

# At the Crossroads

Life Skills Textbook

Grade

6

Book 2

Terms 3 and 4



Life Skills Grade 6 Textbook Terms 3 and 4



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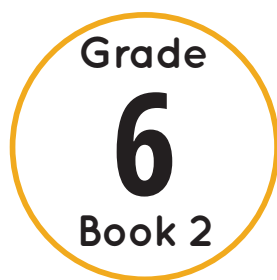




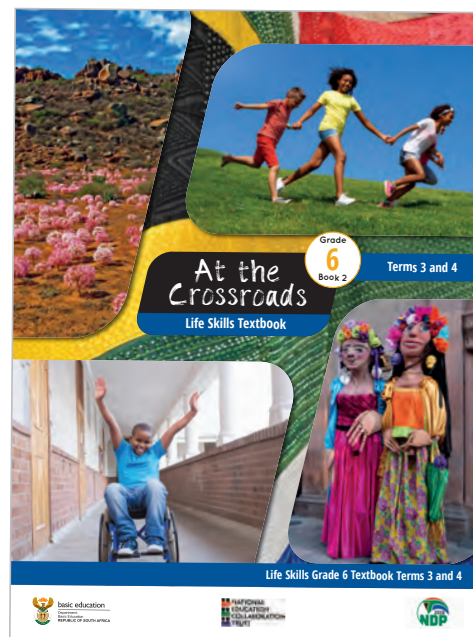


# At the Crossroads

## Life Skills Textbook



**Terms 3 and 4**



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

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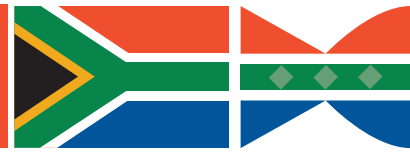
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Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 4 Life Skills* with the textbooks. In the Intermediate Phase there are two textbooks per grade. (Book 1 for Terms 1 and 2 and Book 2 for Terms 3 and 4). The Teacher's Guide 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.

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## Welcome to Grade 6 Life Skills

This textbook will help you explore different issues and life experiences. Throughout the year, you will discuss various topics and learn more about yourself, your community and our country.

In Physical Education, you will strengthen your body and play games. In Creative Arts, you will dance, make music, perform, and express yourself through art.

The activities in this book are designed to encourage you to share your ideas and work with others.

In your Personal and Social Well-being lessons, each activity is linked to a particular skill. You will read about the skills with your teacher on pages vi to ix. Your skills will grow as you do the activities in Grade 6.

Your first activity of the year is to make a skills bookmark.

Make the most of each experience – explore, learn and grow!

Let's begin by reading the **Preamble to the Constitution**.





## 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 cover. Each lesson starts with a **title**, find no. 1 below.

All activities are based around a main **skill**, see no. 2 below. All lessons include **activities**, look at no. 3 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. The **journal** icon, see no. 4 below, suggests when to write in your own private journal. Write in a language of your choice as you explore how you feel about things and record experiences you may like to look back on. The **footer** at the bottom of the left-hand page, look at no. 5 below, shows the term and the curriculum topic.

1. The title of the lesson.

2. 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.

3. 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.

4. 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**

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







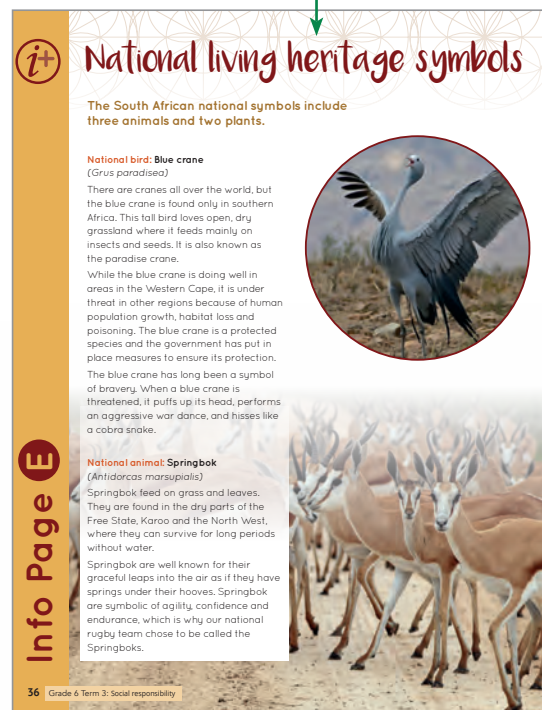
The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 6 below. You will find **Info Pages** in the lessons, look at no. 7. **Reading boxes**, find no. 8 below – provide information. **Pictures**, find no. 9 below, help you to understand the ideas in the lesson. The **footer** on the bottom right-hand page shows the lesson number and the topic of the lesson set, see no. 10 below. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

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



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

7. 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.



8. Reading boxes, stories and drawings explain concepts and provide background information to help you with the activities.

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

11. A **sticker** like this shows that you are at the end of a lesson set.



# Skills: Intermediate phase



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

In the Personal and Social Well-being lessons, each activity is linked to one of 15 skills. Together with your teacher, read about each skill, see below. Then you can make your skills bookmark, see page xii.



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.**



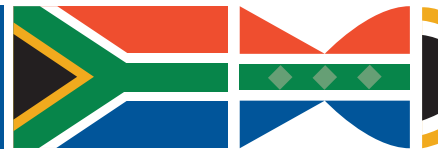
You can ask interesting questions about the world around you, but you can also ask questions about the thoughts inside you. What am I trying to do here? What do I need now? What am I going to do next? What do I know for sure? How do I know that? What questions do I need to ask?

**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 6 Teacher's Guide.

## Bookmarks in South African Official Languages

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

## 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.



## 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.





# The Five Freedoms

The Five Freedoms of animal welfare ensure that animals are treated with care and respect. These freedoms help protect animals from suffering and ensure their well-being.

## The Five Freedoms of animals

These five freedoms are important to ensure animals live happy and healthy lives:

### 1. Freedom from hunger and thirst:

Animals should always have access to fresh water and a proper diet to stay healthy and strong.

### 2. Freedom from discomfort:

Animals should have a safe and comfortable living environment, with shelter and places to rest.

### 3. Freedom from pain, injury, or disease:

Animals should be cared for in a way that prevents them from getting hurt or sick. If they are ill or injured, they should receive medical treatment.

### 4. Freedom to express normal behaviour:

Animals should have enough space and the right conditions to behave naturally, like running, flying, or digging.

### 5. Freedom from fear and distress:

Animals should be kept in a calm and safe environment where they don't feel scared or stressed.

**Animal cruelty** is any action that causes unnecessary harm, suffering or distress to animals.

Different types of animal cruelty include physical harm, neglect (not giving attention) and keeping animals in poor conditions.





## Stop cruelty to animals

Elephants are highly social, have strong emotions, and form tight bonds with one another. They feel joy, pleasure, and compassion, as well as sadness and grief.

1. Read and then discuss how the following situations show cruelty to animals.

- Elephants are sometimes hunted for their tusks or just for fun.
- When pigs are transported to slaughterhouses, they are terrified. People often hurt them just to get them into the vehicle.
- Pet shops often sell betta fish in small cups or vases. They hardly have enough space to turn around in, never mind to swim in. Feeling trapped is scary.

2. How do you think the animals feel? Describe how you feel when you hear about cruelty to animals.

3. Discuss ways we can stop cruelty to animals.





# Caring for animals



Just as we value kindness and respect, all animals deserve care and kindness. By treating animals well, we create a better world for all.

Show why  
it is helpful  
or harmful



Sumbedzani  
uri ngingani  
zwi tshi  
thusa kana u  
huvhadza

## Use the Golden Rule



The Golden Rule for living well with others is simple:  
Treat others as you would like to be treated.  
This applies to animals too.

1. Read the following situations and discuss the questions that follow:
  - a. On your way to and from school, you notice a dog on a short chain, with no food or water in sight.
  - b. In the street, you see someone throwing a bottle at a cat.
  - c. Many people walk past a bird with a broken wing.
2. Explain how these situations do not follow the Golden Rule.
  - a. How can you change the situation to make it follow the Golden Rule?
  - b. Have you ever helped an animal? What did you do?
3. Why is it harmful to take a wild animal home with you?

It is against the law to take wild animals home with you. They can carry diseases and they belong in their natural environment.

In your  
journal

Write or draw something you wish for all the animals in the world.



Find out more  
(ask someone  
- look it up)



Wanulusani  
zwinzhi  
(vhudzisani  
munwe muthu -  
zwi tōde)

## Protect wildlife

Many wild animals are harmed by the actions of humans. They get sick from poison or litter, and they are killed by cars, wire fences, or hunters and poachers.

4. Describe two ways human activities harm animals and the environment.

## All animals deserve respect

Hindus in India view cows as mother-like figures and do not eat the meat of cows. Cows are given flowers to wear during ceremonies.

5. Do you know any other animals that are considered sacred or special?
6. In Term 2, you explored the human rights outlined in the Bill of Rights. Now, name at least three rights that all animals share with humans.



Basotho ponies are strong, intelligent animals that can tolerate the cold and can travel long distances. They help with herding sheep, ploughing the land, and trekking in mountains. They are seen as a national treasure in Lesotho.



# Companion animals

Companion animals are animals who share our homes and lives. They are also called pets. Common companion animals include dogs, cats, birds, and even small animals like rabbits. They are called “companion” animals because they are like our friends.

Show why  
it is helpful  
or harmful



Sumbedzani  
uri ngingani  
zwi tshi  
thusa kana u  
huvhadza

## Looking after animals



Looking after animals, especially pets or companion animals, is a big responsibility. They depend on us for their well-being. Caring for animals means providing:

- Food and water
- Exercise and playtime
- Shelter and a safe place to live
- Love, attention, and protection from harm and disease

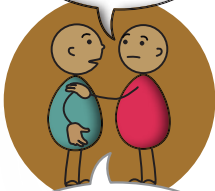
If you cannot meet these needs, it's better not to adopt or keep an animal.

1. Answer the following questions:
  - a. Why is food important for pets?
  - b. What could happen if a pet does not get enough exercise?
  - c. What are some ways to protect animals from danger or disease?
2. Draw a picture of a happy pet with all the things it needs to stay healthy and safe. Label the items in your drawing (e.g., food, water, toys, bed).





Try to feel  
what someone  
else is feeling



Lingedzani u  
pfa zwine muñwe  
muthu a khou  
zwi pfa

## Animals have feelings



3. Do you have an animal companion at home, or do you know someone else who does?
  - a. Animals cannot speak our languages so how can humans understand how they feel?
  - b. Describe a time when you realised that an animal had feelings. What made you realise this?
  - c. If you see an animal being abused or neglected, what actions should you take?

*I take good care  
of my donkeys.*

Call the Society for the Prevention of Cruelty to Animals (SPCA) or an animal shelter, if an animal:

- is not given food or water
- is chained up for a long time
- is being hurt or mistreated
- is involved in dog fighting
- is a stray or homeless
- is sick
- has died.

You should always report someone who has hurt an animal. People who hurt animals often start hurting people too.



# Places of safety



Places of safety for animals are where animals are protected, cared for, and kept safe from harm. Read more about the different types of places of safety for animals and what you can do to help protect animals.

## Where can animals find safety?

Places of safety for animals include:

### Animal shelters

These are places where homeless, lost, or abandoned animals are taken in, cared for, and sometimes adopted by new families.

### Animal sanctuaries

Sanctuaries are places where animals, often rescued from harmful situations, can live peacefully without being used for work, entertainment, or other purposes.

### Wildlife reserves

These are protected areas of land where wild animals can live in their natural habitat without being hunted or disturbed by humans.

### Rehabilitation centres

These centres help injured, sick, or orphaned animals recover before they are returned to the wild or given a permanent home.

### Foster homes for animals

Sometimes, animals are temporarily taken care of by volunteers in their homes until they are adopted or placed in a permanent sanctuary.





Give a reason  
for what you  
think



Neani  
tshiitisi tsha  
zwine na khou  
humbula

## Protecting wildlife

1. In groups discuss:
  - a. Do you think people should be allowed to hunt animals? Why or why not?
  - b. What examples of animal poaching have you heard of?
  - c. Why is poaching wrong and cruel?
  - d. What happens to the environment when there is poaching?
  - e. What can be done to prevent poaching?
2. In groups, create a poster speaking out against animal abuse and what people can do to protect animals.



**Conservation** is the protection of something important such as wildlife.

**Poaching** is the illegal hunting or capturing of wild animals. It usually happens when people think an animal has something of value, for example, fur or ivory. If too many animals are killed, they will disappear forever. Poaching also damages the environment because every animal plays an important role in nature.

If you really care about animals and want to make sure they are treated kindly, you can become a volunteer at a place of safety.

**A volunteer** is a person who does something, especially helping other people or animals, willingly and without being paid to do it.





# A word to the wise: protect owls



Owls are amazing creatures. Here are some interesting facts about owls and how they help human beings.



## Barn owls

**Afrikaans:** Nonnetjie-uil

**Zulu:** isiKhova or umZwelele



Barn owls, with a heart-shaped face, are birds of prey and usually feed on small mammals, but sometimes they eat other birds or frogs. They have very good eyesight so they can hunt at night, and they communicate with different sounds. They live in holes in trees, on cliffs, and on top of some buildings. Their main enemy is humans, who put out poison for rodents. If an owl happens to eat a poisoned rodent, it may die of secondary poisoning.

## Pearl-spotted owls

**Afrikaans:** Witkoluil

**Zulu:** iNkovana

These owls are one of the smallest owls in South Africa and, unlike the barn owl, are often out and about during the day. They make a whistle-like sound and eat insects, reptiles, and small rats and mice.



Ask  
questions about  
the things you  
want to know




Vhudzisani  
mbudziso nga ha  
zwine na khou  
toda u divha

## Talking about owls

1. What do you find interesting about Barn owls and Pearl-spotted owls?
2. Why are owls so important for people?
3. What can you do to help protect and care for owls?
4. What other animals do you think need protecting?





Give a reason  
for what you  
think

Neani  
tshiitisi tsha  
zwine na khou  
humbula



Make  
something to  
show what you  
think it is like

Itani tshinwe  
tshithu u  
sumbedza zwine  
na humbulela  
zwi hanio

## Superstitions

Owls have sometimes formed part of superstitious beliefs. People have imagined that they symbolise death and bad luck. These kinds of beliefs have often led to people being cruel to owls, or even killing them.

Aside from affecting the food web, killing owls is bad for humans. Rats and mice can destroy agricultural crops and can spread disease. Owls feed on rats and mice, and play an important role in helping with food security and preventing disease.

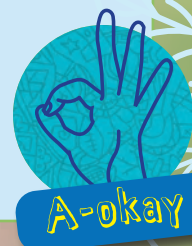
5. How do people in your community feel about owls?
6. What two interesting facts about owls can you tell someone?

## Famous owls

Hedwig is Harry Potter's personal owl in JK Rowling's book called *Harry Potter and the Philosopher's Stone*. Hedwig is a snowy owl and is more than just a messenger for Harry. She is also a great source of comfort to him when he is alone and sad. There are many other owls at Hogwarts, and each plays an important role in its owner's life.

7. If you had an imaginary personal owl, what role would you like it to play in your life?

- Owls cannot move their eyes from side to side. They have to turn their head to see around them. They can turn their heads 270 degrees.
- Owls fly quietly compared to other birds of prey. This helps them catch their prey.
- Encourage owls to live in your community by putting up owl houses or nesting boxes. The lucky people who have owls living near them will have free pest control for life!



# An act of kindness

**A small act of kindness can have a big impact.**

**The following story about a simple act of kindness was reported in the *South Coast Herald* newspaper.**

## Lending a helping hand



In 1977, Ixopo supermarket owner Suleman ‘Solly’ Bux could never have imagined that the young, desperate student he lent a hand to would one day become one of the most powerful figures in South Africa’s legal world.

“This young man came to see me. He had a bursary to study law further, but he needed a loan to help his mother and eight siblings with groceries while he was away. I agreed to provide monthly vouchers for the family while he completed his studies,” said Mr Bux.

“So, after graduating from university, he came back to settle his debt. Instead of accepting money, I told him to keep the money, just do the same for somebody else.”

That young man was Raymond Zondo, an important judge in South Africa. Judges make sure laws are followed and people are treated fairly.

Judge Zondo is well known for leading the State Capture Commission, a big investigation into whether powerful people in government and big companies took money or used their power unfairly. His job was to ask questions, look at evidence, and uncover the truth.



*Deputy Chief Justice,  
Raymond Zondo*

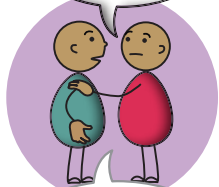
“Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you.”

**– Princess Diana**





Try to feel  
what someone  
else is feeling



Probeer om  
iemand anders  
gevoelens te  
voel

## Pay it forward

1. There is more than one act of kindness in the story about Mr Bux and Judge Zondo. Find and describe each one.
2. Why do you think Mr Bux helped Mr Zondo and his family? Do you think this was a **random** (meaning unplanned or by chance) act of kindness?
3. What effect did the act of kindness have on Mr Zondo's life?
4. Tell a partner about a kind person you know. Describe how they behave towards other people.
5. Share a story about an act of kindness that you have experienced, big or small. How did it help you? How did it make you feel?

**Ubuntu** is a South African word that describes how people are connected to others. Ubuntu means living well by showing kindness and compassion to others. When people practice Ubuntu, they work together and help each other.





# Show consideration

Sometimes you may think you are being kind and caring towards someone, but you end up hurting their feelings. When you show consideration for others, you think about their feelings and behave kindly towards them.

**Consideration** means careful thought about something.

## Tendai's story

When Tendai started at a new school, everything felt strange and she missed her old friends. Her mother said she would make new friends. But it was difficult for Tendai to believe her. She cried, "It's all your fault. You brought me to South Africa from Zimbabwe." Then she immediately felt bad. She knew her mother was also finding life difficult.

Tendai thought about the time when some girls had invited her to join them during break at school. They had asked if she minded them speaking in their language. "Of course not," Tendai replied. She did not want the girls to dislike her. But she wished they would just speak some English so she did not feel so left out.

Then Mr Yengeni told the whole class, "Please be nice to Tendai. She is from out of town. There is a drought where she comes from, and they do not have any food." If Tendai could have made herself disappear, she would have. She wished people would think before they said things!

Her classmate, Olivia, also annoyed her. One day at school Olivia was waiting for her at the gate with a bright yellow plastic bag in her hand. "I told my mother you had no food, so she made extra sandwiches for you," said Olivia. "Chicken-and-mayo!"

"But I'm a vegetarian," she told Olivia. "I do not eat chicken." Olivia was feeling hurt and walked away.





What's  
new? Try it



Wats nuut?  
Vind uit en  
probeer dit

## Talk about the feelings

1. All the people in the story were trying to be kind and caring but they did not think about Tendai's feelings or what she might need. They made assumptions. What do you think she wants from:

- her mother?
- her break time friends?
- Mr Yengeni?
- Olivia?

2. Tendai sometimes struggles to tell people what she feels or needs. She gets upset by other people's actions, like her mother and Olivia. How can Tendai learn to express her feelings without hurting or upsetting others?

For example, instead of saying:

*"It's all your fault!"*

Say:

*"I feel sad and I miss my friends. I know you are trying to help. But I need a little time to get used to this school."*





# Listen with an open heart

Listen with an open mind and heart. This makes it easier for someone to feel they are being heard.

## Listen actively

**Eyes:** Look at the person who is talking. But do not stare. You can look away briefly.

**Ears:** Pay attention to what is being said.

**Head:** Nod to show you are listening.

**Mind:** Imagine what is being said and how you would feel in this person's shoes. But do not tell them how they are feeling. Ask!

**Body:** Face the speaker comfortably. Lean forwards to signal increased interest.

**Hands:** Place them in your lap or at your side. Do not block them by folding your arms.

**Heart:** Show kindness in your response.

**Mouth:** Summarise what they have said to show them you have heard them and are trying to understand.







## Practise active listening

Tendai (story from the previous lesson) is struggling at school and finding it difficult to make new friends. Often, she feels lonely. She decides to talk about how she feels.

1. Read about how to listen actively. Role-play Tendai's conversation with her mother or her conversation with Olivia. Observe whether there is active listening happening in the conversation. In pairs, take turns playing the different characters (Tendai and her mother or Olivia).
2. Describe how it feels to speak to an active listener.
3. What do you understand by 'listening with an open heart'?

**"I" statements** describe your feeling, then say what the other person is doing that makes you feel that way and what you would like them to do instead.

## Use "I" statements

It is not always easy to talk about one's feelings or to listen to how others feel.

**"I" statements** can help you talk about your feelings.

When I make an *"I" statement*, I focus on **my** feelings, – not on how wrong **you** are. I do not judge you for what you did, but I try to explain how I felt when you did something. Then I can ask you to try and do something different.

4. Help Tendai use *"I" statements*:

• **Tendai says to her mother:**

"Mama, I feel \_\_\_\_ when you \_\_\_\_\_. I need you to \_\_\_\_\_, then I will feel \_\_\_\_\_"

• **Tendai says to the girls at school:**

"Hey guys, I feel \_\_\_\_ when you \_\_\_\_\_. It would make me feel \_\_\_\_ if you \_\_\_\_\_."

• **Tendai says to Mr Yengeni:**

"Mr Yengeni, when you \_\_\_\_\_ I imagine that you \_\_\_\_\_. I would appreciate it if you \_\_\_\_\_."

• **Tendai says to Olivia:**

"Olivia, I feel \_\_\_\_ when \_\_\_\_\_. I would prefer it if you \_\_\_\_\_ then I would \_\_\_\_\_."



# Show empathy

When you try to understand what another person might feel or experience, you can better try and help them.



## Asanda and Grace



**Funda Nenja** (Learning with the dog) is an organisation that offers free dog training in the Mpophomeni community of KwaZulu-Natal. They believe that when children develop a special bond with their dogs, they are encouraged to value kindness, respect, and compassion in life.

One week they chose Asanda Mohapi and his dog as 'Dog guardian of the week' for their excellent attendance. Their picture was shared on social media as well as a bit of information about Asanda.

Asanda had lost both of his parents and was living with his sick grandmother. Grace, their neighbour had given the dog as a gift for Asanda. She encouraged them to go for dog training. Grace also cooked for the young boy and his grandmother every day.

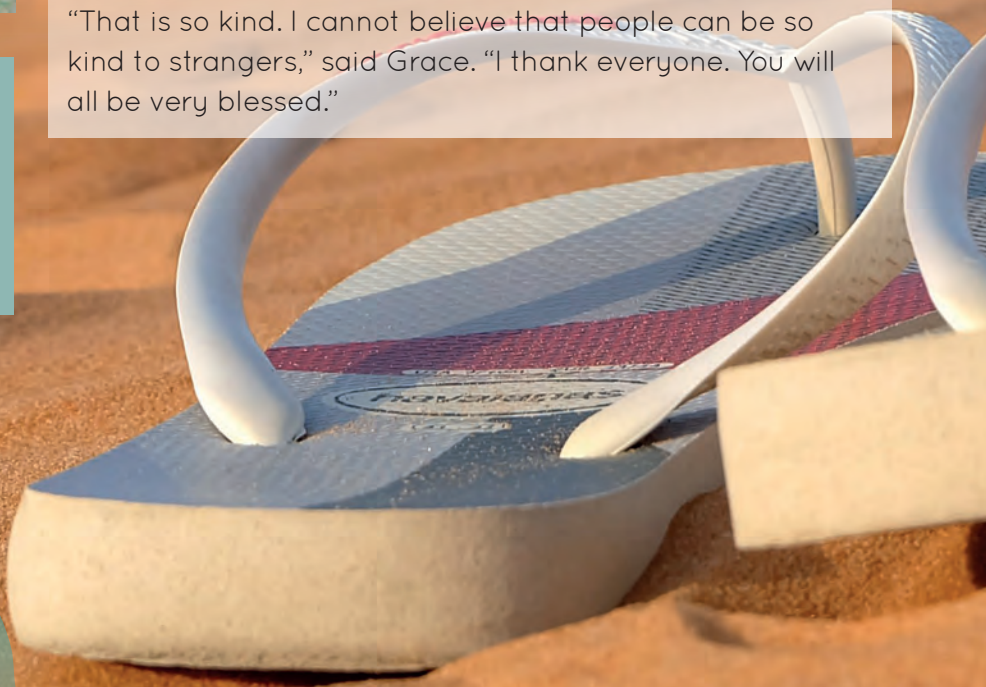
"Asanda is like my other boy. I have three boys, so it is not a problem to have another one," said Grace.

Shortly after the social post was shared, many people started donating money for food parcels to be sent to Grace.

"That is so kind. I cannot believe that people can be so kind to strangers," said Grace. "I thank everyone. You will all be very blessed."

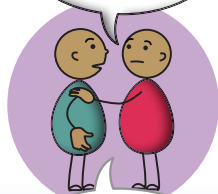


Read Lesson 6.2 in Term 2 again. When you stand or walk in another's shoes, you imagine how you would feel if you were in their position.





Try to feel  
what someone  
else is feeling



Probeer  
iemand anders  
se gevoelens  
ervaar

You show  
**empathy** when you  
try to see the world  
from someone else's  
point of view. You  
show **compassion**  
when you try and  
help them.

