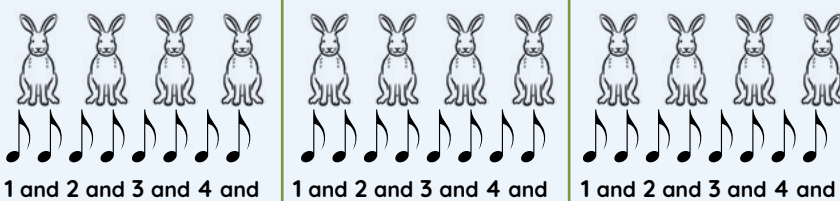
Walk in minims. Take heavy steps like a cow, only on beats 1 and 3. Count aloud and stress beats 1 and 3.



Walk like a dog, taking a step on each beat. Each beat has the same stress.



Walk, using your hands like rabbit's paws, taking two little steps for each dog that your feet are walking. Say: "one and two and..."



Feel time signatures

A big part of the 'feel' of a piece of music comes from how the beats are grouped together. Listen to two different types of music, like a marching band piece and the Viennese Waltz. Can you hear that these two pieces of music have a very different 'feel'?

Pretend to be a marching band. You can count in 4s: 1, 2, 3, 4,...

Now listen to the waltz which has to be counted in 3s: 1, 2, 3,....

You could also use a metronome if your school has one. Find out what this is!

Do you remember the note values and their rests? See page 70 to 71 if you need to revise them.



On your own

Work with time signatures



Read about time signatures on page 72.

This staff has a 4/4 time signature. Any combination of notes can be used for each bar, as long as they add up to 4 crotchets each time.

- Check: does each bar add up to 4 crotchet beats?
- Fill in the last two bars with your own combinations of notes that add up to 4 crotchets.



Hint: Bar lines on the stave and beat lines (R, L,) on the timeline are not the same. The bar lines comes just before beat 1 (R).

4/4 time

Agree on a Doh to sing from, and sing *Mbube* (*The Lion Sleeps Tonight*) or *Meadowlands* or any other song that is in 4/4 time.

Sing while walking on the spot in time to the beat, counting 1, 2, 3, 4.

Place extra emphasis on the footbeat that falls on beat 1.

Beat number 3 does not have the power of beat 1 but it is stronger than beats 2 and 4.

Give beat 3 a little extra emphasis in your walking: 1, 2, 3, 4

Can you feel that beat number 1 has more power than the other beats?

MBUBE: Fill in the bar lines

Look at the staff notation for the first line of Mbube written below without bar lines. What is the correct time signature? Where do the bar lines go in this song?



Foot beat |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

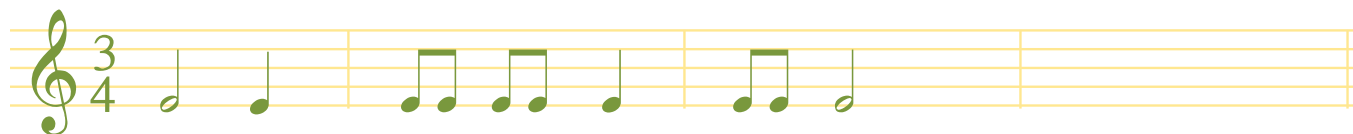


3/4 time

Some songs are organised in 3s.
They go 1 2 3 | 1 2 3 with the accent on count 1.

The time signature is written as 3/4, which means 3 crotchet beats in a bar (or any combination of notes adding up to 3 crotchets.)

Look at the following bars with a 3/4 time signature. Does each bar add up to 3? Fill in the last bar with your own combination of notes that add up to 3.



The Waltz

A common style of music in 3/4 time is the Waltz. The waltz is a dance that was created in Vienna, Austria. The classical composer Johann Strauss II wrote many waltzes including **The Blue Danube**, probably the most famous waltz in the world. Listen to a waltz and feel the **1 2 3 | 1 2 3 | 1 2 3** rhythm of the piece. (<https://www.youtube.com/watch?v=D6t318FgFdc>)

1. Sing the tune of *The Blue Danube* using the numbers **1 2 3 | 1 2 3 | 1 2 3 ...** instead of the words of the song.
2. While you are singing, waltz around the room (or do waltz steps on the spot). To dance the waltz you go R L R | L R L with your feet, with a firm downward step on beat 1 and then two light steps on tiptoes on beats 2 and 3.



How much is that doggie in the window?

This well-known children's song is also in 3/4 time. Sing it and dance it at the same time. You can dance in any way you like, but stress the first count in every 3-beat bar: **1** 2 3 | **1** 2 3 | **1** 2 3. Try a few ways of dancing it and see which one you prefer.

Sing along with the chorus:

How much is that doggie in the window?
The one with the waggly tail

How much is that doggie in the window?
I do hope that doggie's for sale



Fill in the bar lines

Look at the notation for this song. The first line has the bar lines filled in. Make and use a photocopy of the timelines and staves in 3/4 time, below. Following the example of the first line, put the treble clef, the correct time signature, and the bar lines on both the lines, for the rest of the song's chorus.

Bonus question: Do you know where you can shout "Woof woof"? If you do, then write it in the right position, above the stave.

How much is that doggie in the window?



Foot	---	---	---	---	---	---	---	---	---	---	---	
beat	L	R	L	R	L	R	L	R	L	R	L	R
Count	1	2	3	1	2	3	1	2	3	1	2	3

Foot	---	---	---	---	---	---	---	---	---	---	---	---
beat	L	R	L	R	L	R	L	R	L	R	L	R
Count	1	2	3	1	2	3	1	2	3	1	2	3

Did you know
that a famous
song in 3/4 time is
My First Song by
Jay-Z? Listen to it
and clap in time
1 2 3 | 1 2 3 | 1 2 3
with the emphasis
on beat 1.



Answer: "Woof woof" must be right at the beginning of the second line, in line with the minim rest that would be on the staff.



The rhythm game



In pairs

Step 1: Create a rhythm game.

Make copies of these squares and cut them up neatly, so you can arrange them in any order.



Step 2: With your partner, try to make as many one-bar rhythms as you can. Choose the 4/4 time signature. Then choose notes or rests and put together a one-bar rhythm that fits that time signature.

Put up your hands and call the teacher to check that it is right.

Then start again and make a new one-bar rhythm. Carry on until you have found all the different combinations that add up to the right number of counts in a 4/4 bar.

How many did you manage to find?



Step 3: Now do the same thing for the 3/4 time signature, making as many different combinations as you can, which add up to 3 crotchet beats in a bar.

Step 4: Still working with your partner, choose either the 3/4 or 4/4 time signature. Then use up all of the notes and all of the rests that you have, by arranging them in bars to fit that time signature.

Step 5: Get together with another pair and see if they can clap the rhythm pattern your pair has made.

Step 6: Once you have experimented with the squares of paper, you can write out your rhythms on the staves provided.





Worksheet

Please make a photocopy

4/4 time

Foot |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L R L R L
Count 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

Foot |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L R L R L
Count 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

Foot |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L R L R L
Count 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

Foot |---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L R L R L
Count 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

3/4 time

Foot |---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L
Count 1 2 3 1 2 3 1 2 3 1 2 3

Foot |---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L
Count 1 2 3 1 2 3 1 2 3 1 2 3

Foot |---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L
Count 1 2 3 1 2 3 1 2 3 1 2 3

Foot |---|---|---|---|---|---|---|---|---|---|---|---|
beat R L R L R L R L R L R L
Count 1 2 3 1 2 3 1 2 3 1 2 3



Tools for composition

We are going to learn how to compose a song.
The songs you have learnt so far have been in the key of C. Different devices were used to compose the songs. You have sung and used these devices without realising it.

Learn the rainbow song the same way you have learnt the other songs. Learn the rhythm first and then the melody. Use the tonic sol-fa to help you find the notes.

How many beats are there in a bar?

Sing a rainbow

Slow

Doh is C

Red and yel-low and pink and green, - Pur-ple and or-ange and blue, -

I can sing a rain-bow, Sing a rain-bow, Sing a rain-bow too. -

Lis-ten with your eyes, - Lis-ten with your eyes and sing ev -ry thing you see. -

You can sing a rain-bow, Sing a rain-bow, Sing a-long with me. - Red and yel-low and

pink an green, Pur-ple and or-ange and blue. - Now we can sing a rain-bow,

Sing a rain - bow, Sing a rain - bow too. -

Composition devices used in this song:

1 Repetition

Music uses repetition so that a piece can be simple and easy to learn. Repeated phrases in music are the ones we often remember.

Repetition can be done in the following ways:

- Rhythm repeated throughout the music or only in some places in the music.
- Short melodic fragments repeated throughout or in sections.
- Words can also be repeated:

:s .d | t :l | :s .d | s :f | :m .d | m :r

sing a rain-bow, Sing a rain-bow, Sing a rain-bow

2 Accent

Stress or stronger emphasis is placed on a particular note or sets of notes. You can use accents to depict strong emotions like anger or fear. Accents are shown with the sign on top of the notes as in the example below:



3 Call-and-response/echo

Many of the songs you have learnt have one person/s singing a phrase and another person/s responding with a different phrase or echoing the same phrase.

Is the example below, Call and Echo, or Call and Response?
Can you say why?

Se lo-ku ngay' gci-ne kha - ya. Se lo-ku ngay' gci-ne kha

ya Se lo - ku ngay' gci - ne kha - ya'.



Compose your song



In pairs

Create your own melody

Work in pairs and draw the scale of C on a piece of paper.

C major scale



Your task is to write a melody, following the instructions given.
You can take turns, bar by bar, or you can work together on each bar.
Draw a stave with a treble clef and FOUR bars.
Write in your time signature, which is 4/4, for example:



Using only the notes in this scale and note values of your choice, write a melody in the first bar, for example:



The notes must add up to four crotchets (beats) in a bar.
For the second bar, repeat the same rhythm.
However, use different notes, for example:



Compose the third bar using completely different notes and note values, for example:



Finish the melody by starting the same way you did in the first bar.
Then finish off with a long note on C (Doh):



Note that this is not the ONLY way to compose music, but only an example.

Clap the rhythm of your completed song together.
Use the tonic sol-fa to sing your melody together.
Then see if you can find words to replace the tonic sol-fa.

For example, the lyrics of this song could be:



- Decide on the dynamics you would like to use.
- Can you use call and response or call and echo?



Hints:

- Try to be as simple as possible.
- Use simple rhythms and use notes that are close to each other.
- Avoid big leaps from one pitch to the next, as these are hard to sing.

You could also compose your own music piece using 3/4 time if you like.

If you are happy with your song and you want to share it, you and your partner can perform your song for the rest of the class.



Info



Music words

Music is many things. Music is a science, it is mathematical and also a language. Music is history and therapy. Music is an art and always there to be enjoyed. Here are some basic music terms and notation methods that you will come across in the Performing Arts pages.

Basic music terms

Accent: Stress or stronger emphasis is placed on a particular note or sets of notes. Accents are shown with the sign on top of the notes.

Accompaniment: a musical part that supports a singer or other musicians.

Bar: a small section of music. The bars in a piece of music usually have the same number of beats in them. A bar line is a vertical line used to divide the beats into bars.

Beat is the regular count that keeps us together, in time, when we play in a group.

Call and response

is like a conversation, with one singer or group of singers doing the call and the others answering.

Canon is performing the same piece of music, but starting at different times so that the music overlaps. A round is a type of canon.

Chord: two or more notes sounded together.

Clef: a musical symbol showing the pitch of written notes. There are many types of clefs, but the four that are regularly used in modern music are Treble, Bass, Alto and Tenor.

C major scale is composed of the notes: C D E F G A B C'

Dynamics: Shows whether the music is loud or soft and how the loudness varies during a song.

Genre: a category of music or a music style, for example, rap, opera, classical.

Harmony: two or more pitches sung or played at the same time.

Hook: a short melody or rhythm pattern that repeats regularly and is somehow catchy.

Lyrics: the words of a song.

Melody: a series of musical notes that makes a tune.

Notation is a way of writing music down so that people can play or sing it.

Octave: the interval between the first note of a scale and when the note repeats (the eighth note).

Percussion is making sounds by hitting, shaking or scraping an instrument.

Pitch: how low or how high a note is.

Projection: the capacity of the voice to travel clearly, without effort, through space to reach the audience. A strong, loud sound that can be heard easily!

Pulse is the smallest unit of time in a piece of music. It is like the regular ticking of the clock or a heartbeat.

Refrain: the part of a piece of music that repeats, usually between the verses.

Repetition: Music uses repetition so that a piece can be simple and easy to learn. Repeated phrases in music are the ones we often remember.

Resonance: The quality in a sound of being deep and full.

Rhythm refers to the way in which sounds of varying length are grouped into patterns. Think of a familiar tune – although the tune itself cannot be played on a table, its rhythm can be tapped out on one.

Scale: a set of musical notes in order of pitch (low to high or high to low) that belong together. The name of the scale is the name of the note on which the scale starts.

Solo: when a musician in a band or orchestra plays alone.

Stress is when one beat is played more loudly than the other beats.

Tempo is how fast or slow the beat is – the speed at which music is played.

Tonic sol-fa

This is a notation system for teaching music, especially for singing. It is a method of singing scale tones with syllables. The syllables are do, re, me, fa, so, la, ti, do.

(Do is also often called doh.)



Timeline: A music timeline measures time, and is used to show the beats on which percussion instruments must be played. Timelines also help us keep the beat using our feet: Right Left Right Left!

Two-part harmony: The first person sings the melody and the second sings above or below that melody within the chord structure.

Underscore is the music that is played quietly, underneath a scene, to add mood and atmosphere.

Unison is singing together at the same time and at the same pitch.

Types of voices

Soprano

A high female (or boy's) voice

Alto

A low female (or boy's) voice.

Tenor

A high (adult) male voice

Bass

A low (adult) male voice



Music time values

A single beat is called a crotchet or a quarter note. Think about when soldiers march along behind a band. The regular sound of the soldiers' marching feet - left, right, left, right - can be shown in music notation like this:

Footsteps

left,

right,

left,

right

Big drum

left,

right,

left,

right


If a drum is struck only with every second footstep (say with every left foot), this is called a minim or half note.

Each note represents a musical sound. The design of a note shows its 'value' or how long it lasts.

Each line below lasts exactly the same time (four beats).


1

semibreve (whole note)




2

minims (half notes)




4



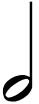

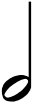







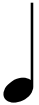

















crotchets (quarter notes)



8

quavers (eighth notes)



semibreve	<div> <div></div> <div>whole note</div> <div></div> <div>whole rest</div> </div>							
minim	<div> <div></div> <div>half note</div> <div></div> <div>half rest</div> </div>				<div> <div></div> <div></div> </div>			
crotchet	<div> <div></div> <div>quarter note</div> <div></div> <div>quarter rest</div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>				
quaver	<div> <div></div> <div>eighth note</div> <div></div> <div>eighth rest</div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>



A quaver by itself looks like this. It's a 'bit' of a 'rabbit'.



Two quavers next to one another are linked together!

Music notation

Notation is a way of writing music down so people can play or sing it. Here are some basics:

Stave

The stave (or staff) is a set of five horizontal lines and four spaces that each represent a different musical pitch.

Time signature

At the beginning of a piece of music there is a sign called a time signature.

The top figure shows how many beats there are in a bar.

The bottom figure shows what kind of note is used to represent the beat. If the bottom figure is 4, the beats will be shown as crotchets; if it is 2, the beats will be minims; if it is 8, they will be quavers.

Accents

Rests

Note in a space

Note on a line

Bar line

Repeat

Clef symbols:

Treble clef

Bass clef

Dynamics

Word directions for loudness or softness are known as dynamics. They are abbreviations of the Italian words:

f for *forte* (loud)

mf for *mezzo-forte* (medium loud)

p for *piano* (soft)

cresc. for crescendo (gradually getting louder)

dim. / decres. for diminuendo / decrescendo (gradually getting softer)

Scales

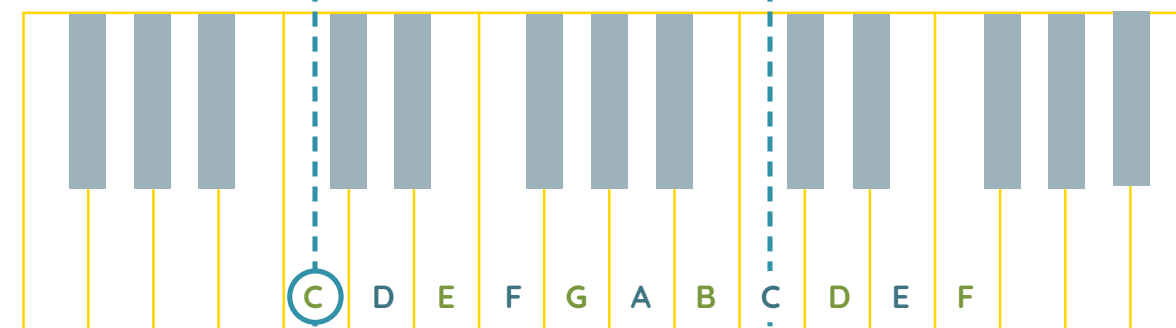
A scale is a series of consecutive notes going up or down. There are seven different note names in music and different scales start on different notes. For example, the C major scale is composed of C D E F G A B C'. The interval between the first note of the C major scale and the next C is called an **octave**.



Tonic sol-fa

do re mi fa so la ti do

The C scale on your keyboard



Octave



Play it safe



Warm-up: Danger, miracle story circle

Face your partner and tell them the story of your journey to school today. You will tell it 3 times – in 1 minute each time. Swap over.

Story 1: Journey to school as it really happened.

Story 2: Journey full of dangers. Make the story dramatic by exaggerating all the things that were dangerous.

Story 3: Journey full of miracles. Tell how you escaped all the dangers and were saved from potential disaster.

Step 1: Danger! Ingozi!

Dangerous situations can happen when you least expect them.

Can you remember a time when you were in danger? Look at the pictures on these pages and, with a classmate, take a moment to talk about why each situation has a risk. How might the situation get out of control? Can you come up with other examples of dangerous situations?



Hint: Make the story very dramatic when you tell it. Put in pauses to create tension.

Use your voice to build tension and suspense, or create surprises. Use your body to show how you felt at each moment.

Step 2: Act it out

All walk around the class slowly, then with purpose. As the leader calls out the situation, all start acting as if you were in that scene. Spend 1 minute on each, to get a feeling of what it could be like to:

- Run across a busy road
- Jump off a high place
- Climb up a slippery mountainside
- Run away from a fire
- Get an electric shock
- Take boiling water off the stove
- Drink dangerous chemicals or poisons
- Cross a river in flood.

Now respond to these suggestions:

- Fireman putting out a fire
- Ambulance driver rushing to the rescue
- Police officer stopping a taxi driver who drove too fast
- Helicopter rescue
- Lifeguard at the beach
- Bystander to a shark attack
- Bystander to a traffic accident.

Risk or Rescue

How do different people act in danger situations? Are there some types of people who enjoy danger or risk?

If there are, why might that be?

Maybe they ignore the warnings of adults because they want to find out for themselves. Maybe they want to prove that they are strong or brave. What are the reasons we behave recklessly?

Do we always trust our own feelings or instincts when something feels unsafe? Why?

When a situation develops from risk to danger, people also react in different ways. What have you noticed about how people behave in risk or rescue situations?

Find out more about jobs that involve rescue or keeping people safe. Below is an example – how many more can you think of?

What kind of person wants to do a job like this? What qualities do you think they would have? What do you need to know to do this job?

You have to be very brave to be a firefighter.





Character role-plays

Who's who?

Here are some examples of dangerous situations.

In a group, choose one situation, or make up your own.

Decide which character you would each like to play. Who will be the one in danger and who will be the rescuer? What needs to be done to deal with this risk?

Flood! Two friends are trying to cross the river. It has been raining very heavily and the water is rushing past. They slip and fall in. Luckily someone else passes by and manages to rescue them.



Fire! Someone accidentally starts a fire on a windy day and it starts to spread. They have to call the fire brigade. The fire engine arrives and the firefighters manage to put out the fire.



Poison! Someone swallows some dangerous medicine or chemical in their home, because the bottle was not labelled properly or it was not stored in a safe place. A family member takes them to hospital.



Walk in their shoes

Let's think a bit more about the characters in the situation you chose. Who is the person that you played? What age is this person? What do they do? What is their job? How do they react when there is danger? Are they afraid? Is there someone they want to protect?

Try putting yourself in that person's shoes. Pretend you are that person – walk like they would walk, try talking like them.

Try out each of the following to help you “be” that character:

- **Facial expression** – what do they feel?
- **Gesture** – what do they always do with their hands?
- **Posture** – how do they stand?
- **Walking** – how does this character walk?

Who is in the hot seat?

Have one chair facing the rest of your group. Each person takes turns to sit in the chair and pretend to be their character. Think of a name for the character you created. Take it in turns to interview each other.

Answer these questions as if you are your character!

Your friends will ask you questions like:

- How old are you?
- Where are you from?
- Do you have brothers and sisters?
- What do you like to do?
- What are your worst fears?
- Who is most important to you?



This type of questioning is called “hotseating”.

Fun fact: Remember a character is not you. A character is someone made up who you pretend to be when you act in a drama or a play.

Whole class

Introduce yourself

Walk around the room and introduce yourself to another character. Tell them your character's name and some things about your character. Do it as if you were that person. Have a conversation as your character.

In your book, draw a picture of your character and add labels to show what you have learned about them.



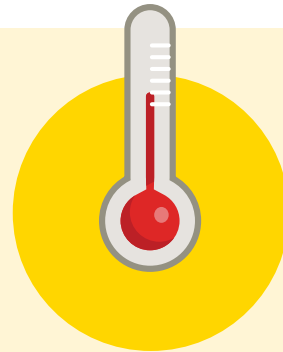


Danger drama

Warm up - walk the emotion

Walk around the room with your classmates. One person (this could be the teacher) calls out the following emotions one by one. When they call out the word, walk in the way that the word suggests:

Angry • Afraid • Thoughtful • Happy
Relieved • Excited • Lazy



Act it out

In your groups, go back to the scene you selected and look at how to develop the situation into a drama.

Step 1:

Read the scenario again and think about how the characters you have developed would be feeling in this situation. For example, in the first situation – “Flood!” – you could have decided that the two friends are called Sipho and Mathews. Mathews is cautious but Sipho is daring. Sipho’s mother could be added in, and the person passing by is Mr Gumede, the shopkeeper.



Step 2:

Now decide on three points in the story which could each become scenes. For example:

Scene one – the mother tells them to stay away from the water.

Scene two – Sipho dares Mathews to cross the river and he falls in. Sipho runs for help.

Scene three – Mr Gumede is walking by and is able to throw a rope with a buoy to rescue him. The mother arrives, and the boys apologise to her for not listening.



Step 3:

Decide which characters you and your group members will play. How do these characters walk, talk and sound? Think of facial expressions and gestures.

Step 4:

How will you use the space in the classroom when you act out your scene? Think about where the audience is, and what objects you might need for your story.



Fun fact: When you act out your danger situation, use your body and voice as expressively as possible.



On your own

The roles we play

When an actor plays in a drama, we call it playing a role. But in life we also play different roles. A teacher is also a mother, a daughter and a friend. What are the different roles you play in your life?

In role-play in drama, we want to explore the roles that people take on in a given situation.

When there is an emergency situation, the roles could be one of these: **bystander, victim, rescuer, helper.**



Activist



Poet



Mother



Party animal



Nurse



Daughter

Look at all the roles that Lebo plays

LEBO

Reflect: Character and role are not exactly the same thing. When we play a character, we are talking about playing a three-dimensional person with a history and inner life. Roles can be much simpler, and may reflect only one dimension of a person. In the scenes that you created, what role did you play?



It's an emergency!

You will now create scenes in a large group. Read these stories that involve many characters. As a group, vote on which story to act out. Or come up with your own emergency situation!

Story 1: A Plane Crash

A small aircraft crashes in the ocean where there are many sharks. There is damage to the aircraft on impact, which causes the water to enter the plane, slowly but surely. The electronic system of the aircraft breaks down in the process and this results in radio failure. No **mayday** message can be sent out. All the passengers and crew need to find a way to save their own lives and the lives of those around them.



Words to know

mayday

an emergency word used internationally as a distress signal in radio communications – it has to be repeated three times in a row to prevent it from being mistaken for similar-sounding words, and to make sure that everyone knows it is an *actual* mayday call and not a message *about* a mayday call



Story 2: A bus accident

You are on a bus to school, which spins out of control when a tyre bursts. People on the bus are very shaken by the accident. The bus driver is injured. The bus is on an empty road with very few cars coming past. One person has a cellphone with no airtime and another has a cellphone with airtime, but no signal. What will you do?

Story 3: The Rising Flood

In a town that urgently needs water after a long drought, the people of the town wish for rain. Their wishes are so strong that it starts to rain and it never stops again. The river breaks its banks and the town starts to flood. A family made up of every age from grandparents to babies starts to look for other options, as the water keeps on rising.





Create a drama

Build the story

Think back on some of the characters you have created. Which **character** would you like to play? How would they be involved in this new situation? Make sure that everyone in the group has a character to play in the drama.

- 1 What **role** will each character play in this situation – what are they doing there? How would they react to the danger? Does their role change during the drama?
- 2 Create the **location** for the drama. What will you need to put in the space to make it believable? How would your character behave in this location?
- 3 **Start** the drama in the middle of the action (the exciting part of the story), but make sure that we understand who the characters are in relation to one another. What interesting ways are there to do this?
- 4 **Develop** the **scenario**. What do each of the characters do? Why do they do this? Think about what motivates each character and how this makes them react.
- 5 **Develop** the **dialogue** of the drama. What do the characters say to one another? What is their **text** and what is their **subtext** at any time?
- 6 **Conclude** your drama. What would be a good place to end? How will you make sure that the audience is still captivated at the end of the story? Can you solve the emergency?

What is the title of your drama?

Words to know

dialogue

a conversation in a book, drama, play or film

text

the words the characters speak aloud

subtext

the words that are “under” the text – the thoughts or feelings of the character; subtext is shown through facial expression, tone of voice and other acting techniques

traits

special features or qualities of the characters



DANGER!

Check all the elements

Use this **Play Chart** to sum up the choices you have made for your group role-play. This is what you need on your Play Chart.

Can you look at the chart as a group and understand it?

1. Title	2. Characters	3. Roles	4. Location	5. Structure	6. Set and props	7. Audience response
What have you called your play? Why?	What are the names and ages of the characters? Who plays who?	What is their role in the story? What purpose do they play? Are they a Hero, a Victim, a Bystander?	Where is this drama taking place? How do we know this?	What happens in the beginning, the middle and at the end of the story?	What pieces of set (backdrops, furniture, objects to show where the scene is taking place) and props will you use, if any?	How do you want the audience to feel in the beginning, the middle and at the end?

Make sure that you use all the elements when rehearsing and performing. Your performance must include musical element by including one of the dance styles on pages 84 to 87. Your performance should be no more than 8 minutes long.

Perform and reflect

Showcase your exciting role-play so that the class can see your characters in action. Even though the situation may be very dramatic, can the class see how each character is unique and specific?

What clues do the actors give you in their use of their voices, their bodies, gestures, facial expressions, postures, and their text and subtext?

Questions for the class to answer while watching:

Who is each of the characters in the story?

What do you notice about each of them?

- Who is the most/least powerful?
- Who is the oldest/youngest?
- What relationships are there between the characters?
- Who is the most brave/scared?
- Who is the most calm/anxious? What other character **traits** do you notice?

Dance styles

What is a dance style?

style – when something is expressed in a *distinctive* way

dance style – dance that has, over time, developed special movements. You can learn the movements and become good at dancing in a particular style.

Explore the styles

Here are a few sentences about each style.

Read them and think about which style you find the most interesting.

Pantsula is a South African dance form which started in the 1960s in the townships of Alexandra and Sophiatown. Using complex footwork, sharp, quick rhythms, and sometimes props, it can be flashy and impressive. It is often an expression of city culture and style.



In the gumboot dance, dancers hit, slap and tap their gumboots in complex, energetic rhythms.



Gumboot dance is a South African dance that started on the mines in the 20th century where miners used the sounds of hitting their boots to communicate.



Ballet started in Europe in the 16th century and is now popular in many places. The movements are often graceful, and favour the high and medium levels with lots of jumps and turns, an upright posture, turned-out foot positions and soft arms. Ballet is often used to tell stories.



Modern dance started as a reaction to ballet in the 20th century. These dancers disliked the turned-out foot positions of ballet, and preferred their feet in parallel, and often barefoot. They wanted to be in tune with nature in their dances and used the idea of contraction and expansion as a movement principle.



Ballroom dance is a set of partner dances, usually between a man and a woman, with an upright posture, a focus on footwork, and a special way of holding onto your partner. You might have heard of the waltz, the foxtrot and the tango. Ballroom dance is social and competitive.



Integrated dance is a form of contemporary dance that embraces the various abilities of dancers, with and without disabilities. Dancers who use assistive devices – like wheelchairs – may use their device in the dance, or may use the floor, or other dancers, as dancing partners. The dance often celebrates and expands the abilities of the dancers.



Contemporary dance uses the middle of the body (the core) as the centre of energy and emotion, and the driving force of the movements, which are often lyrical or flowing. Similar to modern dance, dancers are often barefoot, and they are very connected to and aware of the ground.

Afrofusion combines African ritual, music and dancing with contemporary dance. It uses contrasting movements, as different styles are mixed together. It became popular in South Africa after Apartheid, possibly as a way to represent different cultures coming together in the 'new' South Africa.

Contact improvisation is also a partner dance, but this dance is spontaneous. You can learn skills that help you to become good at it, but you don't learn specific steps. Dancers follow the point of contact between their bodies and, like a conversation between friends, they don't plan what they are going to do next.