## Acts of kindness

1. How many acts of kindness are there in the story of the dog, Asanda and Grace? Name five or more.
2. How did one act of kindness lead to another?  
How many links can you find in that kindness chain?
3. What do you think motivates people to show kindness?
4. How does caring for animals inspire people to care more for each other?

## Do you have empathy?

5. Do this quick test to see if you are **empathetic** (able to see things from another person's point of view).

### 'Yes' or 'No'?

- a. I try to imagine what it feels like to be in another person's shoes.
- b. I am an active listener. I listen with my whole body when others talk about what they are going through.
- c. I don't interrupt or immediately try to offer advice. Instead I ask questions like:
  - How do you feel about that?
  - Can you tell me more about ...?
  - What do you mean by ...?
  - What can I do to help you?
- d. I understand that not everyone feels or reacts to situations in the same way I do.
- e. I feel grateful for what I have and for the friends I have.

If you answered 'Yes' to most of the questions, you are doing a good job at showing empathy. If you got some 'No's, what can you do to become more empathetic?

- The organisation provides free dog training in the community.
- Grace gave Asanda a gift of a dog.
- Asanda cares for his dog and takes him for training
- People kindly gave to Grace after they read the social media post
- Grace could help Asanda and his grandmother further.
- Grace cooked food for the boys.

Some possible answers for question one:

There are acts of kindness happening every day, between family, friends and strangers.

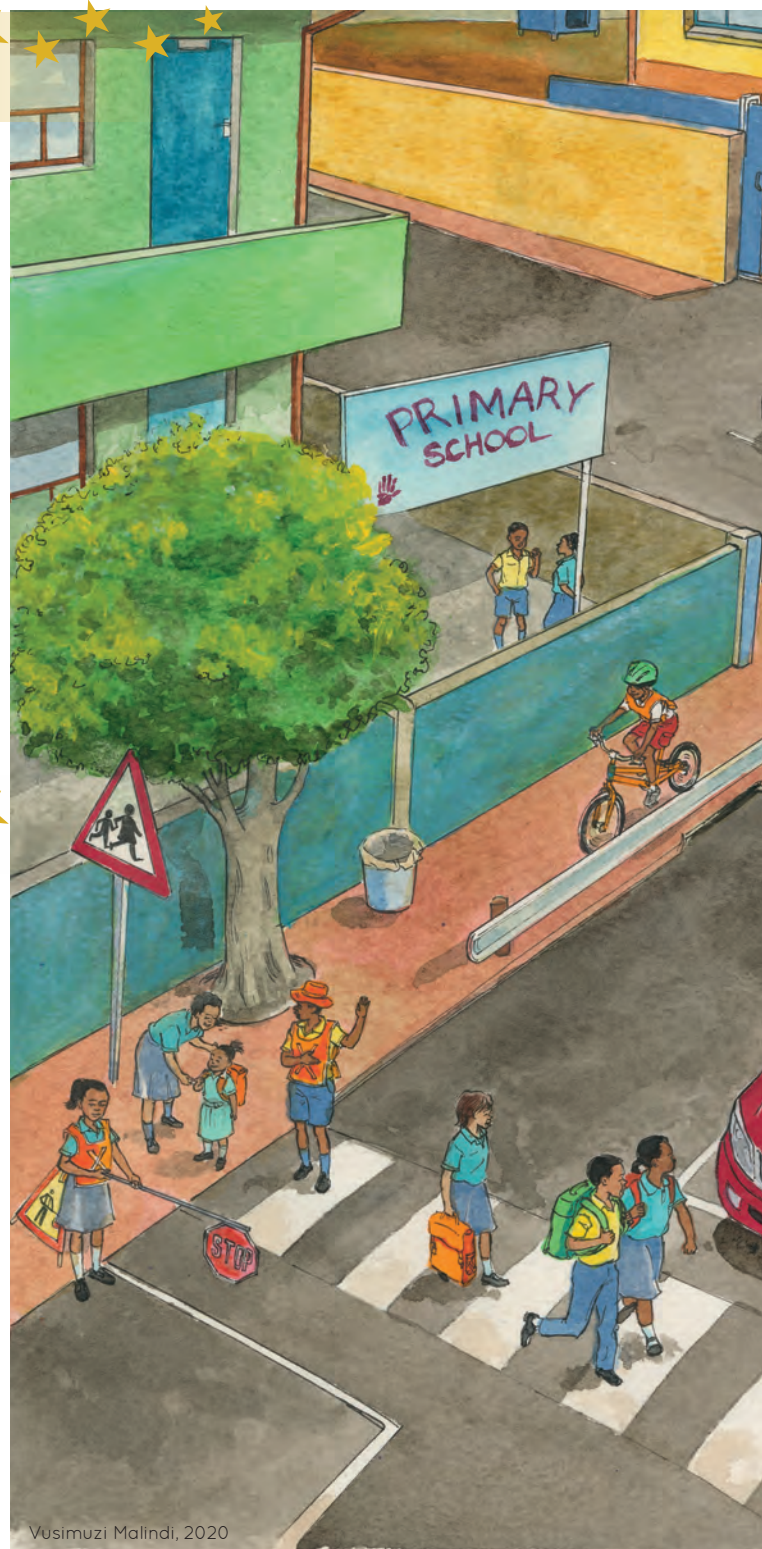
Maak 'n opmerking en beskryf

1. Look at the illustration on these pages. What acts of kindness do you see in the picture? How are people showing compassion for each other?

- What's new? Try it



2. Have you performed any acts of kindness recently?
3. Over the next week, try to do some random acts of kindness.
4. How is following the rules of the road, as a driver or a pedestrian, an act of kindness towards others?









# What is identity?

Your identity is made up of all the things that make you who you are: your age, gender, religious beliefs, sexual orientation, ethnicity, interests, the social groups you belong to, and even where you live.

Choose what works best for you



Khetha okukusebenzela kancono

## What makes you who you are?

**Step 1:** Complete the following sentence: “I am ...” in 10 different ways. Read the following two examples:

- **Prashant** writes: “I am an Indian, tennis-player, hip-hop fan, Hindu, vegetarian, South African, bookworm, son, brother and aspiring musician.”
- **Tsholophelo** says: “I am an African, South African, chocoholic, woman, Setswana speaker, lesbian, Christian, blogger, swimmer and student.”

**Step 2:** Once you have completed your 10 sentences put them in order of priority. The most important at the top and the least important at the bottom.

**Step 3:** Do a quick round of guessing what each other chose as their 10 identities.

**Step 4:** Share your choices and priorities with each other.

Share and compare



Yabelana kanye nokuqhathanisa

## A national identity

A country has its own identity, a national identity. It is made up of the country’s history, people, cultures, languages, landscapes, traditions, plants and animals.

1. Stand in a circle with your classmates.

Take turns completing the sentence:

“I feel part of South Africa when I...”

For example, “I feel part of South Africa when I recite the Preamble to the Constitution.”





## A country to call home

2. Write a poem or a song about the things that make you proud to live in South Africa. Think about the history, cultures, languages, traditions, plants and animals of the country. Include your own feelings about living here. Start with: "This is the South Africa I love and call home."
3. Read the poem 'Move together' by S Hadebe, 11, Siphwe Primary School. What do you like or not like about the poem?

### Move together

*Let's enjoy our democracy!  
In our land we live together.  
Together we can build our nation  
In the nation we can enjoy our rights.  
Let's enjoy our democracy  
Let me be me (my privilege)  
You've got a right, I've got a right.  
Let's build our rainbow nation.  
A nation for hope!*

### In your journal

Write or draw how you imagine yourself five years from now.



# South Africa for all

In a democracy, people can take action to change the things they do not like.

Make something to show what you think it is like



Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo

## Nation building


The Constitution talks about a South Africa which belongs to everyone. It tells us about the values that are needed to build a nation.

1. Choose two of the values from the list below that you think are most important. Draw a picture to show how you understand these values:

- dignity • democracy • equality
- reconciliation (healing broken relationships)
- diversity • responsibility • respect • freedom

**Values** are deep feelings we have about what is important to us. Values guide the choices we make, how we live and how we treat others.





Give a reason  
for what you  
think



Nikeza  
isizathu salokhu  
okucabangayo

## Unity in diversity

An important step toward becoming a united nation is celebrating our diversity — both our similarities and our differences.

2. Think about the people you interact with (your best friends, the learners in your class, your teachers, your favourite singer, etc.). Do these people have the same background, culture, or traditions as you? How diverse is your world?
3. Why do you think it is important to get to know people who are different from you?
4. How can you become more involved with people from different backgrounds, cultures or traditions?
5. Imagine you are part of a team working to build a united nation. Your task is to help plan a 'National Unity Day.' What activities would take place on this day to bring people together?

In 1994, South Africa became a **democracy**. That means that we can vote to elect the leaders we want, and we have a say in how the government is run.



# The coat of arms tells a story

A coat of arms is a special symbol in the form of a shield.  
It represents the country it belongs to.

Make  
something to  
show what you  
think it is like



Yenza okuthile  
ukukhombisa  
indlela ocabanga  
ukuthi  
kunjengayo

## Create your own coat of arms

1. Draw an outline of a shield and divide it into three separate sections. Choose three symbols that say something about you and draw them on the shield. Share it with your family and friends.

## Tell the story of South Africa

2. Prepare a drama using the eight symbols in the coat of arms to tell the story of South Africa. Perform the drama for the class.

In order to build our nation and allow our country to grow, we need to unite as a people, we need to **value and respect each other**. We need to accept that we all have something to offer this country we call home.

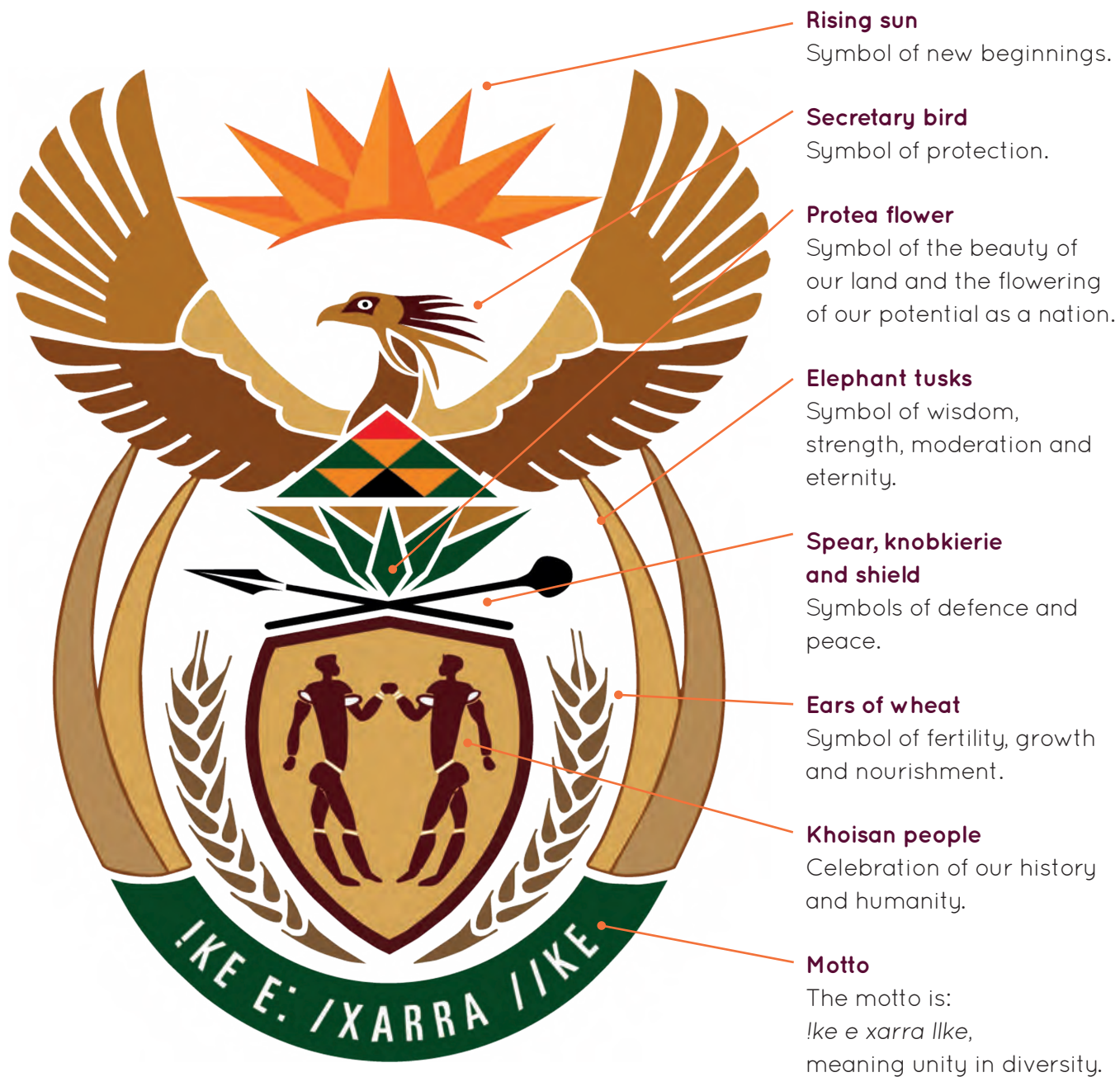




## South Africa's national symbols

South Africa's national symbols talk about unity in diversity. It is the motto on the country's coat of arms.

The South African coat of arms has eight different symbols. Each symbol means something.





# Understanding our flag

National flags, like coats of arms, are symbols that represent a country. They are designed with specific meaning for their colours and shapes, and they often tell a story about the country and its people.



## Flags and feelings

The flag of democratic South Africa was raised for the first time on the morning of 27 April 1994.

1. Where have you seen the South African flag flown?
2. How do you feel when you see the South African flag?  
Use words or emoticons to describe your feelings.
3. What do the colours on the flag mean to you? Why do you think they were chosen for the South African flag?

## Did you know?

The 'Y' on its side is the only part of the South African flag that has an official meaning. It represents different people coming together and symbolises 'unity in diversity'. The meaning of the colours of the flag has been left up to you to decide.





### Hanging the flag

The flag should be hung in a particular way.



#### The flag must not:

- touch the ground.
- be used as a tablecloth.
- be used to cover a statue or a sign at a ceremony.
- be used to start or to finish any race or competition.



# The national anthem

A national anthem is a song that is sung to celebrate a country and show loyalty. In 1994, *Nkosi Sikelel' iAfrika* was adopted as the national anthem of democratic South Africa. The anthem includes some of the country's different languages and traditions.

Find out more  
(ask someone  
- look it up)



Thola kabanzi  
(buza umuntu-  
ifune)

## Practising the national anthem



1. Sing the national anthem as a class. Learn the words if you do not know them.
2. Describe where and when we sing the national anthem.
  - a. Why do we sing the national anthem?
  - b. Do you know which languages appear in the anthem?
  - c. Why do you think different languages are included in the anthem?
3. Do research or find someone to help you translate the words that you do not understand.
4. What important messages do you think the anthem shares with us?

The national anthem asks that:

- God bless Africa.
- Our nation is protected and that all conflicts end.
- Diverse people unite.
- All people live and work for freedom.



Choose  
what works  
best for you



Khetha  
okusebenza  
kangcono kuwe

## Nkosi Sikelel' iAfrika and Die Stem



5. Write a letter to Enoch Sontonga and CJ Langenhoven.
- Tell them what you like about the national anthem.
  - Explain how it makes you feel when you hear the anthem.
  - Suggest any other things that you would like to have included in the national anthem.



Enoch Sontonga



CJ Langenhoven

In 1897, **Enoch Sontonga** was inspired to write a hymn for Africa. He was 24 years old. He lived near Johannesburg, and worked as a teacher, choirmaster, lay Methodist preacher and photographer.

*Nkosi Sikelel' iAfrika* was sung in public for the first time in 1899. It became so well loved that soon it was sung all over Africa.

In 1918, **CJ Langenhoven**, a popular writer of poetry, ghost stories and detective stories amongst others, wrote a poem in Afrikaans about his love for South Africa. It was called *Die Stem*.

After 1994, the words and music of the two men – Enoch Sontonga and CJ Langenhoven – were put together. This is *Nkosi Sikelel' iAfrika* as we know it today.



# Honouring South Africans

Many South Africans have done important things to improve the lives of people in our country. Our National Orders are awards that recognise and honour these people.

As examples, here are the 2019 winners in each category of the National Orders awards:

- The **Order of the Baobab** is for excellent service to the community, business and the economy, and for science, medical, and technological inventions.

Braam Jordaan stood up for hearing-impaired people around the world and showed how important sign language is.

- The **Order of Mapungubwe** is for outstanding achievements that have benefited South Africa and the world.

Bomo Edna Edith Molewa fought for the planet by doing her best to lessen the effects of climate change.

- The **Order of Luthuli** is for those who have played an important role in the struggle for democracy, nation-building, human rights, justice, peace and conflict resolution.

Andrew Trew used his skills with language to help the government build a post-apartheid South Africa and achieve democracy.

- The **Order of Ikhamanga** is for those who have excelled in the arts, culture, literature, music, journalism and sport.

Mary Twala-Mhlongo used her work in the performing arts to raise awareness of women's health issues.

- The **Order of Mendi** is for bravery for those who have risked their lives to help others.

Nine-year-old Thapelo Tambani drowned after saving the life of his friend, Mulalo Sien Muelelwa, who had fallen into a trench filled with water at a building site.



2019 Winner of the Order of the Baobab, Braam Jordaan





Choose  
what works  
best for you



**Khetha  
okusebenza  
kangcono kuwe**



Talk  
about your  
feelings

**Khuluma  
ngemizwa  
yakho**

If you think  
you are too small to  
make a difference, then  
you haven't spent a  
night with a mosquito.

*African proverb*

## Who are the winners?

1. In a group, choose someone from your school or in your community who you think deserves a National Order.
  - a. Say something about them and what they have achieved.
  - b. Decide on which National Order to give them.
  - c. Motivate why they should get this National Order.
2. Present your motivation to the class, and then as a class decide on one person in each category who should win the award.

## You are a winner

3. Imagine that a government official has just called to tell you that you are going to receive the Order of Luthuli.
  - a. Describe how you would feel upon hearing this news. How would you react? What would you say?
  - b. Think about what you could have done to earn this National Order.
  - c. Write a short speech to say thank you and motivate others to help and serve the community.





# Remembering national days

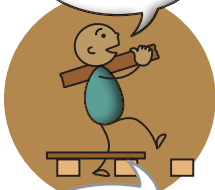
National days help us to remember important events and issues in our country.

National days	Why this day?	What do we celebrate or remember?
<b>Human Rights Day</b> 21 March	This day commemorates the South African Human Rights Commission launched 35 years after 21 March 1960 when police gunned down anti-apartheid demonstrators in Sharpeville.	Those who fought for the human rights we all enjoy today.
<b>Freedom Day</b> 27 April	Freedom Day commemorates the first democratic elections held in South Africa on 27 April 1994.	The end of apartheid and the beginning of democracy in the country.
<b>Workers Day</b> 1 May	This day honours workers from all over the world. South African trade unions held protests to make sure the day is recognised as a public holiday.	The role workers have played in building the economy.
<b>Africa Day</b> 25 May	The organisation of African Unity (now the African Union) was founded on 25 May 1963 to unite African countries, and to fight against European colonialism.	Africa's liberation from colonial powers, and we commit to strengthening our partnership with other African countries.
<b>Youth Day</b> 16 June	On 16 June 1976, students marched through Soweto to protest against being taught in Afrikaans.	The youth who fought and lost their lives for a just and democratic South Africa.
<b>Mandela Day</b> 18 July	Nelson Mandela's birthday was on this day.	Nelson Mandela's example of serving others. We spend 67 minutes on this day doing something good and helping others.
<b>National Women's Day</b> 9 August	On this day, in 1956, 20 000 women of all races marched to the Union Buildings in Pretoria to protest against the apartheid pass laws.	The role women played in the struggle against apartheid, and honour the many roles they play in South Africa today.
<b>Heritage Day</b> 24 September	This day is to honour and recognise all South African cultures and heritage.	Our heritage and all the diverse cultures, traditions and beliefs that make up our rainbow nation.
<b>Children's Day</b> 1st Saturday of November	To celebrate children's rights in South Africa.	Children and the progress made to ensure every child's rights.
<b>The Day of Reconciliation</b> 16 December	This holiday came about after the end of apartheid to reconcile the people of South Africa after the racial divisions of apartheid.	The injustices of the past and we commit to healing divisions by working to reconcile all South Africans.





Work it out  
yourself



Zitholele wena  
ngokwakho

Observe  
and  
describe



Maak 'n  
opmerking  
en beskryf

## Your national day

1. Do you celebrate Heritage Day? How do you like to celebrate the day?
2. Create your own national day called 'Unity in Diversity Day'. Choose a date, and discuss what you will do to celebrate the day.
3. Which national day is your favourite? Explain your answer. Plan how you will celebrate this day when it comes around again.
4. Find out more about a national day you do not know much about.

## Our national symbols

5. Read about South Africa's national symbols (Info Page E) on the next page.
6. What is South Africa's national:
  - bird?
  - animal?
  - fish?
  - flower?
  - tree?
6. Share with a partner or the class one interesting fact about one of South Africa's national symbols.

The Sanctuary at S'khumbuto at  
Freedom Park in Pretoria, Tshwane





# National living heritage symbols

The South African national symbols include three animals and two plants.

## National bird: Blue crane

(*Grus paradisea*)

There are cranes all over the world, but the blue crane is found only in southern Africa. This tall bird loves open, dry grassland where it feeds mainly on insects and seeds. It is also known as the paradise crane.

While the blue crane is doing well in areas in the Western Cape, it is under threat in other regions because of human population growth, habitat loss and poisoning. The blue crane is a protected species and the government has put in place measures to ensure its protection.

The blue crane has long been a symbol of bravery. When a blue crane is threatened, it puffs up its head, performs an aggressive war dance, and hisses like a cobra snake.



## National animal: Springbok

(*Antidorcas marsupialis*)

Springbok feed on grass and leaves. They are found in the dry parts of the Free State, Karoo and the North West, where they can survive for long periods without water.

Springbok are well known for their graceful leaps into the air as if they have springs under their hooves. Springbok are symbolic of agility, confidence and endurance, which is why our national rugby team chose to be called the Springboks.





**National fish: Galjoen**

(*Coracinus capensis*)

The galjoen (also called black bream or blackfish) is a species of marine fish found only along the coast of southern Africa from Angola to South Africa.

Galjoen feed near the shore on red bait, mussels and barnacles. Near rocks the colour of the galjoen is almost completely black, while in sandy areas its colour is silver-bronze.



**National flower: King protea**

(*Protea cynaroides*)

The protea is named after the Greek god Proteus, who could change his shape. There are many varieties of protea, different in colour, size and leaf shape. The king protea is the largest of all the proteas. It is found in the southern areas of the Western Cape, from the Cedarberg up to just east of Grahamstown in the Eastern Cape. Proteas are uniquely South African and are loved all over the world by botanists, gardeners and florists.



**National tree: Real yellowwood**

(*Podocarpus latifolius*)

The real yellowwood tree grows naturally in mountainous areas and forests in the southern, eastern and northern parts of South Africa, extending into Zimbabwe and further north. It is also found on rocky hillsides and mountain slopes. Yellowwood trees can grow up to 40 m high.

They are slow growing and live long. In the past, this wood was sought-after for making furniture, but now these trees are rare and may not be cut down.





# Gender stereotypes

When babies are born, they do not know how they should dress, speak, behave or think. Gender norms are taught to children by adults. These norms lead to gender stereotypes.

Ask questions about the things you want to know



Buza imibuzo ngezinto ofuna ukuzazi

## Gender stereotypes

Lerato and Fikile have just had a baby called Thobile.

1. Write your answers to these questions on the left-hand side of a piece of paper:
  - a. What toys will the baby have?
  - b. What kinds of clothes will the baby wear?
  - c. What colours are the clothes likely to be?
  - d. How will Thobile be expected to behave with his family and friends, and within his community?
  - e. What kinds of sport will Thobile play?
  - f. What kind of job will Thobile get?
2. Now, imagine that Thobile is a girl. Answer the same questions for her on the right-hand side of your page.
3. What differences do you see between Thobile's life as a boy and Thobile's life as a girl?



Harmful gender stereotypes about boys and girls promote a view that men are more powerful than women. This leads to the oppression of girls and women.





Think  
about your  
thinking



Cinga  
ngendlela  
ocinga ngayo

## Recognising stereotypes

4. What does it mean to be a boy or a girl in your family or community?
  - a. Do boys and girls have different roles? If so, describe them.
  - b. How do these different roles make you feel?
5. Who decides how boys and girls should be different?
6. Decide whether or not you stereotyped Thobile.

People learn what is expected of them as boys or girls from their family, friends, society, and the media. These expectations become normal over time, and are called **gender stereotypes**. Gender stereotypes can lead to people being treated unfairly.

### In your journal

Write or show how you feel about gender stereotypes.



# Not better or worse

Sexism affects everyone, but it mostly affects girls and women. By being sexist, we do not give everyone a fair chance to be who they can be.