Watch and reflect

You will need

Computer
or phone
with Internet
connection

If you have a computer and the Internet, watch these videos, or watch at least two different dance styles live:

Afrofusion: Watch South African Afrofusion dance company 'Moving Into Dance' in extracts from a performance:

https://www.youtube.com/watch?time_continue=4&v=SpGF941L3zU

Internet search keywords:

Tranceformations,
Moving into Dance

Ballet: Fast forward the video to start at 26 minutes to learn about ballet dancer Lucia Lacarra.

<https://www.youtube.com/watch?v=nq44lvih-AI>

Internet search keywords:

Great Dancers of our Time: Vladimir Malakhov, Lucia Lacarra and Kiyoko Kimura (2003)



Pantsula Dance: Watch South African dance group Delft South Pantsula in this documentary.

<https://vimeo.com/rowensmith/wwwvimeocompantula>

Internet search keywords:

How We Move, Pantsula



Integrated Dance:

Watch South African dance company Unmute in extracts from a performance.

<https://www.youtube.com/watch?v=wTI37VHhSM0>

Internet search keywords:

Unmute Performance Extract,
Unmute Dance Company



Think about these when you watch the videos:

Body – what parts of the body are used most? What shapes do the dancers make? What postures and foot positions do they use?

Action – what units of action are they using? How does the dance travel?

Space – what size are the movements? On what levels? In what directions?

Time – how fast or slow? What rhythms? What beats?

Energy – how much weight? How much force?

Try out some of the dance moves that you saw with your friends. What moves can you do? What is your favourite dance style? Can others recognise the style you are using?





Insects in art



in pairs

Insects have been the subject of art since the beginning of time. Look at these pictures and read about them.



Did you know:

The scarab beetle (or dung beetle) was sacred to the ancient Egyptians. It stood for rebirth. The females laid their eggs inside dung balls, and the larvae would then feed underground before emerging from the earth as adults, so the Egyptians thought the beetles were magically born from the earth! Many examples of scarabs have been found in Egyptian tombs.



An Egyptian scarab beetle

During the 19th century, a movement called Art Nouveau focused on making everyday things beautiful. The artists used shapes and subjects from nature. This included insects.

The style was seen in architecture, jewellery, stained glass windows, furniture, ceramics and glassware.

French antique art nouveau dragonfly brooch



Emile Galle, Vase with Bees, 1890



Kitagawa Utamaro
Red dragonfly and locust



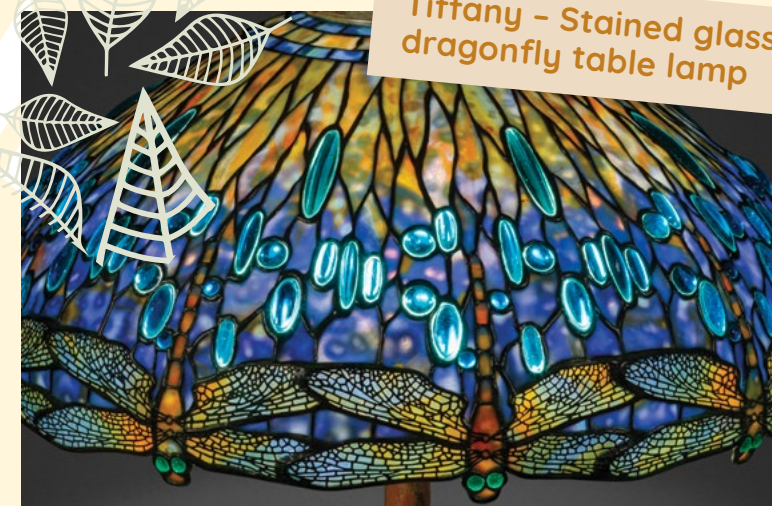
Japanese artists paid special attention to the dragonfly because it was their national insect. Japan was originally called "Dragonfly Island".

The dragonfly symbolises many different things: summer, success, happiness and courage. Warriors even wore them on their armour and helmets.

- How is the dragonfly emphasised in the Japanese painting?
- How is the dragonfly emphasised in the stained glass lamp?

The stained glass lamp is made up of primary and secondary colours. Can you see them?

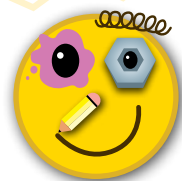
Tiffany - Stained glass dragonfly table lamp



on your own

1. Get a blank piece of paper and a pencil.
2. Think about a reptile, such as a snake, or an insect, such as a fly.
3. Sketch a picture of one of these things on your blank piece of paper.
4. Think about the different patterns on your insect or reptile and draw them into your sketch.
5. Have fun with this activity and do not worry if your drawing is not perfect. This is just a practice activity.

The art elements that we have learned can be used when we are drawing insects or reptiles. We must focus on patterns, shapes and sizes.



Buzzing bees!

Words to know

honeycomb

the inside of a bee's nest where honey is made and bees live

larva

an insect at the stage when it has just come out of an egg – a bee larva looks like a little white worm

cocoon

a protective case that a larva makes by twirling silky thread around itself like a sleeping bag

pupa

a non-moving growing insect that sleeps inside the cocoon

metamorphosis

the change that happens from one shape (larva) into a new shape (bee)

antennae

a pair of long thin feelers on insect heads that are sensitive to touch

Life cycle of bees



Look at the Bee!

Look at the drawing and answer the following questions with a friend:

- How many big body parts does the bee have, including the head?
- How many legs does the bee have?
- Describe the texture of the bee. How does it feel?
- What colours do you see in the bee?
- Where are the antennae? How many does the bee have?



on your own

Look at the paragraphs, read through them carefully and then arrange the stages of a bee's life in the correct order. Write the new number order down and see if it matches your classmate's order.

Look at the picture of the life cycle to help you figure out the order.

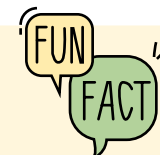
1 The adult stage is the very last stage of metamorphosis for the bee. It is now a fully grown bee with a grown-up job.

2 Once the bee egg is laid, the little larva inside begins to grow. It takes up to four days for this egg to hatch into a squiggly white legless larva.

3 Just like all other six-legged insects, a bee's lifecycle starts with an egg. These eggs are smaller than a grain of rice so you can't cook and eat them! The queen bee lays a single egg in each cell of the honeycomb, but a queen can lay up to 2000 eggs per day so that means 2000 honeycomb cells!

4 Inside the pupa, the baby bee finally begins to develop legs, eyes and little wings. When the bee has finished growing, it chews its way out of the honeycomb cell and flies out as a small adult. This stage takes around 10 to 23 days, depending on the type of bee it will become because unfertilised eggs will become boy drones while the fertilised eggs will become girl worker bees or the future queen bees.

5 Worker bees feed the larva a very yummy mixture of royal jelly and bee milk for the next two days. The legless larva sheds its skin about four or five times as it grows bigger and bigger. On day nine, the chubby larva will stop eating and spin itself a cocoon, then it will begin to form a pupa, just like a caterpillar! This cocoon is safely sealed into the honeycomb cell by the worker bees.



One little bee will only make 1/12 of a teaspoon of honey in its entire life span. That means it takes 1,100 bees to make 1kg of tasty honey, and they have to visit over 4 million flowers.

Bees are the only insect in the whole world that makes food (honey) that humans can eat.

A third of all the plants we eat, like fruit and vegetables, have been pollinated by bees! This means if all the bees disappear, lots of plants will stop growing!

"Not so Fun" Fact:

Billions of bees are disappearing all over the world. They are leaving their hives, and not coming back. This is known as 'colony collapse disorder' and no one knows why this is happening.

You can help:
Plant flowers or vegetables that bees like, at home or at school.
This will help to give them food.

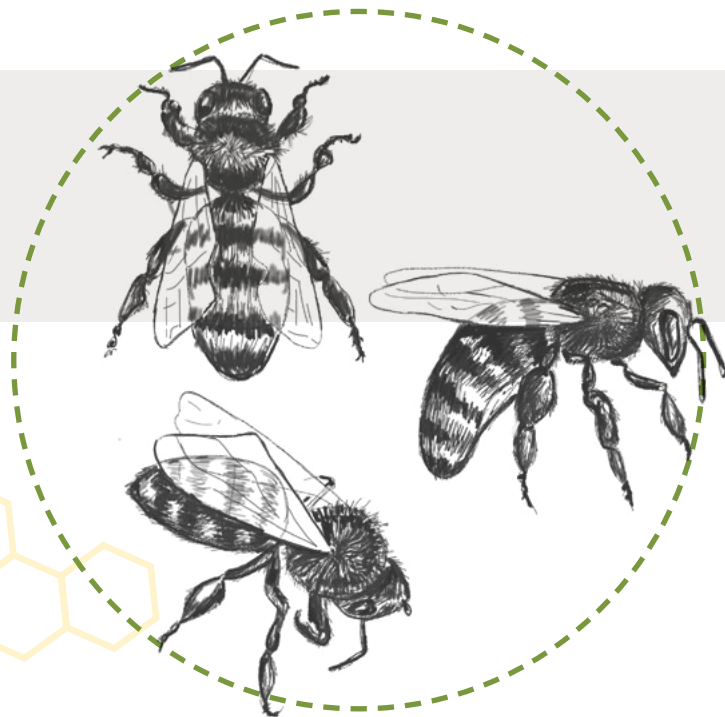


Draw a honey bee

you will need

- A4 white paper
- HB pencil
- Wax crayons/ wax-twisters/ colour markers/ pencil crayons.

Look at the three bees in the circle. Choose your favourite.



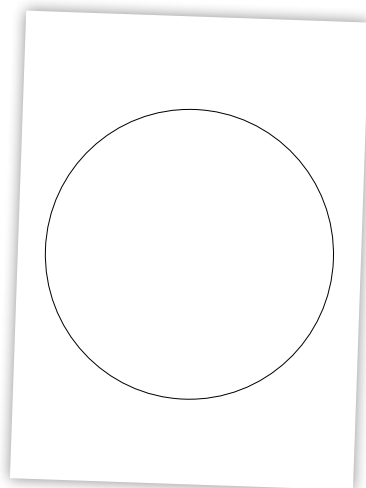
After looking at the shape of a bee, it is time to practise drawing your own bee. Remember to focus on the shape and the size of the bee and the patterns on its body. Have fun.

We are going to learn how to draw a bee using a step-by-step method.

on your own

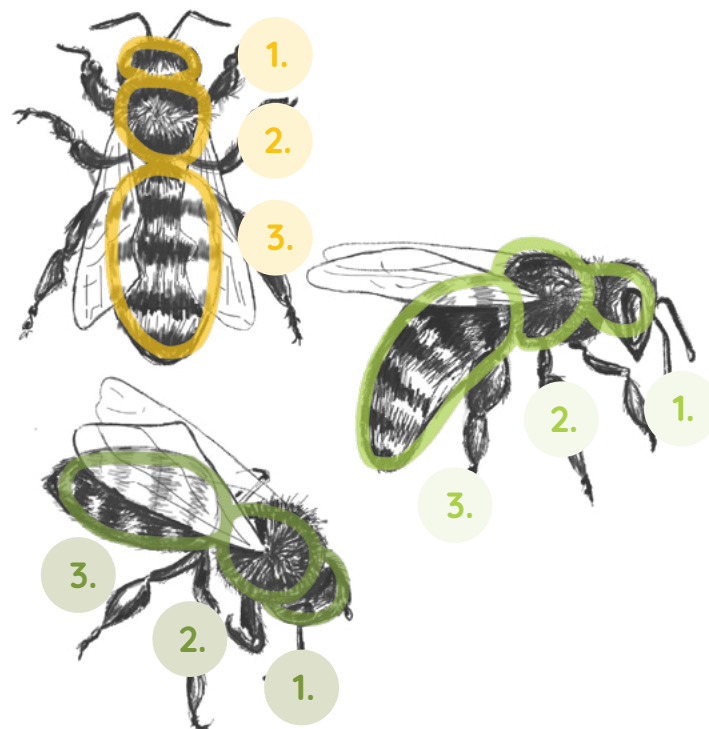
Step 1: Create a border

Find a large circle shape – like a bowl or a paper plate – and draw round it, so that you have a circle on your white A4 paper. Make sure it fits onto the page nicely.

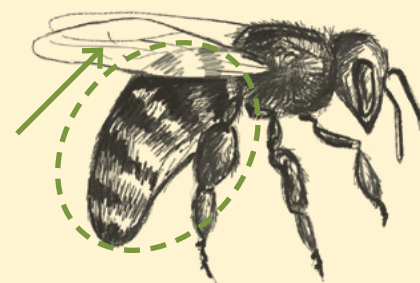


Step 2: Draw the body parts

Count how many body parts there are.

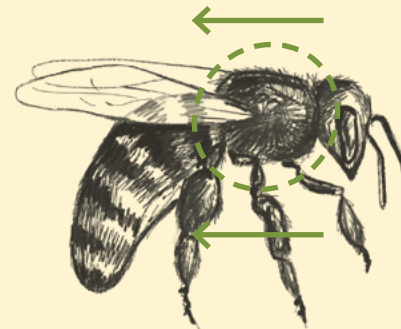


Looking closer



Look at your bee and find the biggest shape. You will see that it is an oval and is tilted to the left – it is not straight.

Now draw the shape inside your circle – don't make it too small or too big. Look at how much body you still have to fit inside the circle. Press lightly with your pencil!



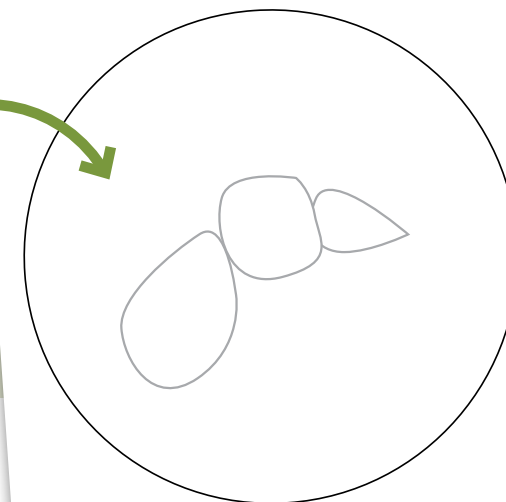
If we look at the example, can you see that there is a shape right next to the oval? What shape is it? Is it bigger or smaller than the oval? Is it higher or lower than the oval? Where is it placed?

Draw this shape next to your first shape. Press lightly with your pencil.



Now for the last body shape! Answer the same location and size questions, so that you know how to position your drawing.

You have completed the basic body shapes of your bee!





Find the details

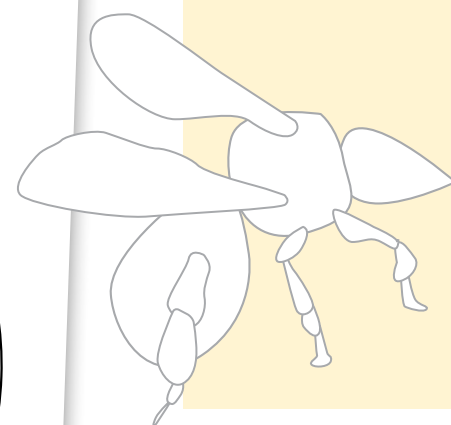
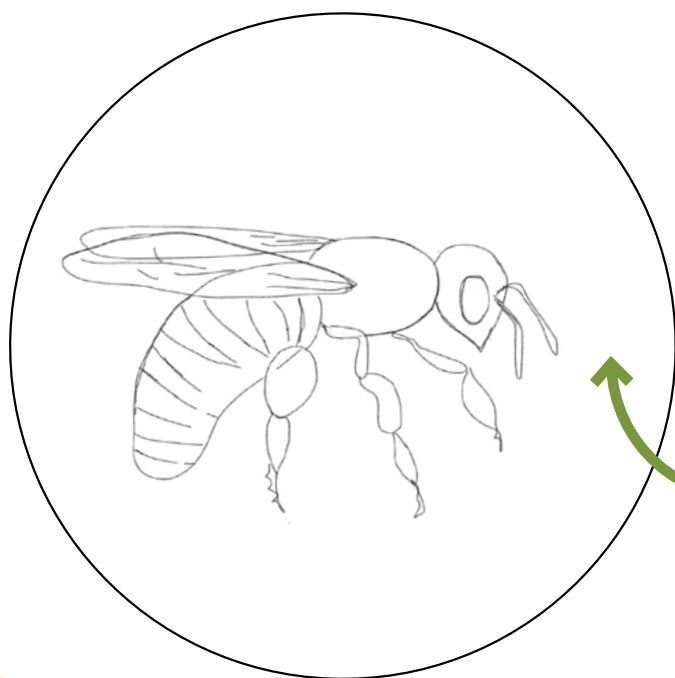
on your own

Complete the bee's body

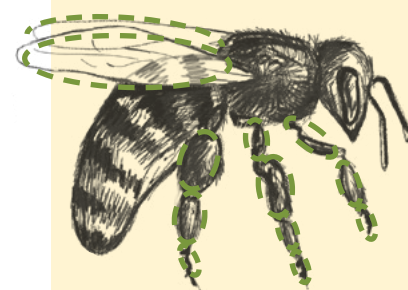
Finish the body by softly drawing the shapes of the legs. Look at the example. Where do the legs touch or overlap the body shapes?

- Are the legs one solid shape, like human legs, or are they broken into different sections?
- How many parts are there?
- Which section is bigger or smaller?
- Are they all facing the same direction?

Look at what you have made!



Add the **antennae** on the bee's head. Look at direction and size and where they meet and overlap on the body and the head.



Hint: I spy with my little eye wings that flutter and fly.

A bee is an insect, so it has six legs.

Use tone

Here is an exercise to help you work with tone.

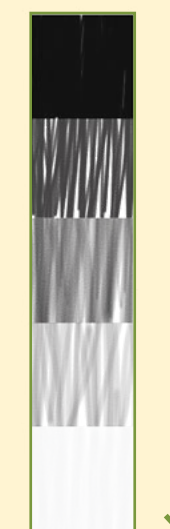
On the side of your page, draw a rough long rectangle with 4 horizontal lines inside, dividing it into 5 sections. Label the top **DARK** and the bottom **LIGHT**.

Shade the blocks with your pencil, going from dark to light. This is a Tonal Scale.

In the top block, nearest the heading **dark**, colour your block by pressing hard. Leave no white spots.

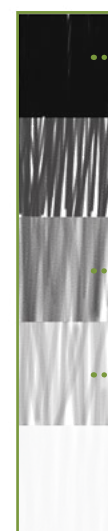
In the block below, colour it in by pressing more lightly. Keep doing this until the bottom block is completely white (empty). Can you see a clear difference between the blocks?

dark

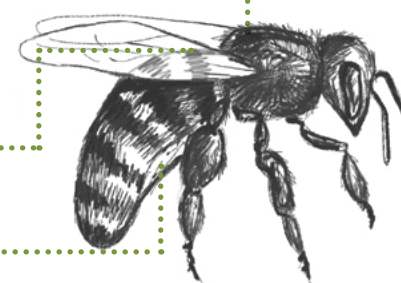


light

dark



light



Let's look at the bee: where is the darkest part? Look at the area next to the dark parts: compare it to your tone scale. Where does it fit in?

Colour in your bee, using the different shades you see in the tonal scale. Remember to check your chosen example to see if you are doing it right!



Finish your bee

Use texture

Texture is how something feels to the touch.

Touch your hand. What does it feel like?

Describe it to your classmate.

Touch the table. What does it feel like?

Describe it to your classmate.

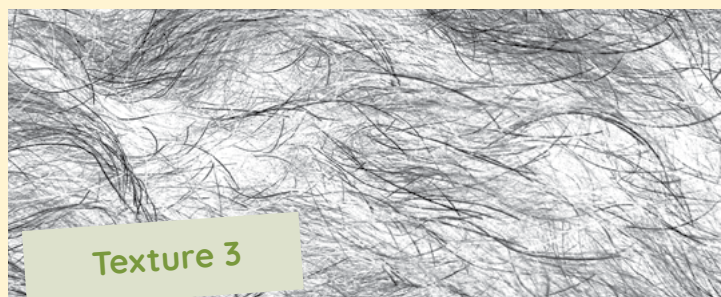
Are you using the same describing words?



Texture 1



Texture 2



Texture 3



Texture 4



whole class

Look at the pictures above and answer the questions.

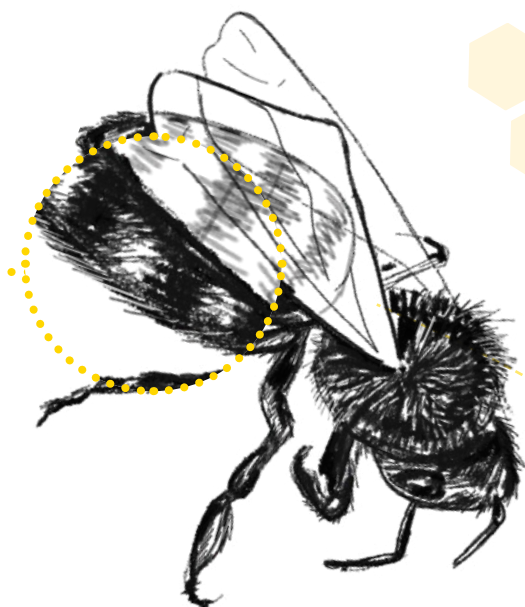
- If you were to touch the object in the first picture, what would it feel like?
- What does the second picture remind you of?
- Where would you find the texture shown in picture 3?
- How would you describe the texture in picture 4?



Look at the example picture. Can you see that there are little hairs sticking up from the bee's body? Look at the short straight lines and how they go lighter towards the end.

Add the texture to your little bee where you see it in your example. Remember to use short light feathery strokes – do not press too hard.

You have now finished your bee!



Our bee border

Decorate the circle border around your bee using complementary colours.

Do you remember what complementary colours are? They are the colours opposite each other on the colour wheel, for example, red and green, blue and orange or yellow and purple.

You can decorate your border in any way that you want! You can use patterns or shapes or lines!

The only rule is:
Every colour must be next to its complementary colour!





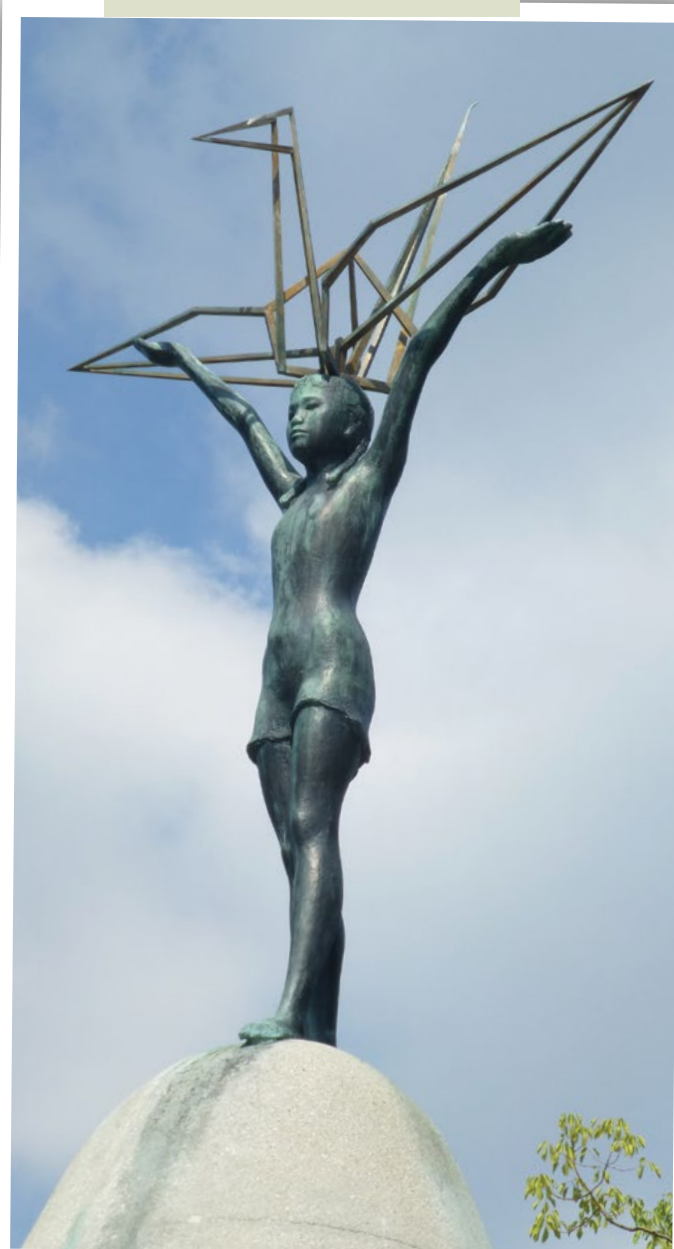
The power of paper

Origami

Origami is the art of paper folding. It comes from the Japanese word 'ori' meaning to fold and 'kami' meaning paper. Centuries ago, paper was precious and was given as gifts. Samurai warriors gave gifts of folded paper to each other for good luck in battle.



Kazuo Kikuchi and Kiyoshi Ikebe,
Atomic Bomb Children, 1958



in pairs

A Japanese tradition says that if you fold 1000 paper cranes, your dreams will come true. Sadako Sasaki, a Japanese girl, survived the **atomic bomb** in Hiroshima where she lived. But she became very ill with **leukaemia** from the **radiation** from the bomb.

Sadako decided to fold 1000 **cranes** so that she could live, but she realised that she was too sick to survive. She changed her wish to live, into a wish for world peace and for the end to suffering.

She made 644 cranes before she passed away. Her friends carried on making them and she was buried with 1000 paper cranes so that her new wish would come true.

Her friends raised money for a statue to be built in her honour in the Hiroshima Peace Memorial Park. Every year, on Peace day, people make thousands of paper cranes to keep Sadako's dream alive.

Discuss

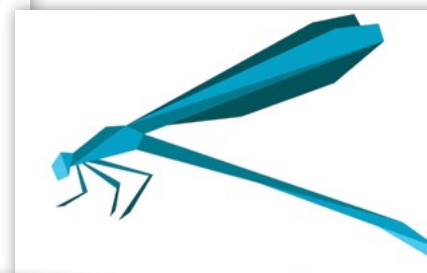
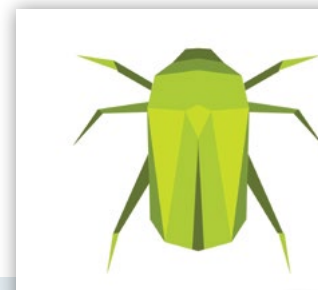
Look at the picture of Sadako's statue. What is she holding, and why?

whole class

Origami Insects!

Origami insects are quite difficult to make, as there are so many different moving parts to an insect.

- What do these insects have in common?
- Can all the insects fly? Why?
- Have you ever seen any of these insects? Where?



Words to know

radioactive

sending out powerful and very dangerous rays / energy, resulting in cancer, or serious environmental damage, or helpful technologies

atomic bomb

a bomb that explodes using the energy that is produced when an atom or atoms are split, causing damage through heat, blast, and radioactivity

leukaemia

a serious disease in which too many white blood cells are produced, causing weakness and sometimes death

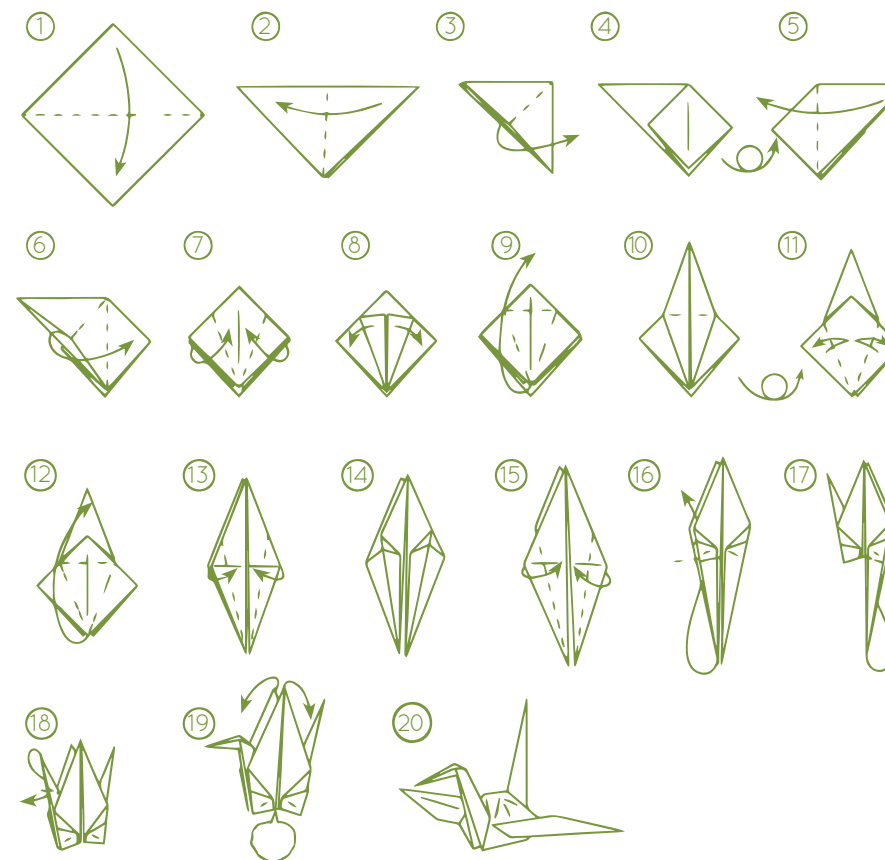
radiation

powerful and very dangerous rays that are sent out from radioactive substances

crane

a large bird with long legs and a long neck

See if you can follow the picture instructions on how to fold a paper crane



You can follow the video tutorial here:

www.skiptomylou.org/origami-crane/?jwsourc=cl



Fantastical insects

You are going to make your own imaginary insect.

you will need

- Cardboard/ hard paper/ thin paper – any colours in various sizes from A2 to A5
- Glue stick/ white craft glue/ clear bostick
- Pencil
- Scissors
- Masking tape
- Clear tape.

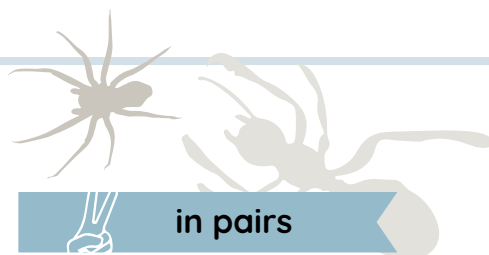


What kind of insect will we make?

Make a list of all the describing words you think of, when you look at insects. Share your list with a classmate and see if you have the same words.

Here are a few more words you might not have thought of:

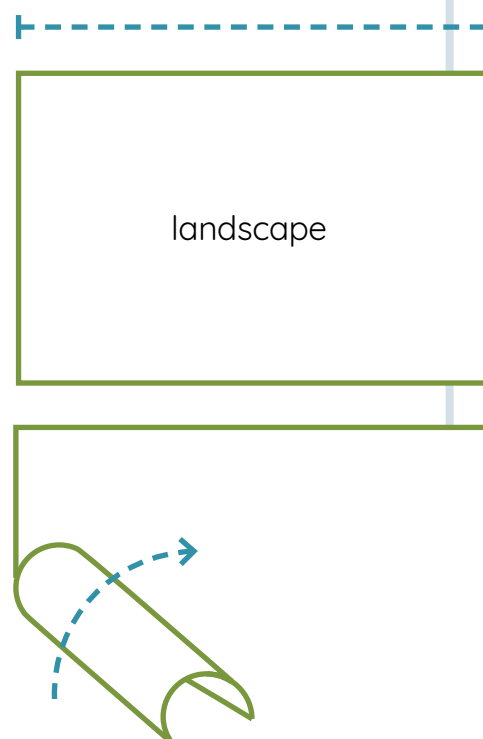
Scary **Creepy**
Gross **Slimy**
Interesting **Shiny**



in pairs

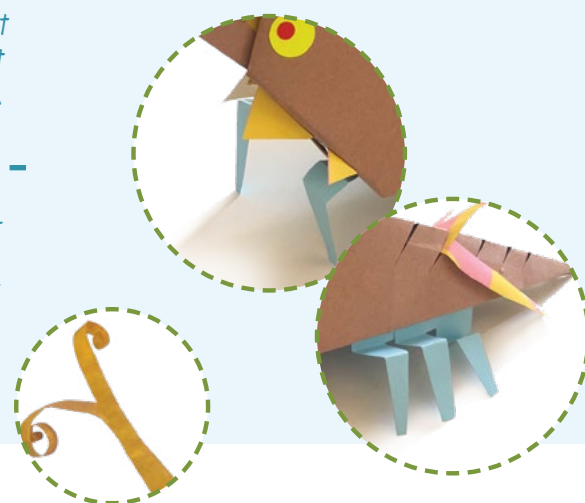
Step 1: Roll the paper stick

- Take your biggest paper and lay it in front of you.
- Take the bottom left corner and roll it to the top right corner. Make sure you roll it very very tightly.
- Use your thumb to roll it and your index (pointing) finger to hold it to get it tight. When you reach the top, stick it together with masking tape.
- Put it to one side.



Exaggerate the parts that you like the most or that you find the most scary.

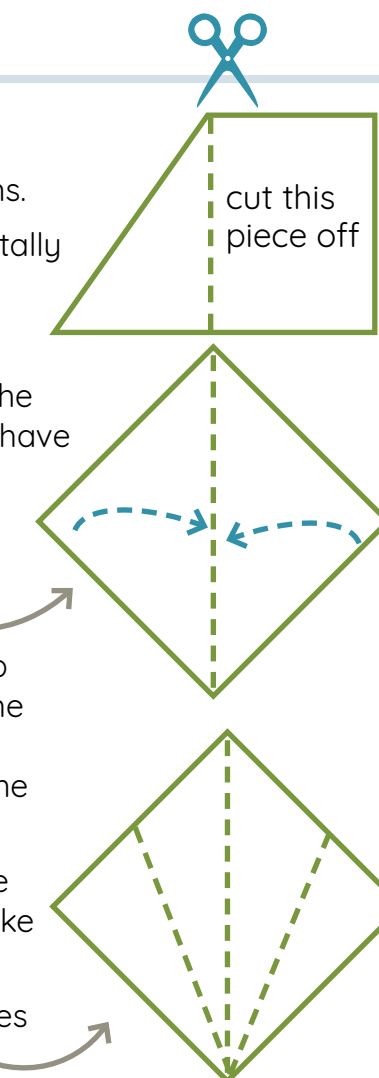
Combine the features of different insects to make something new.



Step 2: Make the insect body

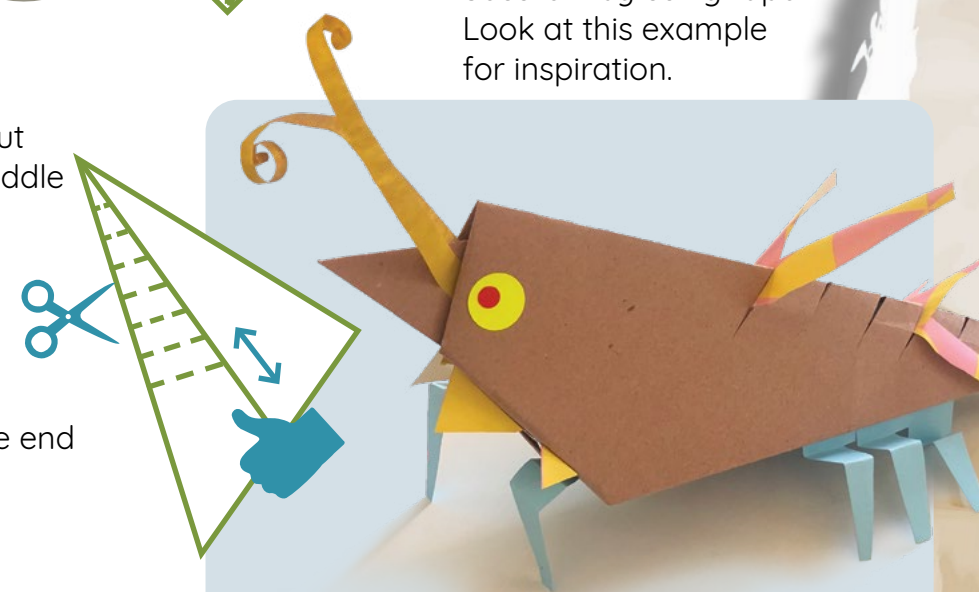
Follow these picture Instructions.

- Lay an A4 sheet flat horizontally on your desk.
- Fold the sheet as shown.
- Take your pencil and draw the line next to the triangle you have folded. Open up your paper and cut the extra bit off.
- Put it in a diamond shape in front of you.
- Pull the left corner to the top middle folded line making the straight middle line and the straight side, line up. Press the fold flat.
- You have half a kite. Fold the other side just the same. Make sure you have a pointy end.
- Open up your paper. The lines should look like this!
- Fold it back in half into the triangle shape.
- Starting at the pointy end, cut lines until you reach your middle line. These lines must:
 - be straight
 - reach the folded line
 - be the same distance apart
 - stop a finger length from the end of the folded line.
- Then fold the uncut sides over each other and paste them together with your strongest glue. You now have the insect body!



Step 3: Decorate your fantasy insect

- Use the paper you cut off from the A4 body to make different body parts. Use other colour paper, tape and glue to stick these bits onto your insect body.
- You can make the legs big or small, fat or thin. You can even add claws! Add eyes, antennae, teeth and wings to your insect. Be creative.
- Now add the rolled paper stick that you made in Step 1. Add your stick by making a hole in the bottom of the insect's middle and pushing the rolled stick through it. Secure it by using tape. Look at this example for inspiration.





Clay creatures

We are going to make some fantastical clay insects on a clay circle using a simple step-by-step method.

you will need

- Earthenware clay/ air-dry clay
- Sostie stick/ toothpick
- small bowl filled with water
- Flat board
- Ruler.

on your own

Step 1: Press out the air bubbles.

Take your clay and use the palm of your hand to roll and press out the air bubbles. Make sure you keep it in one solid piece. Do not tear little bits off.

As you press and roll the clay, pretend you are making dough, just like you do when baking bread.

Do this for five minutes. If small cracks appear add a little water to the clay until it is smooth again.

Step 2: Roll clay into balls

Take your clay and break it in half. Roll both pieces into perfectly round balls. You can use your board to help you.

Put one piece aside for later.

Take the other piece and SLAM it hard onto your board - **THWAK!**

Pull it off the board and slam the other side down.

Use the palm of your hand to flatten the clay until it is about 15 cm in diameter. Use a ruler to measure it. If it is too big, use your sostie stick or toothpick to cut a smaller circle out of it.

Make sure it is not too thin - it should be between 8mm and 2cm thick.



Step 3: Scratch and wet

Now take the other clay ball and create insect body shapes using one of the pictures below.



To attach the insect to your flat clay circle, you will need to use a technique called scratch and wet. This is where you make many shallow scratches into the surface of the piece you want to attach. Use your sostie stick or toothpick to do this. Do the same to the piece you want to attach it to.

Dip your finger into the water and wet both scratched areas. This makes a clay glue.

Now you can join them together!

Step 4: Build your fantasy insect!

Start adding extra bits to your insect. This is a fantasy insect - you can do anything.

Make these extra bits strong.

They must not fall apart. All of your extra bits must attach firmly to your base or to the insect itself. REMEMBER: each piece must be scratched and wet in order to stay glued to each other, otherwise it will just fall off.

Step 5: Decorate your base.

Use your stick to scratch patterns into both your insect and your circular base. Be creative!

Step 6: Make a hole for hanging.

Use the sostie stick to make a hole in the top of your clay plate. Make sure it goes right through so that you can use string to hang it up. Give your clay creature to your teacher so that they can fire it.



Let's stretch!

A stretch is a movement that extends (lengthens and straightens) our muscles. When we stretch, more blood flows to the muscles. The muscles feel looser and easier to move.

It is important to stretch before and after physical exercise.

Warm up

Before doing physical exercise, **warm up** with some **dynamic stretches**. They get our muscles ready for action and movement. They help to prevent muscle strains and other injuries.

Dynamic stretches:

- are active movements, like swinging or bouncing
- warm up the muscles you will use in a particular sport, game or exercise.

Cool down

After doing physical exercise **cool down** with some **static stretches**. These are slow movements. They help to prevent muscles cramping or feeling stiff. They also help us to relax, so our heartbeat and breathing slow down.

Static stretches:

- are done sitting, standing or lying still
- slowly stretch a particular muscle, so you feel the stretch but no pain. Hold the stretch for 15 to 20 seconds at first, and then for 30 seconds. Slowly breathe in and out as you do each stretch.



Start every Physical Education lesson with dynamic stretches to **warm up** for **5-10 minutes**.

End every Physical Education lesson with static stretches to **cool down** for **5-10 minutes**.

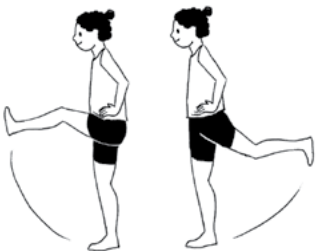
Warm up: dynamic stretches

1. Sideways movements



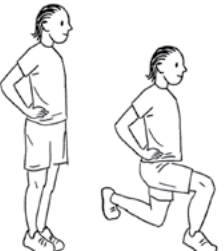
Stand with feet wider than shoulder-width apart and hands on hips or waist. Bend your knees and push your buttocks back and down a bit to get into a half-squat position. Move your weight to one side, keep the supporting leg bent and extend (straighten) the other leg. Shift your weight to the other side, bend the knee, and extend the other leg. Do the same stretch on the other side.

2. Leg swings



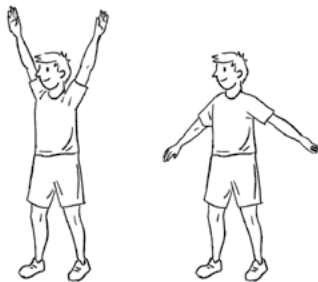
Stand up straight, feet close together, hands on waist or hips. Swing one leg forward as high as you can, and backward as high as you can. Keep your other foot on the floor. Feel a stretch in the muscles at the back of your thigh and your buttocks. Do the same action with the other leg. Try to do ten swings with each leg.

3. Lunges



Take a step forward and bend your leg but keep your knee in line with your toes. Bend your back leg a little, do not touch the floor with your knee. Keep your hips and upper body straight as you move your whole body down a bit. Hold the lunge for two or three seconds, then push off from the front leg to stand up. Do the same action with the other leg. Try to do about ten lunges with each leg.

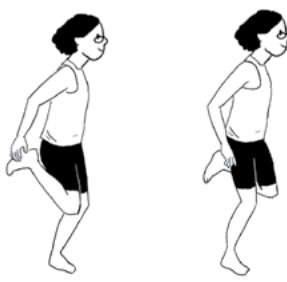
4. Arm circles



Stand up straight, feet shoulder-width apart and arms by your side. Circle both arms around from the shoulder, forward and backward, for 30 seconds each way.

Do torso twists: keep your arms up and turn the top half of your body (from the waist) to one side then to the other side. This will activate (wake up) the abdominal (stomach) muscles and lower back.

5. Butt kicks



Run on the spot and kick your heels against your buttocks. Then change speed and jog slowly on the spot.

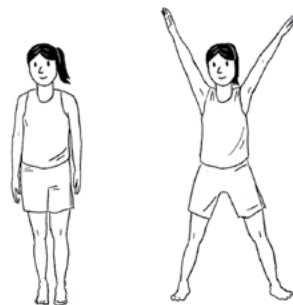
6. Knee raises









Run on the spot and raise your knees to waist height. If this is easy, try to raise your knees to chest height. You can also step up and down stairs of different heights. (For safety do not use a bench, a chair or a box for this exercise.)






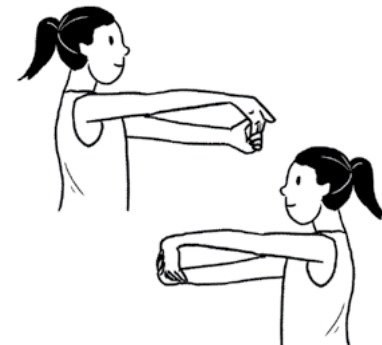
7. Jumping jacks or star jumps

Stand up straight, legs together and arms by your side. Jump and move your legs a little more than shoulder-width apart. As you jump, raise your arms to shoulder height. For more arm movement, try to clap your hands above your head as you jump.



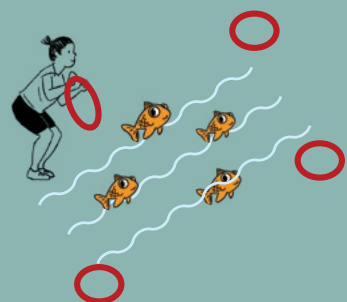
Cool down: static stretches

1. Chest stretch	2. Tricep stretch backward	3. Calf stretch
		
Stand up straight, put your hands behind your back and interlink your fingers. Raise your hands as you bend forward from the hips. Hold your hands as high as you can for 30 seconds.	Stand up straight, feet shoulder-width apart, arms down. Lift your left arm and place your hand behind you between your shoulder blades. Use your right hand to gently push your left elbow backward so your left hand moves further down your spine. Hold for 30 seconds then repeat for the other side.	Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, bend your knee. Keep your weight on the front leg and extend your other leg behind you. Keep your back foot flat on the floor. If this is easy for you, move the leg further back. Pull in your stomach muscles. Hold the position for 30 seconds. Repeat with the other leg in front. Use a table, or other support, to help you balance if needed.
4. Hamstring stretch A	5. Hamstring stretch B	6. Quadriceps stretch
		
Hamstrings are muscles at the back of the thigh. Sit on the ground with legs straight in front and hands on the floor behind you. Raise your right leg toward your left arm and hold for 30 seconds. Then raise your left leg to your right arm and hold for 30 seconds.	Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, keep the leg straight, and bend your back leg a little. Bend forward from the hips. Feel the stretch in the back of your leg. Hold for 15 seconds. Repeat with your other leg in front. Place your front foot on a small block if you need more of a stretch.	Quadriceps are muscles at the front of the thigh. Stand up straight, feet together, arms at your side. Bend the left knee, and hold your ankle with your left hand. Gently pull the left foot toward your buttocks. Make sure both thighs are next to one another. Hold for 30 seconds. Repeat for the right leg. Use a table, or other support, to help you balance if needed.

7. Glute stretch	8. Groin stretch	9. Outer thigh stretch
		
The gluteal muscles are the buttock muscles. Lie on the floor. To start, bend your left leg but keep the foot flat on the floor. Lift your right leg and place the ankle on your left thigh, just above the knee. Use both hands to hold the back of your left thigh. Gently pull both legs towards your chest. Repeat, lifting your left leg.	Sit on the floor with the soles of your feet together. Bring your feet as close as you can to your groin and try to get your knees as close as possible to the floor. Hold your feet and bend forward from the hips. Hold the position for 30 seconds.	Sit on the floor with legs straight in front of you. Bend your left leg, lift it over the right knee. Try to put your left foot on the ground on the outside of the right knee. Place your right elbow against the outside of the left knee and gently turn your left shoulder backward. Hold the position for 30 seconds. Repeat for the other side.
10. Lower back stretch	11. Plank stretch	12. Wrist stretch
		
Lie on your back with your knees bent. Put your arms around your legs, between your knees and your ankles. Slowly pull your knees into your chest until you feel a gentle stretch in your lower back.	Abdominal muscles are around the stomach and the middle of the body. Lie on your stomach. Put your elbows below your shoulders and gently push your body off the floor, balance on your toes. Pull in your stomach muscles and keep your back and legs as straight as you can. Do not arch your back. Hold the position for 30 seconds.	Stand or sit, put both arms out in front of you with palms facing away from you, pointing upward. Use your left hand to gently pull the fingers of your right hand towards you until you feel a stretch in your wrist or forearm. Stretch the other wrist. Next, turn your arms a half circle, palms facing away from you, pointing downward (see the picture). Use your left hand to gently pull the right hand toward you. Repeat the stretch on your other hand.

Rhythmic movements 1

We will do basic balancing in standing and sitting positions and use our partner's weight to counter-balance.



WARM UP: Let's go fishing!

Play this tag game and catch a fish with your net. Taggers use hoops as nets to catch the fish. When they tag you, you get the hoop and become the angler. The fish do swimming-like movements with their arms and swim away from the anglers.

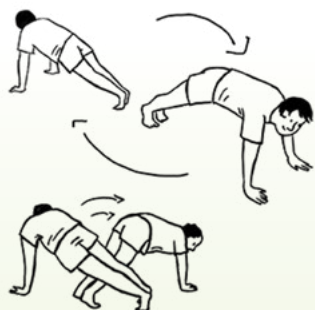
What are locomotor and non-locomotor movements?



Core strength

1

AROUND THE CLOCK



Strong arms.
With your feet together, chase your partner like the arms of the clock, moving clockwise. Start at six o'clock and try get to twelve o'clock.
Repeat anticlockwise.

2

STRONG CORE AND ABS



Clench feet.
Do sit-ups and clap hands.
Repeat 10 times.

3

STRONG ABS

Tuck sit, touching feet, pedalling your bicycle.
Repeat 10 times.



4

CANDLE STICK

Lie on your back.
Hold hands then
Lift your feet up to position
Keep legs straight.
Repeat 5 times.

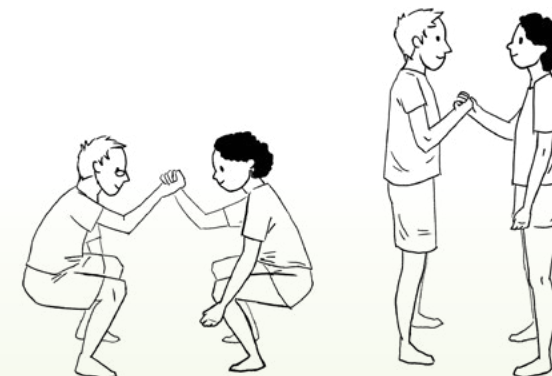


Partner counterbalances

5

STRONG LEGS

In tuck position, touch right hand to right hand, or left to left.
Lift up to standing position.
Go back down to tuck sit. Repeat 5 times.



6

GET UP - STAND UP

Standing back to back, clench arms.
Go down to crouch position.
Stand up again.
Repeat 10 times.



7

WHIRLPOOL

Keep knees bent and slightly open. Hold hands.
Keep backs straight.
Turn around the axis, and keep holding hands.
Do once clockwise and once anticlockwise.



Counterbalances in twos

Practise skills from lesson 1, then try new counterbalances.



Try to combine some of these skills and other letter-shape skill into a sequence.

Rhythmic movements 2

For these lessons we will do rhythmic movements and balances in pairs and groups.

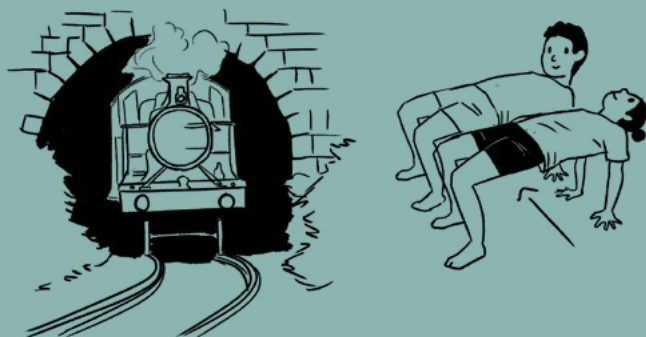


WARM UP: Build a railway tunnel

Work in groups to form a railway tunnel.

Do the crab walk side by side:

1. Move left or right together.
2. Move forwards and backwards together.
3. Roll a ball under the tunnel.
4. Crawl on your tummy under another group's tunnel.
5. Do the crab walk with the hips raised higher, and repeat the activities.



Partner jumps, rolls and hops

Do these jumps, rolls and hops with a partner.

1. JUMPS

Hold hands and jump together:

- On the spot
- Sideways
- Forwards and backwards.



Synchronise your jumps:

- Do star jumps.
- Lift your partner at the hips.
- Jump three times.
- Do a star landing.

2. ROLLS

- In tuck position, roll onto your backs.
- Keep your backs straight when you are in crouch position
- Come up with straight backs and touch each other's hands.



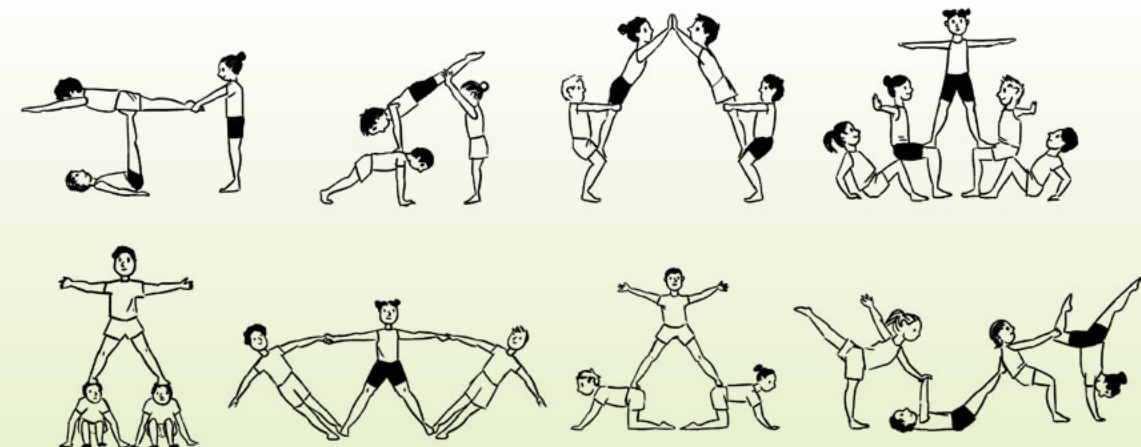
3. HOPS

- Do bunny hops with your hands on the back of a partner. Do this four times.



4. BALANCE IN GROUPS

Choose from these balancing poses to try in your group. Hold for at least five seconds. Then work in groups of five and design your own pyramid or other formation.



Remember the four Bs:
The Bigger the Base, the Better the Balance!

Design a group sequence

Create and demonstrate a short movement sequence:

- Start in two groups of three and use two or three balancing poses.
- Do some rhythmic movements together (jumps, hops, rolls) between balancing poses.
- End with a balancing pyramid using all six group members.

COOL DOWN: PIZZA STRETCHING

Sit in a circle (starting in a pizza shape) with feet touching in the middle. Do different stretches.

1. L-Sit, arms up high



Bend forward, knees straight.

2. Crab walk, lift hips and hold

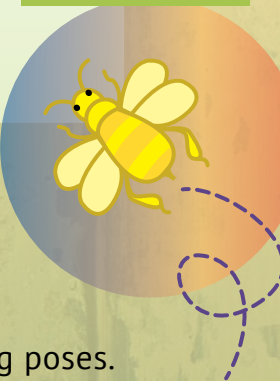


Keep arms and legs straight, and look up.

3. Pancake stretch



Sit with back towards the middle of circle. Open legs to a straddle sit, and bend forward.





Rhythmic movements – jumping

First we will warm up with some aerobics using a skipping rope. Then we will revise single rope skipping and jumping. After that, we will learn to do the can-can.

Do you still remember how to skip with a skipping rope?

Revise jumping and rope skipping

Practise these basic jumping skills from Grade 4. How many can you perform without making a mistake?

- Jump on two feet
- Jump on one leg
- Jump straddle and close
- Jump forward straddle (lunge)
- Jump skier (two feet sideways)
- Jump bell (two feet forwards and backwards)

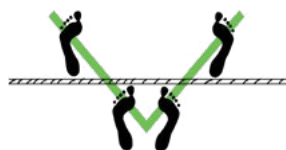
Warm-up game:

Low impact aerobics with a rope

Follow your instructor and do the following movement sequence:



1. Start feet behind the rope (base), then step over the rope.



3. V-Step over the rope:
Right diagonal – out / Left diagonal – out.
Right to base – in / Left to base – in.



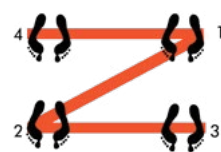
5. O-Step:
Walk around inside the rope clockwise and anti-clockwise (8 steps each way).



2. Heel over the rope.



4. L-Step over the rope:
Right top R corner – out / Left top R corner – together.
Right to base / Left to base.



6. Z-step:
Jump from 3 to 4 via 2 and 1.

Learn the can-can

The can-can is a famous French dance from the 1840s with high kicks, jumps, splits and cartwheels. It was danced in cabarets like the Moulin Rouge in Paris.

Learn new dance skills with these slow double-bounce jumps from the can-can:



THE BOX

Jump on two feet forwards, to the right, backwards and to the left.

KICKS AND LIFTS

Start with feet together.

Kick forward with right leg.

Jump on right foot, lift left foot behind.

Kick forward with left leg.

Jump on left foot, lift right foot behind.



KNEE-UP JUMP

Jump with feet together.

Jump with right knee up.

Jump with feet together.

Jump with left knee up.



CAN-CAN

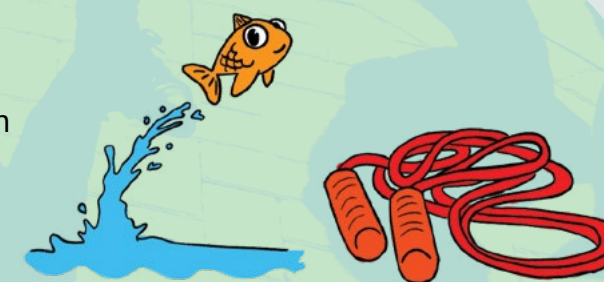
Knee-up jump with right knee up, then kick right leg forward.

Knee-up jump with left knee up, then kick left leg forward.



GAME: CATCH THE FISH

Hold the one handle (Rod) of the rope and other handle stays on the ground (Fish). Pull the handle with your weaker hand towards you and wiggle the rope until the other handle comes close to you. Grab the fish with your stronger hand and jump at least five times. Try it a few times!





Rhythmic movements – skipping

In the next few weeks we will learn advanced skills with a skipping rope and put together our own movement sequence.

Practise all the jumping skills from previous lessons. Can you repeat them ten times with no mistakes?



WARM UP: Tag game: Pull my tail

Fold the skipping rope in half and tuck it in your shorts with the handles hanging out like a tail. Once your tail has been pulled off, put the rope down and jump over it ten times. Use any jump. The learner who has pulled off your rope must then have a tail.



Practise your skipping skills

Copy the skipping skills scorecard into your notebook. Share a rope with a partner and show your skipping skills. Repeat each skipping skill ten times and write your best result.

Complete the skipping skills chart.



	Skipping skills	Best result
1	Jump on two feet – swing rope backwards	
2	Jump on one foot (your choice L or R)	
3	Jumping jack (jump straddle then with legs close together)	
4	Lunge jump (forward straddle right foot then left foot) and then jump legs close together	
5	Skier or bell jump (sideways or forwards and backwards)	

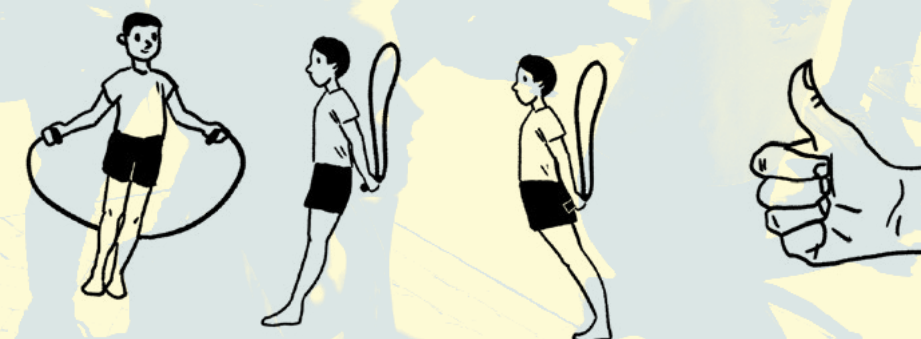
Design your own sequence

1. Combine the different skipping skills in an order of your own choice. Repeat each skill at least twice but not more than four times.
2. Practise your sequence at home and at school. Try to complete it without making a mistake.
3. Show time: Get together in a group of six, and each show your sequence one by one.