## The daily activities of Nkele and her brother Bafana

Time	Nkele	Bafana
5 AM	Wakes, bathes	Sleeps
6 AM	Sweeps, fetches water, washes dishes	Wakes, bathes, revises lessons
7 AM	Goes to school Sweeps and cleans the classroom.	Goes to school
2.30 PM	Goes home, prepares lunch, eats lunch and washes up	Goes home, eats lunch, rests
3.30 PM	Cleans, cares for younger children	Goes out to play football
5 PM	Cooks dinner, bathes younger children, bathes herself	Does school work, bathes
7 PM	Lays the table, eats dinner	Eats dinner
8 PM	Washes dishes	Listens to music, reads

**Sexism** is the unfair treatment of people, especially girls and women, because of their sex or gender.

*The problem with stereotypes is that they create boxes that we feel we have to fit into.*





Show why  
it is helpful  
or harmful

Bonisa ukuba  
kutheni kuluncedo  
okanye kuyingozi

*Racism and sexism  
are similar. They both  
oppress people.*

## Talk about gender roles

Read the daily activities of Nkele and her brother Bafana.

1. Explain how Nkele and Bafana are treated differently.
2. How are Nkele's parents discriminating against her?
3. Do you think Bafana is being treated unfairly? Think carefully and explain your thoughts.
4. Nkele wants to be a scientist when she grows up. She wants to spend more time on her studies. Role-play a discussion between Nkele, Bafana and their parents, about her hopes and dreams.
  - a. Allow Nkele to explain why she thinks she is being treated unfairly. She must talk about the effect this can have on her future, and about how this can be avoided.
  - b. Bafana must listen and respond by saying how he can better share household activities.
  - c. Her parents say how they can stop sexism at home.

Sexism happens when people believe one gender is better than the other, leading to unfair treatment. This is shown through words, actions or rules that make things unequal for different genders.



# Harmful gender norms

When you treat someone unfairly because of your assumptions that you made about them, you discriminate against them. Some people discriminate against others because of their sex or gender.

Sexism is discrimination based on a person's sex or gender. It happens because of harmful stereotypes about what roles girls and boys should play, and how they should behave.

## What is the difference between sex, gender identity and gender norms?

**Biological sex** refers to the male or female body parts you were born with. Some people are born with male and female body parts. They are called intersex.

**Gender identity** is how you feel and think about being a man, or a woman, or both, or neither. It is also how you express these feelings in your daily life. Your gender identity may be different from what other people expect from your biological sex.

**Gender norms** are what society expects, based on whether others see you as male or female. These norms are the way society tries to influence how you dress, the kinds of activities you do and the way you relate to others.

## Harmful gender stereotypes

can lead to sexism and discrimination. They can also lead to gender-based violence.

**Patriarchy** is a system where men have more power and make most of the important decisions, while women have less power.

Growing up with patriarchal values allows men to think it is okay to abuse girls and women.

**An assumption** is something that you accept as true (a belief) without question or proof.

**Discrimination** is treating a person or people differently because of something like their race, gender or sexuality.

**A norm** is an accepted way of behaving or doing things.





Harmful gender norms are ideas or rules that tell people how boys and girls should behave, based on their gender. These ideas can be unfair and cause problems.

Here are examples of harmful gender norms:

*Boys shouldn't cry or show emotions, or boys must be tough. These ideas can stop boys from feeling okay about showing their feelings or asking for help when they need it.*

*Girls should be quiet and caring, or girls shouldn't play certain sports. These ideas can stop girls from doing what they enjoy or pursuing their dreams.*

These norms are harmful because they limit what people can do or be, just because of their gender. Everyone should be free to express themselves, follow their interests, and be treated equally, no matter if they are a boy or a girl.

Observe  
and  
describe



Maak 'n  
opmerking  
en beskryf

### Free to choose



1. After reading the information on these pages, work in small groups and explain what you understand by:
  - a. sex
  - b. gender identity
  - c. norms
  - d. discrimination
3. Give an example of a harmful gender norm. Explain why you think it is harmful.





# Gender-based violence

When someone hurts someone else because of their sex or gender identity, they commit gender-based violence (GBV).

## Types of abuse and violence

The abuse of power can lead to various forms of abuse, for example:

Both men and women can experience **gender-based violence**, but girls and women experience it most often.

**Abuse** is when people physically or mentally harm those around them. Sometimes, abuse can come from people that we love or are close to.

**Physical abuse** includes punching, hitting, slapping, kicking, beating, pinching, hair-pulling, threatening or attacking with a weapon, locking someone in a room.

**Verbal or emotional abuse** is when words are used (or withheld) to make you feel powerless. It can be part of psychological abuse which includes controlling behaviour.

**Sexual abuse** includes unwanted touching and rape.

**Financial abuse** is when someone controls or withholds money to have power over another person.



Nicky Newman, 2019



Show why  
it is helpful  
or harmful



Bonisa ukuba  
kutheni kuluncedo  
okanye kuyingozi

## Is it abuse?

1. Read the following scenarios in groups. Decide if the scenarios are examples of abuse, and if so, what type of abuse is being demonstrated. Discuss reasons for your answers.

Is this abuse?	Yes/No	What type of abuse is it?
Fatima's father grabbed her by the arm and was angry with her because she did not do as he said.	Yes	Physical
Shannon's older cousin gave her sweets after she allowed him to kiss her.		
Mercia's father told her that she was useless, and that no one would want to marry her.		
When Megan's school marks dropped because she was spending too much time on social media, her father took away her cell phone.		
When Felicia passed some local boys on her way to the shop, one of them said, "Hey pretty. I want you to be my baby."		
Charlie told his uncle that he feels uncomfortable when his uncle tries to touch him. But his uncle did not stop trying.		
Clinton was born with male and female body parts. He decided to have an operation so that he only has male parts. When his friends hear about it, they call him a freak.		
Classmates teased Sdu's group and called them "so gay" because they liked drama more than playing sport.		

2. What gender-based violence have you heard of in the news? How does it make you feel when you hear this kind of news?



# Stand for gender justice

The South African Constitution says that everyone is equal before the law. There can be no discrimination based on sex, gender or sexual orientation. Everyone should be allowed to be whoever they want to be.




## Create a better future

1. Role-play the following scenario: A number of violent attacks on women have been reported in a nearby community. Working in groups you have the task to suggest solutions to this problem.
  - a. How can each of these roleplayers help to stop gender-based violence and keep women safe:
    - the police?
    - community leaders?
    - church leaders?
    - men in the community?
    - women in the community?
  - b. What message would be on your poster if you were part of a march against gender-based violence?

*Gender-based violence protests outside the Cape Town International Convention Centre, September 2019.*







No one should be made to feel inferior or be attacked for who they are. We should all stand together to support equality and the rights of all individuals, regardless of gender.

#### Equality for all

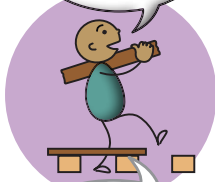
**Section 9 of the Bill of Rights** says that all people are equal, and the law must treat us all the same way. No one, not even the government, can discriminate against you based on your race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.



# Stop the abuse

A system of society or government in which men hold most of the power is called **patriarchy**. The belief that boys and men are (or should be) stronger, more valued and better than girls or women is unfair to everyone.

Work it out yourself



Zisombululele ngokwakho

## Gender equality



1. Discuss the messages in the photos on these pages.
2. How can patriarchy be harmful to boys or men?
3. Read through the following examples of unequal treatment.  
Complete the column that describes equal treatment.

### Examples of sexist and unequal treatment

Sexist and unequal treatment	Equal treatment
A man is paid more for the same work than a woman is paid.	Men and women get equal pay for equal work
A man does not cook or clean in the home.	
Women look after children. Men just have to pay for child care.	

Nicky Newman, 2019

MEN OF QUALITY  
RESPECT  
WOMENS EQUALITY

Find out more  
(ask someone  
- look it up)



Funa okuthe  
kratya (buza  
emntwini - yikhangele  
ezincwadini  
nakwezinye  
iimbalo)

The Bill of Rights  
sets out the laws that  
protect people from  
abuse and ensure  
everyone is treated  
equally.

Nicky Newman, 2019



## Violence against women and children is never okay

4. Read the following story and then discuss the questions that follow.

### Story

Neville beats up his girlfriend, Maria, at home. Neighbours hear her screams for help. They hear him swearing at her. The neighbours say, "It's a private matter. We can't interfere."

Someone says, "She must have done something wrong to make him so angry." Another neighbour disagrees and says, "This is wrong. We must do something." One person calls the police.

Another person says, "Let's stand outside to let him know we're against what he is doing." And another person says, "I am going to help her escape and find her a safe place to stay. Our community needs to talk about how everyone can stop gender-based violence.

5. Do you agree that children who grow up in homes and attend schools where there is violence might come to see it as normal and acceptable?
6. What role can the community (men and women) play in standing up against gender-based violence?
7. What can young men and young women do to stop gender-based violence. Share your ideas.





# Play and stretch



Warm up by playing a game and doing stretches with a partner.



## Warm up by standing, sitting and lying

For this game, stand, sit or lie in a unique way.

1. Go around the circle, counting off each learner with either A, B or C.
  - Walk around the space so that all three groups are mixed up together.
  - The leader calls out the group letter and the position you want them to take up, for example, "A sit, B stand, C lie down".
  - By the end of a count of four, everyone should be in their own shapes.
  - If any two people are standing, sitting, or lying in the same way and in the same direction, they must adjust their shapes to be slightly different, otherwise they will be out.
2. The leader calls out "change" and claps out the four counts. Everyone changes to a different category of position: if you were sitting, you must lie or stand, etc.
3. The leader calls out "change!" and claps the four counts for the transition, or instructs the group to "walk!" and start over again.
4. When everyone is really good at the game, the leader can also call out themes. For example, the leader calls "change", as well as a theme, such as "city", or "break time", or "maths class" or "taxi rank". Take up a posture (standing, sitting or lying) inspired by the theme.



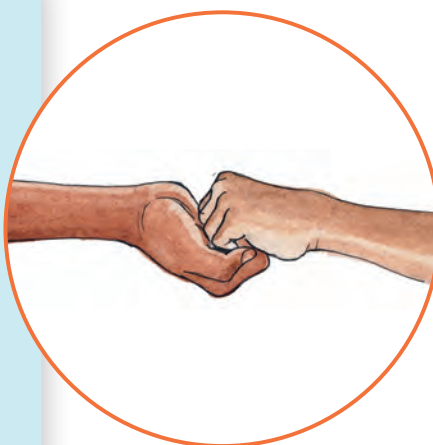
Vusimuzi Malindi, 2020



## Partner stretches

Use these stretches for cooling down or for warming up. Keep the movements gentle.

1. **Hold your partner's hands in a monkey grip**, lean the hips far away from each other and bend the knees slightly. The weight of your partner will gently stretch out the muscles of your back. Shift around to feel different stretches.
2. **Sit back to back.** Partner A, with feet together, and open, bent knees (making a diamond shape with the legs), gently curves forward while Partner B leans back against their spine. Breathe deeply and relax. Then swap over.



## Pendulum partners

A pendulum uses its weight to swing from side to side. Work with your partner's weight to help you get from standing to lying in a gentle, smooth way. Use as little force as possible.

1. In pairs, hold your partner's right hand with your right hand in a monkey grip. Make sure you have enough space behind you to lie down without hitting anything or anyone.
2. Take turns lying down and then using your weight to pull your partner back up.



Vusimuzi Malindi, 2020





# Breath control

Loosen up your body and warm up your voice.



## Shake, get loose and find your centre

1. Stand comfortably. Keep your body lengthened and tall with your head floating up towards the ceiling like a balloon.
2. Shake your body out and loosen all the joints: hands from the wrists, arms from the shoulders, calves from the knees, feet from the ankles. Do you feel a tingling sensation when you stop shaking?
3. Stretch your body up and up, as high as possible. Get onto your toes and reach for the ceiling.
4. Release your body forward to hang floppily from the waist, with a large sigh: “huh”. Your knees should be relaxed, and your hands should dangle easily on the floor. When hanging, allow the shoulders and arms to be heavy and relaxed; feel as if your skin is sliding off your face; imagine your head is heavy and let it hang down freely. Sway gently from side to side as you hang.
5. Make small circles with your head. Nod the head gently as if saying “yes”. Shake the head gently as if saying “no”. **DO NOT LIFT YOUR HEAD IN THIS POSITION.** Keep it loose.
6. Come up slowly. Straighten the spine vertebra by vertebra. Your head comes up last. Stand tall, your head floating back up towards the ceiling.
7. Yawn and stretch.




Vusimuzi Malindi, 2020



## Words



**Breath control** affects the range, volume, and speed of both speaking and singing.



## Control your breath

By controlling your breathing, you can control your voice. Breathe to different distances in the room: behind you, above you, to the far corners of the room.

Paint a picture with your breath. Imagine all the lines, shapes and dots as you send the breath, like a stream of paint creating your imaginary picture.

## Vibrations

**Car noises:** On hands and knees, play with imaginary cars. Use “**NG**” for the sound of your car and let your voice go up and down as you race up and down the streets!

**Sliding hum:** Hum on a comfortable note, then up a note, back to the middle note, down a note, back to middle. Then repeat going two notes up, back down two to middle, down again two notes, and back up two notes to middle. Become aware of vibrations in your mouth and face. These vibrations are good for your voice!

## Your voice as an instrument

Imagine your body as a musical instrument that produces different sounds in different places. Try to get different parts of your body to vibrate with the sound.

Your stomach and chest could be a drum. Do you feel vibrations there if you make **MAAAH MOOOH MUUUUU** sounds?

- Play around with pitch – how high or low the sound is.
- Play around with the length of the sound – short and sharp, long and flowing.
- What about your throat? How does it feel if you place the sound there?
- Send the sound into your nose. What does that feel and sound like?
- Send the sound into the top of your head. What does that feel and sound like?

## Articulation

**Articulation** is about saying sounds clearly and crisply.

- Do not use too much breath for the breathy consonants.
- Be aware of where you make sounds in the mouth. Make each sound clearly.
- What parts of the mouth can you move?
- What can you do with your tongue, your lips, your jaw to warm them up?
- Do not listen to the sound, but feel it!

**Say a series of consonants in a rhythm.**  
**Use p, b, t, d, k and g.**







# Action and reaction games

Play these action and reaction games for fun and to warm up.



## K-I-N-G spells king

This move and freeze game is also called “Grandmothers’ footsteps” or “Sly fox”.

One person is “on” and stands at the far end of the space, facing away from the group. The group tries to creep towards the person who is on. As the group comes closer, the person who is on says the words “K-I-N-G spells King!” loudly and clearly.

As soon as the on person has finished speaking, they turn around quickly to face the group. If they see someone not frozen, they point at them and this person has to go back to their starting position (as far away from the on person as possible).

The aim is to get to the person who is on without being caught out. The first person to get to the end becomes the next person to be on. You need fast reactions not to get caught!



## My partner and I

This is a game where you and your partner try to change the movement instead of copying it exactly. Do each step several times.

**Step 1:** The leader makes a move. The follower copies it but exaggerates it, making it much bigger.

**Step 2:** Copy the move but make it much smaller.

**Step 3:** Do the opposite – do not think too hard, but do something very different. If the person jumps, crouch! If they go forward, go backwards. Respond as quickly as you can!

**Step 4:** Swop leaders.



Vusimuzi Molindi, 2020





## Do like I do

- Stand in a circle with one person in the middle as the leader. The rest of the group responds and copies the actions of the leader.
- The leader says the words “Do like I do” loudly, while everybody claps and responds with “I do, I do”.
- Keep the rhythm by clapping while saying the words.
- The leader makes a movement or action while saying the words “Do like I do”. It could be a crazy dance, or a star jump, or pretending to brush their teeth. Everybody copies the same movement and says “I do I do”.
- If the leader stands in front of you, you are next and you should take the lead in the centre of the circle.
- Repeat this game until everybody has had an opportunity to be in the centre saying “Do like I do”.
- Say the words clearly and clap your hands. Give it your best.







# Points of view

Everyone has a unique point of view.  
Become aware of different points of view.



## Physical points of view

1. Everyone in the class stands, lies or sits somewhere in the space. Each person takes up a different position, looking in a different direction.
2. Once you are in your position, look directly in front of you and, one by one, describe exactly and only what you can see.



## Personal points of view

1. In pairs, share a story. When you are ready, group up with another pair.
2. Now tell your partner's story as if it were your own. If your partner's name is Themba and he told you about attending a family braai last weekend, then say, "I'm Themba, and last weekend, I attended a family braai..." etc. Try to remember all the descriptions he or she used, as well as the ways he or she told the story.
3. Reflect on what it feels like to tell someone else's story.
  - a. What does it feel like to hear your story being told by someone else?
  - b. How is your partner's point of view different from yours?





## Improv fun

### Create short improvised dramas with dialogue.

Start by establishing the scene and location.

Person A walks into the space and shows where they are through actions and gestures. For example, they mime digging a hole.

Person B walks into the space, and in character, gives Person A a role or context.

Person A responds immediately, giving Person B their character and role.

See how quickly you can establish Where, Who, What, When and Why. Find a way to end the scene.

### Rules for improvisation (improv)

- Establish the location with actions and dialogue.
- Do not contradict what is said to you, rather say “yes, and...”
- Add onto whatever your partner says. Avoid asking questions unless you are also adding information.
- Have fun!

### Words

**Improvised drama** is not scripted but is made up as you go along. It is a form of theatre where the plot, characters and dialogue are made up in the moment.





# Conflict in drama

A good story usually has something that goes wrong before it gets better.



## Why do you need conflict?

Read the following paragraph about the role of conflict in drama.

Conflict is necessary in drama. Without it, there would be no problem to solve, no reason to have a play, and everything would be rather boring.

Think of your favourite show or theatre play and tell your group of a conflict situation from this show.

**Possible reactions to conflict:** fight back, overthrow, passive resistance, retreat, silence, escape, endurance, compromise, forgive and find a resolution. What other ways are there to deal with conflict?







### Choose a location

In groups, choose one of these events or places for your dialogue:

- A taxi rank
- A family outing to the zoo
- A school outing to the museum
- The school concert
- An accident
- A first date.

Once you have chosen your location, work in a group to present a short improvisation sketch.



### Short improvisations

- Step 1:** Quickly establish the basic facts of the scene (who, what, where, when) using actions and dialogue.
- Step 2:** Develop the scene to include a moment where something goes wrong between the characters.
- Step 3:** How will the conflict be resolved? How do you end your scene?

### Words

**Conflict** is a struggle or clash between two characters, groups, or countries, or between people and other forces outside their control.





# Make a move

In pairs, try out different moves to a rhythmic beat. Then work in groups.



## Move to the beat of four

Stand in lines and face a partner.  
Keep a beat of four counts.

1. With feet in parallel, bounce knees and swing each arm forwards and backwards. Four times on the left and four times on the right.
2. Roll shoulders for four, then elbows (hands on shoulders) for four, then whole arm.
3. Breathe in as you curve arms and swing them out and up for two. Breathe out as you drop arms back down to sides for two.
4. Hold your partner's left shoulder with your right hand, and vice versa. Bend your knees, straighten knees, rise up on toes and lower heels to floor.
5. Balance on one leg and circle ankles (four on the right, four on the left), then wrists.



## Travel in pairs

Walk freely around the space to a rhythmic beat. Know where your partner is at all times, but do not necessarily walk next to them. Keep your body free and loose. Do the opposite of what your partner is doing without talking about it.

Change the way you travel through space. Use different locomotor movements:  
**crawl, run, slide, roll, jump, skip, gallop!**

As soon as one partner changes the movement, the other one should copy them and do the same movement across the space.







## Rhythm battle

**Stand in two lines, facing one another.**

Group A and Group B compete to improvise sounds and movements in a rhythm. Think quickly and work as a group.

Group A starts. Someone makes a locomotor movement with sound to travel across the space in a rhythm towards Group B. The rest of Group A immediately copies this rhythm and repeats it, pushing Group B back towards the opposite wall.

Someone in Group B starts a different movement rhythm in response. Group B copies this rhythm immediately and moves towards Group A, pushing them backwards again. Keep going, until one of the groups does not initiate a sound/movement rhythm in time.

The same person cannot start the new rhythm every time or the whole group will be out.



The haka is a type of ceremonial Maori dance or challenge. It is performed in a group and represents a display of a tribe's pride, strength and unity. Actions include foot-stamping, tongue protrusions and rhythmic body slapping to accompany a loud chant.





# Agree or disagree

Use dance and song to show if you agree or disagree with someone.



## Move and groove

Create a movement sequence with a partner. Put together four different travelling movements and four movements on the spot to create an interesting movement sequence.

At first, practise the movement sequence with you both doing exactly the same thing. This is the “agree” section.

Then create a section where you repeat the same movements you have used for the agree section, but you now “disagree” in how you use them. In other words, you will do the same movements differently. There should be contrast between how you and your partner are moving.

Consider time, space, energy, weight and size of movements when making choices for the “disagree” section.

Create a final section where you once again “agree”.

Congratulations. You have now created a movement sequence which has an **A B A** structure: **Agree / Disagree / Agree**.

- Did you perform your sequence with focus and confidence, with a clear beginning and a clear end?
- Did you use different qualities to create a section where the two dancers disagree with one another?





## Musical conflicts

In some musical theatre duets are sung by two people. Often the two characters can argue with each other about something, through the music.

Some examples are:

- 'Jealousy' duet from *Threepenny Opera*
- 'Mama duet' from *Sarafina*
- 'The Confrontation' from *Les Miserables*
- 'Meet me Inside' from *Hamilton*
- 'Anything you can do I can do better' from *Annie Get Your Gun*.



### Activity!

## Singing the conflict

Read the lyrics from *Anything you can do I can do better* and try singing it with your partner. You can learn the original melody or make up your own melody.

*A: Anything you can do, I can do better.*

*I can do anything better than you.*

*B: No you can't.*

*A: Yes, I can.*

*B: No, you can't.*

*A: Yes, I can.*

*B: No, you can't.*

*A: Yes, I can, Yes, I can!*

*B: Anything you can be, I can be greater.*

*Sooner or later I'm greater than you.*

*A: No, you're not.*

*B: Yes, I am.*

*A: No, you're not.*

*B: Yes, I am.*

*A: No, you're not!*

*B: Yes, I am, Yes, I am!*



- How can you make the conflict clear, without ending up shouting at one another?
- How can you make the conflict more interesting?





# Rhythm and tempo

Music uses contrast in different ways to keep things interesting.



## Shosholoza

1. Listen to *Shosholoza* and then sing it with the following actions: Pretend you are holding a heavy pickaxe on your shoulder, then on each first beat, swing the axe as if to smash something on the ground.
2. With a classmate, discuss the following:
  - a. How do you think the miners might have felt having to do such hard labour?
  - b. Come up with words to describe the mood of the miners.
  - c. Divide your words into good moods and bad moods.
  - d. Do you think the miners could have experienced contrasting feelings?
3. Why do you think that contrast is important in music?
  - a. When else have you heard contrast in music?
  - b. Can you think of songs, or pieces, that use strong contrasts?

**Shosholoza** means “to push forward” or “to keep going”. It was first sung by miners as they traveled by train to work on the gold mines.







## Find contrasts in rhythm

### 1. Think about the ways you can create contrast using music.

- **Tempo:** Fast and slow.
- **Dynamics:** Loud and soft
- **Texture:** Rough and smooth, using different instruments.
- **Articulation:** Smooth and connected or jerky and unconnected.

Choose two types of percussion instruments that produce different kinds of sounds, for example, a shaker and a drum.

One instrument must be able to play soft and smooth and the other instrument rough and loud.

The rhythm could be done as in the example below.

### 2. Discuss with your partner:

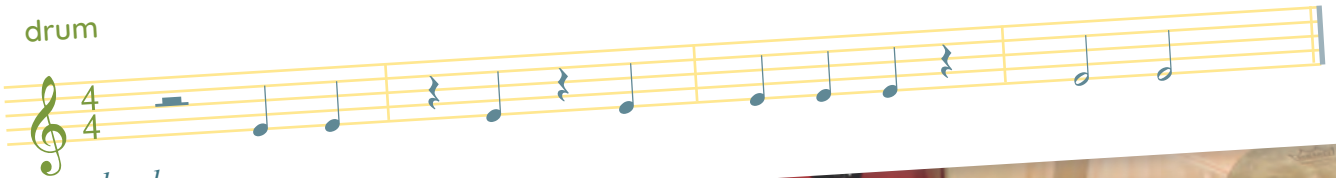
- Were you able to compose a rhythm to be played by two different instruments?
- How did you explore contrast in your rhythmic composition?

shaker



*soft - - -*

drum



*loud - - -*

## Words

**Contrast** is a clear difference between two or more things. In music, there can be contrast between parts of a piece, or between different instrumental sounds. The three types of musical contrasts are: **rhythmic**, **melodic**, and **harmonic**.





# Warm up to sing

Here are some ways to warm up your voice to prepare it for singing.



## Warm up the neck and jaw

- Stand in a circle and gently nod the head towards the chest to relieve tension in the back of the neck, stretching it out.
- Let the head gently float up, till the chin is in line with the floor.
- Tilt the head back to look at the ceiling letting the jaw drop open. Don't let the head go too far, but feel a little space still at the back of the neck.
- Bring the head back to centre.
- With the hands on either side of the face, smooth the face down from the cheekbones with the heels of the hands and let the jaw drop open gently.
- With the hands clasped, and slightly open mouth, shake your hands and breathe out at the same time. Feel your jaw get looser.