Practise your jumping skills

Copy the scorecard on the opposite page into your notebook again. Work with your partner again. Repeat each jumping skill ten times and write down your best result. If you managed to do three or more, thumbs up!



Add more of these skills to your rhythmic movement sequence from last week. Repeat each jumping skill at least twice but not more than four times. There is a total of ten different skills.

MOBILITY STRETCHES

Do static stretches to cool down.



Wellness

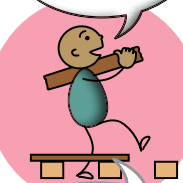
Wellness makes life safe, healthy, exciting and satisfying. We experience wellness when all the different parts of us feel healthy.

Our Words

combination
two or more things joined or mixed together

Work it out yourself

Are you well? * * * * *



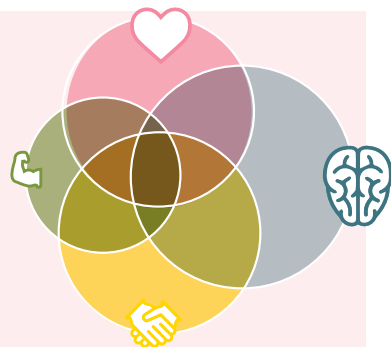
Itani uri ni zwi pfesese inwi muṅe

1. What do we mean when we say we are well?
2. How can you be well in some parts of your life and unwell in other parts at the same time? Explain how this is possible.
3. Read about the wellness flower and about Jade and Shaun.
4. What do you think Jade and Shaun each need to do, to help improve their wellness flowers?
5. What do you think your wellness flower looks like? Draw a quick sketch.

Jade and Shaun

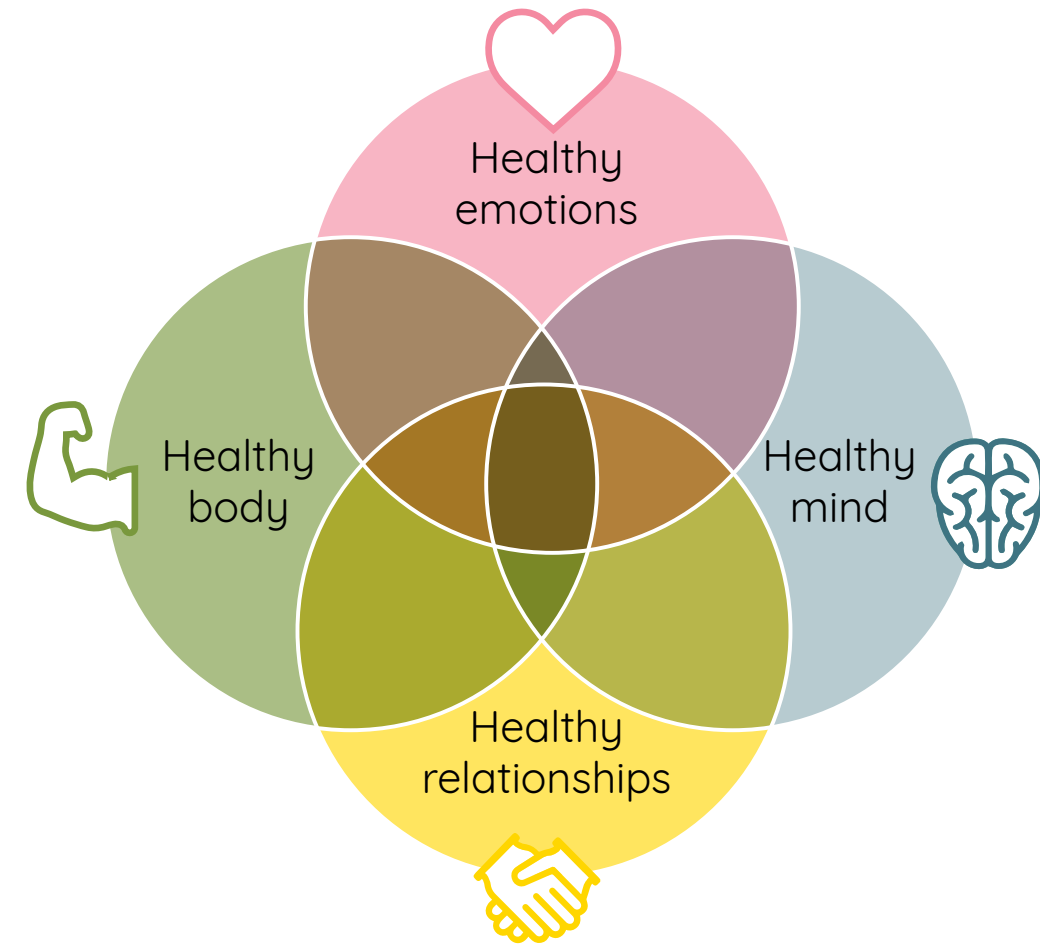
Jade is in Grade 6. She has started at a new school. It has a beautiful library where she goes every afternoon. She would like to make new friends.

Shaun likes to play soccer with his friends. He is in the school team. At home, things are not always good. His father drinks and then it is difficult to speak to him. His mother smokes in the house.



Wellness flower

This is an example of a healthy wellness flower:



The Wellness Flower

The wellness flower can be used to think about the different parts of us where wellness is present, and the parts where wellness is missing.

How well we are is a **combination** of all the things in our wellness flower. Sometimes you cannot control what is making you feel bad. Don't be too hard on yourself. At the very least, take control of the things you can.

My body protects me

Our bodies have many ways to protect themselves from harmful germs. The more time we can spend doing what is good for our bodies, the stronger we can grow.

Washing hands

Sometimes germs that make us sick get into our water and food. When we swallow these germs, we can become ill with diarrhoea. Washing your hands regularly and taking regular baths or showers in clean water are the most **effective** ways of ensuring protection from diseases.

Our Words

germs

very small living things that can cause infection and disease

effective

producing the result that is wanted or intended; producing a successful result

our immune system

is those parts of our body that protect us from getting sick.

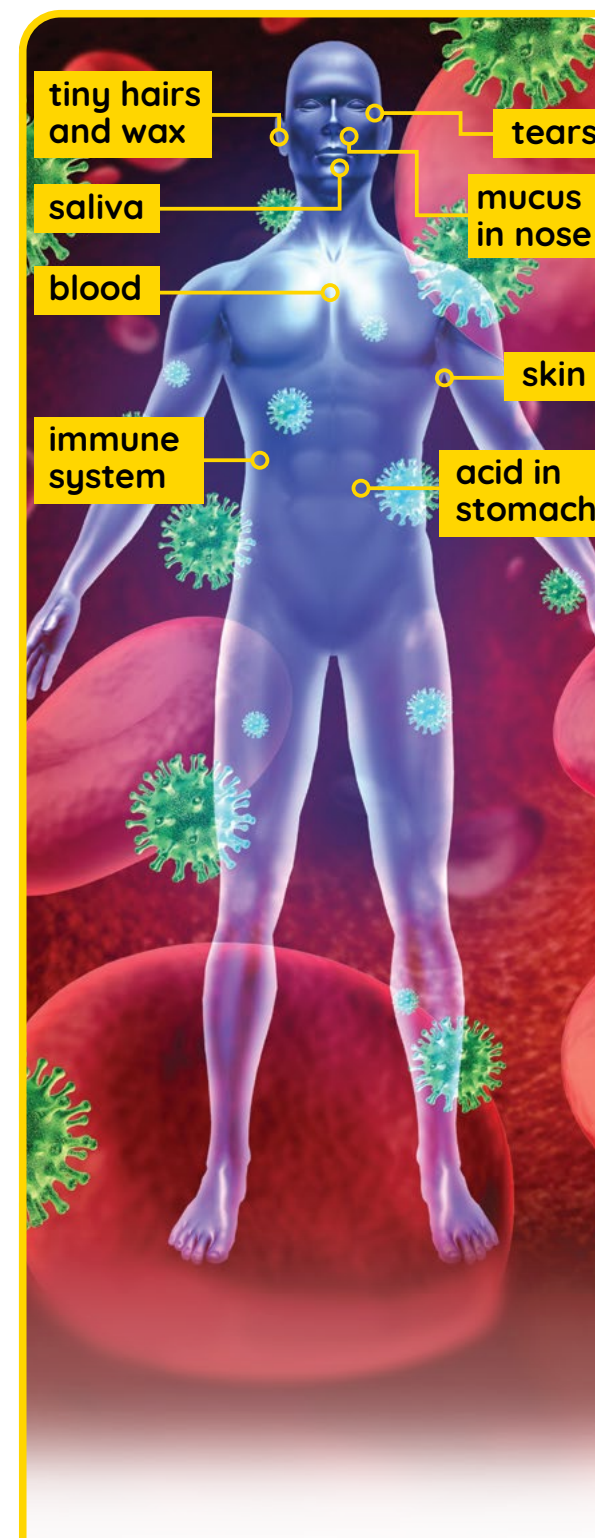
Observe and describe



Sedzani ni talutshedze

Where are the germs? *

1. Look at the picture below and write down a few ways in which germs can get into the bodies of these two children.
2. Look at the illustration, on the opposite page, of how our body protects us.
3. How does your skin protect you from germs?
4. How can you prevent saliva from spreading germs?



How our bodies protect us

Our bodies work in a fascinating way to protect us from harmful germs and illness.

- a. **Blood** helps the body defend against infection by increasing the number of white blood cells, which help to destroy invading germs.
- b. The **skin** helps to keep out harmful germs that cause infection. It also keeps good stuff in, like fluids such as water and blood.
- c. Tiny hairs and **mucus** in our nose catch germs and harmful things that we breathe.
- d. **Tears** wash away harmful things from our **eyes**.
- e. **Saliva** or spit has chemicals that kill some harmful germs.
- f. **Acid** in our **stomach** kills harmful germs that come into our bodies through food and drink.
- g. **Tiny hairs** and wax in our ears catch germs and other harmful things.
- h. All of these, together with our lymph nodes and a few of our organs, make up our **immune system**, which protects us from infection.

Germs spread through the air

Airborne diseases are sicknesses that are carried in the air. Air gets infected when people cough or sneeze. We can catch airborne diseases by inhaling (breathing in) the infected air.

Sneeze and cough

When you cough or sneeze, make sure you cover your mouth and nose with your hand or cough or sneeze into your elbow. Then make sure you carefully wash your hands.

Make something to show what you think it is like



Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio

Achoo

- Go outside and hold fine powdered chalk, flour or sand in your hand.
 - Stand at least two metres away from other people.
 - Pretend to sneeze or cough into your hand.
- What happens to the chalk, flour or sand?
 - What does your experiment teach you?
- Work in a group to discuss how you can protect each other if one or more of you are coughing and sneezing. Share your ideas. Then agree on some rules you will all follow to help each other keep **bacteria** and **viruses** out of your bodies.
- Read about airborne diseases and vaccinations on the opposite page.
 - What are the symptoms of measles?
 - Who usually gets measles?
 - Have you had measles? How did you feel?

Our Words

bacteria

tiny living things that can cause disease in people, animals and plants

viruses

tiny non-living things that can cause disease in people, animals and plants

vaccines

substances that are put into the blood and that protect the body against diseases

Person 1
Sneezing and coughing

Moisture in mucus

Droplets of TB bacteria

Person 2 close to Person 1

This healthy person will not become infected if the TB bacteria are destroyed in the nasal passage or throat

Examples of airborne diseases

Measles – Measles is an infection that children usually get. The symptoms of measles include a cough, fever and skin rash. You need to see a doctor when you notice these symptoms.

Mumps – fever, swelling on the side of the jaw, headache, pain when chewing.

TB (Tuberculosis) – fever, cough that lasts for more than three weeks, loss of appetite, feeling cold; sometimes swellings appear on the body.

Chickenpox – itchy bumps and blisters all over the body, fever, headache and cough

Flu (Influenza) – high fever, headache and muscle aches, cough and runny nose. It is a common viral infection that can be deadly, especially in people who are young or old. The flu germs attack the lungs, nose and throat.

Covid-19 – fever, tiredness, dry cough, aches and pains, nasal congestion, runny nose, sore throat, diarrhoea.

During the Covid-19 epidemic, scientists advised us to protect ourselves through social distancing. This meant keeping a safe space between us, so that people with the virus were less likely to infect others.

Vaccination – Most babies are vaccinated against common diseases like measles, mumps, polio and tuberculosis. Look for the scar on your upper arm or your thigh to see if you have been vaccinated. **Vaccines** are important in our fight against germs.

All about TB (Tuberculosis)

Tuberculosis (TB) is a serious health condition. Anyone can get TB from someone who is infected.

Make something to show what you think it is like



Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hania

Preventing TB

1. Draw a sketch to show how easily a virus can be passed from one person to another. Your sketch must show four different steps through which a virus can be spread. Be creative, but be realistic.

The TB Germ

The TB germ is a kind of bacteria that infects your lungs. TB can be **treated** and **cured**. But if you do not take the medicine and complete the treatment, it can go on to infect other parts of your body, such as your brain and kidneys.

"I was sick when they took a specimen of my sputum and sent it to hospital. I was diagnosed with tuberculosis (TB). Fortunately, we sent the specimen before there were holes in the lung." – former South African President Rolihlahla Nelson Mandela.

Our Words

treat

give medical care or attention to a person, an illness, an injury, etc.

cured

make a person or an animal healthy again after an illness

Prevent the spread of TB

Here are a few tips to help you prevent catching TB:

- Cover your mouth and nose, ideally with your elbow, when you cough or sneeze.
- Wash your hands often.
- Open the windows so there is fresh air coming into your home.
- Don't share cups or bottles with anyone.



How do you get infected?

You get TB when you breathe in TB germs from a person who has TB. You can also get TB when you share things like a bottle, a glass / cup, a cigarette or a hookah pipe, and when kissing on the mouth.

How does the healthcare worker know if you have TB?

Your spit (sputum) is tested.

Can TB be cured?

TB can be treated and cured. But you can get extremely sick and even die if you do not take your treatment properly for as long as your healthcare worker tells you to.



Wiggly Worms

Worms can get into our bodies in many ways. Worms can make us sick, which is why we must always take precautions about what we put in our bodies and what we touch. Having a good understanding of how worms work can help us prevent illnesses and stay healthy.

Find out more
(ask someone
- look it up)



Wanulusani
zwinzhi
(vhudzisani
munwe muthu -
zwi tōde)

Preventing worms

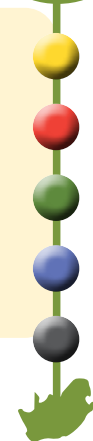
Read about how worms can make you sick.

Write down one simple solution for how you can prevent each of these types of worms from getting into your body and making you ill:

1. Hookworm
2. Tapeworm
3. Roundworm and whipworm.

deworming
treat a person
or animal to
free them of
worms

Our
Words



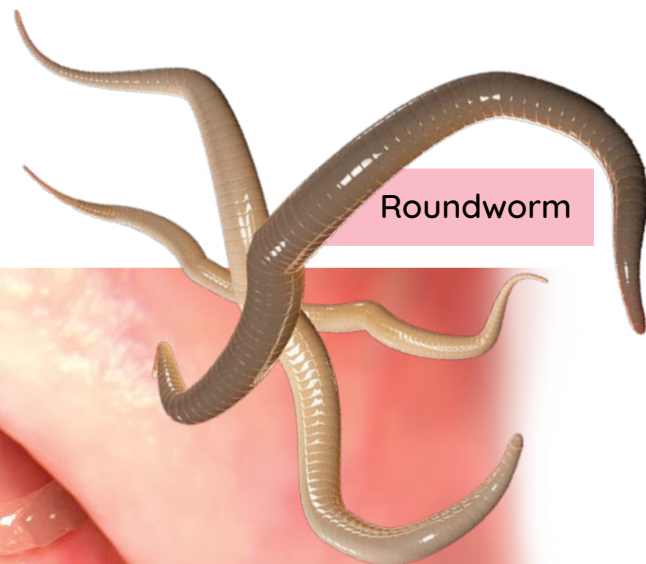
Tapeworm



Whipworm



Roundworm



As part of South Africa's **National Deworming**

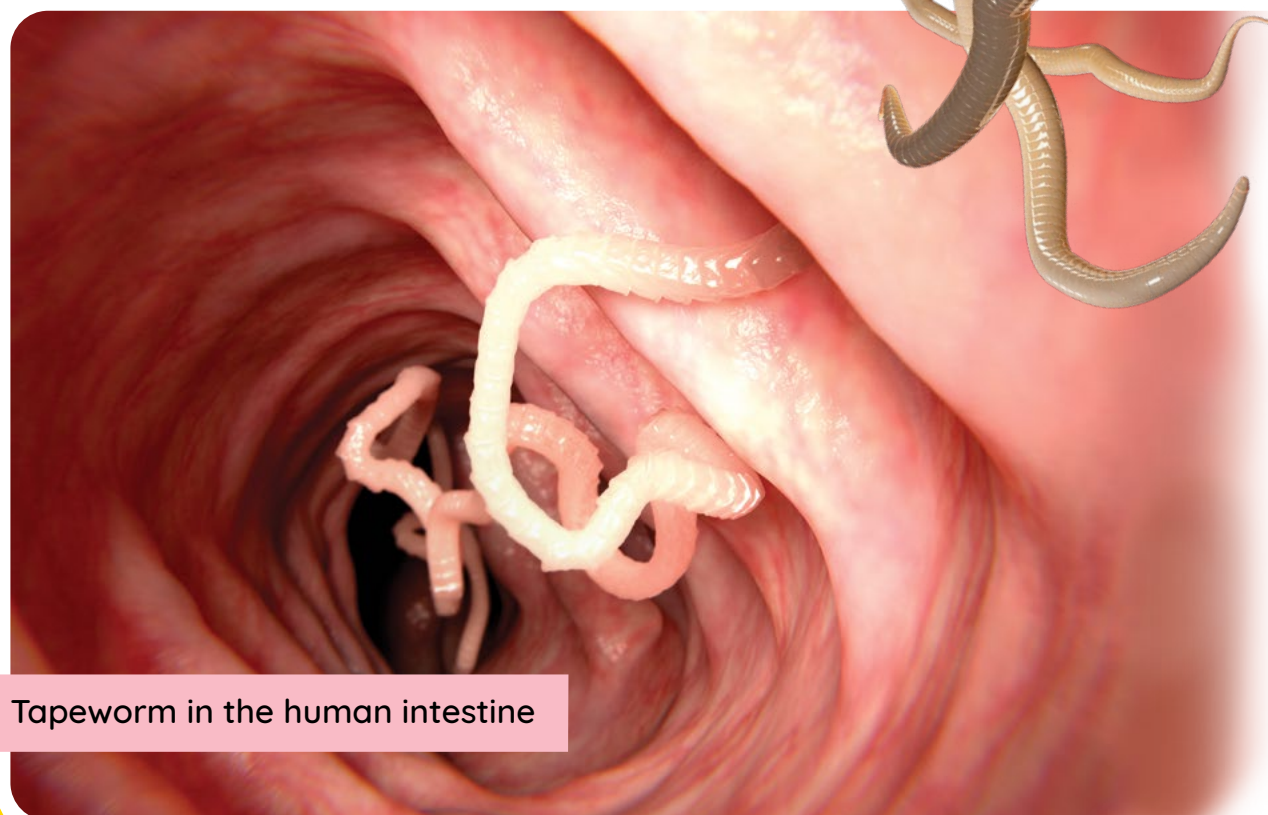
Programme, your deworming pill should be available for you at school. When the forms for this are handed out at school, make sure that you take yours home to be signed, so that you will be able to get your deworming pill.

How worms can make you sick

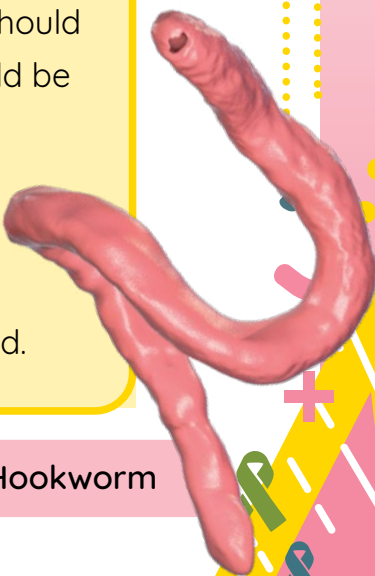
- Hookworms burrow through the skin of people's feet.
- Tapeworms are swallowed in meat that has not been cooked long enough.
- Roundworms and whipworms lay eggs in sand. The eggs are too small for us to see them. We swallow their eggs when we do not wash the sand off our fruit and vegetables before we eat them. Or if we have sand on our hands and do not wash them before we eat.
- You can also be infected with roundworms, hookworms and tapeworms from touching your pets, then touching your mouth and swallowing the eggs.

To prevent worms, we should take a **deworming** pill once or twice a year. African Wormwood plant, also known as Umhlonyane, can be made into a tea and drunk to help against worms. We should not walk barefoot where there could be faeces from people or pets. Eating pumpkin seeds can also help. Remember to wash your hands, especially after going to the bathroom and before handling food.

Tapeworm in the human intestine



Hookworm



Insects can make us sick

Malaria is an example of an illness we get from a **parasite** carried inside mosquitoes. You should always protect yourself, where you can, against mosquitoes because they easily spread malaria.

parasite
a small animal or plant that lives in or on another kind of animal or plant (its host) and gets its food from the host

Our Words

Make something to show what you think it is like



Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio

Mosquito buzz

Mosquitoes make a constant buzzing sound, so it is difficult to ignore them. When you hear this sound it can be distracting but it also lets you know to take precautions.

1. Read the information about mosquitoes, malaria and malaria-affected areas.
2. Your task is to compose a song using the word MOSQUITO. Use each letter from the word mosquito to start a new line in the song. Include the sound of a buzzing mosquito in your song.

Example:

Mosquitos like to buzz
Only cause a fuss
Suck on our blood
Quick to bite our skin
U.....
I.....
T.....
O.....

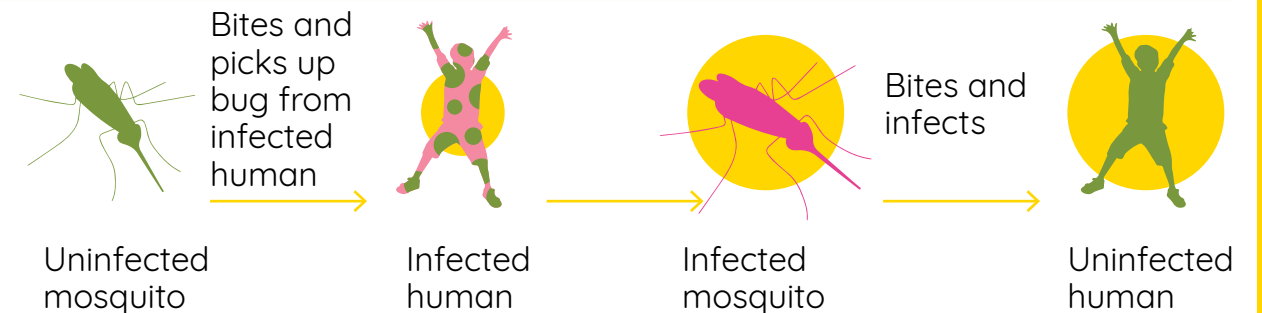
How do you know if you have malaria?



If you have malaria, you might develop a fever. You sweat and shiver and your body aches. You experience headaches, nausea, vomiting and diarrhoea. These symptoms take 7 to 10 days to appear after you have been bitten. To find out if you have malaria, you have to go to a clinic. If you get tested and pick it up early, the treatment can be effective.

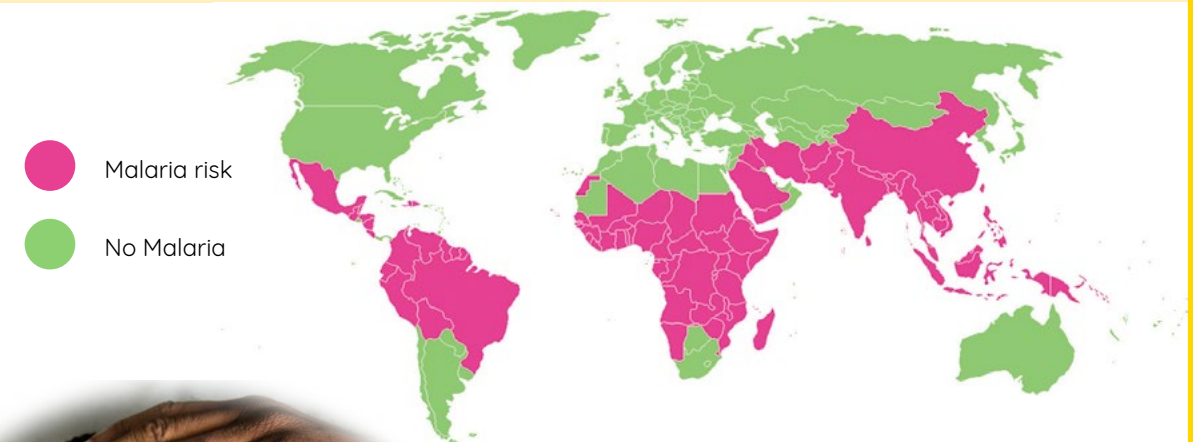
Other diseases carried by insects include yellow fever, tick bite fever and sleeping sickness.

How malaria spreads



Malaria-affected areas include:

- large areas in Africa
- Asia
- Central and South America
- Haiti and the Dominican Republic
- parts of the Middle East
- some Pacific islands.



How is malaria treated?

There are pills that kill the parasite that causes malaria. They can be used to treat and prevent malaria. These pills are called **antimalarials**. If any parasites are left in the body after treatment, malaria may return.

How healthy is our environment?

Our environment is made up of everything around us. A healthy environment can help us to survive and thrive.

Play your role

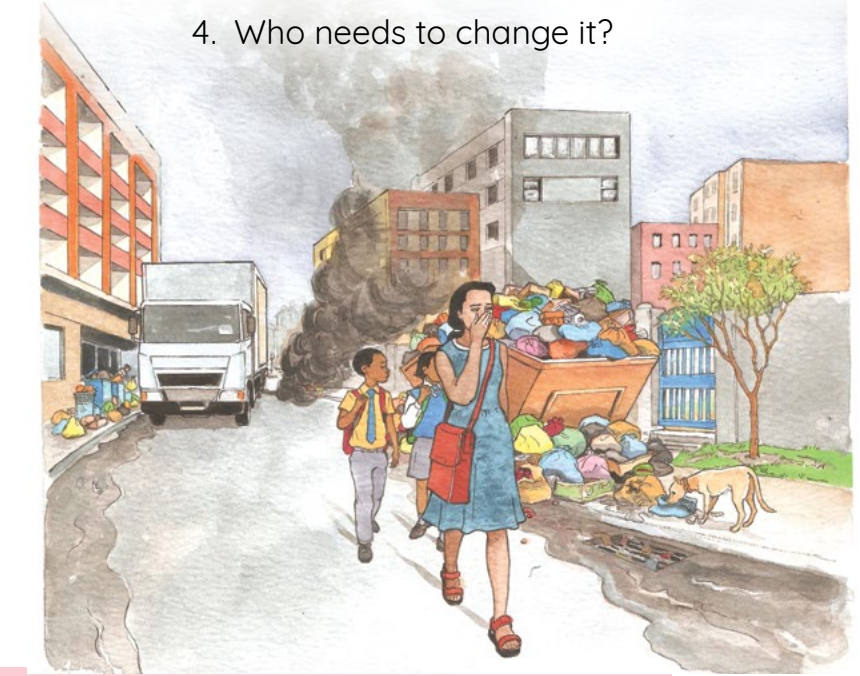
Our environment can be unhealthy. When our water, air, soil or neighbourhood are **polluted**, we can get sick. Everybody in the community should **contribute** to keeping the environment clean, safe, and healthy.

Look back – look forward

Pearl and friends

This is where Pearl and her friends live.

1. Discuss, with the class, what is healthy and what is unhealthy about this environment.
2. How do you think the people who live here, feel about living in this environment?
3. What could be changed easily to make it healthier?
4. Who needs to change it?



Our Words

polluted
made unpleasant or dangerous by adding dirty, harmful or poisonous substances

contribute
give time, money or things, in order to help achieve a goal or result

Dealing with diarrhoea

The symptoms of diarrhoea include a sore stomach and a runny stomach (you need to go to the toilet a lot). Some people also vomit when they have diarrhoea. Diarrhoea is serious for children, old people, and sick people. It can kill!

When you have diarrhoea, it is important to replace the water and nutrients you are losing, so drink more water.

	Healthy?	Unhealthy?	The children could ...
Park			
River			
Air			
Street			

Observe and describe

Let us be environmental health detectives



Sedzani ni talutshedze

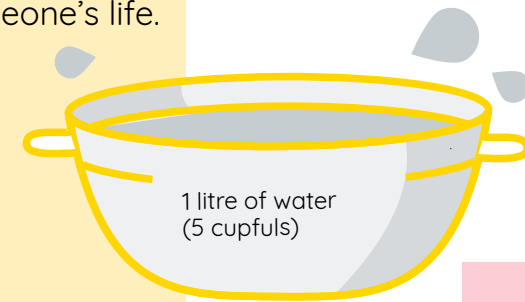
5. Help Pearl and her friends plan to change the unhealthy parts of their neighbourhood. Use the table to think about it.
6. With a friend, walk around your school and look for things that are healthy and unhealthy for your body, your mind and your relationships.
- Make a list as you go.
7. Think and talk about something that you can do to change your school environment and increase its health and safety.

Recipe for Oral Rehydration Solution

Oral Rehydration Solution (ORS) is a special drink made up of sugar, salt, and clean water. It can help to replace fluid loss from severe diarrhoea or vomiting. This simple recipe can prevent dehydration (loss of fluid) and save someone's life.