## Humming

- Start to hum on a **mmm** – bring your lips together gently and start on an easy pitch. Feel the vibrations and tickling sensations on your lips. Feel your larynx (sound box) where your vocal folds are. Can you feel the difference between when you are making sound and when you are not?
- Move from a **mmmm** to a **nnnn**. How is the feeling of this sound different? Where is the sound vibrating most now?
- Move from a **nnnn** to a **ngngngngngng**. How is the feeling of this sound different? Where is the sound vibrating most now?
- Close the nose while making an **M**, **N** or **NG** and feel how the sound is immediately interrupted. This is because these sounds rely on nasal resonance (vibration in the nose and nasal passages).
- Now try humming on other voiced consonants: **LLLL**, **ZZZZ**, **VVVV**, **ZHZHZHZH**, **THTHTHTH** (as in “the”), **WWW** and **YYY**
- Using these sounds, make up your own tunes. Play the hums as if you are playing different musical instruments!





### Activity!

## Explore pitch

- Go back to **M, N, NG** making one long continuous sound on one note, and then open your mouth and go straight into **AH....** Feel how the resonance moves from the nose to the mouth, as the jaw drops open.
- Try **M - N - NG - AH** on different starting notes within a comfortable range.
- Hum the **NG** up and down the scale so that it slides easily up and down the scale, as high and as low as you can go. Keep your head still and make sure that you are not restricting your throat at all!



### Activity!

## Sing with vibration

1. Anyone who wants to lead this can do so. Sing any song you know, one line at a time, and have the group echo the song. While you sing, see where you can feel vibrations in your head and body. Close your eyes while doing this so you can feel the vibrations more specifically.
2. Stand back to back with a partner, and sing a song all the way through. Person A will sing the first verse and chorus, and person B will sing the second part of the song. Can you notice the vibrations that the person singing makes in their body as they sing? Can you feel these vibrations stop when they stop singing?



Vusi Muzi Malindi, 2020





# Sing in harmony

Make music together and sing in harmony.



## Control the breath

Using as little breath as possible (put your hand in front of your mouth to feel the airstream leaving), make the longest **ssss** you can. Stop before it becomes a strain!

Make your **ssss** soft, so that you can make the sound as long as possible.

Count in your head “one potato” “two potato” etc. (or use a timer) so that you can see how long you can hold an ssss for, without pushing. Try and extend the length of your ssss over time.

When you are done with your **ssss**, let your stomach relax so that you can take more air in, right down to the bottom of your lungs!

## What type of singing voice do you have?

People sing according to their voice type.

The main types are:

- **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.

Where does your voice fit in? If you have been part of a choir before, you are probably familiar with these ranges.

## Words

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







## Let's sing in harmony

Decide who in your group will be the **percussion** section, and who will be the **melody** section.

**Step 1:** Choose a traditional song that everyone in your group knows. Half the group sings the song, and the others create musical accompaniment, using the percussive and melodic (humming) instruments (sounds) that you have explored. Improvise the accompaniment until you are all happy with the result.

**Step 2:** Present your song to another group.

**Step 3:** Using the same song, some of the singers sing the melody line while others sing one or two harmonies using the words of the song.

**Step 4:** Listen to the songs. If your group has created a great harmony, teach it to another group.



## Cool down

Relaxation is important after a lot of vocal activity. Do this at the end of a class.

Imagine that you are a candle burning brightly. Your head is the flame. Feel yourself growing straight and tall towards the ceiling. As the wax gets hotter, so you begin to melt. What part of your body is melting first?



Keep melting. Find ways for different parts of your body to melt. Eventually you will be like a puddle of wax on the floor...

Relax there and feel every part of your body melting onto the floor.







# Marabi to Kwela



## Activity!

### Listen to marabi

In Term 1 Performing Arts you were asked to try and play chords to a marabi rhythm.

Listen to examples of music with a marabi style, like Mbube written and recorded by Solomon Linda.

Other famous marabi songs include Jikela Emaweni by the Manhattan Brothers and Diepkloof Ekhlanya by the Jazz Dazzlers.

What do you notice about the style of music? Do you think it is catchy? Do you hear any similarities to other forms of music that you know?



*Spokes Mashiyane with his group for the performance of Township Jazz in the Johannesburg City Hall, 1956.*

### What is marabi?

In the early part of the 20th century, more and more black South Africans moved to the mining centres, like the gold mines around Johannesburg. Townships sprang up and new forms of music were created.

Marabi was influenced by American jazz, ragtime and blues, with roots deep in African traditional music. The rhythms were catchy and based on dance bands popular in the 1920s, but with a South African flavour. The chords were simple, and repeated so that

the musicians could keep going all night and people would keep dancing!

It took some time before the first marabi music was recorded. Popular bands in the 1930s and 1940s had names like The Jazz Maniacs, The Merry Blackbirds, The Manhattan Brothers and The Jazz Revellers. The marabi style is reflected in the music of later Cape jazz performers like Abdullah Ibrahim.





## Compare ragtime and marabi

Listen to an example of American ragtime music. Can you hear how it influenced marabi? Ragtime was popular amongst African Americans, between 1895 and 1918, and it was known for its **syncopated**, or “ragged” rhythm.

What are the similarities and differences between the two styles? What do you notice about:

- Repeated chords?
- The main instruments?
- Syncopated rhythms?



Dinah Mbatia from **The Movers**

## Words

**Syncopated** is a rhythm which is in some way unexpected, where the strong notes are not on the beat.

Kwela is Zulu for “climb in”. Find out where the term comes from...

## Kwela

Kwela is a pennywhistle-based street music which evolved in the 1950s. Flutes were traditional South African instruments, and the pennywhistle allowed for popular folk tunes to be adapted to the new style of music easily. Kwela uses a specific set of harmonies, called **chord progression**.

Later on kwela would be picked up by international artists like Paul Simon, in his album, *Graceland* (1986). Artists like Mango Groove have used kwela to create songs like *Special star* with Mduduzi Magwaza and Sipho Bhengu.



**The Kwela Kids** - Spokes Mashiyane and Lemmy ‘Special’ Mabaso





# Kwaito

## History of kwaito

Kwaito began in the 1990s and builds on the traditions of marabi (1920s), kwela (1950s), the mbaqanga/maskhandi of the hostel dwellers, bubblegum music of the 80s (with stars like Brenda Fassie and Chicco Twala), and Izibongo (African praise poetry). In the early 2000s, kwaito started to be exported to Europe and the USA.

Kwaito comes from the Afrikaans word *kwaai* (angry). It uses township slang or *Isicamtho*.

*Isicamtho* is a mix of Afrikaans and other South African languages. Kwaito songs celebrate township style and township life and can contain many different subject matters.

Gqom is a more recent development of kwaito, and draws its influences from KwaZulu-Natal. The melodic structure of the vocals in gqom is often taken from the original freestyle talking from kwaito.

## Mandoza



## A popular music style

Kwaito is a style of popular music similar to hip-hop, but generally slower. Kwaito vocals are recited over an instrumental backing with strong bass lines.

Kwaito combines South African disco music and hip-hop together with American and British house to create the kwaito beat.

Generally, the lyrics are rapped on top of a sung chorus. The music often uses a synthesizer, percussion, vocals and drums, with a kick drum emphasising each beat in 4/4 time. In kwaito this is called 'four-on-the-floor'.





Activity!

### How would you describe kwaito?

Listen to a kwaito song and write a **description of the piece**. What do you notice about the rhythms? How would you describe the style? What instruments do you hear in the music? What do you notice about the lyrics of the piece? What is the song about?

Mandoza



Activity!

### Discuss and dance kwaito

Listen to some more kwaito, and notice that kwaito often uses **call and response**. Often the men do the call and the women do the response.

What do you notice when people dance to kwaito music? What kinds of movements do they use, and what sort of rhythms? Can you dance kwaito?



Activity!

### What music do you listen to?

- Who are your favourite musicians? Why?
- What music do you not like? Why?
- What songs do you like to sing when you are on your own?
- What songs do you like to sing with others? Why?
- What songs do you most like to dance to?
- What do you think the music you listen to says about your personality and your interests?

Mzekezeke





# Song dynamics

Sing two songs and compare the dynamics used in the songs.



## Special Star

Mango Groove, an Afropop band, fused township music, particularly marabi and kwela, with pop elements.

One of their most popular songs is *Special Star*, which is dedicated to one of the greatest pennywhistlers of all time, Spokes Mashiane.

### Listen to *Special Star*.

- Can you hear the kwela rhythms and chords?
- Identify the hook in *Special Star*.
- Sing the song in unison.

## Suikerbossie

This traditional Afrikaans song lends itself to being sung in canon. Start by singing the song in unison and then divide into four groups. One group starts, and each group starts the song in order, after the group before them has sung the first two bars.

In the 1930s, the song was seen as working-class music. It was influenced by jazz, ghoema (music sung by slaves in the Cape) and marabi.

## Words

A **hook** in music is a short repeated passage, which catches the ear.

**Dynamics** refer to whether the music is loud or soft and how this changes through the music.







## Senzenina

Senzenina is both a funeral song and an anti-apartheid song.

*Senzeni na?  
(What have we done?)*

*Sono sethu, ubumnyama.  
(Our sin is that we are black.)*

The song is sung in call and response, with a solo singer and a chorus. It can also be sung using harmonies.

Listen or sing the song and then discuss the questions below.

- What does the slow pace of *Senzenina* make the listener feel?
- Where do you think the song should get louder or softer? Why?
- How are the dynamics in this song different from those in *Special Star*?

## Qongqothwane

This traditional isiXhosa song was made famous by Miriam Makeba, and is known as The Click Song. It describes the “tok-tokkie” beetle (qongqothwane), which makes a knocking sound with its stomach. Children played games with this beetle and it was said to bring good luck and rain, as well as lead the way home.

*Listen to the song Qongqothwane and then sing along. Can you do all the clicks?*



### Igqirha lendlela

The traditional healer of the road

### Nguqongqothwane (x3)

He's the knock-knock beetle

### Sebeqabele egqith' apha

He passed by here

### Nguqongqothwane (x3)

He's the knock-knock beetle



Funeral of anti-apartheid activists Andali Mankai and Shandile Plaatjies in Nyanga in the Western Cape where *Senzenina* would have been sung.





# Compare two music styles

You have learnt about and sung a number of different South African musical styles, sometimes with the dancing that accompanies them.

Compare any two of these styles, or other South African styles.

Decorate the poster with images of the musicians who sing the



Activity!

## Reflection

**South Africa is a culturally diverse country with many different forms of expression.**

Discuss:

- What have you learnt about the different musical styles?
- What music is typically sung at particular cultural events?
- What qualities and characteristics does this music have?
- Do you think that music can unite us as a nation? How?
- If so, then what music do you think brings us all together as South Africans?
- Can music also divide us as a nation? How? Can you think of a time when this has happened?

**Soweto gospel choir**





### Music that bridges divides

Some bands like **Bombshelter Beast** have managed to create music that crosses divides, and which reflects a multi-lingual, multi-cultural reality.

- What music do you listen to that you think can bridge divides between people or cultures? Why do you say this?





Sho Madjozi



Lebo Mathosa



### Write up your research

With a partner, create a chart to compare two types of music. Fill in as much information as possible about what is similar and different in terms of:

	MUSIC STYLE A	MUSIC STYLE B
Cultural context		
Lyrical content (the words of the song)		
Instruments used		
Use of dynamics, melodic and rhythmic patterns		
Mood of music		
Purpose of the music		
The use of repetition		
The use of contrast		
The movement or dance elements related to the music (if any)		





Zola



Activity!

### Music poster exhibition

In pairs, make a poster featuring a music style you have researched. Decorate your poster with images of the musicians and instruments used in this music style.

Arrange your posters around your classroom or hall. Take turns to go around the room and look at the other learners' posters. Ask questions.

When everyone has viewed the poster exhibition, vote for the three most attractive posters.



Thembi Seete - Boom Shaka







# Faces and portraits

Artists have painted portraits of themselves and others for centuries.

A portrait is an image of someone's face.

## Frida Kahlo

Frida Kahlo was a Mexican artist. As a young girl she was in a terrible bus accident and spent the rest of her life in pain. She underwent over 30 surgeries to try and fix her broken body.

She painted many self-portraits exploring how she viewed herself. She had many companion animals and lived with another famous Mexican artist, Diego Rivera. He painted huge murals about the Mexican revolution.



**Artist:** Frida Kahlo

**Title:** Self-portrait with Thorn Necklace and Hummingbird, 1940

**Medium:** Oil on canvas



### Activity!

#### Observe and discuss

Look at the self-portrait of Frida Kahlo and answer the following questions:

- Find words that describe her expression. How do you think Frida feels?
- Name all the animals in the painting. What do you think they mean in this painting?
- What do you think about her necklace of thorns? What are thorns usually associated with?
- Is Frida representing herself as a **stereotype** or as a unique individual?





**Artist:** Nelson Makamo  
**Title:** Untitled, from Blue Series, 2020  
**Medium:** Mixed media

### Noticing different shapes, textures and colours

Look around the classroom and see how each of your classmates is different.

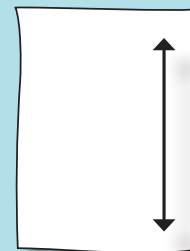
- Notice the **shape of their face**: Is it round, square, pointy? Is it oval? Heart-shaped?
- Is their **nose** big, small, long, or wide in relation to the rest of the face?
- What about the **shape of their eyes**: Are they close together, far apart, or pointy at the ends? Are they wide or narrow?
- Are their **lips** big, small, round, wide, full or thin? Are they symmetrical?

There are differences in each person's face. No one in the world has the exact combination of features that you have, unless of course you have an identical twin!

### Words



**Landscape:** The layout of a page where the long sides of the page are at the top and bottom is called landscape.



**Portrait:** A page layout where the long sides of the page are on the sides is called portrait.

**2-dimensional:** Having two dimensions (length and width), therefore looking flat.

**3-dimensional:** Having three dimensions (length, width, and depth), therefore looking more real.





# How to draw a face

It is good to practise drawing people's faces. Learn how to draw a self-portrait using a simple step-by-step method.

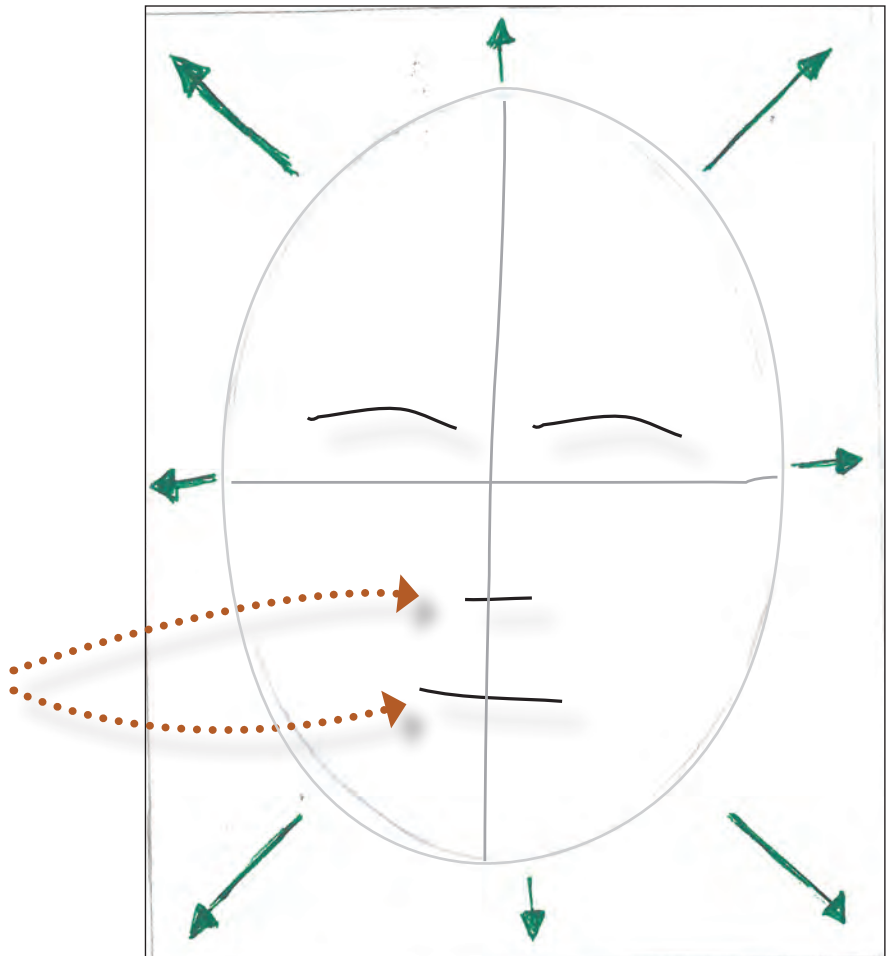
## Materials needed...

- A5 white paper
- Small mirror
- HB pencil
- Eraser
- Sharpener



## 1. Marking out your space

- On your A5 white paper very lightly draw an oval in the centre. Look at the example for reference.
- Mark out more or less where your features are going to go. The first lines you very lightly draw are the ones that divide the oval in half – separating the top and bottom and the left and right hand side.
- Your face is symmetrical, although there may be slight differences between the two halves.
- The line that cuts the oval horizontally in half is the line that the eyes are going to be on.





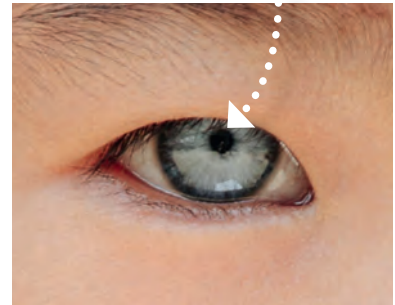
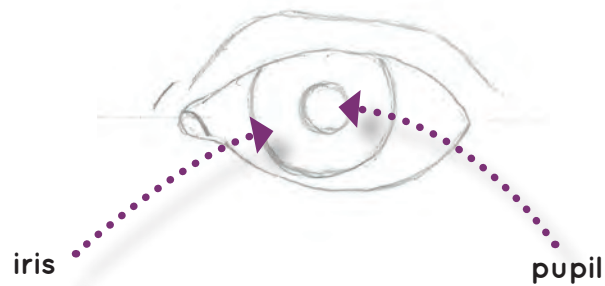
## 2. Draw the eyes

Pick up a mirror and look at your eyes.

- What shape is your eye? Is it perfectly round?
- How would you describe the shape of your eye?
- Can you see that it is sharply pointy at the outer corner and pointy but rounded on the inner corner?
- Start the outer corner on the middle line and draw the shape of your eye, looking at the size of your eye in relation to the oval shape.
- Can you see the **iris** in the centre of your eye? It is a circle, but can you see the whole circle or is it cut off at the top, making it a half circle? Draw the iris shape that you see.
- Now draw your **pupil**. This is the black circle in the centre of your eye. Do not colour it in.
- Add your eyelid. Where does it start and end? Is it higher in the middle of your eye?

### Top tip

Do not tilt the angle of your face – it needs to be viewed from the same angle all the time!

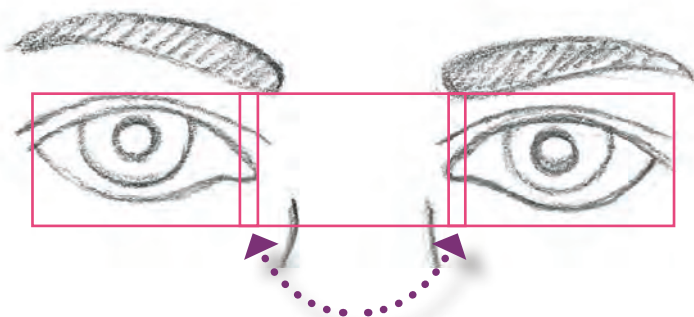
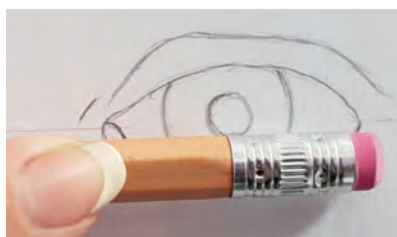




## Draw the other eye

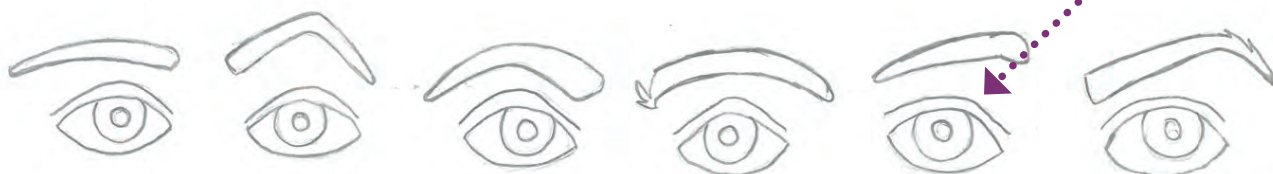
Measure the width of your eye. You can use a ruler or a pen or pencil. Look at the photo on the right to see how it is done!

The space between your eyes is about the size of one eye. Make a little mark to show where you start, and draw it just like you drew the first eye.



Now add eyebrows. All eyebrow shapes are unique. Some are straight, some are curved, and some are even pointy.

**(Make sure that you leave enough space between your eyelid and eyebrow!)**

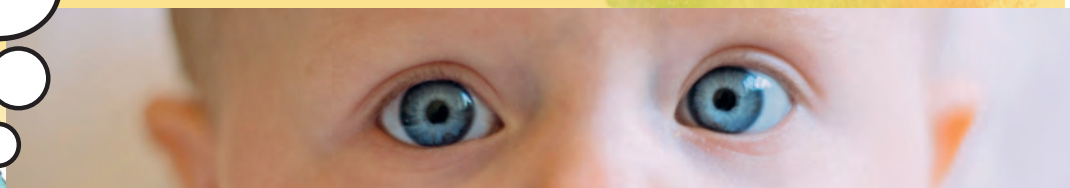


### Activity!

#### Do eyes speak?

How do eyes show emotion?

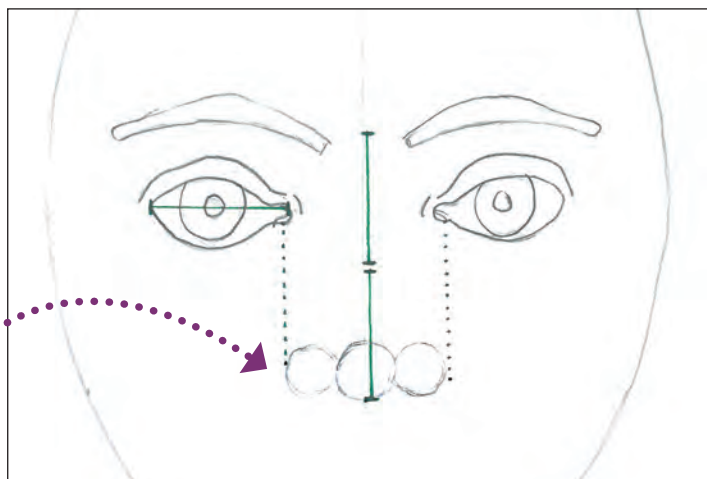
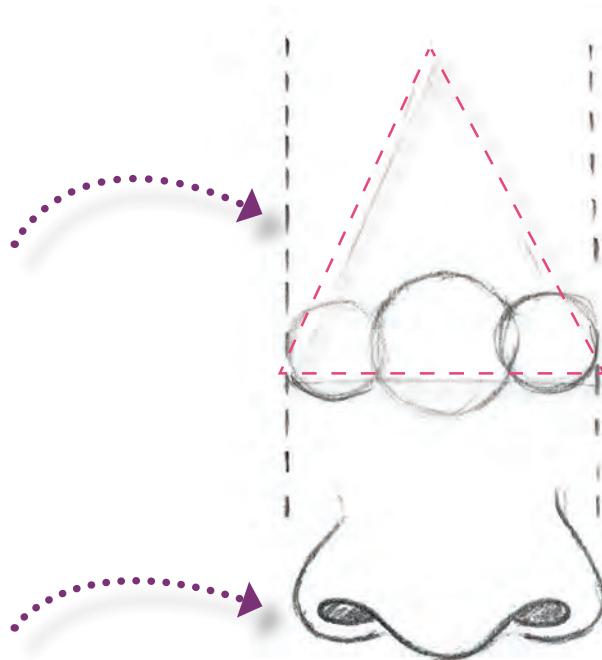
Notice how light is reflected in these eyes.





### 3. Draw the nose

- Look at the shape of your nose. Is it wide at the top, thick or thin in the middle? Is it a button nose or a pointy nose?
- Most noses are roughly a triangle shape – thinner at the top and thicker at the bottom.
- Your nose starts between your eyebrows. Measure your nose from there.
- Using the measurement of your eye, measure the length of your nose. Is it two eyes long or two and half eyes long? Make a small dot so that you know where to end your nose.
- Can you see that the width of your nose is as wide as the gap between the middle corners of your eyes? Make small marks to indicate where the side of your nose will be.
- Lightly draw three small circles above your end mark and between the marks you have just made. This is the bottom part of your nose.
- Now draw the proportions of your nose. Is the middle circle bigger than the outer circles? Press slightly harder so that you don't get confused with the initial circles that you drew and your proportions. Where do your nostrils start? How much of them can you see? Colour these shapes in black.