6 level teaspoons of sugar

half of a level teaspoon of salt



Healthy me

A healthy you is a happy you. If the parts of your wellness flower are all healthy and working together, you can experience greater wellness. Nobody is ever a perfect flower all the time, but **reflecting on yourself** can go a long way to help you increase your contentment and reduce your suffering.

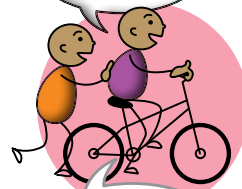
Our Words

reflecting
thinking deeply and carefully about something

happiness
feeling or showing pleasure (being happy)

What's new? Try it

Laughter is good for me * * * * *



Ndi zwifhio zwiswa? Zwi lingedzeni

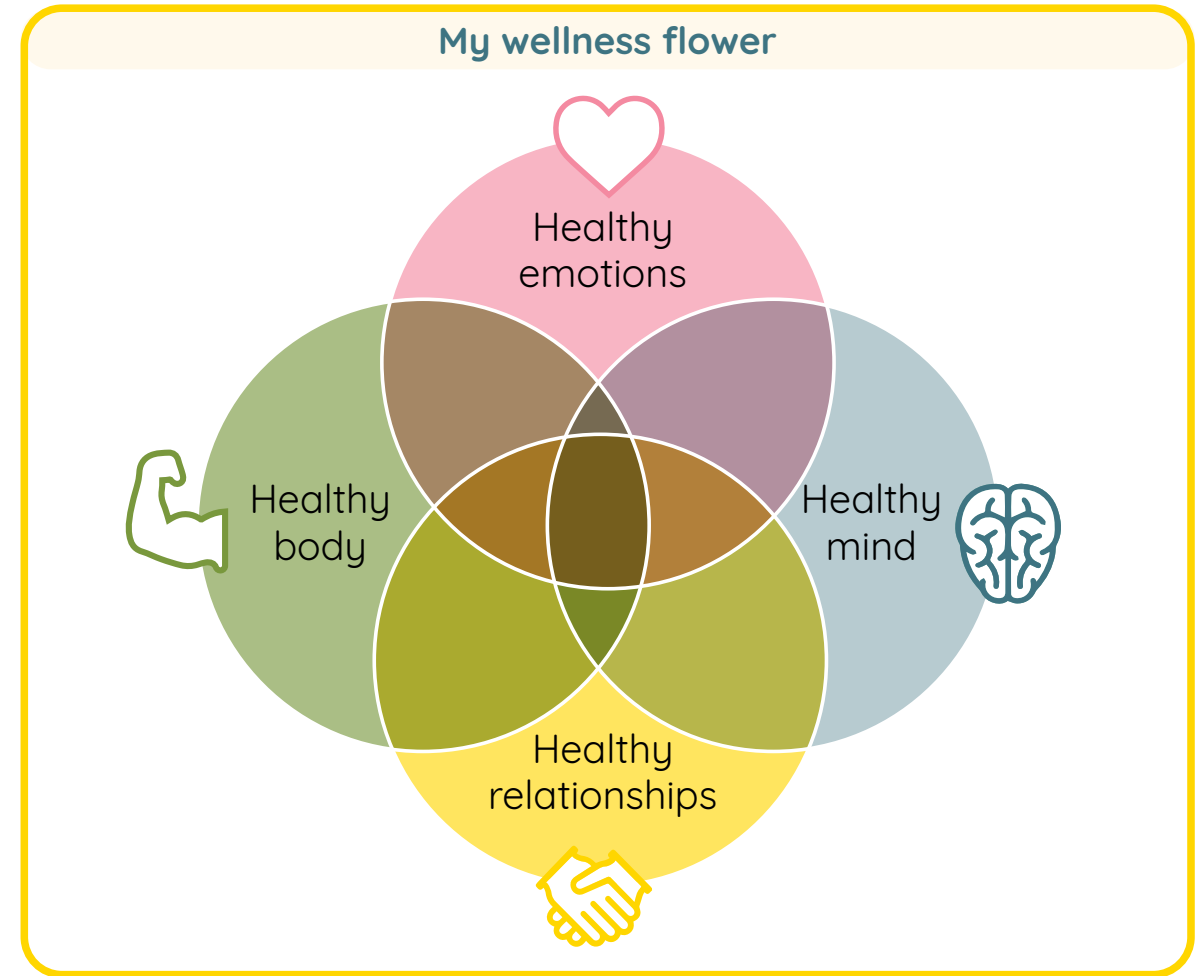
1. Stand face-to-face with a classmate. One of you must keep a serious face. The other person must do things or tell a joke to try to make you laugh. No touching!
- Swap places and do it again. How do you feel after laughing? Discuss why you think laughing is good for us, and why it could be a sign of **happiness**.

2. How do you plan to laugh more?



In your journal

Write or draw in your journal something you do not have which you believe would make you happier.



Ask questions about the things you want to know



Vhudzisani mbudziso nga zwine na toda u zwi divha

My flower * * * * *

3. Draw a wellness flower that answers the question, "How healthy am I right now? How healthy are my emotions, my body, my mind and my relationships?" The shapes of the petals are your answer.
- Big round petals are symbols of health and positivity.
- Small petals with squiggly shapes mean you still need to work on these parts of your life.
4. Think of some questions you could ask someone, to find out how healthy they are.



Oberekile

Throw stigma away

We have been living with HIV in South Africa for many years. HIV stands for Human Immunodeficiency Virus. It is a virus that causes AIDS which stands for Acquired Immunodeficiency Syndrome, which affects the immune system. It can be treated with excellent medicines.

Our Words

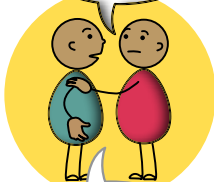
stigma
a mark of disgrace associated with a particular circumstance, quality, or person.

stigmatise
describe or regard as worthy of disgrace or great disapproval

unfair
not treating people equally

unjust
not treating people according to what is right

Try to feel what someone else is feeling



Zama ukuzwa indlela omunye umuntu azizwa ngayo

Marked and rejected

1. Discuss how you think the person being left out in the picture on the opposite page is feeling.
2. Write down one sentence to show how you would feel if you were the person being ignored or rejected.

In your journal

What is one thing you could do to stop **stigma** from affecting people you know? Write or draw your answer in your journal.

Facts make stigma go away

ARVs

There are antiretroviral medicines (ARVs) that can treat people with HIV. We also know how it is spread. So, there is no need to be afraid. The best way for people to let go of the stigma they put on people with HIV is to know the facts.

Stigma

Collins dictionary:

"If something has a stigma attached to it, people think it is something to be ashamed of."

Many people are still afraid of those who have HIV. It is as if they have marked people with HIV as dangerous. We call this mark, a "stigma." When a stigma has been placed on someone, people find it easier to reject them and insult them. They are often excluded from social activities. This is **unfair** and **unjust** because they are not a danger.



Respect my privacy

Living with HIV is not a reason for people to be treated unfairly. People can still live their best lives with HIV.

Our Words

privacy
not being watched or interrupted by other people / being free from the attention of the public

dignity
the fact of being given honour or respect by others

Give a reason for what you think

What can I see? * + •

Look at the photograph and answer the questions that follow.

1. How would you know the HIV status of the people in the photograph?
2. Why would you want to know?
3. Is it right to try and guess someone's HIV status? Give a reason for your answer.
4. Why is it important to respect someone's **privacy** regarding their status?

Yenza into ukutjengisa ukuthi ucabanga bona injani



Your status

If a medical test shows that you have HIV in your blood, it will say you are **HIV positive**, also known as HIV+. If you do not have HIV in your blood, it will say you are **HIV negative**, also known as HIV-. Knowing whether you are HIV+ or HIV- is called knowing your “status.”

1. A person living with HIV can keep the information about their status **private** if they choose to. If they decide to share information with people, they should expect to be treated with **respect** and **dignity**.

Know the facts about HIV

Knowing the facts about HIV will help you to be informed. Attaching stigma to people with HIV is cruel and unnecessary. These are some facts about HIV:

The most common way that people are infected is through sex without a condom.

You can only get HIV if bodily fluid from someone who has HIV gets into your blood.

HIV also spreads when people who take drugs share injection needles without cleaning them.

HIV does not live in these body fluids: tears, sweat, spit or urine (pee).

Treat everybody with respect and dignity. Do not **stigmatise** people if you know their status. If you do not know a person's status, you should respect their privacy, and not guess or try to find it out.

World AIDS Day

Every year the whole world commemorates World AIDS Day on 1 December. Every year there is a different theme. Every year we can participate and make a difference!

Our Words

commemorates

be reminded of and show respect for an important event or person

solidarity

support by one person or group of people for another because they share feelings, opinions, aims, etc.

Share and compare

Plan an event

Instructions for planning an event for World AIDS Day:

1. Find the Theme: Research what is the theme of World AIDS Day for the year. .
2. Brainstorm Ideas: Gather your group and brainstorm ideas for your event and write them down. Everyone must share their ideas.
3. Decide on the Main Message: Decide on a message you want to convey during the event using posters or other awareness materials.
4. Plan the Event: Organize the logistics of the event, including location, time, activities, and materials needed.



Yabelana begodu umadanise

1 December

Since it began in 1988, World AIDS Day has become a recognised, successful and effective way of raising awareness about the global HIV/AIDS pandemic. This international global health day helps us to express **solidarity** with people worldwide who are living with HIV and to commemorate those who have died from AIDS.

World AIDS Day also celebrates the progress made in HIV prevention and treatment. If people stay informed and aware, then we can work together to get rid of stigma and continue to treat HIV effectively.



Performers

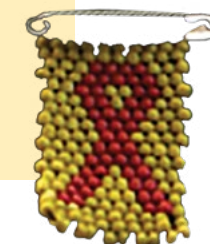
Speakers

Marches



Before ARVs

In the years before ARVs were developed, people living with HIV did not have the opportunities that they have now. Many became sick and died because the virus weakened their immune systems. They developed Acquired Immunodeficiency Syndrome (AIDS). Nowadays, AIDS can be treated if people take medicine called ARV's. People on ARVs live long and healthy lives if they take ARVs.



Time to reflect

Self-reflection happens when you stop what you are doing and think more deeply and honestly about your feelings, thoughts, and actions. Self-reflection is not always easy because you might learn things you do not like about yourself.

Our Words

slogan

a word or short phrase that is memorable and will attract people's attention or quickly suggest an idea

memorable

worth remembering or easy to remember

In your journal

Write or draw in your journal what questions do you still have about HIV?

Ask yourself

1. What do I know for sure about HIV?
2. What have I learned about HIV that I did not know before?
3. How will this knowledge help me to protect myself?
4. How has that new knowledge changed my feelings and thoughts towards people living with HIV?
5. Who can I share this new knowledge with?

Think about your thinking



Cabanga ngendlela ocabanga ngayo



Self-reflection can help you to think deeply and honestly. Asking the right questions about yourself might help you navigate the world you live in. Reflecting on your feelings about how you treat people with HIV can also help you develop empathy.

The red ribbon is the universal symbol of awareness and support for people living with HIV.

Make something to show what you think it is like



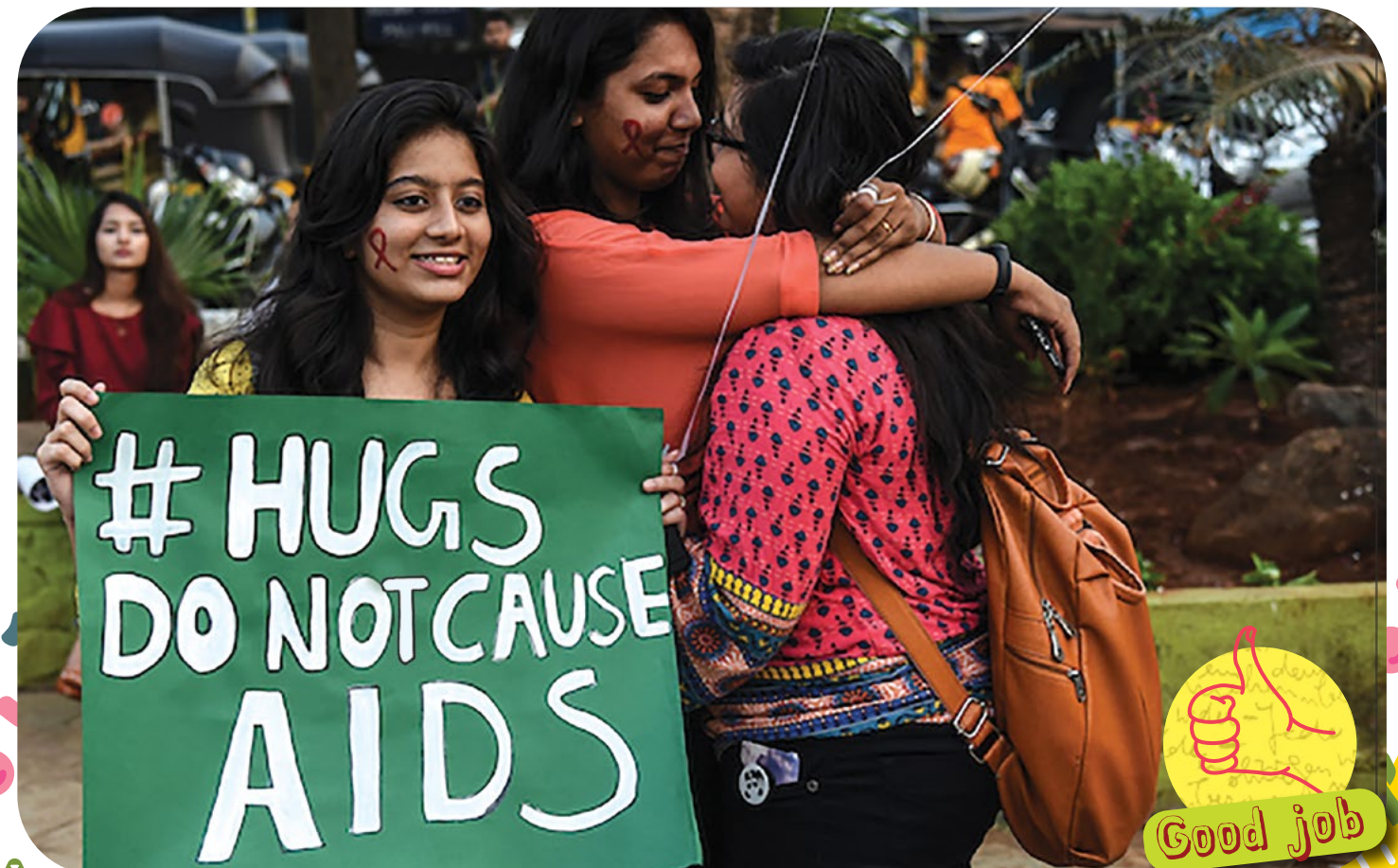
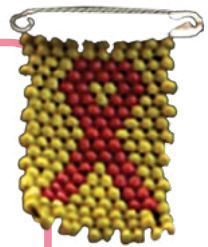
Yenza into eveza ukuthi ucabanga njani

World AIDS Day poster

6. Draw your own World AIDS Day poster that has a catchy **slogan**. Use your main message from the previous lesson.

Slogan

The slogan for World AIDS Day 2019 was "Ending the Aids Epidemic, community by community". Slogans are often used to capture the attention of the people they are trying to reach. A slogan must have a clear message for the person reading it, and should be catchy and **memorable**.



My choices

My body is made of **molecules** and **chemicals**. I eat food to add new **molecules** and **chemicals** to my body. I take medicine to change **molecules** and **chemicals** in my body. There are also **molecules** and **chemicals** that make up **dangerous substances**.

Our Words

molecules
groups of atoms that are bonded together

substances
solids, liquids or gases that have particular qualities

Give a reason for what you think

What we eat

1. Would you choose to eat food from Choice A or Choice B? Give a reason for your answer.
2. Which picture (A or B) has the healthiest choices? Explain why you think that.
3. Why do people make unhealthy choices that affect the molecules and chemicals in the body?



Nika isizathu soko ukucingayo

Choice A

Choice B



The effects of my choices

It takes time

Sometimes the danger of a substance is immediate, for example, some types of poison. Sometimes the danger only becomes real many years later when those molecules and chemicals have changed me. Examples are diabetes and addiction to certain drugs.

The substances you put into your body affect the way you feel, think and act. These substances include food, drink, medicines and drugs (like alcohol and tobacco). They make a big difference to your wellbeing, both today and in the future.

3.5% Nitrogen

18.5% Carbon

3.5% Other chemical elements

9.5% Hydrogen

65% Oxygen

Therefore, we need lots of information about substances. We can then choose to avoid substances that cause physical and mental illness and avoid substances that cause addiction. You can decide to make healthy choices.

Understanding substance abuse

Some substances change us in very extreme ways. They might change our mood. They might make it easier to feel okay about doing dangerous things. They might be **addictive**, which will make it difficult for us to stop taking them.

Harmful substances

Harmful substances can take over our lives and damage our relationships. They can also damage our bodies and even kill us. We might not notice these things at first, but they can get worse over time. People who abuse substances like drugs and alcohol harm themselves. They also often harm the people around them, especially their loved ones.

Our Words

addictive
making people unable to stop using or doing something

developing
becoming bigger, stronger, more advanced and more mature

Be kind to yourself



Ziphathe ngobubele

Choices

1. Read the three examples of choices on the opposite page. Which of the examples would be considered healthy choices?
2. Which of these examples would you consider unhealthy choices?
3. Can you abuse a substance like sugar? Give a reason for your answer.

Making healthy choices for your body can help you to live a long and fulfilling life. Making bad choices could lead to addiction. Always love your body, it will help you not to abuse any substance.

I spend too much time on my digital devices.
As a result, I do not do my homework to the best of my ability, and I do not spend enough time talking to my family face-to-face.

I eat too many sugary things. I got tooth cavities and the dentist had to give me fillings. Too much sugar also makes me overly excited and I cannot concentrate well.

I make sure that I eat different fruits and vegetables. I make sure my body gets the nutrition it needs to help me feel good and perform at my best.

Some choices are healthy, and some are not

Too much of anything can be harmful. We all need healthy diversity in our lives. We need to eat lots of different foods and make good choices about the things we put inside our bodies. We need to do lots of different activities. We need to feel lots of different emotions.

What is substance abuse?

Substance abuse is when people put harmful and addictive substances into their bodies. These substances could include food and drink (like alcohol), legal drugs (like tobacco) and illegal drugs (like nyaope).



Your body is still **developing** and growing. Therefore, the effects of substance abuse are worse in young people. Too much of anything can also be abuse.

Alcohol abuse

When people abuse alcohol, it affects their mood, their behaviour, their health and their relationships in a negative way. It affects their ability to make careful decisions. Families and communities are all affected and harmed by the abuse of alcohol.

Our Words

alcohol
drinks such as beer, wine, etc. that can make people drunk

peer pressure
when you are influenced by other people (your peers) to act in a certain way

Scenario 1: Peer pressure

Drink, drink, drink!

Come on! Don't be a baby all your life

I wonder what it tastes like

Choose what works best for you



Khetha eyona ndlela ikulungela kakhulu wena

What to do?

1. Look at these scenarios and decide what should happen next...
2. In scenario 1, would you:
 - Leave it alone?
 - Take a sip or two?
 - Throw it down the drain?
 - Do something else? If so, what?

In your journal

Write or draw about a time you felt peer pressure in your journal.

Harmful abuse of alcohol in South Africa

In South Africa, thousands die every year due to alcohol abuse. Alcohol is linked to heart disease, high blood pressure, liver disease, stomach problems and a weakened immune system. Alcohol abuse can also cause mental illness and death. Driving under the influence of alcohol causes many road accidents.

You are still young, and drinking alcohol at your age is illegal. Always alert an adult if someone is trying to offer you alcohol.

Scenario 2: Drunk driver

This driver is drunk

3. In scenario 2, would you:

- Get out of the taxi when it stops?
- Take down the number plate and report the driver to the police?
- Stay in the taxi and hope they don't crash?
- Sleep so you don't see anything?
- Do something else? If so, what?

Tobacco is a no-no for sure-sure

Tobacco is harmful in many ways. It is even harmful to people who do not smoke, when they are in the same smoke-filled space.

Give a reason for what you think

Nika isizathu soko ukucingayo

Is it worth it?

1. If someone smokes one packet of cigarettes every two days, how many packets do they smoke in a 30 day month?
2. How much will one month of smoking cost them, if one packet of cigarettes costs R60?
3. What else could that money be spent on, that is healthy and valuable to our bodies?

What are the most important questions we need to ask about tobacco?

- Why do you think people still smoke, even though they know it is harmful?
- Why do you think companies sell cigarettes, even though they know smoking is harmful?

We need to be careful with tobacco because it is highly addictive and damaging to a person's health. The damage might not be visible immediately, but over a long period of time it will cause serious damage to the lungs.

Our Words

tobacco
the dried leaves of the tobacco plant that are used in cigarettes, cigars and pipes

vaping
the activity of using electronic cigarettes (e-cigarettes)

Tobacco

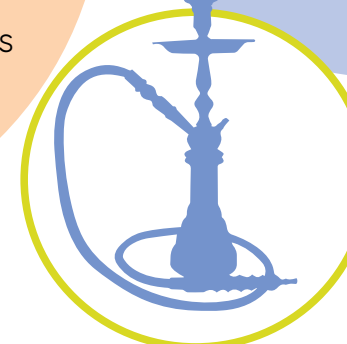
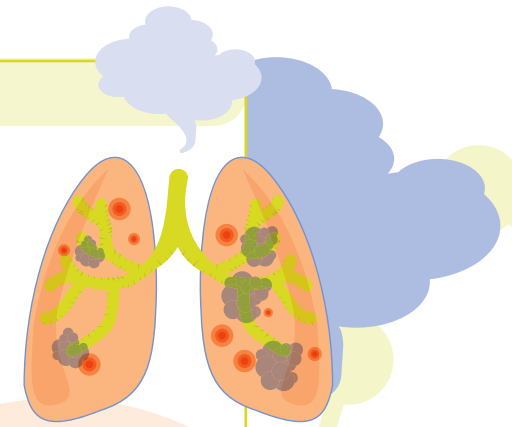
Tobacco is part of many different products. It is against the law to advertise tobacco products. Tobacco causes many serious health conditions, especially cancer, lung disease and heart disease.

Cigarettes contain lots of harmful chemicals. People can become addicted to smoking. The law says that cigarette companies must show the health risks on each packet.

Breathing in cigarette smoke that someone else breathes out is called **passive smoking**. You can get many illnesses from inhaling smoke this way, including lung disease and cancer. That is why the law says people are not allowed to smoke in public places, and why parents are encouraged not to smoke near their children.

E-cigarettes contain substances that cause cancer. They are dangerous. **Vaping** is addictive and dangerous. It causes lung disease. Some countries, like India and the United States of America (USA), have banned them.

Hookahs filter tobacco through water. Just because the vapours from hookahs smell inviting and hookahs look pretty and colourful, it doesn't mean they won't harm your lungs.



I can say no

Everyone has the power to say no. Do not try any substances without having all the information. It is important to understand why people experiment with substances and then become addicted.

Look back – look forward



Jonga ngemva – jonga ngaphambili

I said no

Finish the rest of the following stories by discussing what you should do next:

Story 1: Your friend has just arrived at school and offers you some lean.

Story 2: You are at home alone and bored. Some older children invite you to the park. They invite you to try a substance to be part of their group.

Story 3: A friend has shared a story with you about someone at school stealing from them to get money to buy drugs.

If you or your friends are aware of any substance abuse taking place, there are places and people to contact to get help for yourself or a friend. Always inform an adult or friend you trust if you are aware of abuse of substances.

My no means no!

If you are willing to experiment, always be well informed about what you are taking, and be aware of the dangers.

Our Words

experiment

try something out to see what happens or what effect it has

curiosity

a strong desire to know or learn something

Dangerous substance



Children are becoming hooked on the drug known as “lean”. Mixing codeine-based cough syrups with soft drinks makes the concoction called “lean” or “purple”, which has a high like that of a drug called heroin.

Reasons that young people try dangerous substances:

- pressure from peers to prove themselves and show they belong to the group (especially in gangs)
- **curiosity** and a willingness to experiment
- boredom
- escape from negative experiences like pain, constant anxiety, and loneliness.

Peer pressure

Peer pressure plays a big role in why young people experiment with drugs like “lean”. If your friends offer you something you are not familiar with, try to remove yourself from the situation and find help.

SA National Council on Alcoholism and Drug Dependence (Sanca)

Sanca provides specialised and affordable prevention and treatment services for alcohol and other drug dependence. If you know someone who has substance related issues, contact Sanca in your area.

www.sancanational.info/

Childline South Africa

Assistance from trained counsellors for abused children, young people, and their families. Information, support and assistance to children and their families. Issues dealt with include physical and sexual abuse, substance abuse, behavioural problems, legal advice and human trafficking.

24-hour toll-free helpline: **08000 55 555**

www.childline.org.za



Onaletšana

Ensemble energy

Wah-Skiddah is a game to energise you, individually and as a group!

Wah-Skiddah

- 1 Stand in a circle. "Pass the energy" around the circle by passing a handclap (in other words, clapping towards the person next to you) as you say "Wah". Make eye contact with the person to whom you are passing the energy. Keep the energy high!
- 2 You can change the direction of the clap by saying "Skiddah!" This sends the energy back to the person who passed it to you. Keep the energy moving in the new direction.
- 3 Practise your "Wah's" and your "Skiddah's", until you feel comfortable to move on to the next step.
- 4 You can send the energy across the circle! Throw the energy with both arms and make eye contact with someone opposite you as you say "FLOHM" sloooowly. They receive it and pass it on by saying and clapping WAH to the person next to them.

This game helps you to focus, work together and keep your energy up!

Are you ready to play with lots of energy and concentration?

You can also play this game in silence, not saying the words aloud, but mouthing them in an exaggerated way while also exaggerating the movement. You will need to concentrate hard to play this well!



Being an ensemble

Now that you have played the game, do you feel more connected as a group? Were you able to pass the energy around and across the circle easily? Was everyone listening and concentrating? If you were doing this well, you would be feeling more like an ensemble. This means you have learnt to work well together as a team!

Words to know

ensemble
a group that works well together / a group of musicians, dancers or actors who perform together

Group stillness

Can you become aware of everyone in a group? Can you have eyes in the back of your head? You can, if you practise this next exercise.

As a class, move around the space, being aware of the whole space, and making sure that you are spread out evenly and are covering all the gaps.

Don't walk in a pattern. Keep changing direction.

If someone stops, the entire class has to stop as well. The moment one person breaks the freeze, then everyone has to move again. Do this without talking or planning who will stop or who will go. Try to feel the energy in the room and be aware of everyone else in the group.

Try to be responsive to the group.



Have fun with harmony

Singing in harmony is when some people sing the melody, while other people sing different parts at the same time that all sound good together. When you sing canon, harmony automatically results without you even being aware of it.

Today you will learn to sing harmony by adding lines below a melody.



Get started

Sing the following slowly:

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

Inhale deeply then sing two bars with the same breath; then inhale quickly to sing the last two bars.

Sing this several times, paying attention to each note.

Split into two groups and sing the following.

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

You start by singing the same notes and then split. How do you feel when the music splits into two parts?

Discuss with a partner.

Do you notice how much richer the melody becomes when the second voice sings a different note? Sing the exercise above again paying attention to the notes you are singing in relation to the notes sung by the other voice.



Do the notes clash or do they sound good together?

Split into three groups, then sing the following:

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

Ma ma ma ma ma ma ma ma ma ma ma ma ma ma

The music has now split into three parts.

Which part are you comfortable singing without straining your voice?



At puberty, voices start to get deeper as the vocal chords grow thicker and heavier, and boys in particular develop lower voice ranges. It is said that at this time, boys' voices 'break'. A boy may have difficulty controlling his voice at that time. It can become squeaky, rough, or go up and down in pitch unexpectedly. This is a natural part of growing up.

Voices can be Soprano, Alto, Tenor or Bass. Soprano and Alto are usually sung by females, while Tenor and Bass are sung by males.

Practise listening to each other, while singing your own line.

You may find that when the voices split, you are unable to sing your part but instead change to sing someone else's part.

Cup your hand around one ear like a headphone and continue to sing. Can you hear yourself better now?

Practise until you can easily sing your line without being disturbed by others.



Harmony is sweet



Binang pina

Doh is C
Moderato

VOICE 1

Bi - nang pi - na, Bi - nang pi - na,

VOICE 2

Bi-nang pi - na, bi-nang pi - na, Bi-nang pi - na u - tlwe - llang.

VOICE 3

Bi - nang pi - na,

5 Bi - nang pi - na u - tlwe - llang, u - tlwe - llang.

bi - - nang pi - na u - tlwe - llang.

All the notes in this song are in the scale of C, so the key is also C.

Inhale deeply at the beginning and quickly after the second bar.

Split yourselves into groups of three people:

Voice 1 – Higher voice

Voice 2 – Middle voice

Voice 3 – Lower voice

Find some of your classmates who are singing the same voice as you, so that you can learn your line together.

Sing using the tonic sol-fa several times, before trying out the words.

When you are ready, come back together with your group and sing the song together.

Listen to each other as well as to yourselves.

Sing gently so that you don't strain your voices.

Decide on the dynamics you want to use in your performance.

The second and third voices start on "d" (doh) so this means that they are singing the same note which will establish your key.

Lower the "d" slightly so that they can sing freely; however be careful not to take it too low because the third voice will also struggle.

Work with different keys until you find a comfortable one for yourselves.



Hint: Did you establish your pulse and are you keeping to it? If you are not singing in the same pulse, you are going to lose each other. (Remind yourself about pulse on page 69.)

Are you all singing in the same key?



Tip: If the first voice is struggling with the high notes, it means your key is too high. You should then start on a lower key.

Harmony is sweet

Did you notice how much richer the melody becomes when the voices sing different notes?

Are there other songs that you know and can sing in harmony with your classmates?

Fire up the fireworks!

You are about to start work on a large group performance. To do this, you will need lots of energy!