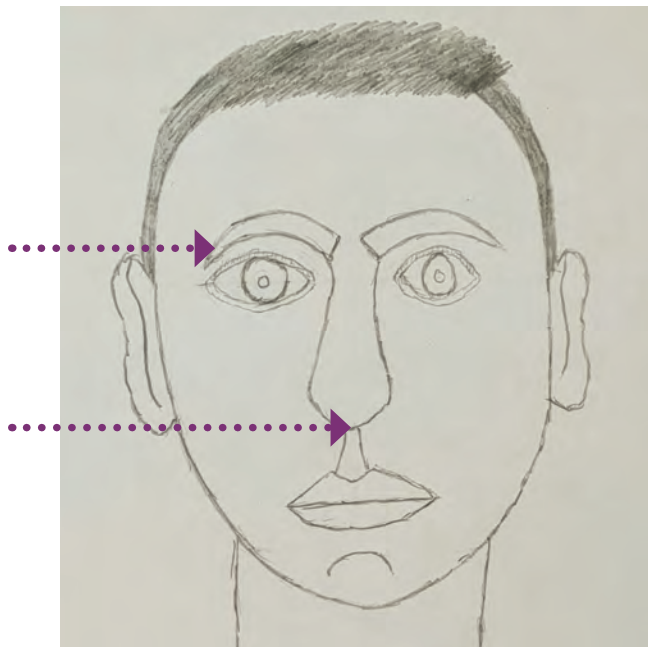
#### Top tip

Your mouth ends at a mid-point to your pupils.



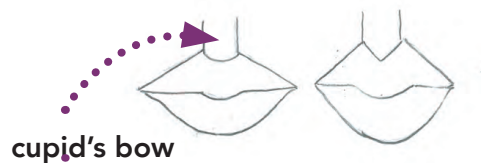
#### 4. Draw the ears

- Using your pencil, place it at the top of your ear, and follow this line inwards. Where does it end? Can you see that it reaches your eyebrow?
- Repeat this with the bottom of your ear, where does it reach? Is it till the tip of your nose?
- Draw the shape of your ear starting from your eyebrows and ending at the tip of your nose.



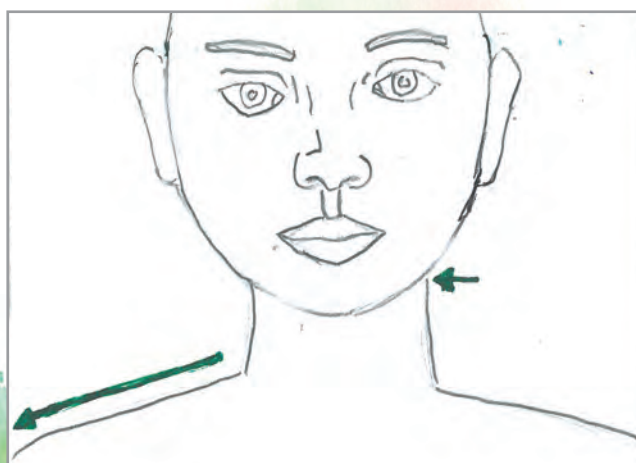
#### 5. Draw the mouth

- Can you see that your mouth is as wide as the centre of your eyes? Make a light mark to indicate where it is going to end.
- Notice the two lines running from your nose until the top of your lips. This is called your 'cupid's bow'. Do you know why? Some people have wide, curvy or pointy cupid's bows. Draw your own two little lines and the curve that your cupid's bow makes.
- Draw your top lip starting from the sides of your cupid's bow, and ending at the marks you made to for the width of your mouth.
- Your bottom lip curves upwards, but how low it goes depends on its thickness.
- At the bottom of your lips, draw the top of your chin. It is a little half circle below your lips curving downwards.

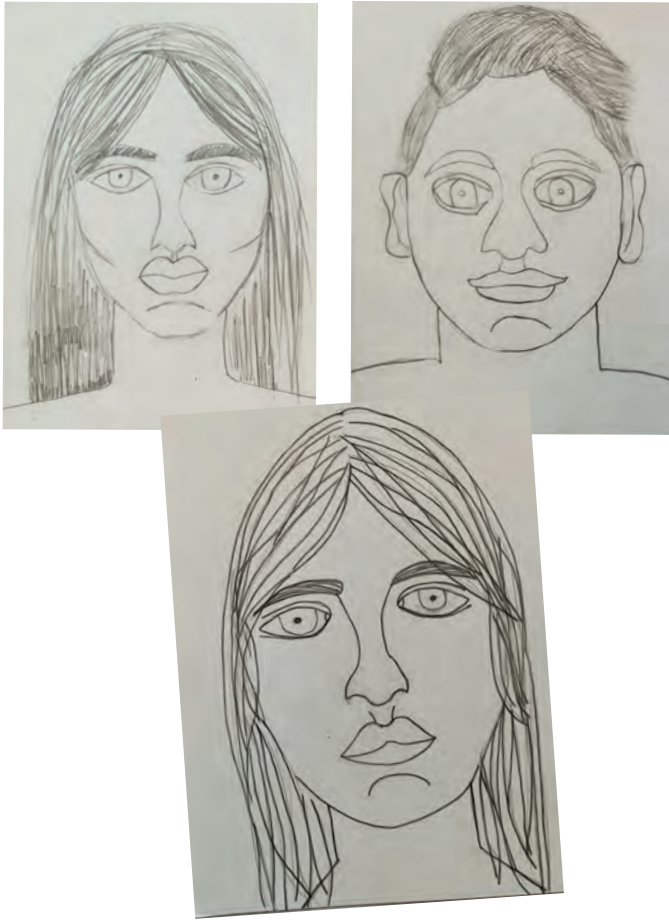


#### 6. Draw the neck

- Draw your neck. Make sure it is not too wide, or too thin. A good start is just a little inwards from your ears.
- Your shoulders will be going off the page – do not try to make them fit!







## 7. Draw the hair

Add your hair using texture marks like short flicks or curvy lines.

When you draw your hair, make sure that your hairline is exactly a nose length long! Measure your nose, starting between your eyebrows, then measure your forehead to see if this is right.

Now you have completed your first portrait! Does it look like you?



Remember to rub out the extra little lines you are not going to use as you go along.



### Mona Lisa's Smile

The most famous smile in the history of portraits is the Mona Lisa by Leonardo Da Vinci.

Do you think she is smiling?  
Why do you say so?

What could she be thinking?  
Share your thoughts. There is no right or wrong answer.





# Tonal techniques



## Activity!

Look at the example of a self-portrait by a learner and answer the following questions:

- What is the biggest difference between this portrait and the one you drew?
- When you look at the eyes of this portrait, what is the darkest part?
- Can you see that there are white dots on the iris and pupil? Why is this?
- Are all the little marks the same? If not, how many different kinds of marks can you see?



## Words

### 2-dimensional (2D)

A flat shape that has no depth.

### 3-dimensional (3D)

A form that has shadow, highlights, depth and height.

### Tone

Going from dark to light.



### Form

Changing the look of something that is 2D to make it 3D by colouring in the dark and light parts using tone.

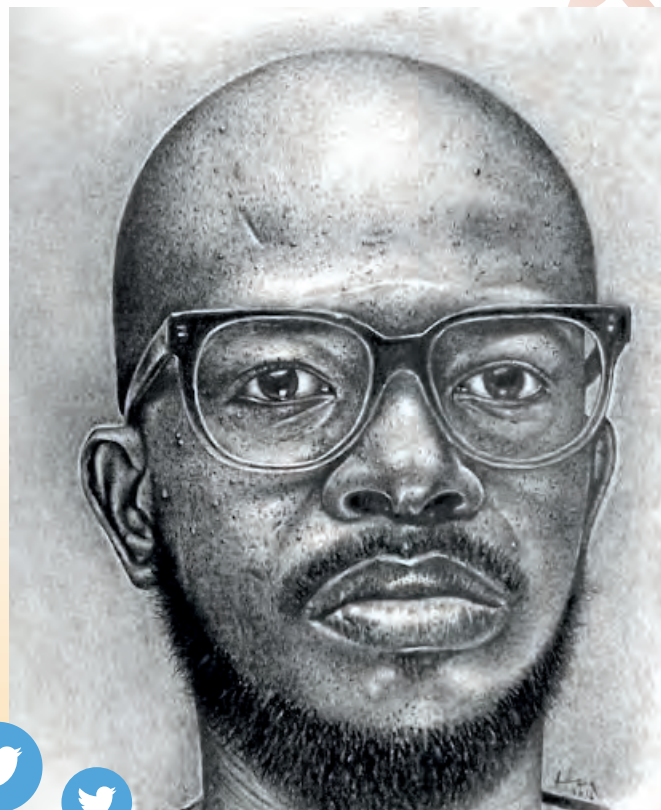
## Pen or pencil?

- With pencil you can go back and make corrections. This can sometimes get in the way of a creative process.
- With pen, you have to use your mistakes in the drawing, or start again. Drawing with pen, can help you to start to draw freely.
- Make sure you practise drawing with both.





# Inspiration

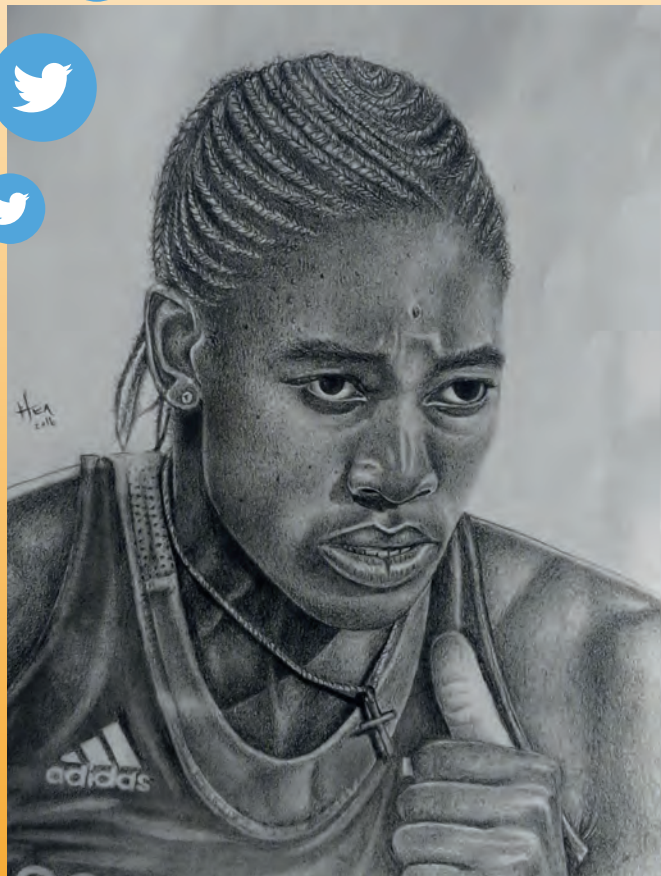


**Heath Hlatwshayo** was originally from Angola, but he grew up in South Africa. He made himself famous through sharing his pencil sketches of local celebrities on Twitter.

He has made sketches of people like rapper Cassper Nyovest, DJ Black Coffee, presenter Maps Maponyane and many others. Today he makes a living from selling his beautiful sketches.

**Look at the images and answer the following questions:**

- Do you recognise the people in the drawings?
- What do you think the people are feeling?
- Look closely at the shading technique the artist has used. Which type is it closest to? See the next page for the different types.
- What impresses you most about this drawing?





## Tonal scale

Draw the tonal scale using pencil again, to remember the way we used tone to colour in.

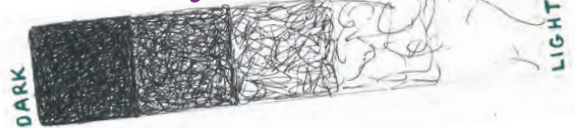
If you want to use pen, you can add tone by using specific mark-making techniques.

Draw 3 rectangles with **dark** labelled on one side and **light** on the other side. Make 4 lines inside dividing the rectangle into 5 equal spaces. Make sure you can see a difference between each tone on your example.

Stippling



Scumbling



Cross-hatching



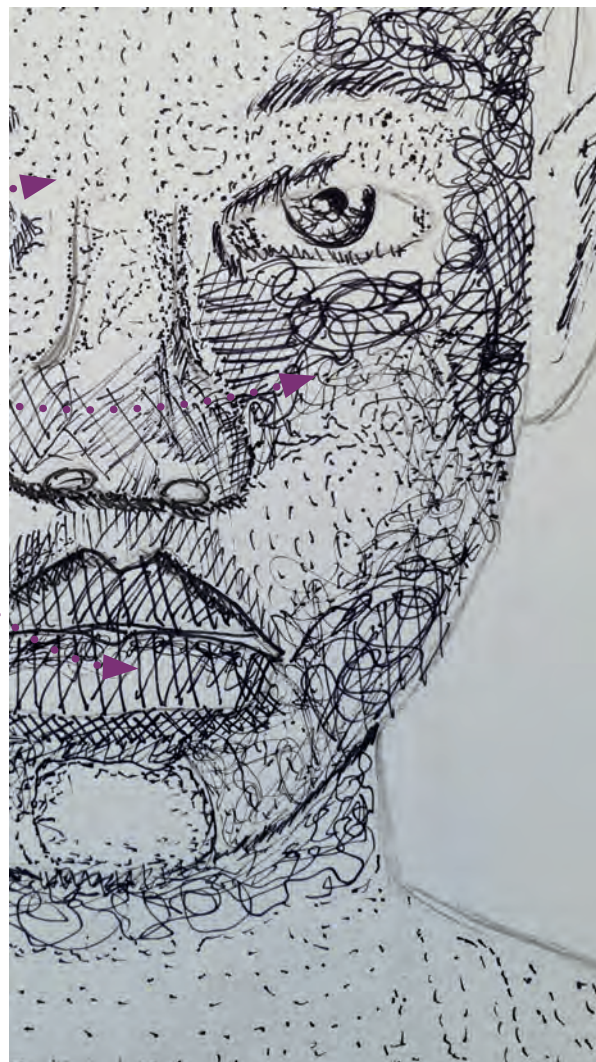
## Practise different techniques

When you were making different tones you might have used one of the following techniques.

**Stippling:** These are little dots. The closer together they are the darker it is, the further apart the dots are the lighter it is.

**Scumbling:** This is controlled scribble marks that gets tighter the darker it is and looser the lighter it is.

**Cross-hatching:** This technique is made with little crosses, or lines going in one direction with more lines going over it in the opposite direction. The closer the lines are the darker it is, the further apart the lighter it is.







## Look again

Look again at your face in the mirror, notice where it is dark and where it is light. Choose one tonal technique. Start with your eyes and add tone using a black pen.

Look at these examples to help you.







# Make a fabulous frame

Make a frame for your portrait.

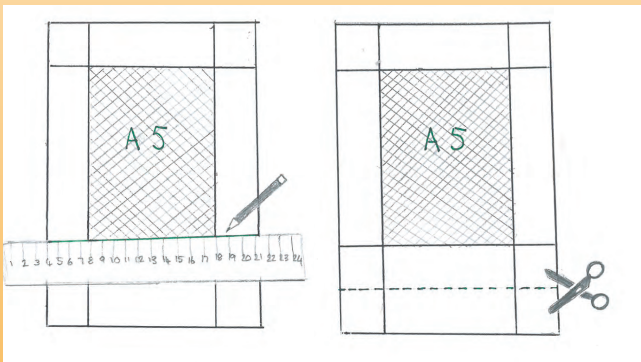
## Materials needed...

- Corrugated cardboard (box cardboard) A4 size
- Glue
- Pencil
- Scissors
- Craft knife
- Newspaper
- Paper from old magazines



## 1. Measure the sides

On the A4 cardboard sheet, place the ruler on the side of the cardboard and hold it down while drawing a line on the inside edge of the ruler. Do the same on the opposite side and the top.



Put your ruler against the bottom of the portrait page and draw a line on both the edge of the paper and the other edge of the ruler. Cut the extra bit of cardboard off.



## 2. Cut the inside out

Make a hole in the middle of the cardboard with your scissors. Cut the middle piece out so only the sides (or frame) remain. Now cut all the way around until the middle piece is completely removed.





### 3. Decorate the frame

Decorate the frame by drawing large patterns in the border. **Patterns** are when elements of art are repeated.

**Line:** Squiggly, straight, curvy, dotted.

**Geometric shape:** Like a circle, square or triangle.

**Organic shape:** Like the shape of a leaf or an eye.

**Form:** 3-dimensional, cube, pyramid, cylinder.

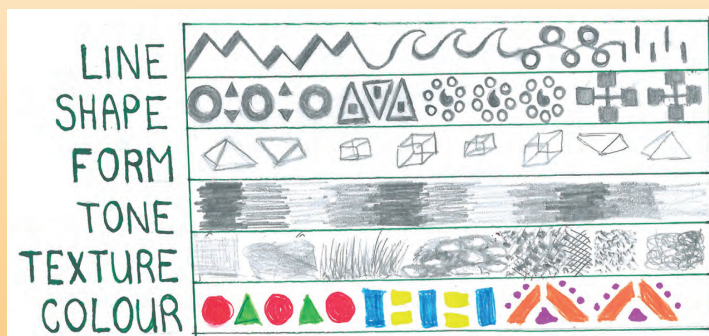
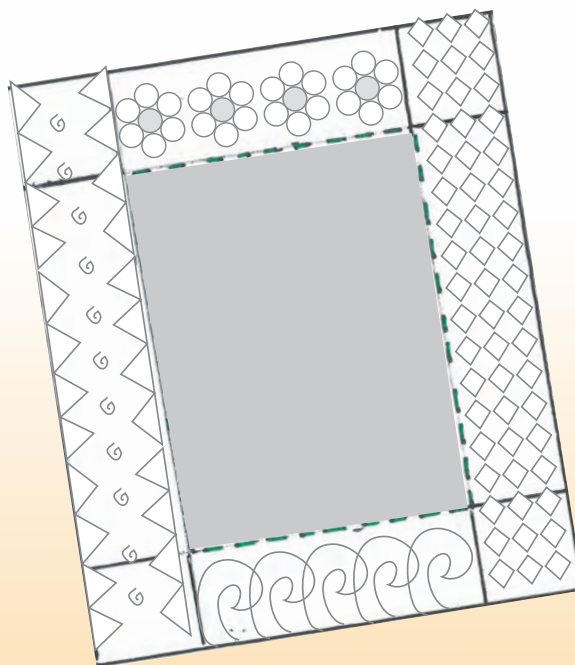
**Tone:** Going from light to dark.

**Texture:** How something feels: rough, smooth, slippery.

**Primary colours:** red, blue, yellow.

Make patterns using **shapes**, **texture** and **colour**.

Draw your patterns in the frame using a pencil. Use your ruler, and create your own border pattern using geometric shapes. Repeat your shapes to create your own pattern.





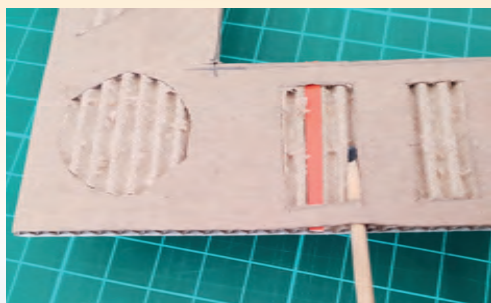
#### 4. Cut out the pattern

Use your craft knife very carefully to cut out certain sections of the pattern. Press relatively hard, but not so hard that you slice through the cardboard.

Remember to leave spaces between each section you cut out. Only choose one shape to cut out and repeat this.



Use your craft knife to tear off the top layer of the cardboard so you can see the corrugation underneath.



Now use a stick and poke a hole through the sides of the corrugated cardboard to open up the holes wider.





Take magazine pages and cut small strips from interesting colours. Stick the strips into the holes you made and trim the edges.



**This pic:** Umboi Restaurant at Kosi Be Lodge, about 15km from border  
**Right:** The only way to get to White Pearl Resort is by 4x4 (unless you fly in helicopter)



## 5. Explore black and white

This is another way to decorate your frame. **Monochromatic** uses different tones of the same colour.



### Play with colours

People give different colours names so that they can recognise them. Sometimes they create shades which require very specific names.

Create names for the shades you have chosen.



You can create names by combining ideas from the topics below with the name of the original colour.

- Times of day
- Sweets or food
- Emotions
- Dreams or memory
- Texture
- Flowers or plants
- Animals

See who can make the most descriptive new name for their colour!







## Colour collage

Look in a magazine or the coloured pages of newspapers, or sweet packets, and find examples of your favorite colour, as well as all the **tints** (lighter) and **shades** (darker) versions of this same colour.

Tear out all the bits of colour you have found.

On your frame, paste these little pieces of colour inside your drawn patterns. Place them on top of each other, making sure that you repeat the colours in the same way that you repeated the shapes. There should be no cardboard showing.

For contrast, put lighter tints next to darker shades. You can even make a colour tonal scale on your frame by placing similar shades next to each other in a range from lightest to darkest as a guide.

You can also add your found objects to create a 3D-relief. Bottle tops, beads, bits of shell, bits of string can all create interesting effects. Remember to keep symmetry and harmony.





# 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**.



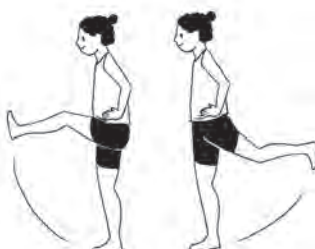
## Warm up: dynamic stretches

### 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



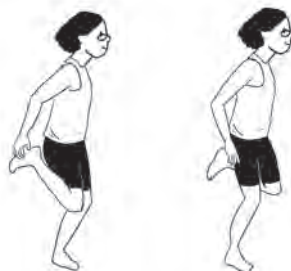
Take a step forward and bend your leg but keep your knee in line with your toes. Bend your back leg a little, do not touch the floor with your knee. Keep your hips and upper body straight as you move your whole body down a bit. Hold the lunge for two or three seconds, then push off from the front leg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

### 4. Arm circles



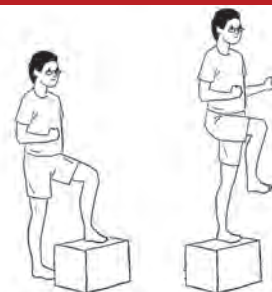
Stand up straight, feet shoulder-width apart and arms by your side. Circle both arms around from the shoulder, forward and backward, for 30 seconds each way. Do torso twists: keep your arms up and turn the top half of your body (from the waist) to one side then to the other side. This will activate (wake 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

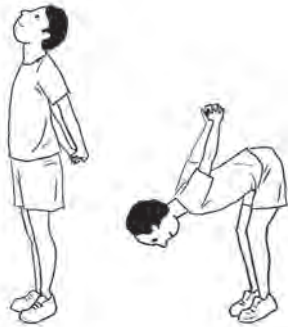
Stand up straight, legs together and arms by your side. Jump and move your legs a little more than shoulder-width apart. As you jump, raise your arms to shoulder height. For more arm movement, try to clap your hands above your head as you jump.





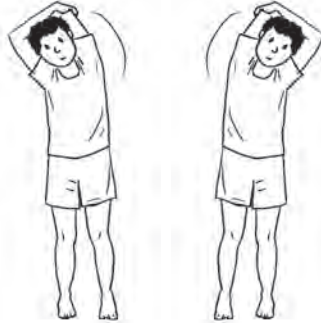
## Cool down: static stretches

### 1. Chest stretch



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.

### 2. Tricep stretch backward



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.

### 3. Calf stretch



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



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.

### 5. Hamstring stretch B



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.

### 6. Quadriceps 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



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.

### 8. Groin stretch



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.

### 9. Outer thigh stretch



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



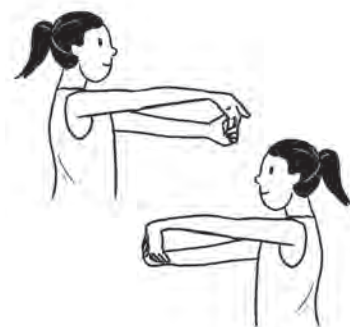
Lie on your back with your knees bent. Put your arms around your legs, between your knees and your ankles. Slowly pull your knees into your chest until you feel a gentle stretch in your lower back.

### 11. Plank stretch



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.

### 12. Wrist stretch



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.





# Move with control

A

Try these controlled movements. Move in different directions with coordination and control.



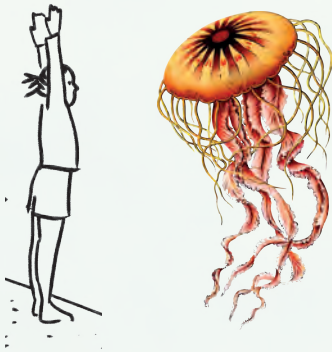
## Move like a sea creature

10m

Warm up with dynamic stretches and then move like these ocean creatures. Keep your movements coordinated and controlled.

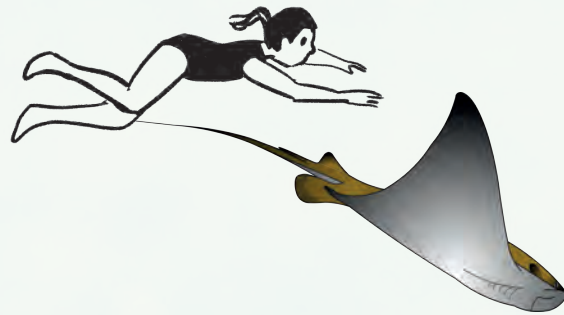
### 1. Jelly fish

Jump with feet together, arms up, wobble body.