Fireworks are a good inspiration for different kinds of energy. We are going to use different fireworks to inspire our movement choices.

Find your own space. Think about fireworks you have seen in pictures, on TV or in real life...



Imagine you are holding **sparklers** in each hand.

What would these make your body do? Shake your hands quickly as you light up all the spaces around you, above, to your sides, behind, high and low. Now let your fingers be the sparklers – they can shoot out and in quickly, like sparks flying.

Let your hands reach to different spaces at the same time.



Show the actions of little bangers with their sudden, unexpected jumps. Jump quickly on the spot, zigzag, and turn around on yourself.

What other fireworks can you imagine being?

Imagine that you are different kinds of **rockets**.

Before rockets 'whoosh' into take-off, they have to be lit. Crouch low in a long, thin shape and pretend your fuse has been lit. Show your sizzling, starting actions.

Then...

Run into space for a take-off, 'whoosh', and show your explosion into a star shape, followed by your squashy landing.

Run a few steps, jump up high, and stretch through the air. Shoot your hands right up to the ceiling like a rocket flying through space. Jump and land softly, with a nice 'give' in your knees and ankles.

Run a few steps and shoot straight up into a wide exploding star shape. Then land gently. Well done!

That was very beautiful.





Cool down

After a rehearsal or performance, it is important to cool down.

Step One: Walk

Walk around the space gently, until your breathing returns to normal.

This will help to prevent any injury to the body.

Step Two: Stretch

1 Stand on one leg, holding your ankle behind you. Keep your knee pointing straight down and stretch out the front of the thigh. You can use a chair for balance if you like.



2 Stand with feet in parallel and stretch up the right side of the body, from your heels to the tips of your fingers. Do the same on the left.



3 Stretch both hands above your head, keeping the back of your neck long and your chin in line with the floor. Feel the stretch through your spine.



4 Drop your arms forward and down and let your head take you down with your upper body following, so that you are hanging forward over your legs. Bend your knees and touch the floor. Straighten first one leg and then the other, gently.



5 With your hands on the floor, walk your feet away from you until you can do a dog stretch. Push your bottom up towards the ceiling, and push your heels towards the floor.

You're doing great!

6 On your hands and knees, stretch your spine, first like a cat (your spine rounds up towards the ceiling) and then like a cow (your spine sags down towards the floor). Do this a few times. Breathe easily and slowly throughout.



7 Place your bottom on your heels, and stretch your upper body and arms forward as far as possible. Rest your head on the floor. Tuck your toes under, and push up through your feet until you are standing again.

Stretch forward with your arms



Step Three: Relax

Lie like this for a few minutes and relax completely. You're done!



Dream up a theme

In pairs

First let's focus: 'one-two-three'

Find a partner, and decide who is **A** and who is **B**.

- Try this:

A says "One"

B says "Two"

A says "Three"

B says "One"

A says "Two"

B says "Three"

- Repeat until you get good at the pattern.
- Now clap instead of saying "One". Speak the other numbers as usual. Practise, and show another pair that you can do it.
- Now stamp with one foot instead of saying "Two". Say "Three" as usual. Practise and show another pair.
- Now tap your partner's shoulder gently instead of saying "Three". The pattern will be: clap, stamp, tap, clap, stamp, tap.
- Show off to another pair how well you can concentrate.

A **theme** is a topic or idea.

A **theme programme** is a performance with songs, dances, poems, scenes or images about one central idea.



What's wrong in the world, what's right?

South Africa has a strong history of protest. Why do you think that people protest?

Do you think that some things in your world are just wrong? Are there things you would like to change in your community, your school, your family, your country? What are the topics you personally care about?

There are also things to appreciate and celebrate in every community. What would you like to appreciate or celebrate from the world around you? It could be something very specific, like a person, or it could be a special place, or even an idea.

Protests in real life



Protests in the theatre



On your own

Step 1: Work alone



Write down one thing you like – something that affects you deeply. What is important to you?



Write down one thing you don't like. What bothers you? What would you like to change?

Whole class

Step 2: Work together

One person will take all the pieces of paper and group them together to find the themes. Then give each theme a title.

Step 3: Vote for a theme

Vote for one topic.

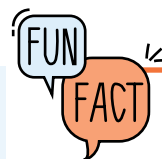
- These are all themes or topics that your class cares about. Now you can vote for the one that will become your theme or topic for performance.
- One person reads out the different topics, and someone else counts the votes.
- Hands up to choose your favourite.

Debate the theme

What is a debate?

Have a quick discussion in class about what a debate is. Think about these points:

- Does everybody have to agree? Is it possible for us to hold different ideas on the same theme?
- When people disagree about an important issue or topic, is that a bad thing? Can debate be healthy?
- When might it be useful to persuade people to see your point of view?
- Explain why it is ok to change your mind about something?



A formal debate is a bit like a game. It has rules to guide how the arguments are presented, like a contest. There are two teams: one argues **for** the statement, one argues **against** it. Debating competitions can be a way to develop your skills as a public speaker.



What careers require good debating skills?

Turn your topic into a debate

Take your theme or topic that you voted for in the previous lesson, and turn it into a debate statement.

Here are some examples of debate statements. Can you see that it is possible to argue **for** and **against** each of these?

- School uniforms are necessary for discipline
- Beauty is only skin deep
- School should start two hours later
- It's not right to eat animals
- Bullying is part of growing up
- Social media interferes with learning.

For



Against

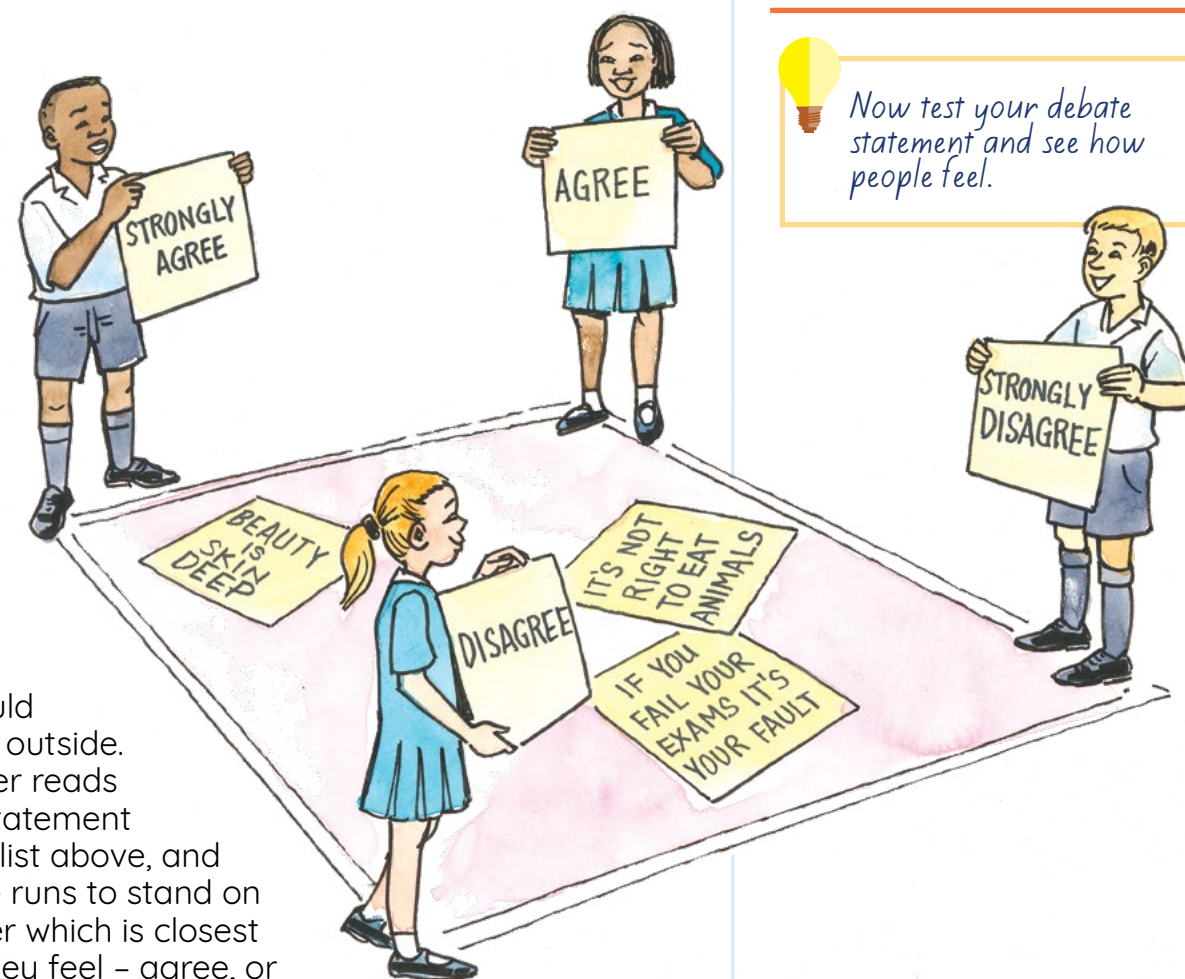


Four Corners Game

Create four posters/signs printed in large letters with the following labels, one label per sign:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Place each poster in a different corner of the space.



Make sure the floor is clear – you could also play outside. The leader reads out the statement from the list above, and everyone runs to stand on the corner which is closest to how they feel – agree, or disagree. Do this with several different statements.

Are there some statements where there is a lot of disagreement? Are there some with which people mostly agree?

A **debate statement** is written as a statement, not as a question.

A **debate statement** is not “true or false”, but rather something that people can agree or disagree with. There must be room for argument.

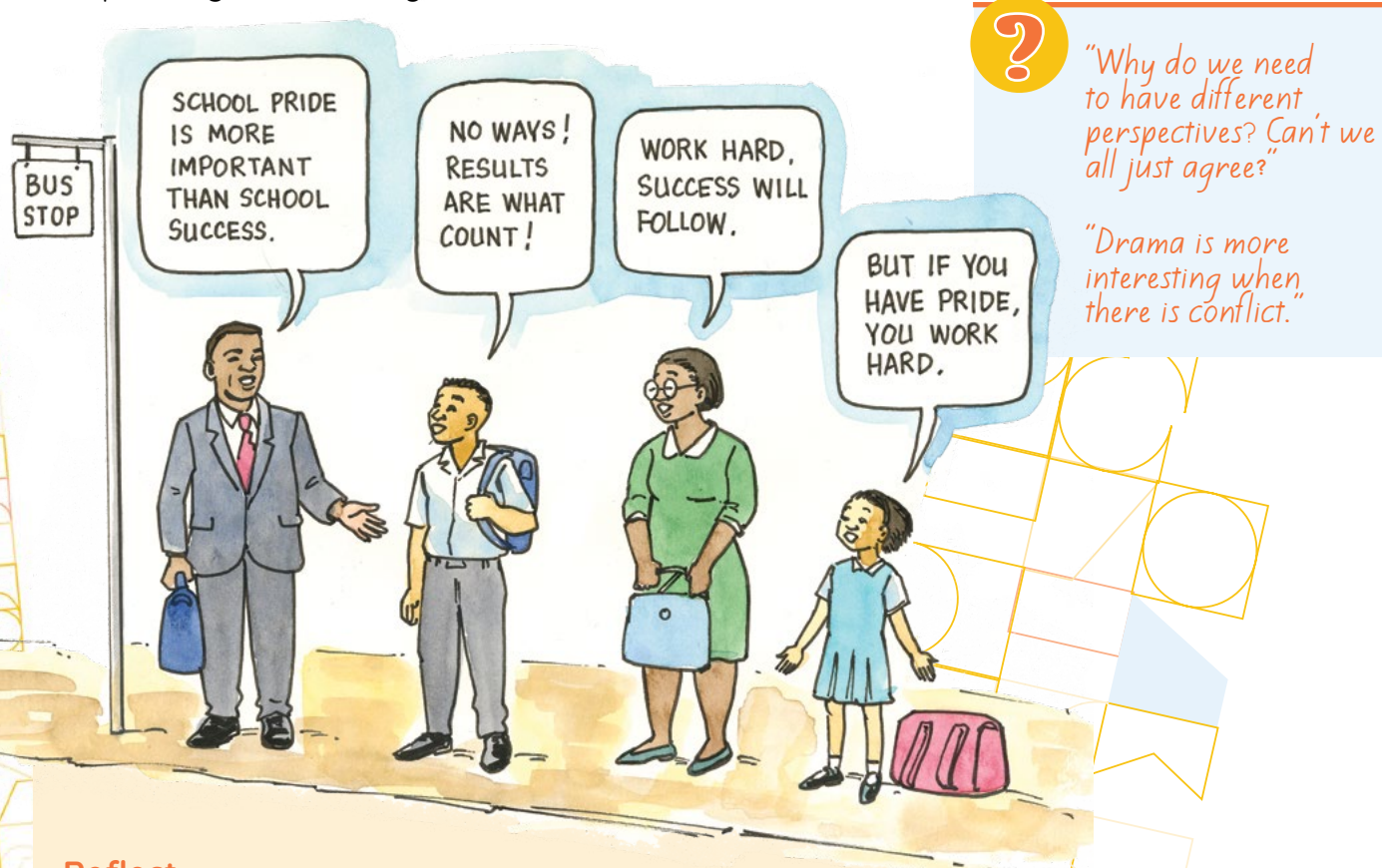


Now test your debate statement and see how people feel.

Explore our debate

Bus stop improvisation

Act out an improvisation to explore the debate statement you created. Each person thinks of a character. Imagine you are all at a bus stop, waiting for the bus. One person says the debate statement out loud. Each person, as the character they thought of, responds to the debate statement in their own way, depending on how they see it.



Reflect

What is the difference between a **debate**, an **argument**, a **fight**, a **disagreement**, and a **conflict**?

Explain why it is ok to disagree?

When is conflict ok?

When is conflict bad?

See how the scene plays out. Does each person have a different **perspective**?

? "Why do we need to have different perspectives? Can't we all just agree?"
"Drama is more interesting when there is conflict."



Group of 3

Learning about theme programmes

Over the next few weeks, you will create a drama and/or dance presentation, to reflect on a social, cultural or environmental theme that is relevant to you.

How will you debate the theme in your programme? Do you want to present both sides of the argument equally? Or do you want to make one clear point?

All the elements in your presentation must connect to your theme.

Choice board

Here are some of the elements which could be used to make a powerful statement:

- | | |
|---|---|
| 1 tableaux | 2 movement |
| 3 music for interludes or underscoring or accompaniment of songs | 4 short dramatic scenes or monologues (speeches by one person) |
| 5 singing in unison or individually | 6 dance |
| 7 slogans or sayings | 8 poetry speaking in unison or individually |



Which option/s will you pick?

Words to know

perspective

a particular attitude towards something / a way of thinking about something

You can select poems, songs or scenes from already created materials (for example, you may want to dramatise scenes from the newspaper, or use an already existing song, monologue or poem which speaks to your theme).

Where can you look for material?

Library, Internet, Plays, Newspapers, Music, From interviewing people relevant to the theme or debate...

You could choose a song that already suits your theme or you could change the lyrics of an existing song so that it works for you. But you should also include some original material.

Now focus on composing your OWN original material for your theme programme.

From debate to tableaux to poem

Group of 8

Step 1: Consider the debate statement that you have come up with. In your group, create two tableaux to show the opposing sides of the debate statement.

Hints: Can the audience see clearly what the tableaux convey?

Do you see both sides of the argument?

What is most interesting about the tableaux?

Which argument seems to be stronger from the tableaux created for it?

How can you use tableau in your final presentation?

Maybe at the beginning, the end, or to clearly show us the debate statement?

Debate - Girls should have equal opportunities to boys

A man and woman are in a professional work situation; they seem equal



A woman is serving a man



Step 2: Each group will show their tableaux to another group. When you see the other group's tableaux, write down three words that come most strongly to mind for each.

Step 3: Put all the sheets of paper with the words in the middle of the classroom and ask the groups to stand around the words. Each group will now select six words from which to create a poem.

Step 4: As a group, create a four-line poem. The six words that you chose as a group must feature in the poem, along with any other words that you need. Remember: this poem must be about the topic you chose for a theme (when you voted).

Step 5: Use this poem in your theme programme, either as a solo item spoken by one of the characters, or as a group item. When a group speaks a poem aloud together, we call this 'choral verse'.

Is there rhyme in this poem?

Create poetry

Example: What words would you use to describe the scenes opposite? Some possible words are: servant, rights, heard, colleague, equal, confident.

Using these words as inspiration, this could be our group poem:

*She feels **heard** when you see her as **equal**.*

*Her **rights** make her a **confident colleague**, She is not a **servant** to your mood who just brings your food. So remember to show some gratitude, show up for her too.*

Can you see the six words that we used in the poem above? Do you see also how we added additional words to make the poem work for us?

You may want to consider words that rhyme, as they can create a structure for the poem (like mood/food).

Can you think of a title for the poem? Maybe this one could be called "We are equal"

Choral verse

When one person speaks/sings a poem aloud, it can be very effective. Having a whole group doing it, can be even more powerful. This is because of the number and variety of voices. It can be very vibrant and exciting. We call this **choral speaking**.

Think about how to use your voice and body effectively to perform the poem as a big group.

- In your specific poem, when will it be appropriate to use one voice (solo) and when should you use a lot of different voices (choir) at the same time?
- In your poem, must the word / line / verse be said in a low, moderate or high pitch?
- How can you use volume effectively to get your point across?
- What words in your poem need to have special emphasis? How can you create this?
- What mood do you want the poem to have? How will you create this?
- Choral verse is usually done standing. It is preferable to use movements where you don't travel, when gesturing. Which movements go with the words?
- Think of the levels you will use. What levels will be most effective?
- You could start your choral speaking performance with a tableau and end it with a tableau.



The poem that gets the rhythm

The poem you created can be turned into a song to be used in your theme programme. But to do that you will need to create the music for the song together.

Whole class



Step 1: Find the rhythms

Read the phrases of the poem normally. Clap the words according to the syllables. Do you feel a rhythm emerging? Can you feel where the stresses are?

If not yet, then say the words slowly, deliberately stretching words, or quickening them, until you find a rhythm that works.

Step 2: Sing this song.

You have read your four-line poem a number of times and a rhythm has started to emerge. Now you will work as a group to create a song.



Hint: It helps if each line of the poem has the same number of strong stresses.

First line: Ask several people to suggest a rhythmic way of reading the first line. Choose the one that seems to work the best. The group must now repeat it.

Clap this rhythm and record it on a cellphone or by writing it down using note values.

Using the established rhythm, get the group to chant the line on one note only. Let someone in the group introduce a second note somewhere in the chant so that the beginning of a tune can emerge.

If you want to, you can include a third note on this first line.

Sing the first phrase together and record it.

Second line: Develop this line by using the composition tool of **sequence**, which is where you repeat the same melody line, but start a note higher or lower than in the previous line. Notate it or record it so that you remember it.

Third Line: Use the melody of the first line initially, but change it towards the end. This is called **variation**.

Fourth Line: Come up with a **totally new melody** and lead to a **close**. Find a good way to end the song. Often this means returning to your 'Doh' note.

Practise singing the melody together to rehearse your song. Decide on suitable dynamics for the song.

Once you know your song, you can perform it for the class and find a place where it can fit into your theme programme performance. Remember to record it so that you won't forget it!

Musical accompaniment



Add musical accompaniment to your song. Decide which instruments will work. Use, or make, instruments that especially connect to the theme. If you are exploring an environmental theme, you could fill bottles with different amounts of water to play different notes, or use shakers made out of toilet paper rolls and seeds or stones to create rhythms. If you are making a piece about protest, you might want to use sticks and dustbin lids to create rhythms. You can also use your bodies and voices to create music.

Think about the following:

- What mood do you want the music to create and what instruments will best create this?
- Should you use only one instrument or many?
- What pitches do you want to use?
- Consider dynamics (loud/soft) and tempo (fast/slow).
- Should the music be in the background (like underscoring) or in focus, as part of the song?
- Can the music help to create a climax in your presentation?



Dance the theme warm-up

You will need

- Drum (optional) or music with a strong count of 8 (optional)
- The poems/songs you have created.



In this lesson, you will make a dance about your selected theme, using the poem you wrote as a starting point.

Step 1: Energise and connect

Learn this sequence:



1. Walk for 8 counts



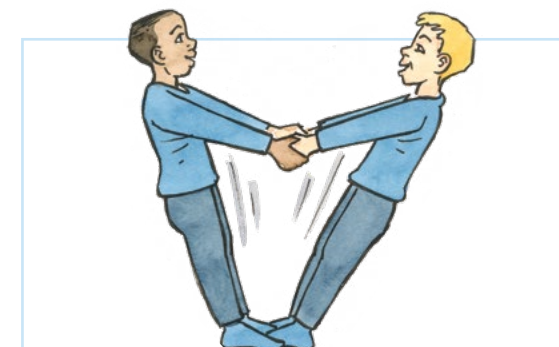
2. Run for 8 counts



3. Skip for 8 counts



4. Slide for 16 counts (each lunging step is 4 counts)



5. Partner pull for 16 counts

Gently pull right side and then left side so that your shoulders and back stretch nicely



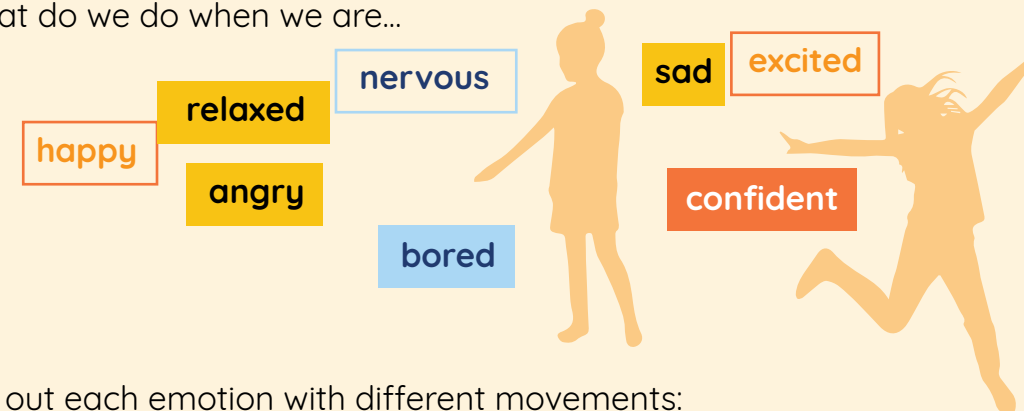
6. Partner push for 16 counts

Bend your knees and gently push against your partner's back. Try to move them across the floor.

Step 2: Body language

Body language is the way our bodies show how we are feeling.

What do we do when we are...



Try out each emotion with different movements:

- How do we walk when we feel this way?

Try out travelling with each different emotion:

- What do we do with our faces?
- What gestures do we do?
- What postures (still shapes) do we do?

Hint: If you use a wheelchair, push your wheels in time to the count to show the beat, or bounce your shoulders, or nod your head. Lean and push in ways that feel good for your body.

Drum or clap a beat of 8 that you can comfortably run to (in other words, not too slow). If you wish you can play music instead.



Dance the theme



Step 1: Let the mood make the dance

Use the poem that you created together earlier about your theme.

What are the feelings behind the poem? Happy, certain, joyful? Angry, suspicious, nervous? Choose about four feelings.

As a group, choose movements that express the feeling behind the words.

How do you jump, travel, gesture, bend, stretch, twist, transfer weight, turn, to show these feelings?

What still shapes can you make?

Step 2: Reflect and develop

Ask yourselves these questions to make your dance more interesting, and the theme clearer:

- Do you all do the whole sequence or are some movements solo or danced by a small group?
- Are you using different levels? Are some moves fast and others slow? Are some moves heavy and others light?
- Can you use choreographic devices like Call and Echo, Call and Response, Meeting and Parting in your dance?
- How are you going to begin and end your dance?
- Practise your dance several times.
- Give your dance a title.



Hint: You might choose literal movements, such as tapping your hand on your cheek for the word “tears”.

Or you might choose abstract movements to show something about facial features without speaking about or pointing to the face.



Whole class

Step 3: Share your theme dance

Perform your dance for your class.
Tell them your title before you dance.

As you watch your classmates, ask yourself these questions:

- How does their dance relate to their theme?
- What feelings does their dance express about the theme? Do you feel the same way?
- What is something that they’re doing really well?
- Where should their dance be in their performance: at the beginning, at the same time as their poem/song, in the middle, at the end?

Give feedback to the groups about their performances.

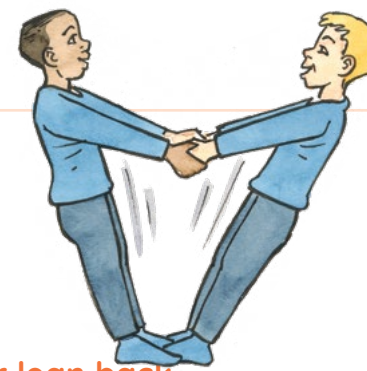
Discuss the feedback in your groups. What ideas from your audience would you like to use?



In pairs

Step 4: Partner stretches

Do two gentle stretches slowly with a partner:



Partner lean back and stretch



Partner lean and gently pull: stretch your shoulders and back

Create dramas from tableaux

Step 1: Go back to the two tableaux that you created for your debate statement.

- What characters are suggested by each tableaux?
- How do the characters react to the debate statement?
- How do the characters feel about one another?

Have each person come to life for a moment in the tableau, to speak their thoughts aloud.

Step 2: Which of these characters are most interesting? Between which characters is there the greatest conflict? These characters are likely to be your main character and the main character's opponent (the person who is stopping them from getting what they want).

Step 3: Create a tableau that shows conflict between these two characters. It may be different from the tableaux that you have already created.

Step 4: Create a tableau that shows the resolution of this conflict.

Step 5: Create a tableau that shows how the main character feels at a critical moment, and who is involved in their feeling like that. This could be a choice that they made from which there is no turning back.

- What are they thinking in the moment?
- Who else is affected?
- Where are they?

Step 6: Arrange the five tableaux in the most interesting order, to create a story. Let each tableau come to life and create the scene around it. In this way you can work towards creating a complete dramatic journey.

Step 7: Can you use your music, poem and movement as transitions between the tableaux, to create short scenes? Think about how to create interesting transitions for when people are entering or leaving the stage. Or do you want the drama to flow without interruption?



whole class

Now it is time to rehearse!

When we rehearse, we don't just repeat everything for the sake of repeating it.

- We work on moments of difficulty.
- We clarify things like where we will enter from or exit to.
- We consider our use of space: Where will the audience sit? How will we use the performance space?
- We work on the structure of the whole theme programme to make sure that it all hangs together well and that it makes a clear statement. How is each part of the programme different from the next?
- We try to make our performance the best it possibly can be.

Show time!

Present your theme programme for the final time and observe the other presentations:

Reflect on these questions when watching the other presentations:

- What social, cultural or environmental theme was discussed?
- What was the debate statement and which side of the debate do I agree with after seeing the performance?
- What did I like most about the performance? What was most memorable?
- What would I have done differently? Why?
- What emotions were displayed? What did this make me feel?
- What was the impact of each of the different elements: the poetry, song, music, dance, tableaux and/or drama? Why were some elements more impactful than others, do you think?

Media in South Africa

Take me back... way back

Read the following and discuss:

The media allows us to find out what is happening in the world around us. Media can be print, broadcast or online.

Did you know that the history of broadcasting in South Africa can be traced back to 1932, long before you were born? This was radio broadcasting, though.

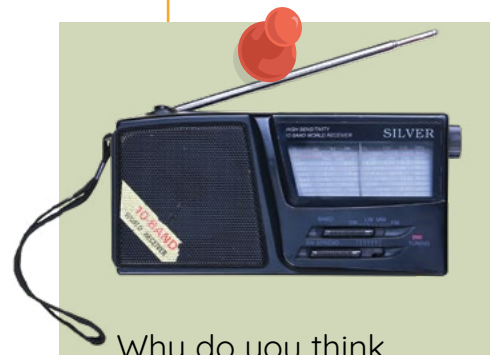
In 1976, South-Africa was finally allowed to have television, long after it had come to other countries. This was because the apartheid government saw it as a threat to Afrikaans culture. Why do you think they felt threatened?

Minister for Posts and Telegraphs in the early 1960s, Dr. Albert Hertzog:

TV would come to South Africa, over my dead body... it is a miniature bioscope (cinema) over which parents would have no control.... South Africa would have to import films showing race mixing; and advertising would make (non-white) Africans dissatisfied with their lot.

Prime Minister Hendrik Verwoerd:

These (TV) are modern things, but that does not mean they are desirable. The government has to watch for any dangers to the people, both spiritual and physical.



Why do you think we refer to radio as 'theatre of the mind'?

Find out when television was introduced in other parts of the world.



An apartheid sign in a Boksburg park, 1989.

The South African Broadcasting Corporation (SABC) is a state-controlled broadcaster and was seen as biased. It did not cover opposition politics fairly. It was used for state propaganda.

Ask the person who is oldest in your family or your community when they were born, and what media they remember from their childhood.



Discuss the Media

- Why do you think that the apartheid government was afraid of television? Were they right?
- What is meant by "state propaganda"?
- Is the government's attitude to the media different now?
- Is the media biased today? In what ways?



Media today and in the future

Today, the media has become more accessible. Everyone with access to the internet can use different social media to post news items, videos or photographs. This has meant that there has also been a rise in 'fake news', with people posting untrue stories to serve particular agendas.

Imagine the future

What future innovations in media do you expect we will see? Can you imagine Virtual Reality media? Personalised media services?

What will the media of the future look like?

Types of performance

All performance can be either live, virtual or recorded.



Live performance means that the audience and the performers are physically in the same time and space.

Virtual performance means that the audience is not physically present, but they may be viewing it 'live', for example, when someone streams a live performance on Facebook, YouTube or Zoom. They experience it 'virtually' through technology.

Recorded performance means that the performance takes place at another time and place from when the audience watches it. This includes films, many television shows, some radio (e.g. radio plays) and new media such as web series, podcasts and other formats, available online or as apps.