### 2. Stingray

On your tummy, arms and legs swinging in and out.



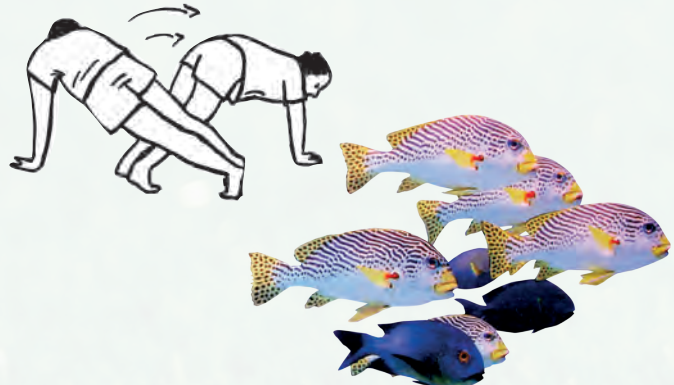
### 3. Crab

Rear support – move sideways or backwards.



### 4. School of fish

Choose someone to give directions. Move all together when you hear the directions.





## Move like an insect

Move like these insects do on the ground and under the ground.  
Move forwards, backwards and sideways.

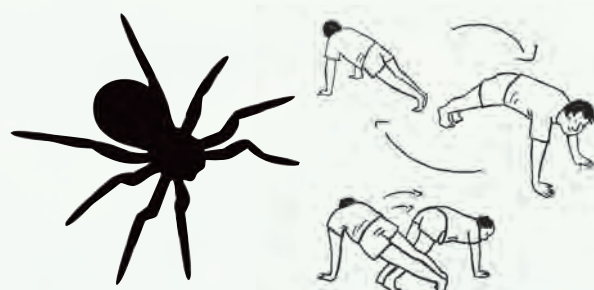
### 1. Ants

Carry a beanbag/sponge/rope/on your back whilst moving on your hands and legs similar to an ant. Try to make it from one point to another without dropping your object.



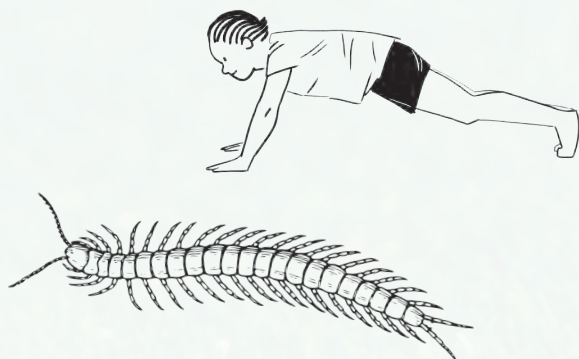
### 2. Spider

In a support position on feet and hands, move in circular motion.



### 3. Centipede

In front support position, move feet and hands with tiny steps. Keep your whole body tight with knees and elbows straight.



### 4. Worm

From standing, bend forward with straight back and knees. Move forward with hands in push-up hold.

Then move feet forward to forward bend, hands staying at same spot. Inch forward like this, keeping arms and legs straight.







# Move with control

B

Movement activities with different forward rolls, handstands and cartwheels.

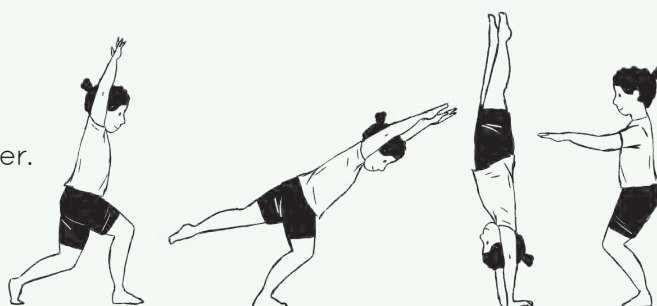
## Handstands and cartwheels

Start with a forward lunge with your arms up.

Do the seesaw a few times. Jump to lunge with arms up. Then touch the ground and lift one leg straight up.

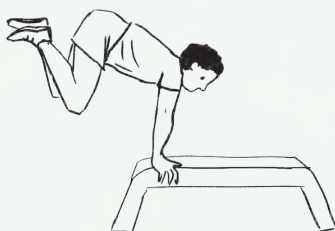
Kick up to half handstand with your legs together.

Kick up to a handstand with legs straight. Your partner stands in front to stop you from losing your balance.



- 1** Get ready for cartwheels. Be on all fours on the ground. From kneeling, roll sideways and come back to the starting position.

- 2** Bunny hop sideways over a bench or your partner's back. Your partner must be on knees, heels or sitting.



- 3** Spiderman handstand.

Walk with your feet on the wall, hands on the ground –“around the clock”

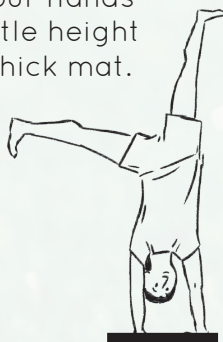


- 4** Mini cartwheel on a semicircle.



Foot foot hand  
hand foot foot

- 5** Kick up to half handstand with your hands on a little height like a thick mat.



- 6** Mini cartwheel sideways over a bench or crate.

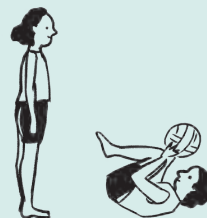




## Forward rolls

### Tuck roll

Roll backward from tuck sit. Then roll up to tuck sit again and catch the ball your partner throws ten times.



### Down the slope

Build a slope with a mat or mattress. Stand on top of the slope and roll downhill. Touch your partner's hands at the end of the slope. Then try stand up without using your hands.



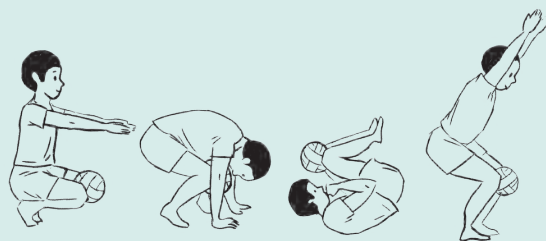
### Forward roll from height

Place a vault or fat mat next to a mat or mattress. From a chair or any object of knee height, start from your knees and put your hands on the ground. Tuck your head in and look to your belly. Roll forward into crouching position. Finish with arms in front.



### Forward roll with an object

Try a forward roll with a rolled up jersey or ball between your knees. Keep your knees together. How many can you do without dropping the object?



## Fly like a seagull

Stand up straight and move around with your arms spread sideways like wings. Then, balance on one leg and stand with your arms in different positions. Change legs. Keep balancing as if you are gliding through the air.

Cool down with relaxing stretches.



10m





# Movement patterns

A

Do different backward and forward rolls and practise balancing moves. Move with coordination and control.

## Warm Up



Warm up with stretches then play Follow the leader

### Follow the leader

Play in groups of four with a leader in front and three followers behind. The followers copy the movements of the leader: Galloping, marching, hopping, skipping and leaping.

Change roles so that all the players get a chance to lead.

## Sit-ups and rolls

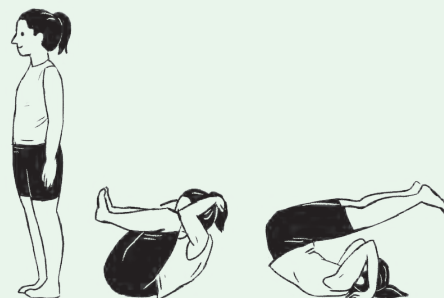
### 1. Roll down and up

Try to sit up without using your hands to push on the ground.



### 2. Roll to backward fold

Roll backwards and touch the ground behind your head with your feet. Keep your knees straight.



### 3. Sit-ups

Do sit-ups with your partner. Start in tuck sit. Lean back and touch the ground with hands behind your shoulders. Come back up to tuck sit then touch the shoulders of your partner.



### 4. Pizza hands for backward roll

This is the correct hand placement and movement for the backward roll.

- Hands next to ears with palms facing up and elbows in
- Fingers placed flat under shoulder with pizza hands
- From squat roll back and lift hips over the head
- Push body to upright position



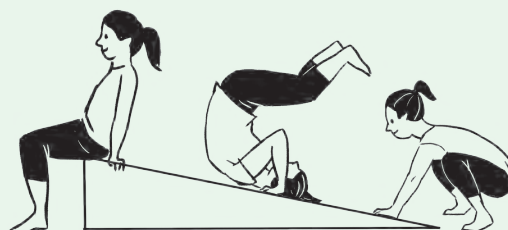


### 5. Backward roll from height

Start from the top of a fat mat in crouching position, with your back to the edge of the mat. Sit with arms in front of you, then lie back and touch the floor behind you with pizza hands. Then bring your legs over your head and roll backwards. Place your feet onto the ground.

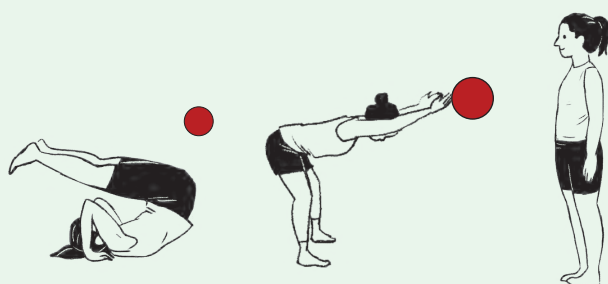


### 6. Backward roll down a slope



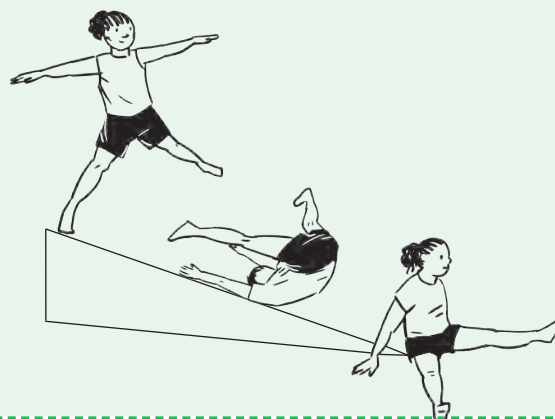
### 7. Rock and roll with ball catch

Roll backwards from squat stand and touch the ground with pizza hands position. Rock back up without using hands and catch the ball thrown by your partner.



### 8. Forward roll down the slope

Forward roll into straddle sit and hold pancake position for five seconds. Close your legs to L-sit and turn sideways into front support position. Hold for three seconds.



### Balancing moves

Hold each of these balances for five seconds, then repeat two more times. Try to do them with your eyes closed.

Like a flamingo on one leg, with the other leg bent behind and one arm up in front.

On one leg with the other leg out on the side, arms out sideways or on hips.



On one leg with arms up in arabesque.

On one leg, knee bent in front like a stork.







# Movement patterns

B

Create a short movement sequence with rhythmic movements between the main steps.



Let's stretch



Do these stretches to become more flexible. Then use them in the movement sequence.



L-sit and bend forward



L-sit with arms forward then turn right and left



Straddle sit and bend sideways with arms up

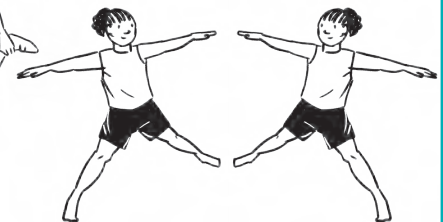
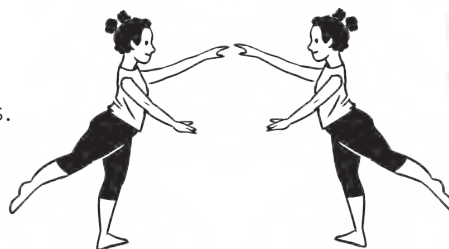
Straddle sit with arms up then into pancake stretch



Straddle sit bend forward toward the left then right foot

## Balance with a partner

Face each other and mirror these balancing positions. Try to hold each position for ten seconds.



## The movements

Practise these movements until you can do them with coordination and control. Hold the positions for three seconds.

### 1. Arabesque balance stand

Stand on one leg with the other leg stretched out straight behind.



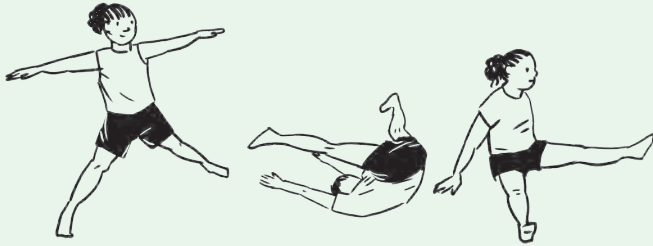
### 2. Flamingo balance stand

First hold your partner's hand and do it with correct posture. Then do it on your own with arm extended out. Keep your legs straight.



### 3. Forward roll to straddle

Forward roll into sitting position and then open your legs wide into straddle sit.



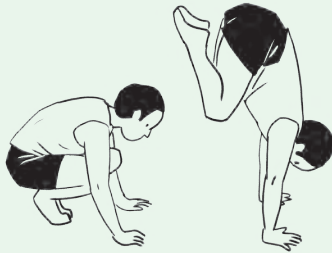
### 4. Pancake stretch

Do the pancake stretch from straddle sit. Lean forward with a straight back and put your chest on floor.



### 5. Bunny hops on the spot

Do bunny hops on the ground.

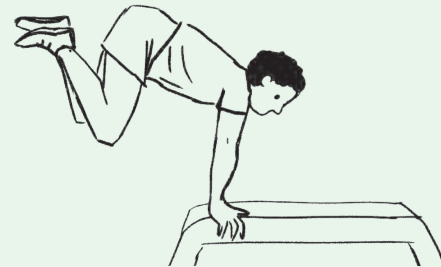


Elbows and knees bent in a tuck position

Push up with your legs. Head down. Keep arms straight, knees together

### 6. Raised bunny hops

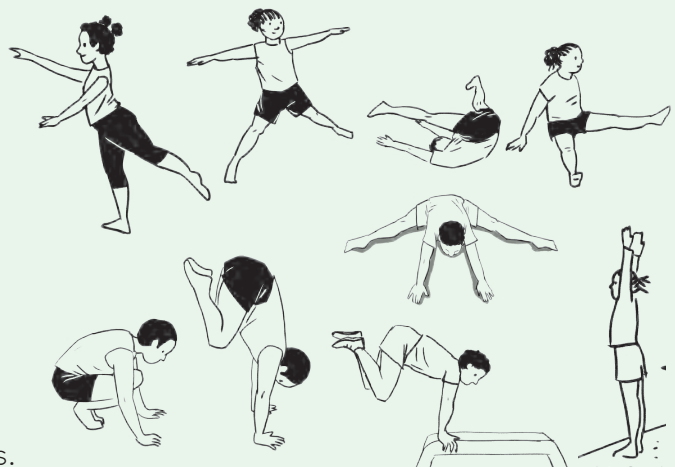
Do bunny hops with your hands on a low bench or chair.



## Movement sequence

Put the moves together in this short movement sequence. Do rhythmic movements between the main steps of the sequence: gallop, march, hop, skip, slide and leap, balance.

1. Arabesque balance stand and hold for three seconds.
2. Squat and forward roll onto mat into straddle sit.
3. Pancake stretch with chest to the ground.
4. Then legs closed, rear support, turn sideways into front support and hold.
5. Jump into squat with arms forward.
6. Bunny hop three times with hands on a chair.
7. Balance standing on toes, arms up above head, and hold for three seconds.





# Accidents do happen

First aid is about being able to help when accidents, injuries or illnesses happen until full medical treatment is available. Everyone should know how to do basic first aid by doing a first aid training course. In an emergency, it can help save lives, or prevent further harm.

## Emergency services

**112** (cell phone) All emergency services. Your call will be answered even if you are out of airtime.

## When to call emergency services

An emergency is a situation in which someone needs immediate medical help because he or she is injured or in danger. Call an emergency number for the following reasons:

- There is a fire that you cannot put out.
- Someone you are with has had an accident or becomes suddenly ill.
- You think someone is having a heart attack or a stroke.
- Someone is bleeding severely.
- Someone has taken poison or too many pills.

## Making an emergency call

When calling for help, try and be calm and speak clearly. The operator will ask:

- Your name
- Where you are (the place or the address)
- What has happened?
- Who is injured or unwell?
- How seriously they are hurt (are they unconscious or bleeding)?
- Information about any possible dangers.



Observe  
and  
describe



Qalisisa  
ngelihlo  
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## First aid at school

Do some research and find out from your teacher the answers to the following questions:

1. What happens in your school when someone is hurt or has a medical emergency?
2. Who is responsible for looking after the first aid equipment?
3. Who are the teachers and learners who have done emergency first aid training?
4. What first aid courses are available for learners to do?
5. What is your school's policy on first aid?

### The 'Three Ps' of first aid

The three goals of first aid are to:

- **Preserve life** – stop the person from dying.
- **Prevent further injury** – stop the person from being injured even more. If possible, an injured person should not be moved.
- **Promote recovery** – try to help the person heal their injuries.

*My job as a paramedic is to take care of sick or injured patients in emergency medical situations. Everyone should have basic first aid training. Knowing what to do in an emergency situation helps you to stay calm and helps you to calm the injured person.*

Contact your local clinic or speak to a teacher to arrange a first aid training course.





# Basic first aid

Everyone should learn how to respond to common accidents and injuries.

## The ABCs of first aid

Paramedics are trained to assess the following in an emergency:

**Airways:** See if the airways are blocked.

**Breathing:** Check if the person is breathing.

**Circulation:** Look for signs of a heartbeat and blood circulation (check for a pulse).



Some people are allergic to bee stings. If your face, throat or tongue swells, you need urgent medical help.

## How to respond to accidents and injuries

**Bleeding:** Put pressure on the wound with a towel or a piece of clothing. Most wounds stop bleeding with direct pressure. If there is a lot of bleeding and it does not stop, call an ambulance.

**Nosebleeds:** Hang head forward. Then pinch the soft part of the nose above the nostrils against the hard bridge of the nose for ten minutes.

**Burns:** Cool the burn under running water. The water takes the heat away and stops it from further damaging the skin. Dry the burn carefully and keep it clean.

**Sunburn:** Have a cold shower or bath. Put on sunburn cream. Drink extra water.

**Bee stings:** Brush the stinger off quickly with a finger to prevent more venom from entering your body. Wrap ice in a cloth and press it on the sting for ten minutes.

**Sprains:** A sprain, like twisting your ankle, happens when you damage a muscle. There is pain, bruising and swelling. Wrap ice in a cloth and apply it for 20 minutes to reduce swelling. Rest the area, and see a doctor if there is no improvement.



Sunburn



Nosebleed



Aloe ferox



Find out more  
(ask someone  
- look it up)



Funiswa  
okunengi (buza  
omunye -  
zifunele)

## Natural first aid

1. What plants do you know that heal or treat common medical issues?
  - a. There are pictures of two plants on these pages. Do some research and find out what they can be used for.
  - b. Name three local plant remedies commonly used in your area.

## Test yourself

Answer the following questions:

2. If someone has a nosebleed, why should they pinch the soft part just above their nostrils?
  - a. You do not want blood on your hands.
  - b. You want to apply pressure to stop the bleeding.
  - c. You do not want the blood to make a mess on the floor.
3. When someone has a sprain, you can relieve the pain by:
  - a. Walking it off for ten minutes.
  - b. Putting pressure on the area.
  - c. Resting and wrapped in cloth with ice cubes in it.

## What should be in a first aid box?

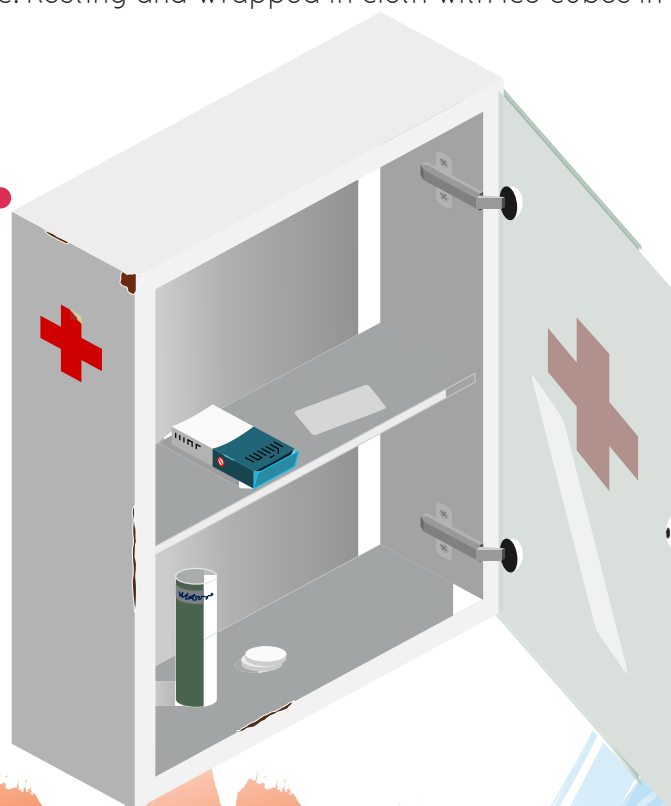
Every home and school should have basic first aid items.

- Bandages
- Plasters
- Pain killers
- Scissors
- Tweezers

What other items do you think should be in the first aid box?



Bulbinella





# Emergency action

Sometimes, knowing what to do while you wait for medical assistance can save a life. It is important not to panic and to stay calm.

## What to do when someone is choking

When someone is choking, they will not be able to speak, cough or breathe. You need to help them breathe normally again. First, hit them firmly on their back using the heel of your hand up to five times. This creates pressure, which pushes the object out of their airway.

## What to do when someone is not breathing and is unresponsive

You can tell when someone is not breathing if their chest and stomach do not move. First, call for help. Then, start giving chest compressions until help arrives, or until the person starts breathing again by themselves. It is important to start chest compressions as quickly as possible, because a person's brain and other vital organs cannot survive long without oxygen.

## What to do when someone has swallowed something poisonous

If someone has eaten or drunk something poisonous, like paraffin, first take the person to the clinic or to the doctor as quickly as possible. Do not give them milk to drink, as it may make them vomit, and the fumes might go into their lungs.

Ask the person to lift their arms above their head. If that doesn't work, hit them firmly on the back.



Observe  
and  
describe



Qalisisa  
ngelihlo  
elibukhali  
begodu  
uhlathulule

When we are  
injured or unwell, we need  
someone calm and who  
knows what to do to help us.  
This is what first aid is  
all about.

## Take a quick quiz

Read about what to do in an emergency situation on the opposite page. Then take this quiz:

- 1. Your younger sibling has swallowed something harmful. What should you do first?**
  - a. Keep them awake so they can talk to the paramedic.
  - b. Take them to the clinic or doctor as quickly as possible.
  - c. Think about what they might have swallowed.
- 2. When you think someone is not breathing, what should you do first?**
  - a. Hit them on their back with the heel of your hand.
  - b. Do chest compressions.
  - c. Call for help and start chest compressions.
- 3. If you see someone choking, what should you do first?**
  - a. Ask them what they swallowed.
  - b. Hit them on their back with the heel of your hand.
  - c. Call for help.

Answers  
1b, 2c, 3b.





# How safe is your food?

Safe and nutritious food is key to sustaining life and promoting good health. Unsafe food contains harmful bacteria, viruses, parasites or chemical substances that cause disease.

## Five keys to safer food

### 1 Keep clean

- Wash your hands before handling food and often during food preparation.
- Wash your hands after going to the toilet.
- Wash and sanitise all surfaces and equipment used for food preparation.
- Protect kitchen areas and food from insects, pests and other animals.

### 2 Separate raw and cooked

- Separate raw meat, poultry and seafood from other foods.
- Store food in containers to avoid contact between raw and prepared foods.

### 3 Cook thoroughly

- Cook food thoroughly, especially meat, poultry, eggs and seafood.
- Reheat cooked food thoroughly.

### 4 Keep food at safe temperatures

- Do not leave cooked food at room temperature for more than 2 hours.
- Refrigerate promptly all cooked and perishable food (preferably below 5°C).

### 5 Use safe water and raw materials

- Use safe water or treat it to make it safe.
- Choose foods processed for safety, such as pasteurised milk.
- Wash fruits and vegetables, especially if eaten raw.
- Do not use food beyond its expiry date.

Give a reason  
for what you  
think



Naya lebaka  
la se o se  
naganang

Find out more  
(ask someone  
- look it up)



Ngezelela  
elwazini lakho



### Food **contamination**

happens when something gets into food that should not be there. This usually occurs when harmful chemicals or germs (such as bacteria or parasites) come into contact with food, making it dangerous for your health.

## Keep it clean

Sometimes, you cannot tell by looking at food that it is unsafe. Always wash fresh food (like fruit and vegetables), wash your hands and the area where the food is prepared, to prevent the spread of harmful germs.

Always store food correctly and follow the five keys for promoting safer food handling.

1. Somebody teases you because you like washing your hands. How will you explain to them why they should start a habit of washing their hands regularly?
2. When is it really important to wash your hands? Think of as many scenarios as you can, and make a poster to show this.

## Shoo flies away

Because flies like to eat faeces (poo), as well as your food, they can spread germs from the faeces to your food.

3. What are the different ways you have seen food being protected from flies?
4. Explain to your partner other ways (other than flies) that diseases can spread from faeces (poo) to food.





# Food poisoning

Unsafe food can poison your body and make you sick.  
This is called food poisoning.

Make  
something to  
show what you  
think it is like



Dira sengwe  
go bontsha  
gore o kanya  
gore se ntse  
jang



Food poisoning causes vomiting and diarrhoea (runny tummy). If you are still sick after 24 hours, go to the clinic, or see a doctor.

## A recipe for rehydration

Vomiting and diarrhoea cause your body to lose a lot of water, and you can become dehydrated. To rehydrate:

- Boil 1 litre of clean water.
- Add 8 level teaspoons of sugar, and 1 level teaspoon of salt. Mix it well and keep it covered.
- Drink a cup every time your tummy runs, or after you have vomited.

## How food becomes contaminated

OW!!!

*I should NOT have eaten that meat.  
I've spent a night on the toilet seat.  
My tummy is sore,  
And I've thrown up on the floor.  
My head hurts and is hot.  
I wish I hadn't eaten such a lot.  
I am getting dizzy.  
I'd better go see Dr Lizzy.*

1. Read Thembi's poem out loud, and use movements or gestures to show the meaning of the words.
2. Find four symptoms of food poisoning in Thembi's poem.



Ask  
questions about  
the things you  
want to know



Botsa dipotso  
ka dilo tse o  
batlang go di  
itse

## Take-away review



3. You have heard about people getting food poisoning from eating sandwiches at a local take-away shop. You visit the shop to write a review for the local news. How can you find out what caused the food poisoning?
  - a. What issues will you look for? Identify at least five questions to ask.
  - b. Write a short review of the safety and hygiene conditions of a local shop, spaza shop, or take-away.





# Cook away the germs

Being able to cook food changed the lives of early humans. When food is cooked, harmful germs are killed, and it becomes easier for our bodies to digest.

Give a reason  
for what you  
think

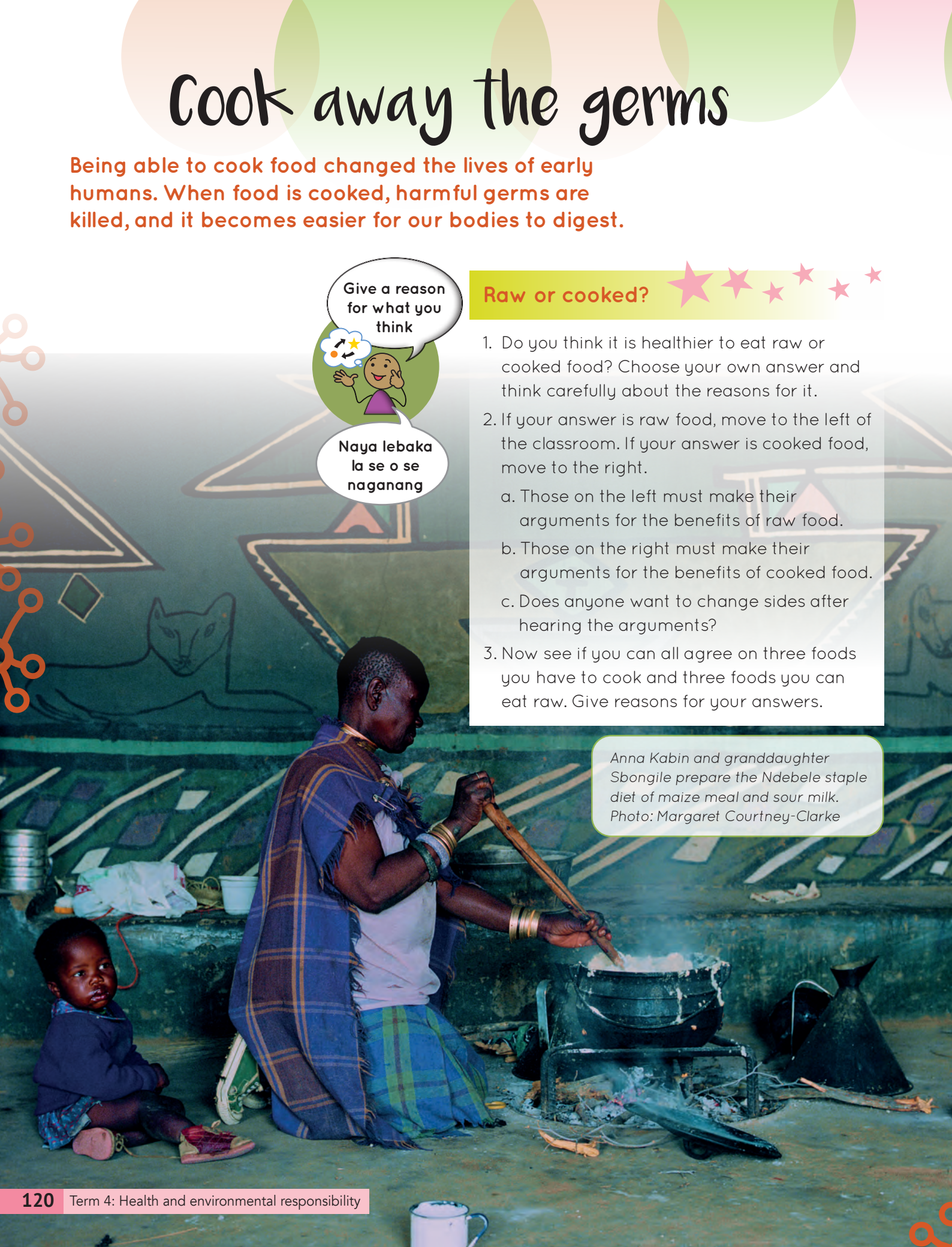


Naya lebaka  
la se o se  
naganang

## Raw or cooked?

1. Do you think it is healthier to eat raw or cooked food? Choose your own answer and think carefully about the reasons for it.
2. If your answer is raw food, move to the left of the classroom. If your answer is cooked food, move to the right.
  - a. Those on the left must make their arguments for the benefits of raw food.
  - b. Those on the right must make their arguments for the benefits of cooked food.
  - c. Does anyone want to change sides after hearing the arguments?
3. Now see if you can all agree on three foods you have to cook and three foods you can eat raw. Give reasons for your answers.

Anna Kabin and granddaughter  
Sbongile prepare the Ndebele staple  
diet of maize meal and sour milk.  
Photo: Margaret Courtney-Clarke





Find out more  
(ask someone  
- look it up)



Batla tse  
dingwe (botsa  
mongwe - e  
tlhotlhomise)



### Tips for healthy food habits

- To kill bacteria and parasites in meat, cook it at a high temperature.
- When you reheat cooked food, make sure it gets very hot.
- Do not reheat food more than once.

## Bacteria and parasites

4. Read about salmonella and tapeworms below and then answer the following questions:

- a. What symptom is experienced with both salmonella and tapeworm infection?
- b. How can you prevent becoming infected with salmonella or tapeworm?

- **Salmonella** is bacteria that causes very bad food poisoning. It is found in unpasteurised milk, eggs, fish, meat, and chicken, especially if these foods have been exposed to warm weather. When they are not cooked properly, the bacteria survive and can be passed on to humans. Chicken, for example, should only be eaten when the meat is no longer pink inside. People who are infected get diarrhoea, fever, and cramps.
- A **tapeworm** is a parasite that lives in the intestines of some animals. It eats undigested food and can grow up to 30 metres long. Humans can get infected with tapeworm by eating undercooked meat. Symptoms include nausea, diarrhoea, and not feeling hungry. It is easy to treat tapeworm with anti-worm pills.





# Store food safely

Food that is safely stored lasts longer and does not become spoiled or contaminated by bacteria and other germs.

Be kind to yourself



Itshware bontle



## Did you know?

Potatoes have to be kept in a cool, dark place. Otherwise, they grow sprouts. Do not eat green potatoes as they can make you sick.

## Keep your food protected

1. How do you store the following foods at your home?  
Do you know why?  
*Pumpkin, potatoes, mealie pap, sugar, bread, apples, onions, beans, bananas, milk, meat, eggs.*
2. Give a reason why granaries are often raised above the ground. How do they help grains last longer?
3. Do you think cellars are helpful in summer months too? Explain your answer.

## Storage methods

- Many people grow their own crops. Granaries are places where grains like maize, wheat and sorghum are stored.
- In cold countries, people store some food in cellars under their house. It prevents it from freezing.





Ask  
questions about  
the things you  
want to know



Botsa dipotso  
ka dilo tse o  
batlang go di  
itse

## Design a storage system

4. In groups, make a list of questions about the different ways food can be stored. See which group has the longest list.
  - a. Design a storage system to keep food dry and safe from animals, insects and mould so the food lasts longer. Include a drawing to show how different foods can be stored.



**Rats and mice** can carry harmful germs and should be kept away from food.

**Weevils** are small beetles that live inside starches. They contaminate food with their faeces and dead skin. Do not eat any food that contains live weevils. If you have accidentally baked with flour containing weevils, it is safe to eat the food.

### Keep food dry

Moisture helps bacteria and mould, a type of fungus, grow in food and spoil it. Store food in airtight containers to keep it dry.



A granary in West Africa.



# Keeping food hot or cold

There are ways of keeping food cold. There are also ways to cook that are more energy efficient than others.

Work it out yourself



Dira ka bowena



A **zeer pot** is an evaporative cooler used in rural Africa and the Middle East to keep vegetables fresh. They consist of two terra cotta pots, one inside the other, with the gap between them filled with wet sand. This keeps the food cool.

## Keeping cool without refrigeration



Long before the invention of fridges there were good ways to keep food cold.

1. Find out about at least three ways in which you can keep food cold if you do not have a fridge. Share in a group.
2. Explain why some foods should be kept at a cold temperature.
3. Read about the wonderbag. Do you know any other ways of saving electricity when cooking food? Share two ideas with the class or a partner.





## The Wonderbag

Save electricity by using a Wonderbag to cook your food. The Wonderbag is a thick cushion filled with polystyrene beads or hay, which traps heat (or cold) for longer.

Once you bring food to a boil in a pot, place the pot into the Wonderbag or Wonderbox. The food will continue to cook slowly for the next few hours.

Wonderbags are great for cooking grains (like rice and sorghum), pulses (like lentils), and vegetable stews. A Wonderbag helps retain the heat in the pot.





# How to preserve food

Before fridges were invented, people used to preserve food to make it last longer and to keep it safe to eat.

Observe  
and  
describe



Lebelela  
o be o  
tlhalosa

## Methods of preserving food

1. Give examples of food you eat that are dried, pickled, made into a jam or fermented.
- Food can be **dried**. Drying food removes the moisture in which harmful bacteria live. Morogo is dried after summer, so that this healthy, green vegetable can be eaten in winter. The San Khoi people hung their meat in a tree until it dried to preserve it. When the Dutch came to South Africa, they adopted this practice and added spices to make biltong.
  - When farmers have leftover fruit and do not want to waste it, they add sugar to it, and boil it to make **jam**.
  - Adding salt, sugar or vinegar to food kills harmful germs and helps it last longer. A popular way of preserving fish is to soak it in vinegar and spices for a few days. This is called **pickling**. Have you tasted the delicious Cape Malay ingelegde vis?
  - Foods become **fermented** when special bacteria break down sugars in the food and in the process produce chemicals that help to preserve the food. Fermentation allows food to last much longer. Amasi, fermented milk, is believed to make people strong and healthy.



Dried apricots



Biltong



Pickled cucumbers



Amasi

Jam

Find out more  
(ask someone  
- look it up)



Batla tse  
dingwe (botsa  
mongwe - e  
tlhohlomise)

## Additives and expiry dates

Sometimes, chemicals are added to food to preserve it, add flavour and make it look good.

2. Why do you think food factories have to tell us what is in the food?
3. What do the expiry dates on containers tell you?
4. Describe a traditional South African dish and the main ingredients. How should the ingredients be stored and preserved before being used in the recipe?



Expiry date



### Preserved foods

- **Tinned food** is created by boiling the food in the tin to kill all the bacteria, and then sealing the tin to prevent any new bacteria from getting in.
- **Bottled food** mainly uses processes like those used to create jams, pickles or fermented food.
- **Vacuum packed food:** This is a technique where all the oxygen is sucked out of the packet so bacteria cannot use that oxygen to grow.



# Test your knowledge

See how much you have learnt about preparing and storing food in safe and hygienic ways.

Work it out yourself



Dira ka bowena

Play the game

Start here

1

Which of these statements is true about food storage?

- a. All foods have different storage requirements. **GO TO 2**
- b. All foods must be stored in the fridge to keep them safe. **GO TO 12**
- c. All foods must be cooked to make sure they are safe. **GO TO 17**

2

**Fresh food**, like meat, chicken and fish should be stored in a fridge or freezer. Foods like pumpkin, potatoes and beans can be stored at room temperature. **GO TO 5**

3

You really know your stuff! Food can be contaminated by germs or chemicals. Can you think of an example of each? **GO TO 9**

4

**Wash your hands** well with soap and water before you prepare or eat food so that you don't spread any germs. It is especially important to wash your hands after going to the toilet or changing a baby's nappy. If you have diarrhoea, avoid preparing food. **GO TO 11**

5

Which of these statements is true about food contamination?

- a. You can always see when food is contaminated. **GO TO 19**
- b. Food contamination is not a serious problem. **GO TO 14**
- c. Food can be contaminated in different ways. **GO TO 3**

7

**Canned goods** are safe to eat until their expiry date. If the can is dented or rusted, do not eat its contents. Once opened, take food out, and store canned leftovers in a different container in the fridge. **GO TO 15**

6

**Wash fruit in clean water** to remove all the soil. If you cut the fruit open and do not finish it, store it in the fridge so that germs don't grow on the cut surfaces. **GO TO 13**

10

**Congratulations,  
that is the correct  
answer! You have  
completed the quiz!**

11

How can you  
make sure that  
fruit is safe to eat?  
**GO TO 6** to check  
your answer.

12

Most food should be  
stored in cool, dry places,  
but only food like meat,  
fish, milk, chicken and  
eggs should be stored in  
a fridge or freezer.  
**GO BACK TO 1**

13

If you eat a can  
of fish, do you need to  
worry about getting  
sick? **GO TO 7** to  
check your answer.

14

Contaminated food  
can cause serious illness.  
Some symptoms include  
cramps, diarrhoea,  
vomiting and fever. In  
rare cases, people can  
even die from foodborne  
diseases.  
**GO BACK TO 5**

15

Milk should be stored:  
a. At room  
temperature.  
**GO TO 16**  
b. In a fridge or  
freezer.  
**GO TO 8**

16

Germs grow  
very quickly at  
room temperature  
and can make you  
sick.  
**GO BACK TO 15**

17

Some food, like  
meat, fish and eggs must  
be cooked properly. Most  
fruit and vegetables can  
be washed and eaten raw,  
and often contain more  
nutrients this way.  
**GO BACK TO 1**

18

You should not put  
something back in the  
freezer if you have  
already defrosted it.  
**TRUE - GO TO 10**  
**FALSE - GO TO 20**

19

Most of the time,  
we can't see when food  
is contaminated. Germs  
are often so small that  
we need a microscope  
to see them.  
**GO BACK TO 5**

20

Defrosted food  
develops harmful  
bacteria faster than  
fresh food. If you defrost  
and then freeze the  
food again, the harmful  
bacteria can increase  
and make you sick.  
**GO BACK TO 18**



**Great work**



# Spreading diseases

Hand washing is the best way to prevent the spread of some germs.

Find out more  
(ask someone  
- look it up)



Batlisisa  
haholwanyane  
(botsa motho e  
mong - itjhebele  
yona)

## Stop the spread of germs



The human eye cannot see germs. Before microscopes were invented, people believed that diseases came from spiritual sources as punishment or attacks.

Scientific research has shown that it is harmful germs that cause infectious diseases that can be passed from one person to another. If you practise good hygiene, you can keep most germs away.

1. Describe how the flu virus is commonly spread.
2. Name some of the ways you can protect yourself and others from infections.

### Some germs are good for us

Bacteria are used for making yoghurt, and we use yeast (which is a fungus) to make bread. There are also billions of bacteria in our intestines that help us break down food. Germs are all around us.

If our immune system is strong, it protects us from getting sick from harmful germs. Sometimes we need to teach our immune system to fight infections by getting vaccinated.

### When should you wash your hands?

Wash your hands regularly and often, and especially:

- Before eating and cooking
- After using the bathroom
- After cleaning around the house
- After touching animals, including family pets
- Before and after visiting or taking care of any sick friends or relatives
- After blowing your nose, coughing, or sneezing
- After being outside (playing, gardening, walking the dog, etc.)

Wash your hands for at least 20 seconds with soap and water.

Be kind to yourself



Ipontshe botho

## Communicable or non-communicable disease?

3. How many infections can you name that are passed on from person to person?
4. Which of the following diseases are communicable, and which are non-communicable? Read Info Pages F and G to check your answers.

**Flu** – illness passed on by a virus, causing fever, cough, runny nose and sore throat.

**Asthma** – illness where the airways (the tubes that carry air in and out of your lungs) get narrow. It makes it difficult to breathe.

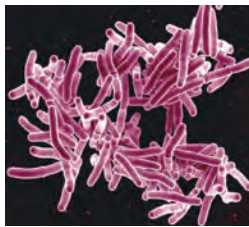
**TB** – illness caused by bacteria which usually affects the lungs.

**Diabetes** – illness where the body does not make or cannot use insulin (hormone that lowers blood sugar levels).

**Mumps** – illness caused by a virus, where the glands that make saliva (spit) swell.

**Cancer** – illness where some of the body cells are not normal (abnormal). They grow and divide out of control.

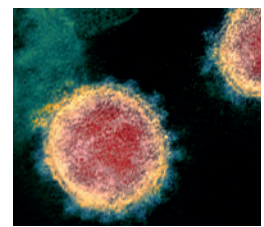
There are many kinds of germs. They are visible when we look at them under an electron microscope:



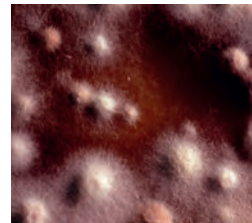
TB bacteria



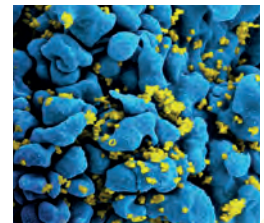
Flu virus



Covid-19 corona virus



Fungus that causes athlete's foot



HIV

**Communicable** diseases or infections can be passed on or 'communicated' from one person to another through germs (viruses, bacteria and other microorganisms).

**Non-communicable** diseases cannot be passed on. They are not spread from one person to another.



# Protect yourself

You can protect yourself against diseases by keeping your immune system strong.



## Keep your immune system strong



The most important ways to protect yourself from most communicable disease are by keeping your immune system strong. You can do this by, for example, washing hands, eating healthy food, sleeping enough and exercising.

1. Brainstorm some more ways to keep yourself healthy and write them down. Make sure everyone gets a chance to share their ideas.

### Your immune system

The word 'immune' means protected. There are parts of your body that work together to protect you from harmful germs. This is called your immune system. One part of your immune system is made up of white blood cells. These white blood cells identify infections and make antibodies to kill harmful viruses and bacteria that can make you sick.





Find out more  
(ask someone  
- look it up)



**Batlisa  
haholwanyane  
(botsa motho e  
mong - itjhebele  
yona)**

## Stop the spread

There are two main ways in which germs can be spread among people. These are:

- Coming into contact with droplets from an affected person's bodily fluids (for example when they cough or sneeze, or blood carries infection during sexual activity).
- Touching objects or surfaces which are contaminated and then touching your mouth, eyes or nose.

2. What is the most common way in which communicable diseases are spread? Read the Info Page F to help you with this question.

3. List three ways in which you can protect yourself from:

- getting a communicable disease
- spreading a disease to others.

Share your list with the rest of the class.

4. Discuss the correct way to cough and sneeze. How does this help you not to infect others around you?

5. Write down the times when you should wash your hands. Check your answer against the list in Lesson 15.1. How did you do?







# Communicable diseases

## Athlete's foot

**Cause:** Fungus

**Serious:** No. Usually a mild illness.

**Symptoms and signs:** Itchy, red rash, either between the toes or on the soles and sides of the feet. Skin may be dry and flaky, and there may be small itchy blisters.

**Spread:** Walking barefoot in showers, sharing clothing and towels.

**Treatment:** Keep feet dry and cool. Anti-fungal cream.

## Chickenpox

**Cause:** Virus

**Serious:** No. It is usually a mild illness.

**Symptoms and signs:** Itchy rash on the face, scalp and body with small fluid-filled blisters. They dry and become scabs four to five days later. Fever.

**Spread:** By coughing and sneezing infected saliva droplets in the air. By coming into contact with the fluid in the blisters.

**Treatment:** No medication needed. Tablet for fever. Rest, fluids, and calamine lotion for itch.

## Covid-19

**Cause:** COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease.

**Serious:** It can be serious for some people.

**Symptoms and signs:** Fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties.

**Spread:** Through direct contact with respiratory droplets of an infected person (through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose and mouth).

**Treatment:** There are vaccines available for COVID-19. Many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous.

## Hepatitis A

(infection of the liver)

**Cause:** Virus

**Serious:** Usually a mild illness.

**Symptoms and signs:** Diarrhoea, vomiting, stomach pain, fever, dark urine, yellow skin and the whites of eyes (jaundice).

**Spread:** When contaminated water and food is swallowed

**Treatment:** No medication needed. Tablet for fever and pain. Rest and fluids.

## Hepatitis B and C

**Cause:** Virus

**Serious:** Can be serious, and cause permanent damage to the liver.

**Symptoms and signs:** Feeling tired, loss of appetite, fever, dark urine, yellow skin and the whites of eyes (jaundice).

**Spread:** In body fluids (e.g. blood, semen, vaginal fluid), and from an infected mother to her baby

**Treatment:** No medication. Tablet for fever and pain. Rest and fluids.



## Measles

**Cause:** Virus

**Serious:** Yes, can cause pneumonia, brain damage, deafness and death.

**Symptoms and signs:** Runny nose and eyes, cough and fever, followed a few days later by a rash with tiny red spots.

**Spread:** By coughing and sneezing infected saliva droplets in the air.

**Treatment:** No medication needed. Tablet for fever. Rest and fluids.

## Meningitis

**Cause:** Virus, bacteria or fungus.

**Serious:** Bacterial meningitis is more serious than the viral form. It can cause brain damage, and even death.

**Symptoms and signs:** Fever, headache, neck stiffness, eye pain when looking into light, nausea, vomiting, drowsiness, fits.

**Spread:** By coughing and sneezing infected saliva droplets in the air.

**Treatment:** Bacterial meningitis is treated with antibiotics. No medication is needed for viral meningitis. Tablet for fever.

## Mumps

**Cause:** Virus

**Serious:** No. It is usually a mild illness.

**Symptoms and signs:** Pain in jaw, then swelling in front of ear and fever.

**Spread:** By coughing and sneezing infected saliva droplets in the air.

**Treatment:** No medication needed. Tablet for fever. Rest and fluids.

## Pneumonia

**Cause:** Bacteria, virus, fungus (rare)

**Serious:** Mild or severe.

**Symptoms and signs:** Difficulty breathing, cough, fever, chest pain.

**Spread:** By coughing and sneezing infected saliva droplets in the air.

**Treatment:** Bacterial pneumonia is treated with antibiotics. No medication is yet available for viral pneumonia. Tablet for fever. Rest and fluids. May need to be in hospital if pneumonia is severe (difficulty in breathing or a fever that does not go away).

## TB

**Cause:** Bacteria

**Serious:** Yes, if not treated the person will die.

**Symptoms and signs:** Loss of weight, coughing for more than 2 weeks, night sweats, coughing blood.

**Spread:** By coughing and sneezing infected saliva droplets in the air.

**Treatment:** Antibiotics for at least 6 months. Rest and fluids.





# Non-communicable diseases

## Asthma

A lung condition where the lung pipes become narrow, swollen, and full of mucus. This makes it hard to breathe.

**Cause:** Runs in families. The environment e.g. dust and smoke.

**Serious:** May be mild, moderate or severe.

**Symptoms and signs:** Cough, shortness of breath, whistling in the chest, chest pain.

**Treatment:** Medication and inhalers (pumps). Avoiding things in the environment that make it worse, such as dust and pollution.

## Cancer

Cancer occurs when cells in the body begin to grow and multiply in an uncontrolled way. These abnormal cells group together to form tumours (lumps).

**Cause:** Some cancers run in families e.g. breast cancer. Others are caused by the environment e.g. skin cancer because of too much sun. Or by one's behaviour, for example lung cancer because of smoking.

**Serious:** Some cancers are treatable, others not.

**Symptoms and signs:** Depends on where the cancer is e.g. lump in the breast, or headaches with brain cancer. Tiredness, loss of weight.

**Treatment:** Depends on the type of cancer. An operation to remove the cancer, treatment called chemotherapy or radiotherapy where X-rays are used to shrink the cancer.



## Diabetes (type 1 and 2)

A disease that affects how the body uses a sugar called glucose. Glucose is in the food that we eat. The hormone, insulin, helps the body to take glucose from our blood into our cells. If you have diabetes, your body either cannot make insulin (type 1 diabetes) or the insulin does not work in your body like it should (type 2 diabetes). The glucose then cannot get into your cells normally. High blood glucose levels will make you sick.