Find out about these new media formats and discuss their advantages or strengths.

Some performances combine live and virtual, or live and recorded. For example, a television show might have a live audience at the time of recording, but it is also recorded and then watched all over the world for months after first recording.

What difference does it make if something is live or if it is recorded?

On your own

Perceptions of Performance

We can all watch a theatre production at the same time, in the same venue, but each of us will have a different understanding and experience. This is because we are each unique, with our own individual response based on our own experience, and will therefore react differently to the same production.

As long as we can motivate why we say certain things, there will be no wrong answer.

Handy hint

Hint:
Medium is singular
and media is plural!



Johnny Clegg

Group of 4

Making out the Media

The three most common media that use drama are television, film and theatre.

As a group of four, choose the medium on which you will base your next activity:

1. Will it be a theatre show that the entire class attends? This could be by professional actors, at your school or in a theatre. It could also be a performance done by learners from your school.
2. Will it be a television show that everybody in your group saw?
3. Will it be a film that everybody in your group saw? This can happen during or after school.



The gallery walk

Group of 4

Step 1

Make a poster.

Together as a group, you will create a poster with words and pictures to describe your drama. You may need to do a draft version before creating your final version for presentation. Use a big piece of paper to collect your answers to these questions:

- How did the drama make you FEEL?
- What did you LIKE about the drama? What was memorable or meaningful in what you saw?
- What would you CHANGE about the drama, why and how?
- What did the drama make you want to THINK ABOUT? Are there any personal, social, cultural or environmental issues that it explores? How did these affect you?
- What MEDIUM did it use, and how did this affect how the story was told?

Step 2

Hang your posters where everyone can see them. You have created your own MEDIA GALLERY. Now you will do a gallery walk.

Step 3

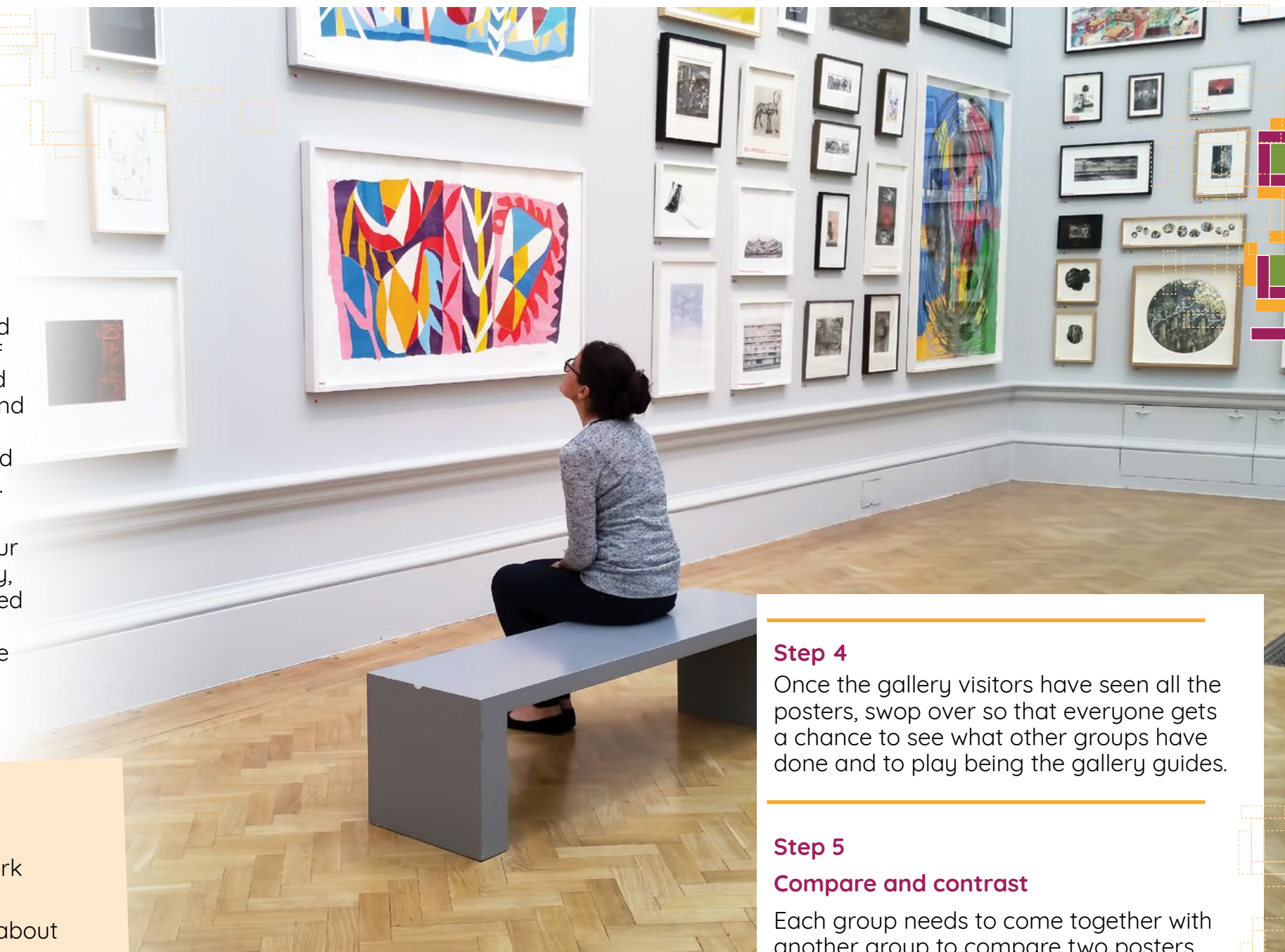
The gallery visit

Gallery guides: Half of each group will pretend to work at the gallery and will answer questions from the rest of the class about the posters. You could make it more interesting by talking and walking as a certain character when explaining key moments. Or you could pretend to be the director of the play. It's up to you!

Gallery visitors: The other half of your group will circulate around the gallery, giving feedback on the posters created by the class. This feedback can be written on post-it notes stuck onto the poster.

Feedback can include:

- one thing you like about the work displayed
- one thing you have a question about
- one thing the group could do to improve the work.



Step 4

Once the gallery visitors have seen all the posters, swap over so that everyone gets a chance to see what other groups have done and to play being the gallery guides.

Step 5

Compare and contrast

Each group needs to come together with another group to compare two posters they have seen or created, which come from dramas from the same or different media. What is similar? What is different?

Write up your comparison in such a way as to make the differences and similarities clear.

Out the box: Theatre etiquette

“Etiquette” means manners or appropriate behaviour. This can be different from one culture to another – can you think of an example?

Group of 4

Create an advert to encourage good theatre etiquette

Choose what medium you would like to use: television, radio, film, online.

- Create an advert that is no longer than 30 seconds.
- Include the following in your advert.

What is appropriate audience behaviour?

How can audiences be active, critical listeners?

How should audiences respond to what they see and hear?

When and how should the audience give comments or responses?

Consider these aspects:

Participation: The audience is as important to the live theatre performance as the performers. They have a role to play in making the performance work.

Respect: What does it mean to be respectful to performers? Do you have to be quiet and still? Some cultures or types of theatre require noisy participation, clapping along, or using call and response. In other contexts, it may be more appropriate to be silent.

Support: Drama is not a competition – there’s room for everyone to shine. Some people find it harder than others to perform. Help create a safe space in your class for performance.

Watch and listen: When people are performing, respect them by not interrupting or distracting. Active listening means to listen with our hearts, as well as our ears.

Clap / click: There are different ways to show appreciation. Clapping is one way, but sometimes we need to show appreciation quietly. Clicking fingers, or rubbing hands together can be another way to applaud. Deaf learners need to see appreciation, so shake your hands to say “shine”!

Laugh: Laugh when it’s funny, but not when people are making mistakes. There is a difference between laughing with enjoyment and laughing to make fun of someone in a hurtful way.

How would you like to be treated if you were performing?

Whole class

Feedback

Give feedback fairly and with kindness and respect.

Constructive feedback builds people up instead of bringing them down. You can:

- Show that you want to help them improve.
- Mention something you liked or enjoyed.
- If you felt something didn’t work for you, try to think of why.
- Be specific in your comments. “I liked it” is not a helpful comment.

Which comments are constructive and which are hurtful?

It was boring.

That was such an interesting drama. I enjoyed the way it started. I wasn’t clear about the end – what were you trying to do with that part?

The character of the old lady was so funny! But I couldn’t hear the middle part of the story because Sifiso was talking so quietly. Don’t be shy, Sifiso, we enjoy watching you!

Sho

Wow! People are being rude. I hope I’m not treated like this when I perform.

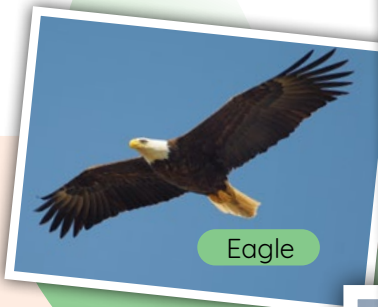
She really can’t act, hey!



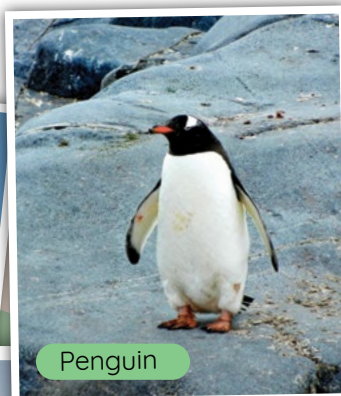
Visual Literacy: Things that fly

What do you know about birds?

Birds live in almost every part of the world in hot and cold climates. Birds lay eggs, are warm blooded and have internal skeletons. A bird's skeleton is very light. This helps it to fly and stay in the air.



Eagle



Penguin



Flamingo



Hornbill



Chicken

in pairs

Birds come in very many shapes, sizes and colours. They are different because their environments are different and because they eat different things.

Discuss:

- Which of the birds in these photos have you seen before? Either in real life or in books, online or on television?
- Which bird is the smallest and which bird is the largest in real life?
- Why do you think the flamingo has such long legs?
- Which bird in the group cannot fly?
- Which bird can swim?
- Which birds live on farms and which birds live in the wild?
- Which bird have you eaten?
- Which bird do you think is the most beautiful? Why do you think so?



Sunbird

Words to know

fascinated

to be very, very interested in something

designer

a person who makes drawings, plans or patterns to show how things will look or work, and how things must be made

The first flying machines invented were balloons and gliders.

The first balloon flight with people on board happened in 1783. The people sat in a basket tied to the balloon.

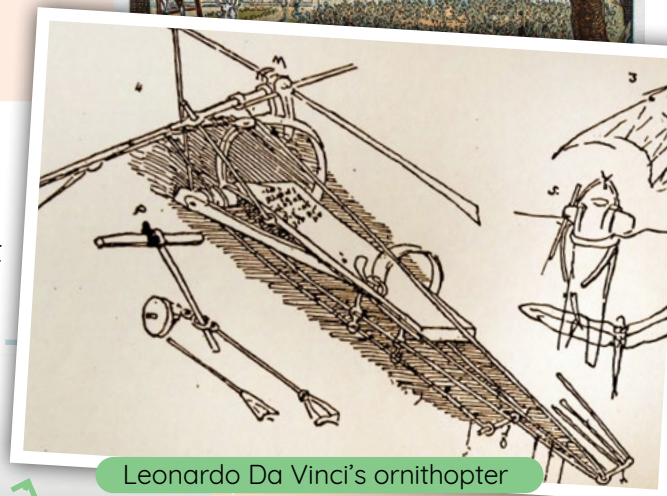
The first gliders were wings strapped to a person's body. The wind helped them lift off the ground.



Otto Lilienthal gliding experiment

Leonardo Da Vinci is one of the world's most famous artists. He lived in Italy, April 15, 1452 to May 2, 1519 and was interested in designing machines that could fly. Leonardo was a great artist, scientist and **designer**.

This is a drawing by Leonardo of his plans for an ornithopter. What does it remind you of? Leonardo observed birds and bats, and did many drawings exploring his ideas for a flying machine.

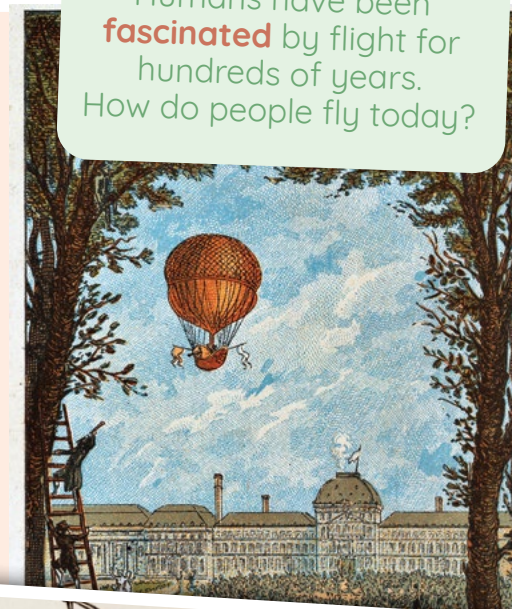


Leonardo Da Vinci's ornithopter



The Wright brothers' first aeroplane

Humans have been **fascinated** by flight for hundreds of years. How do people fly today?



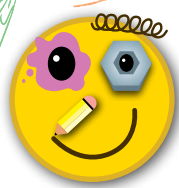
The first aeroplane, invented by brothers Wilbur and Orville Wright, was flown in Kitty Hawk, North Carolina in America in 1903.

Words to know

mechanical things made by people

natural things found in nature

- In your groups make a list of all the things that fly. You must all write your list down on a piece of paper.
- Put a tick next to all of the things that can **naturally** fly.
- Put a circle next to the things that are **mechanical** (things made by people).
- In your groups, discuss which of the things in your list is the biggest and which is the smallest.
- Is the biggest thing mechanically made or is it natural?



Winged wonders

Long ago, before cameras, television and the Internet, writers and artists created imaginary winged creatures and characters inspired by birds, bats or insects in stories called **myths**.



In pairs

Here are some of the many imaginary flying creatures and characters from stories, myths, legends and different religions around the world.

Fairy: A small human-like flying character that has magical powers.

Dragon: A fire-breathing, reptile-like creature that can fly.

Did you know
Today, imaginary creatures and characters that can fly are brought to life in movies using film techniques.

Did you know
Bats are the only mammals that can fly! What other facts do you know about bats? Have you ever seen a bat?



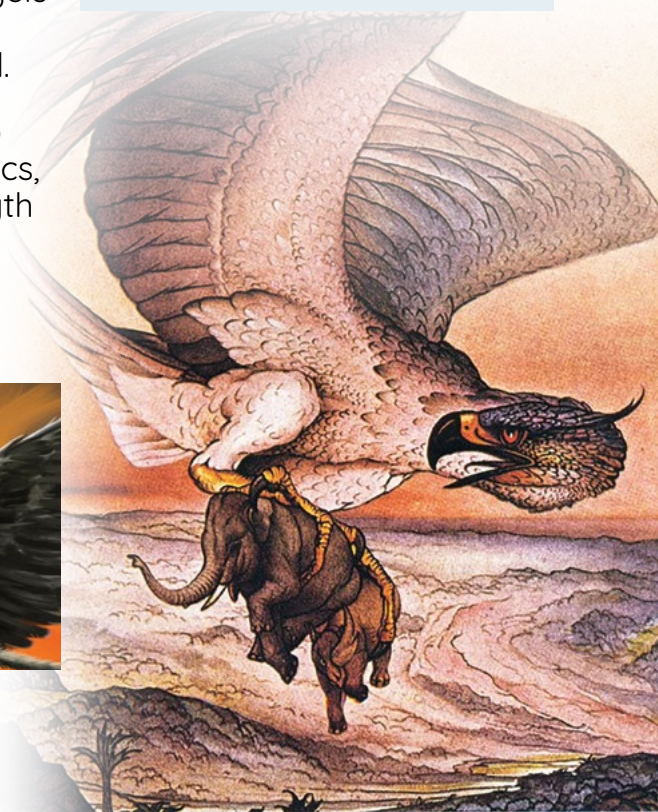
Angel: A spiritual human-like character with wings, believed to be the messengers of God. Angels occur in many religious stories around the world.

Superman: A superhero created by Marvel Comics, with superhuman strength and the ability to fly.



Lightning bird: A flying black and white creature from myths of South African communities such as the Xhosa, Zulu and Pondo.

Griffin: Part lion/ part eagle; a creature from Greek myths.



Whole class

Imaginary winged creatures and characters often have the physical characteristics of real animals (wings, horns, claws, beaks, scales or feathers), combined in strange ways.

- What animals have inspired some of the imaginary winged creatures on the previous page?
- Which of the winged characters have no animal characteristics?
- Name and describe other imaginary flying creatures from stories or movies that you know.

Pegasus: The winged horse from Greek myths.



On your own



Let's write about this!

- Who is this superhero?
- What special characteristics or powers does this character have?
- Can they really fly?
- What element of art does the artist use to make it seem like things are flying or moving very fast?
- How has the artist made people or things look far away or near and up close?
- What other cartoon characters do you know that can fly?

Words to know

myths
traditional stories, especially those that were told to explain natural events or to describe early history, often using imaginary or superhuman characters

comics
stories told in pictures drawn in boxes or frames; the stories can be funny or dramatic

cartoons
movies using animation techniques to make drawn characters and objects come to life / funny drawings in newspapers or magazines

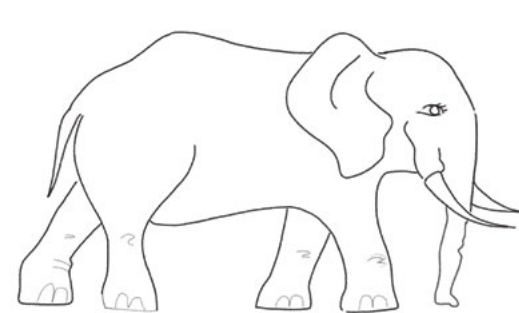


Create in 2D: Draw an imaginary winged creature

On your own

Step 1: Practise drawing

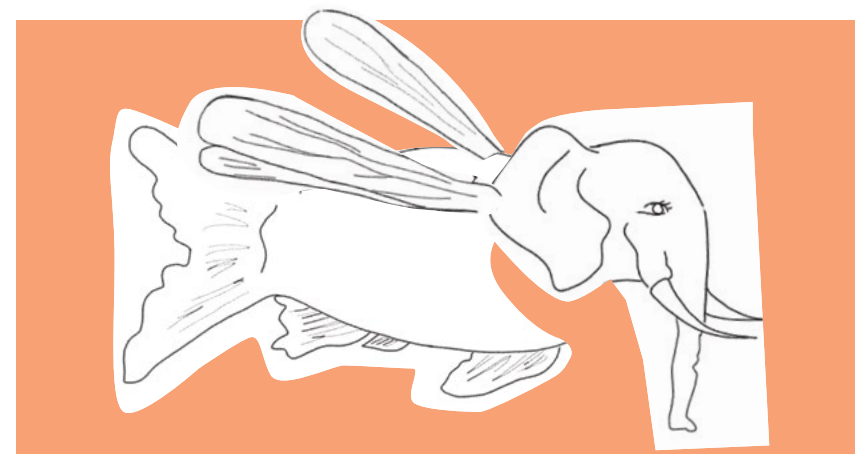
Choose any three of the six animal photographs (in colour). One of them must have wings. Then draw the three animals on a piece of paper, like the three simple drawings shown on this page. Use the correct body proportions, so that the head is not too big for the body. The drawings must be simple, without too much detail.



Step 2: Create your own imaginary winged creature

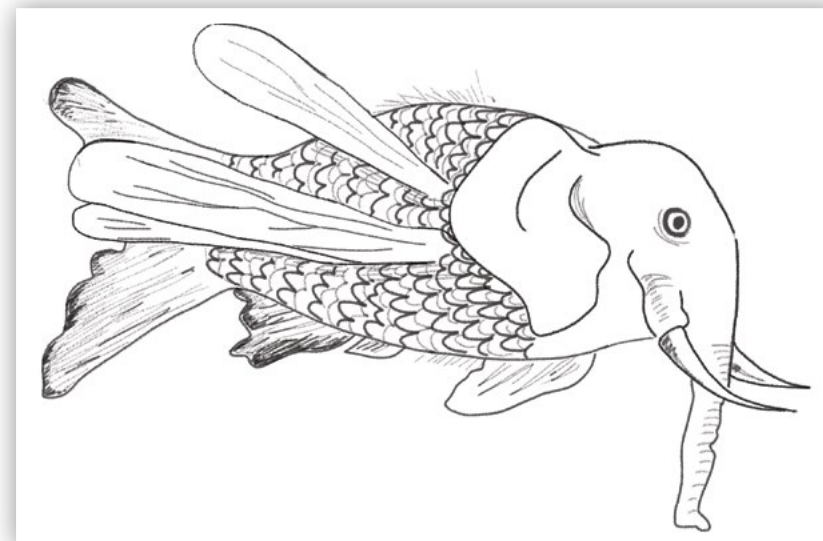
Create a new creature from the drawings that you have done. Cut out the outlines of the three drawings. Then cut off the heads from the bodies.

Combine the head from one drawing with the body of another and wings of the third, to create your own imaginary winged creature.



Step 3: Redraw your creature

Once you have stuck the pieces of the different animals together, make a new drawing of your winged creature. Add the details of the body covering (hair, scales or feathers) as well as the colours of your winged creature. Give your creature its own name.



Hint: To create your imaginary winged creature, you may have to **distort** or **exaggerate** the proportions of the animal (mammal/ bird/ insect/ fish) that you have drawn.

For example, a fish is much smaller than an elephant, but in order for the different body parts to fit together the body of the fish has been made much larger to fit onto the head of the elephant.

Words to know

exaggerate

make something seem larger, better, worse or more important than it really is

distort

change the shape, appearance or sound of something



I am a storyteller and an illustrator

Look at the drawing that you have made of your imaginary winged creature. Which words and/or phrases, here, describe your winged creature best? Are there other words you could use?

brave	funny
strong	fast
strange	shy
scary	bigger than a person
happy	smaller than an insect

On your own

1

My own illustrated story

Write a story of your own, using your winged creature as one of the characters.

- Decide if your creature has good or bad qualities.
- Does your creature have special powers?
- Your story should have a clear beginning, middle and ending. A good story normally has some dramatic moments that make it interesting.

Draw a picture of the most dramatic moment in your story.

or

2

My own comic strip

Create a comic strip of at least 5 boxes or frames, illustrating the short story about your imaginary winged creature.

Depending on the time that you have, you can draw detailed illustrations for your story or just make simple line drawings.

Helen Sebidi, *The King Praising a Spirit Bird*, 2013–2014

Ancestral Traditions and Ritual Sacrifice

Many people in Southern Africa have respect for animals and the natural world. This respect is based on their beliefs about their special connections with particular animals, plants and sacred sites. Many believe in the interconnectedness of all life, between the human and the non-human worlds, as well as between the human and the ancestral and spiritual realms.

Relationships between people and animals are expressed through the social system of clan totems. Members of a community share clans (an inclusive form of belonging) associated with a respected animal. Members of other families identify animals in their symbolic family emblems.



In the Basotho tradition:

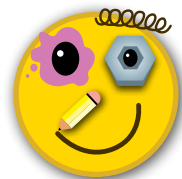
- the **lion** is a totem for the Bataung clan
- the **crocodile** is a totem for the Bakwena clan
- the **elephant** is a totem for the Batlounge clan
- the **monkey** is a totem for the Batshweneng clan
- The **duiker** is a totem for the Maphuthing clan
- the **domestic fowl** is a totem for the Makgolokwe clan.

In Shona tradition:

- the **monkey** is the totem of the Shoko/ Soko clan
- the **eland** is the totem of the Shava/ Mhofu clan
- the **elephant** is the totem of the Nzou clan
- the **baboon** is the totem of the Dube clan.

Do your research

Speak to a classmate about your clan totems. If you are unaware of this concept, speak to your classmate about how your family relates to animals.



What a clever bird!

 On your own

Read this story and then draw your own picture, illustrating a part of the story of the Honeyguide. Use the pictures on this page to help you with your drawing.

The Honeyguide Bird's Revenge

There was once a greedy young man named Gingile. He did not like sharing anything with anyone.

One day while Gingile was hunting, he heard the call of the honeyguide bird. Gingile's mouth began to water as he thought about eating delicious honey. Gingile listened carefully and looked around until he found the little bird making excited noises in the branches of a nearby tree. When the honeyguide bird saw that Gingile was interested, he began to fly towards the nearest beehive. The bird kept stopping and chirping noisily to make sure that Gingile was following him.

After a while, they reached a huge fig tree and the honeyguide bird flew into its branches chirping loudly, encouraging Gingile to follow. Gingile put down his hunting tools and lit a small fire under the tree. The smoke of the fire soon drove the bees from the hive and Gingile quickly climbed into the branches of the fig tree. When he found the hive, he reached into the beehive and grabbed a large piece of the honeycomb, dripping with delicious honey. He placed it in his pouch, which he carried over his shoulder and climbed down.

The honeyguide bird hopped about excitedly in the branches, waiting for Gingile to leave a piece of the

honeycomb with bee grubs and bits of the wax, which the bird loved to eat. Instead, Gingile picked up his hunting tools and returned to his village to enjoy his honey all by himself.

The honeyguide bird was angry and disappointed. The bird decided to wait for the day when he could teach Gingile a lesson for his selfishness. Gingile broke the tradition of showing gratitude.

The opportunity came a few months later, when Gingile was hunting in the wild and again heard the call of honeyguide bird in the trees. He remembered the delicious honey that he had enjoyed the last time and decided to follow the birdcall again. This time the honeyguide bird led him to a thorn tree. Greedy Gingile quickly lit a fire under the tree, impatient to climb the tree and collect another piece of sticky honeycomb.

As he climbed the tree, deep in thought about the sweet honey that he would soon enjoy, he suddenly came face to face with leopard sleeping in the branches of the thorn tree. Leopard opened one eye and yawned, revealing her large mouth and sharp teeth. Gingile got such a fright that he fell to the ground with a hard and painful thud. Leopard, who had just eaten, closed her eyes again and went back to sleep, grunting to herself because her sleep had been disturbed.

With a bruised and aching body, Gingile limped slowly back to his village without his prize of a piece of honeycomb.

As Gingile got older, he always shared his story of the honeyguide bird, warning his children to show gratitude and respect by always leaving behind a piece of honeycomb for the bird who helps people to find honey.





Create in 3D: Things that fly

Let's make our own honeyguide bird
using a paper plate and a stick

Step 1: The paper plate

Use a whole paper plate. The paper plate has a white side (on top) and a grey side underneath.

Step 2: Fold the plate in half

Fold the plate in half so that you can see the grey side.

Step 3: Draw overlapping circles

On the grey side, draw three overlapping circles. Each of the circles must touch the top of the plate. Draw the middle circle first and then the two overlapping circles on the sides. The two circles on the sides should be a bit smaller than the one in the middle.

Step 4: Draw the body of the bird

Using the circles as a guide, draw the shape of the bird's body around the circles. Shape a head with a beak, a body and a tail, like this:

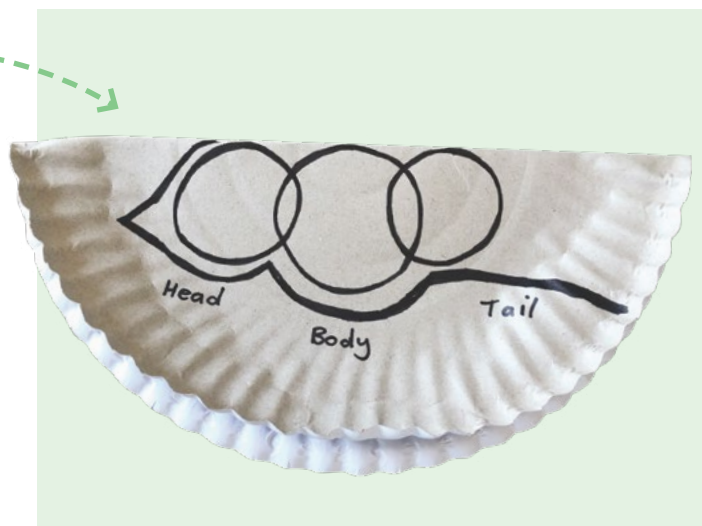
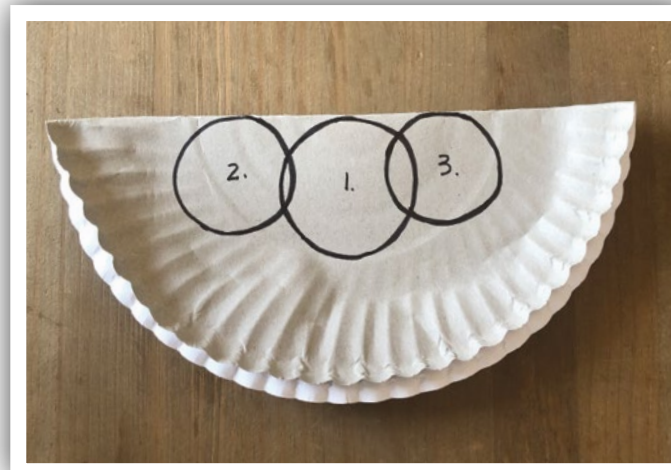
Words to know

symmetrical balance (of a picture)

when the picture has equal shapes, textures, colours and lines on both sides of the composition

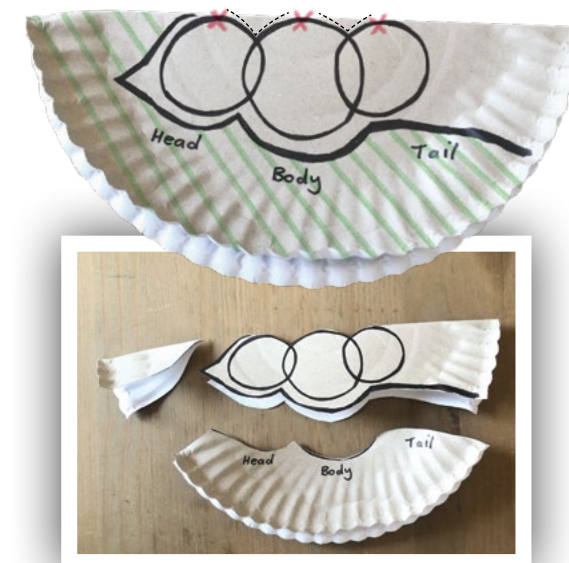
composition

the arrangement of people or objects in a picture or photograph



Step 5: Cut out the body of the bird

- Mark the negative shapes, as shown in the photograph, with green stripes or use another colour. Remember the little triangles between the circles on the top fold of the plate. Colour these a different colour as well.
- Cut out the body of the bird. Be careful not to cut where the red 'x's are. This makes sure that the two sides of the plate stay connected for the two sides of the bird's body.
- Cut through both sides of the plate at the same time so that each half of the plate is exactly the same shape. Then open the body of the bird up.

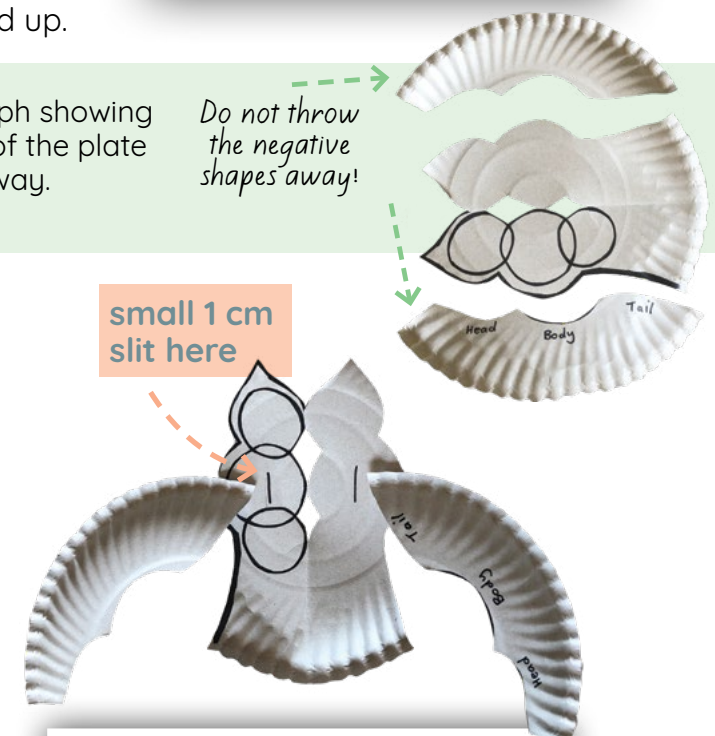


Look at the photograph showing the negative shapes of the plate that have been cut away.

Do not throw the negative shapes away!

Step 6: Create a slit to attach the wings

Take the body of the bird (still with the grey side showing) and fold it in half. Make a small line in another colour on the fold in the centre of the bird's body. Cut a small 1 cm slit on this line.



Step 7: Attach the wings

Turn the bird onto the white side and slide each long negative shape that you cut out around the bird, into the slit as far as it will go.



Step 8: Tape the wings in place

Turn the bird onto the grey side and tape the small parts of the negative shapes that you have slid through the slits, down onto the inside of the bird to make the wings.

A bird's body is
**symmetrically
balanced.**



Create in 3D: Things that fly (continued)

Step 9: Add texture and details

Turn the bird onto the white side. Use pencils and black pens or kokis to draw the patterns and markings onto the white side of your bird.



Step 10: Make your bird 3-dimensional

Take a small piece of newspaper, scrunch it up and put it into the inside of the bird. Using just 3 or 4 staples (not more), close up the body of your bird.



Step 11: Create interesting textures

- For this task, you can use any grey, white or black paper. Divide the paper that you have found into light and dark tones. Newspaper or magazine paper is also good to use.
- Tear the paper into small pieces so that they look like feathers.
- Stick the small pieces of paper in layers onto your bird. Look at the picture of the honeyguide bird next to the story of the honeyguide bird's revenge. Are the patterns and markings on your bird's body correct?

Different ways to complete your honeyguide bird



You can mount your bird on a stick.



Honeyguide bird, the helper

You will need

- String or wool
- Your completed honeyguide
- Tape
- Plastic from a plastic bag
- Coloured kokis or pencils
- Stiff paper or cardboard.

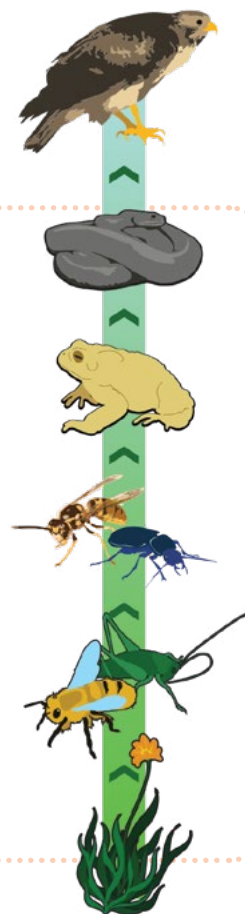
What is a food chain?

A food chain shows how each living creature gets food or nutrients from other plants or animals. It is often shown in diagram form.

People and animals depend on other animals and plants for food.

People rely on the honeyguide bird to show them where to find honey. The bird and the person who follows it both benefit from the honey that the bees make.

Let's make a mobile to show this important relationship.



Step 1: Draw a person

Use any art materials that you have, to draw a picture of a person. Your drawing should show the whole body, with legs and arms. Draw the front and back of the person. Draw onto a piece of stiff cardboard and carefully cut out your drawing.

Step 2: Draw a honeycomb

Look at the picture of a piece of honeycomb. Draw a picture of the honeycomb on a piece of stiff cardboard, using any art materials that you have. Make a hole in the top of your picture of the honeycomb and attach a piece of string.



Step 3: Make a bee

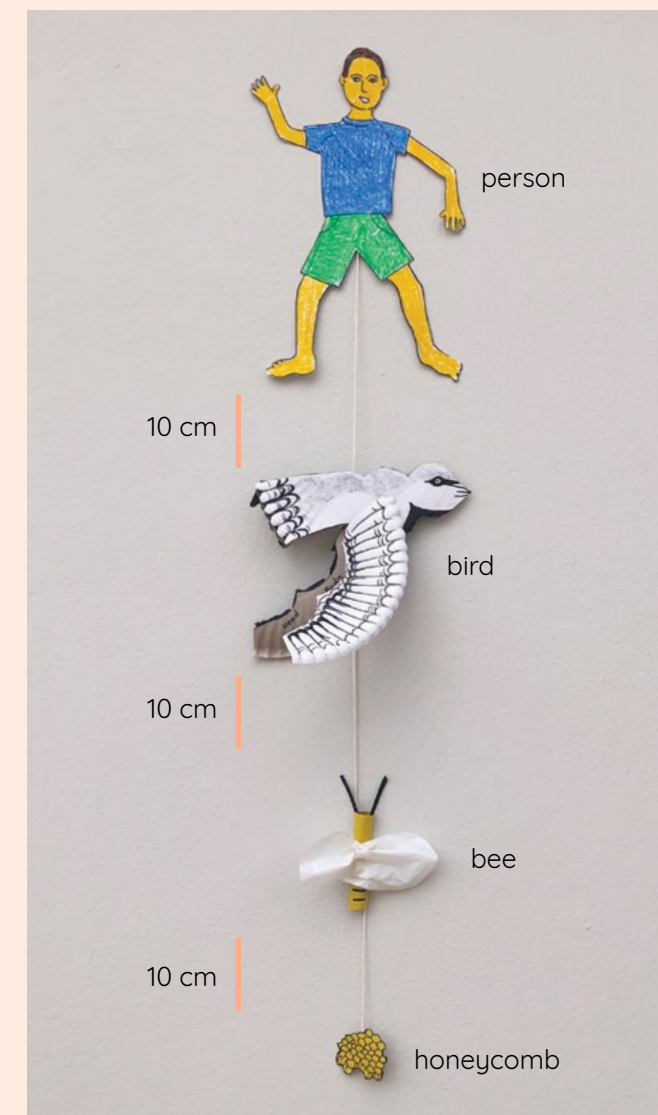
Look at the photographs and follow these steps to make your bee:

1. Use a piece of A5 paper to make a small rolled paper stick. Turn the soft ends of the rolled paper stick over and tape them down. Use your colour kokis or pencils to draw the stripes onto the bee's body.
2. Attach feelers to the bee with a small piece of wire. If you do not have wire, use another rolled stick from an even smaller piece of paper. Attach the feelers by slipping them through the folded end of the rolled paper stick of the bee's body.
3. Cut out a piece of plastic for the wings and attach it with tape to the body of the bee.
4. Attach a piece of string to the bee and tie the bee to the honeyguide
5. Complete the mobile by attaching the picture of the honeycomb to the bee.

Step 4: Hang up your honeyguide food chain mobile for everyone to see and enjoy

Attach your honeyguide bird to the person with a piece of string.

There should be about 10 cm between the person and the bird, and the same between the bird and the bee and the honeycomb.





Wow! Wondrous wings

In pairs

Discuss, giving reasons for your choices:

Which picture shows:

- a pattern using birds?
- the textures of feathers in greatest detail?
- the elements of line?
- the contrast of light and dark?
- the symmetrical balance of a bird's body?

Which of these artworks do you like the best?
Why do you like it?



Peter Clarke, *A Far Journey*, 1978 mixed media

William Morris, *Detail of a Bird Pattern*, 1878 fabric design



Which picture shows:

- warm and cold colours?
- very clear bird shapes?
- the most detail?
- the least detail?
- the best impression of birds moving?
- exaggeration?
- an impression of distance and space?

Myfanwy Macleod, *The Birds*, 2010 sculpture



Jan Asselijn, *The Threatened Swan*, circa 1650 oil painting



Jacques Dhont, *Dodo*, 2005 sculpture



Laduma

Pool activities



Waddle

Waddle in groups. Start at one side of the pool and waddle to the other side. Once your team reaches the other side the next group gets into the pool and waddles.

Play a game of salty

Let's play a short game of salty. Imagine that your body is heavy. Raise your arms above your head, take a deep breath in, lower your body and sit on the bottom of the pool, then explode out of the water. Do this activity three times. Did you know this is the way to get out of the pool too? Just grab onto the side, lift one leg and roll onto your stomach. **You don't have to do this activity in water, you can practise it sitting on the ground.**

Kicking fun!

Get into the pool slowly and safely. You can use the steps, or sit down on the edge and turn around and slide in legs first while holding onto the side of the pool. When you are in:

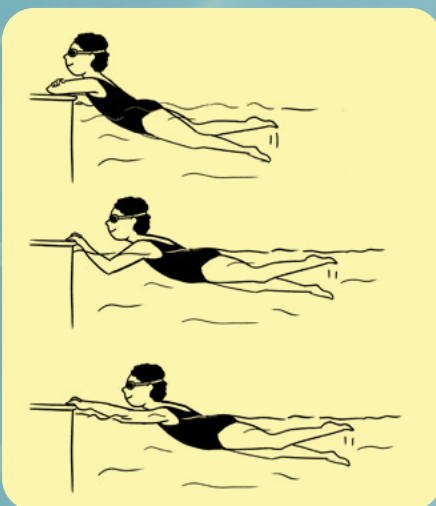
- Hold onto the side of the pool by using your elbows. Kick your feet in the water.
- Go further in and hold onto the edge of the pool, just using your hands. Your head must be above the water, and your body must be up straight, close to the wall. Kick again.
- Now hold onto the edge of the pool, with your arms stretched out and your body horizontal. Once your entire body is horizontal, start kicking as fast as you can.

You don't have to do this activity in water. You can practise kicking lying on the ground.

Breathing exercises

Breathe in, then put your face in the water with your eyes closed. Do it again but this time keep your eyes open. Next, breathe in then put your face in the water and blow bubbles. Do it first with your eyes closed and then with them open. Now repeat it: breathe in but instead of just blowing air out in the water, turn your head to the side and then breathe in. Do it first with your eyes closed and then with your eyes open.

How should we enter a swimming pool? **Safety is our main priority.**



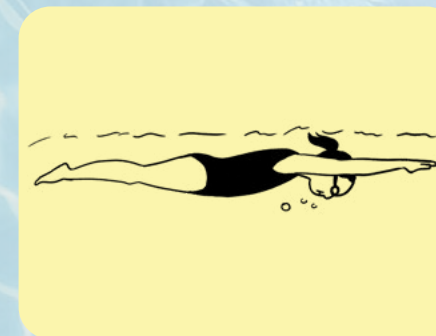
Collecting objects

Collect all the objects in the pool. Make sure that each of you collects an object that can float and an object that sinks. Use the correct method to enter the pool and exit the pool. Remember to do the breathing exercises. Repeat this exercise twice.



Let's glide

It's time to be fully active and we are going to glide! Bend your knees and push off the pool wall with your feet, straightening your whole body in the water with your clasped hands out in front and your head tucked tightly between your arms. Glide until you feel yourself going slower in the water. If you are not a strong swimmer, stay in the shallow end or near the sides.



PLAY GAMES WITH WATER BALLOONS

1. Water balloon spoon race

Holding a spoon in your hand, place the water balloon on it and race to the finish line. First to the end with an unpopped balloon wins!

2. Water balloon squat relay

Do a relay race where you run to a marker line (perhaps a hula hoop) and sit on the water balloon – popping it – before running back.

3. Water balloon toss

Stand across from a partner and toss the water balloon, starting close together and moving further and further apart with each toss.

4. Water balloon volleyball

Divide a group into two teams on either side of a line made of a net, hose or similar. Each team uses a sheet or towel to toss the water balloon back and forth.

5. Water balloon back-to-back race

Standing back to back with a partner, hold a water balloon between your backs and race to the finish line without popping it. If it pops, you must run back to the start line to fetch another one.

6. Water balloon hot potato

Play this just like regular hot potato, but whoever has the balloon when the music ends must burst it over their head.

7. Duck duck splash!

Play like duck duck goose, but the chooser bursts the water balloon on the head of whoever they choose to be the chaser.

8. Leaky water relay

Poke a hole in each balloon and race to fill a bucket with the leaky balloons, including the water left in the balloons. The winning team is the one that fills their bucket first.



Gliding and swimming

We will use objects to familiarise ourselves with water

Tadpole jumps

Run on the spot in the pool as fast as you can. Then do the tadpole jump: squat to the bottom of the pool and explode into the air. Repeat ten times. Split your group and play Seal Catches the Eel.



How to push and glide

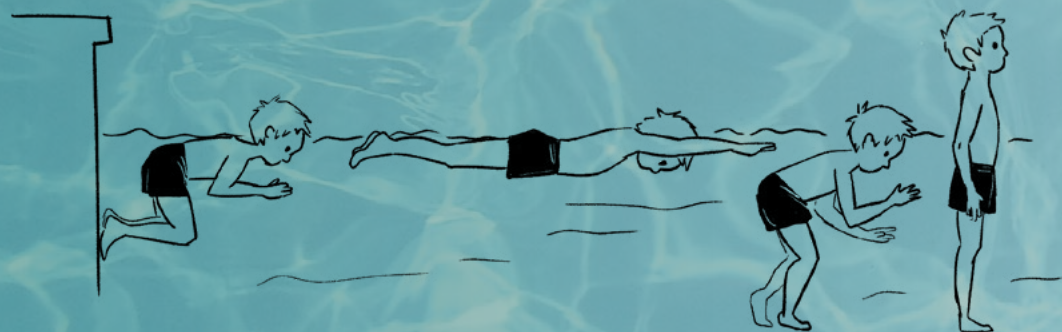
We are going to learn to glide, using an object.

1. Use a ball, noodle or kickboard while your body is horizontal in the water and your head is above the water.
2. Glide from one side of the pool to the other side using your flotation device, this time with your face in the water. Remember to lift your head to breathe!
3. Now glide again with your flotation device and do the breathing count: kick with your face in the water for three counts, then on the fourth count lift your head up and breathe.

Partner exercise

Step by step process to the gliding action– do these steps, one after the other:

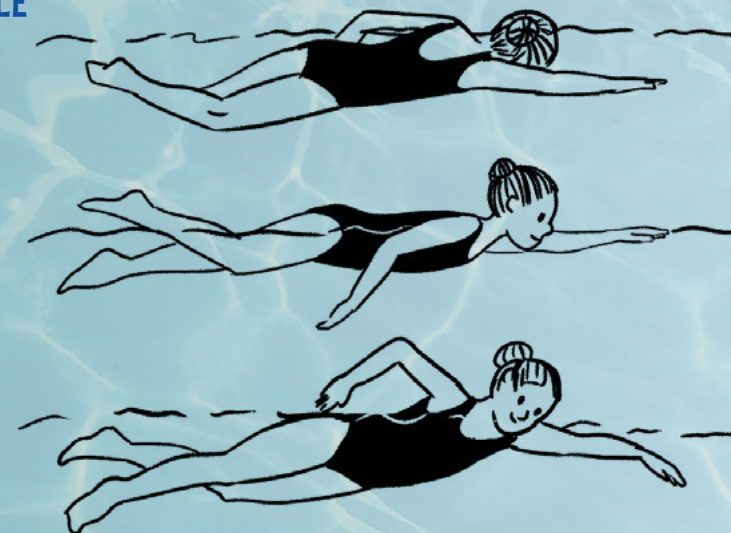
1. Assist your partner by holding their tummy while they glide to the other side of the pool.
2. Make sure that you assist your partner while holding their tummy and legs.
3. Push your partner to the edge of the pool in order to assist with the glide.
4. Walk next to your partner in the water while they push themselves off the wall and glide to the opposite end of the pool. Use the width and not the length.



Practise freestyle and breaststroke

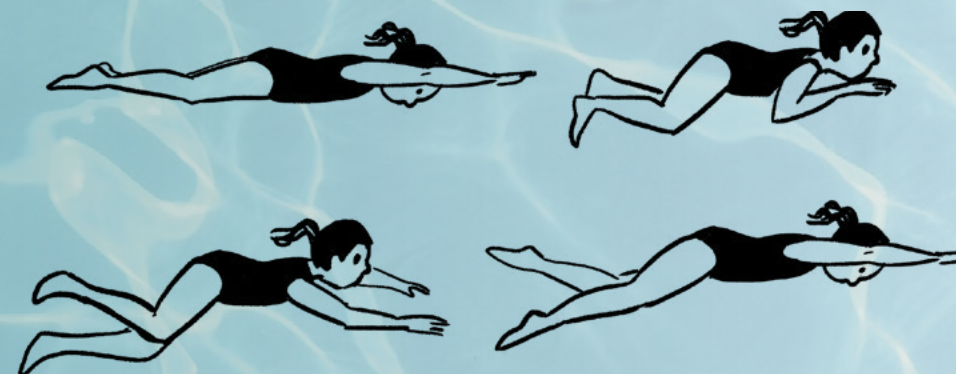
Practise freestyle and breaststroke. You may use a pool noodle to assist your stroke and breathing. If you use the noodle, first lie on top of the noodle, tummy down. Do ten laps of each stroke. Get a partner to tag and then to swim in tandem. How about timing each other?

FREESTYLE



When you are doing freestyle, your head is face down in the water. Move one arm over your head and bring it back into the water, and pull this hand towards you. Then bring your other arm over your head and back into the water, pulling your hand towards you. Then take a breath by moving your head to the side. If you can't put your head into the water, you can practise doing this with your head out of the water.

BREASTSTROKE



When doing a breast stroke, both your hands and feet move at the same time. Kick your legs and move your arms in circles at the same time. Lift your head up and take a breath between each circle.

PLAY MARCO POLO

This game is played in the water only, not outside the pool. A player is selected as the tagger. They must close their eyes for a set number of seconds, while opposing players disperse in the pool. The tagger must figure out where other people are in the pool by yelling "Marco" and everybody else yells back "Polo". The tagger must use the sound of the other players' voices to try to find and tag them. If you are tagged, you become the tagger.



Athletics fitness circuit



To help you perform in basic field and track athletics, you will complete a fitness circuit.

Do you remember what cardiovascular fitness is? These exercises will assist with athletics training.

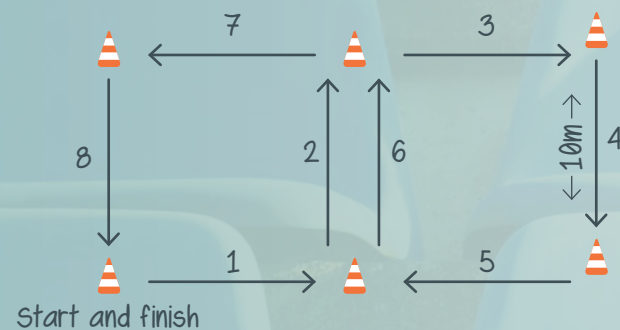
Cardiovascular fitness

The first two stations on the athletics fitness circuit will work on your cardiovascular fitness. This is when the heart and lungs get better at sending oxygen-rich blood to the muscles.

BOX RUN

Set up two squares next to one another, with a metre between them. Everyone starts in the same place. Run in the sequence of the arrows, with each person starting when the person before them enters the second square.

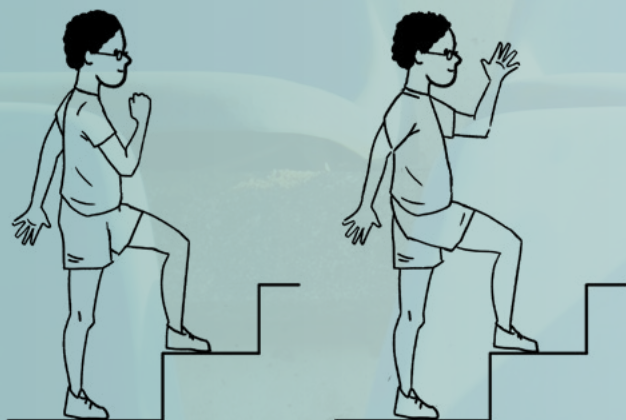
STATION 1



STEP UPS

Step up and down, on and off on the first stair of a staircase. First lead with one leg and then with the other leg.

STATION 2



Muscle endurance and strength

These stations are for building the muscular endurance of the core, arms and legs. Endurance is when your muscles can carry something heavy for a long time.

HALF BURPEES

For half burpees, start in a squat position then put your hands down in front of you and jump both feet out into plank position. Then jump back to the squat position.

STATION 3



BEAR WALK

Push on your hands together and jump forward with your feet together

STATION 4



PARTNER HAND CLAP

Work in pairs and do a push-up into plank position. Clap opposite hands with your partner. See how many you can do in 30 seconds.

STATION 5



LEG THROWING

Lie on the floor, with a partner standing and holding your legs. Your partner throws your legs towards the floor: you must not let your legs hit the floor, and must then bring them up slowly with control. See how many you can do in 30 seconds.

STATION 6



COOL DOWN ACTIVITIES FOR FLEXIBILITY

Flexibility is the third main part of fitness and it is when your joints and muscles can move freely. Flexible joints and muscles have less injuries, and this is why stretching is a good cooldown activity.

SIT AND REACH

Sit with your feet together or with your legs apart and touch your toes. Hold for 30 seconds.

STATION 7





Athletics obstacle course

course

To help you perform in basic field and track athletics, you will complete an obstacle course.

Warm up:

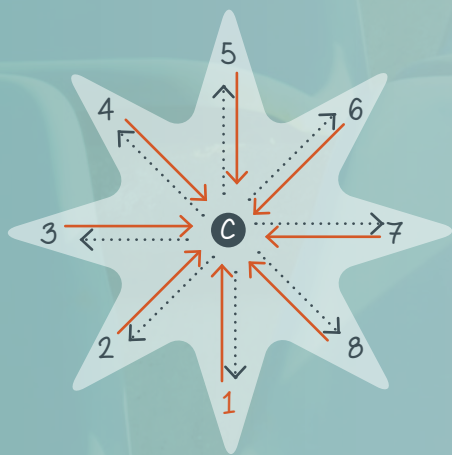
Run around the area twice and do some static stretches.



STAR RUNNING TEST

STATION 1

Mark off an eight-pointed star, with each point about 3m from the centre. In groups, start at marker one. From the markers to the centre, always sprint. From the centre to each next marker, change to a hop, skip or jump.



WALKING TEST

STATION 2

Set up the tyres 4m apart at the marks as shown. Split into groups and line up behind the tyres that will be used as obstacles. Walk over the tyres at each mark. Use both feet when stepping onto the tyres.



SANDBAG CARRY TEST

STATION 3

You may use a 5 litre water bottle and fill it up with sand

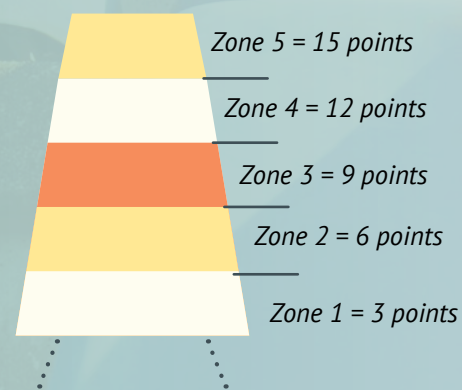
Set up two markers 25m apart from each other to make a zone. If you have five sandbags, set up five zones for carrying sandbags. Make sure that you carry sandbags to the end of the course and back. Alternate between a bearhug carry and a shoulder carry.



LONG JUMP

Set up a long jump pit of 5m long with each metre marked as a zone. Start a metre away from the pit. You get points, as shown, for landing in each zone.

STATION 4



HURDLES

STATION 5

Set up hurdles, 3m apart, to jump over. The number of hurdles will depend on the amount of space available. For every hurdle you clear you get points. Try to clear the hurdles by using the same number of steps between each hurdle.

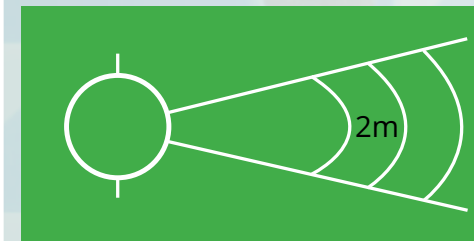
Hurdle height must be 68cm



SHOT PUT

STATION 6

Set up zones 2m apart, as shown below. Use a 2kg sandbag to throw into the zones to earn points.



Layout for shot put and discus throw



DISCUS THROW

STATION 7

Use a frisbee or three paper plates stuck together to practise the technique for discus throw. Every zone the discus lands in will earn you points.

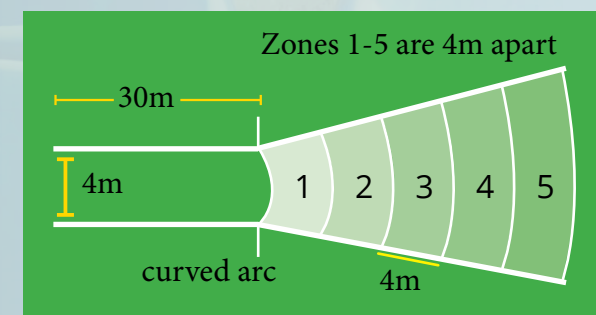


JAVELIN THROW

STATION 8

Set up the zone for javelin throw, as shown in the diagram. The run-up lane must be 4m wide and not longer than 30m. The curved line at the end of the run-up is called the curved arc.

Use a broomstick to practise the technique for javelin throw. The aim is to throw the stick as far as possible. Hold the stick towards the back end (but not right at the back), with pencil grip, ready to throw in an upward direction. You must throw the stick before any part of your foot reaches the curved arc.

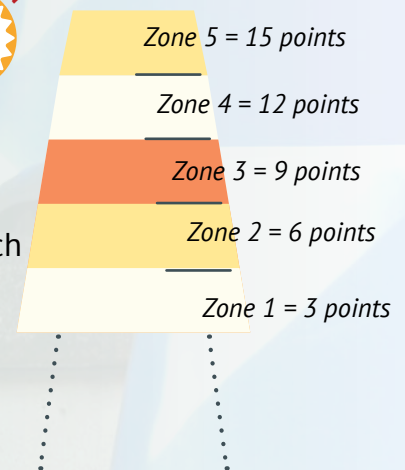


Layout for javelin throw

TRIPLE JUMP

STATION 9

Use the normal long jump pit of 5m, but add a longer run-up with a spacing of 2m. You get points for landing in each zone for the triple jump. Triple jumping requires three big leaps before reaching the sand pit.



CROSS-COUNTRY STEEPLE CHASE

For the race, create a 1.2 km running route. If this is not possible: Set up two sets of cones 100m apart from one another to run between. Split into two groups and line up behind a cone. Run from cone A to cone B twelve times.

It's a wrap

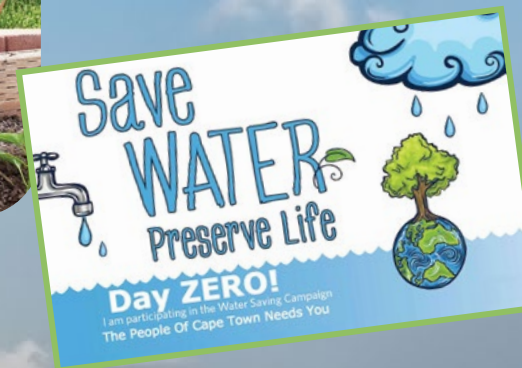
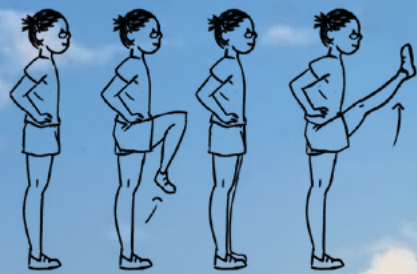


- Which pictures in this book will you remember?
- What activities did you enjoy most? Choose five of your favourite ones.
- What skills can you do best?
- What skills do you need to practise more?
- What feedback would you like to give your teacher?



In your journal

Write or draw something about Grade 5 Terms 3 and 4 - the good times and the challenges.



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