**Cause:** Type 1 diabetes may be genetic. Being overweight puts you at risk of getting type 2 diabetes.

**Serious:** Yes, if not treated, may result in heart disease, stroke, kidney failure, blindness, and death.

**Symptoms and signs:** Peees a lot, drinks a lot, eats a lot, loss of weight, always tired.

**Treatment:** Type 1 – insulin injection. Type 2 – medication and sometimes also insulin injection. Losing weight (type 2), healthy eating, exercise, avoiding tobacco.

## Heart disease

**Cause:** May run in families, smoking, high blood pressure, being overweight, not getting enough exercise.

**Serious:** Yes. May lead to a heart attack, heart failure, or death.

**Symptoms and signs:** No symptoms early on in the disease. May have chest pain and shortness of breath later.

**Treatment:** Medication. Losing weight, healthy eating, exercise, avoiding tobacco. May need a heart operation.

## Hypertension (high blood pressure)

Blood pressure is how hard your heart needs to pump to move blood around in your body. If you have high blood pressure, it means your heart and arteries must work harder than they normally would.

**Cause:** Runs in families. Being overweight, stress, lack of exercise, high salt diet, smoking, alcohol.

**Serious:** Yes. May result in stroke, heart attack, heart failure, kidney failure, or loss of vision.

**Symptoms and signs:** No symptoms early on in the disease. May have headaches, dizziness, blurred vision, nose bleeds.

**Treatment:** Medication. Losing weight, healthy eating, exercise, avoiding tobacco and alcohol.





# Vaccinations

It is important that children are vaccinated against TB, polio, measles, meningitis and other serious diseases. Getting vaccines is called immunisation because they help your immune system.

Observe  
and  
describe



Sheba  
mme o  
hlalose

**Vaccines** contain pieces of germs, dead germs or very small amounts of germs that have been made weak, and help the body's immune system recognise the germs and create resistance to them. The vaccine cannot infect you with the disease.

## Your Road to Health card

Every child gets a 'Road to Health' card or booklet when they are born. It lists the vaccinations you have had.

When you were born you were vaccinated with the TB vaccine. You were immunised against TB. The vaccine helps your immune system fight the TB germ. Other vaccinations children need include polio, measles, meningitis, Hepatitis B, Diphtheria, Pertussis (whooping cough) and Tetanus.

1. Do you have a small scar on your right upper arm?  
Do you know what it is from?
2. Check your friend's arm too.
3. Do you still have your Road to Health card?  
Do you know which vaccines you have had?
4. Do you know someone who got a Covid-19 vaccine?



Make  
something to  
show what you  
think it is like



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

## How vaccines work

Vaccines are either injected into our bodies (like the TB vaccine) or we swallow them (like the polio vaccine). Vaccines are made out of a small part of a weak or dead germ.

The vaccine teaches your immune system to recognise the germ quickly. A special type of cell called the B cell makes proteins called antibodies. Antibodies can attach themselves to germs. These antibodies can block the actions of the germ, or mark the germ so it can be attacked by other cells.

When you come in contact with the germ you were vaccinated against, your body will have the antibodies to block it, mark it and destroy it. The vaccine cannot infect you with the disease.

5. In pairs, take turns to explain in your own words how a vaccine works. Feel free to use your hands or draw pictures.

Example: You get a small injection with the germs. The germs have been weakened so they cannot make you ill. Your body learns to fight the weak germs and how to recognise them. The next time you are exposed to the virus, your body knows how to fight the virus and you become immune to the virus.

### A vaccine that prevents cancer

In Grade 4, girls in South Africa are given a human papilloma virus (HPV) vaccine to protect them against the virus that can cause cancer of the cervix in later years. The HPV is passed on to females and males during sex. It mostly affects females, but males can also get cancer of the penis. It is important to get the vaccine before you start having sex. HPV can also cause cancer of the anus and mouth.





# A virus outbreak

Sometimes many people in one area get the same disease at the same time. This is called a virus outbreak.

Find out more  
(ask someone  
- look it up)



Batlisisa  
haholwanyane  
(botsa motho e  
mong - itjhebele  
yona)

## Covid-19



The whole world came to a standstill when the corona virus that causes Covid-19 started infecting people in 2019.

Do you remember when all the schools closed down, and the country went into lockdown to stop the spread of the Covid-19 virus?

1. Interview someone who went through the Covid-19 pandemic. Ask them:
  - a. What were the main rules or advice to stop the spread of the virus?
  - b. How did they handle staying at home during the lockdown?

### Did you know?

The 1918 influenza pandemic was caused by an H1N1 virus. Although it is not clear where the virus originated, it spread worldwide during 1918-1919. It was first identified in United States military personnel in spring 1918.

It is estimated that about 500 million people or one-third of the world's population became infected with this virus. The number of deaths was estimated to be at least 50 million worldwide with about 675,000 occurring in the United States.





Make  
something to  
show what you  
think it is like



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

## A challenge

2. Imagine you are living in an epidemic where protective medical gear has run out.
  - a. Create protective gear from resources found in the home and recycled waste.
  - b. Design and draw your own protective clothing that you think people should wear to protect themselves against communicable diseases.



Personal protective  
equipment (PPE)



# Available treatment

Over the years, treatment of illness and disease has changed.

Find out more  
(ask someone  
- look it up)



Batlisisa  
haholwanyane  
(botsa motho e  
mong - itjhebele  
yona)

## Natural medicine



Our African ancestors have taught us about plants like African wormwood also known as Wilde Als, to treat infections. Many other medicinal plants, like buchu and aloe, are still used today to treat infections and other illnesses. Read more about these plants below.

1. Do you know any natural medicine for the treatment of colds and flu? What are they?
2. What other plant or herb remedies do you know of that can be used as part of the treatment of diseases.

A long time ago, if you had a fever, you would have been made to bleed. It was believed that too much blood caused fever.

Doctors also treated infections with chemicals like mercury (this was before they realised how toxic it is). But these treatments changed with the introduction of penicillin and antibiotics.



### Buchu

Buchu is a medicinal herb from the Cape region and was used by the indigenous Khoisan people for centuries. It has anti-inflammatory and antiseptic qualities and has been used in the treatment of hypertension (blood pressure).



### Honey

Honey has many healing properties and can be used for soothing a sore throat, healing wounds, helping digestion and many others.



### Wilde Als (Umhlonyane)

Wilde Als is a medicinal herb that acts as an anti-inflammatory, antiseptic and antidepressant. Find out more about the many benefits of this plant.



Be kind to yourself



Ipontshe botho

### Antibiotics

Antibiotic means “bacteria killer.” A doctor prescribes them if you have a bacterial infection. Antibiotics do not work against viruses, like the flu virus.

Do not use antibiotics when they are not needed. Bacteria can become resistant to the antibiotics.

When you take antibiotics complete the course. Make sure you include probiotics (like yoghurt) to restore the good bacteria in your tummy.

## When to get help from a doctor or clinic

3. It is important to know when to go to the doctor or clinic and what to expect there. Complete the following words.

Go to the doctor when you:.

- a. struggle to b- - - - when you have a cold.
- b. have a cough that lasts for more than 2 weeks.
- c. v - - - t everything you eat and drink.
- d. have a really sore t - - - - t.
- e. have s- - - - ch, chest or h - - - d pains that keep getting worse.
- f. have swollen g- - - ds.

## Play doctor, doctor

4. In pairs, create a role-play of the dialogue between a doctor and a patient. Decide who plays the doctor and who plays the patient. What illness does the patient have? Use the Info Pages F and G to read up about the illness.

- a. What questions do the patient and the doctor ask?
- b. How does the patient describe their symptoms?
- c. How does the doctor respond?

Answers: (a. breathe; c. vomit; d. throat e. stomach and head; f. glands)



# Prevention

Preventing disease is always better than treating a disease. Sometimes, you cannot avoid getting a disease and then you need to visit a clinic or a doctor.

## Quiz

1. Answer this quiz with ALWAYS, SOMETIMES or NEVER. Be honest.

● ALWAYS

● SOMETIMES

● NEVER

I do not get too close to people who are coughing or sneezing.



I avoid public spaces when I have the flu.



I wash my hands often, especially before eating and being with others.



I avoid sharing cups and cutlery with others unless it has been cleaned.



I am physically active and rest when I need to.



I avoid putting anything unhealthy into my body.



I avoid touching my eyes, mouth and nose when in a public space.



I open the windows in a crowded room or space.



I do not share my toothbrush, wash cloth and towel.



I do not walk barefoot in a public bathroom.



I cover my mouth with the inside of my elbow when I cough or sneeze.



I drink water regularly throughout the day.



I do not eat food off the floor.



I do not kiss someone who has sores on their mouth.



I wash my hands after playing with pets.



If I get a scratch, I wash it, clean it, and cover it.



If I am in pain or feel ill I tell someone I trust.



I avoid another person's body fluids (blood, spit, etc.) without protection.



I inform myself of ways to stay healthy and protected from disease.





Find out more  
(ask someone  
- look it up)



Batlisa  
haholwanyane  
(botsa motho e  
mong - itjhebele  
yona)

## Answers and quiz discussion

2. Give yourself 1 point for every ALWAYS answer.

A score of 18-20 is very good; anything less than very good carries some risk, so be aware that you are taking risks.

16-17 is good.

14-15 is okay, but close to real danger.

If you scored below 14, you need to work on protecting yourself better from getting communicable diseases.

3. Discuss with your partner what you are going to do to better protect yourself from getting communicable diseases.

4. You have learnt lots about communicable diseases. Think of ways to share these important messages with the learners in your school.



### You have the right to ask questions

You have the right to ask your health care provider questions about your body and illness. Think of some questions you can ask, like:

- What caused this illness? Is this serious? What can I do?
- What does this medicine do? What are the side effects? How long must I take it?
- Who can I call if I experience problems?





# Facts about HIV and AIDS

People living with HIV can live long, healthy and productive lives with proper treatment, care and support.

Ask  
questions about  
the things you  
want to know



Butsisa  
diputiso ka dilo  
tseo o nyakang  
go ditseba

## Facts about HIV and AIDS

HIV is a type of virus. The letters 'HIV' stand for 'Human Immunodeficiency Virus'. A **deficiency** means that you do not have something. This is a clue to what the virus does. It damages the white blood cells in the immune system, and then there are not enough white blood cells to help keep your body healthy.

Over time a person living with HIV who is not treated begins to get sick from lots of diseases and we say they have AIDS (Acquired Immunodeficiency Syndrome).

1. Read the information on this page and then discuss the questions that follow. Make a list of questions you would like to ask about HIV and AIDS.



There are only three ways  
HIV can get into your blood  
stream:

- The most common way HIV is spread is through sex with a person living with HIV, (more specifically, through unprotected penetrative sex).
- It is also possible for a mother living with HIV to pass it on to her unborn child.
- HIV can also be spread by sharing instruments that pierce or cut the skin with a person who has HIV.





### Preventing HIV

- People who have sex should always use condoms for protection.
- Pregnant women can take ARVs to protect their babies from being born HIV positive. The baby will not get HIV if the mom feeds the baby only breast milk for six months and stays on ARVs.
- Drug users must know how to protect themselves and others and never share needles.
- If you help someone who is bleeding, wear latex gloves, or protect yourself with a thin plastic bag.

Give a reason  
for what you  
think



Efa lebaka  
la seo o se  
naganago

## HIV treatment

The treatment for HIV is to take medicine every day. These medicines stop the virus reproducing itself. HIV medicines are called **antiretrovirals** (ARVs).

It is important for a person who has tested positive for HIV to start taking antiretrovirals or ARVs early and to keep taking them for life.

2. In pairs discuss what the word 'immune' means? Look again at Lesson 15.2 to refresh your memory. Take turns to explain what an immune system does.
3. Make an argument for why the government should provide free ARVs to everyone who is HIV positive.

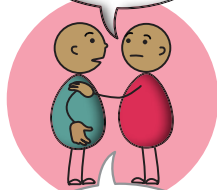




# Stop the stigma

HIV and AIDS affect all of us. It is important to know the correct information about the virus and treatment. Never discriminate and be kind to people living with HIV.

Try to feel  
what someone  
else is feeling



Leka go kwa  
seo motho yo  
mongwe a se  
kwago



**Stigma** means negative attitudes or beliefs towards others. It usually happens when people have inaccurate or untrue information about something.

## Stigma and discrimination

Sometimes people will be rude or unkind about a child or an adult because they are living with HIV.

Stigma and discrimination is why some people do not talk about their status and keep it a secret or confidential.

Everyone has a right to keep personal things confidential.

If you find out someone is living with HIV, never gossip about it and never tease or bully them.

1. Think about a time in your life when you felt rejected because you were seen to be different from others. Perhaps someone or a group said or did something to make you feel different. Write down answers to these questions:
  - a. How did it feel?
  - b. What did you do?
  - c. Did this leave you with any memories or sadness? Maybe it even affects the way you behave now.



Work it out  
yourself



Šomana le  
yona ka bo  
wena



**Adherence** means sticking to something. Treatment adherence means sticking to the treatment by taking the medicines regularly and continuously.

## Adherence

People living with HIV can live a long and happy life on the correct treatment.

Adults and children who are taking ARVs must take them at the same time every day and carry on taking them. If they stop treatment, the virus will start growing again.

2. What suggestions do you have to help someone remember to take their medicine at a particular time every day? For example:
  - Set a cell phone alarm
  - Make a star chart. Stick a star on a daily calendar every time the medicine is taken.
3. Write a short paragraph about protecting yourself from HIV or being kind to people living with HIV.

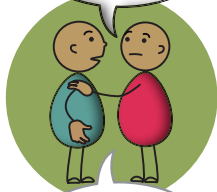




# Caring for each other

Everyone needs respect and care. People living with HIV need to take extra care to keep healthy and look after themselves. Everyone has a responsibility to take good care of people living with HIV.

Try to feel  
what someone  
else is feeling



Leka go kwa  
seo motho yo  
mongwe a se  
kwago

## We are all affected



1. What are some of the things you can do to show care and support to someone living with HIV?
2. How do you keep healthy? Share five tips to stay healthy.
3. What are the things you need to ask a boyfriend or girlfriend to make sure the couple are both protected from HIV? Make a short list.

### Show care and support:

If you are caring for someone who is HIV positive, encourage them to take their medicine. Make sure they eat a healthy diet (fruit, lots of vegetables and drink lots of water).

Never judge a person with HIV. Show that you are there to care for them and support them.





Work it out  
yourself



Šomana le  
yona ka bo  
wena

## Test your knowledge about HIV

4. In pairs or groups, test your knowledge about HIV.

a. **Statement:** You can get HIV by playing sport, hugging, sharing food and watching TV with people who are HIV positive.

**Answer: False.** You can only get HIV from HIV-positive blood, semen, vaginal fluid, breast milk, and anal fluid.

b. **Statement:** An HIV test is the only way you can know you have HIV.

**Answer: True.**

c. **Statement:** If you have sex without a condom it is possible to get HIV even if it is the first time you have sex.

**Answer: True.** Every time a person has unprotected sex (including the first time) there is a chance to become infected with HIV.

d. **Statement:** A person who is living with HIV can live a long and healthy life if they take ARVs properly for their whole life.

**Answer: True.** They must not stop taking their ARVs when they feel healthy. ARVs keep the HIV viral load low, but do not kill the virus.

e. **Statement:** ARVs cannot cure HIV but they prevent HIV from reproducing and reduce the amount of HIV in your body.

**Answer: True.** There is no cure for HIV. There is only treatment. ARVs can reduce HIV to a level that is undetectable but cannot get rid of HIV completely.



Usebeuzile





# Lead and follow games

Play these games to see how you work as a team.



## Follow the leader

One person moves in the space using a particular style of movement. As soon as they start moving, the rest of the group follow their movements. This person can only be the leader for a few seconds. Someone quickly moves to the front and takes over the leadership, without disrupting the flow of the exercise.

The rest of the group accepts this new leader and follow them, doing the precise movements and gestures that they do.

Stay focused and do not talk during this exercise. How many leaders can you have in the time you do the exercise? Be creative with your movements, but also keep them simple.

Try forward, backwards and sideways movements. Do different levels (low, medium and high). Try different rhythms and tempos, slow or fast, connected or staccato. Do different types of travelling moves: stomping, skipping, running and crawling.



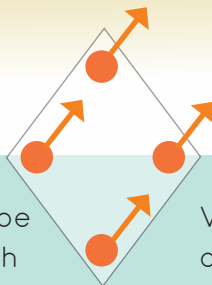
Vusimuzi Malindi, 2020



Activity!

## Diamond mirror

In a group of four, stand in the shape of a diamond, with a person at each point. All face in the same direction. Whoever is at the head of the diamond will start to move slowly, and the other three people will copy their movements. Move as though you are under water, so that your movements are flowing and easy to copy.



When you turn so much to either the left or the right, a new person is now the head of the diamond, and will take over leading, without any interruption. The rest of the group follows the new leader. Make sure that when you are leading, you try your best to move in such a way that the group can follow you. Can you change leaders without people noticing the change?



Activity!

## Lead and follow in pairs

One of you uses a blindfold, or keeps your eyes shut. The other person directs the blindfolded person around the room, using only their voice. Stay close to your partner, but do not touch them. If you are leading, take responsibility for your partner's wellbeing. Make sure that they are safe at all times. If you have to physically guide them, for their safety, that is fine, but see if you can build up enough trust so that you can use your voice alone.



Activity!

## Good teamwork

Think about the values and attitudes needed for group work.

- Do you lead and follow equally well?
- Are you thoughtful and respectful of your group at all times?



Vusumuzi Malindi, 2020





# Stretch and jump

Loosen up by stretching different parts of your body. Then, go ahead, move and jump.



## Stretch out your body

**Hamstrings** (the tendons that run down the backs of the legs)

- Stand in parallel. Roll down the spine with bent knees. Touch your toes and straighten your knees slowly.
- Remember to relax your neck and breathe deeply. Hold for at least 30 seconds, repeat, then slowly bend the knees and roll up.



**Thighs** (the muscles above the knees)

Balance on one leg and hold the other foot behind you, close to your bottom. Keep the knees together. Hold for 30 seconds and then change legs.

**Calf muscles** (the muscles at the back of the lower leg)

Keeping both feet pointed forwards, gently lunge forward with the right leg. Keep the back leg straight and push the heel down into the ground. Hold for 30 seconds then change legs.



**Spine twist**

Lie on your back with your arms out on either side. Lift the right knee until it is above the hip. Lower the knee towards the floor on your left so that it crosses the body. As you do this, turn your head to the right side. At your limit, hold for 30 seconds. Remember to relax and breathe. Repeat on the other side.



**Glute stretch** (the muscles in the bum)

Lie on your back and bend your knees so that your feet are near your bum. Lift your right leg and place the right ankle on the left knee. Let the right knee open as wide as it can. Reach under your left thigh with your hands and lift the leg up, drawing the leg towards the chest. Stop when you feel a good stretch in the bum. Hold for 30 seconds, breathing deeply, and then change to the other leg.



Vusimuzi Malindi, 2020



## Safe landings

**Stand in a circle, spread out, with at least one arm's length between you.**

Everyone travels to their right, then left, then forwards (into centre of the circle) and backwards (away from the centre of the circle). Everyone keeps facing into the centre.

**Set up a rhythm of slow counts:** 1, 2, 3, 4.

Using both feet and landing on both, all jump at the same time, four times:

- to the right
- to the left
- forwards (to centre)
- backwards.

Now, all jump to the right four times,

- Then to the left four times.
- Then jump forwards (to centre) four times.
- Then backwards (away from centre) four times.

**Repeat the exercise, each time with a different jump, but this time you only do two jumps each way and you use the extra counts to transfer weight to the correct legs:**

- From one foot ♦ to two feet
- From two feet ♦ to one foot
- From one foot ♦ to the same foot
- From one foot ♦ to the other foot

By doing only two jumps in four counts, you have time to sort your footwork out to make the correct jump.

**Give each jump a meaning.** Tell a story with the jump. For example, you are jumping forward to save a child. You are a superhero leaping through the air from building to building. Make sure that for every jump you have a clear idea of who you are and why you are jumping.



Nicky Newman, Delft, Western Cape, 2015





# story development games

Improvise and create stories in different ways.  
Practise different storytelling techniques.



## Make connections

Get ready to practise fast thinking. You can play this game in whatever language is most comfortable for you.

Stand in a circle, and one person says any word they can think of. The person next to them needs to say the first word that this word makes them think of. Each word should be directly connected to the word which was said immediately before it.

Try to keep going as fast as possible around the circle.







### Activity!

## One word stories

In a group, tell a story with each of you adding only one word at a time. Can you keep the story going and make sure it makes sense?



Vusumuzi Malindi, 2020



### Activity!

## Random sound improvisations

In your group, come up with a selection of random sounds. Each person will make one sound with their voice or with body percussion.

Decide as a group about the order of these sounds and practise your sequence of sounds a few times.

Now make up a story in which these sounds occur – in the sequence that you have already decided upon. Try not to change the order of the sounds. The story can be told, with different people telling different parts of the story, or it can be acted out, but the whole group must be involved.







# Peter and the Wolf

“Peter and the Wolf” is a great introduction to music and the instruments of the orchestra.



Activity!

## Listen to the music

“Peter and the Wolf” is a famous piece of music composed by Sergei Prokofiev in 1936. It introduces the instruments of the orchestra while telling a story. Each musical instrument represents a particular character in the story.

The story is about a young boy who manages to catch a wolf. The music is written in three parts. The opening part introduces the main characters. The middle part contains all the most exciting action, as the wolf eats the duck but is then captured by Peter. The final part brings all the characters together for a final celebration. The music starts and ends in C major.

The instruments used in the orchestra are from four instrument families:

**strings, woodwinds, brass** and **percussion**.

There are lots of online resources available about “Peter and the Wolf”.

- Listen carefully to “Peter and the Wolf”.
- Can you identify which instruments are being played?
- Can you hear when a new part begins?
- From which instrument family is each instrument?



Bassoon

Oboe

Strings





**Clarinet**



**Flute**



**Timpani**



**French  
horn**





# Create a story with sound 1

Stories do not always need words. Music and sounds can be used to inspire stories.



Activity!

## Start by listening

Close your eyes and listen to the sounds inside your own body, inside the room and in the immediate area around the room. Then try to hear the sounds that come from as far away as possible.



I can hear a truck breaking in the distance

I can hear the leaves rustling in the wind.

I can hear my tummy rumbling...





## Activity!

### Prepare the sound picture

Divide into two groups, musicians and actors, to create a musical performance. The musicians will play the music piece and the actors will create a performance to go with the music.

Everyone starts as musicians, and creates a musical piece.

### Part 1: Compose the sound track

Select **instruments** that you can play. Find interesting objects with which to make sounds. You can also use body percussion and voice.

As a group, decide on some sound pictures that you can create. For example, you could create a party atmosphere, which is interrupted by the arrival of a powerful person (played by a big drum), who then takes the party-goers captive (the mood of this section is very sombre as the prisoners are marched off to prison).

Ensure that the sound picture that you create has at least three parts to it, each with its own mood. Be clear about the kind of **atmosphere** you want to create with the sounds. Make sure that individual sounds can be heard. Use **silence** as well.

Choose a **conductor** to bring in the different instruments and suggest dynamics.

Create a **climax** for your music piece. Make this moment clear.

Create a short repetitive phrase of several notes, which will create a kind of theme tune, or **ostinato**. Use the ostinato to start and end your performance.

**Record** your music on a phone or some other device, so that you don't forget it. Musicians will need to play the music twice so that the actors can get a strong idea of it.



## Words



An **ostinato** a musical phrase or rhythm that is continually repeated.





# Create a story with sound 2

## Part 2: Interpret the sound through movement

One half of the class improvises their music together, twice over, while the other half is divided into groups of actors, who each interpret the music in their own way.

In groups of five or six, listen to the sound pictures created. Then discuss:

- What pictures do you see in your mind? Do not ask the musicians for their version of the story. Create your own interpretation of what you hear.
- Your story will have three stages to it, each with a different mood. What happens in the beginning, middle and end?

Give meaning to the different sounds and instruments. You may want to associate a character with each specific sound.

There will be several different versions of the story, depending on how many groups there are. But they will all be inspired by the same piece of music. You should focus on using your body to tell the story. The story will be mimed without any dialogue.



### Part 3: Perform your sound story

The musicians play and two groups at a time will act out their stories in different parts of the room.

What do you see happening in the different stories?

As a class, discuss the following:

- Was each story clear?
- How were they similar to or different from one another?
- Could you see what was happening at the beginning, middle and end of the story?
- Do the actors use body language, gesture, facial expression and interaction clearly to get the story across?
- What was a key moment in the story? What sounds made this a key moment?
- What moods were created by the sound pictures/music?
- How were these moods interpreted by the actors?
- Were certain instruments associated with certain characters?
- Was repetition used at any point?
- Where was the climax in the sound picture?
- What did the theme tune (ostinato) make you feel?







# Puppetry

Read and learn about puppets from Mali in West Africa.

## Bamana puppets of Mali

Yaya Coulibaly is a Malian **puppeteer** and a **custodian** of the Bamana puppetry tradition. This is one of the oldest and richest of Africa's surviving puppetry traditions.

At the age of ten, Yaya began to learn about puppet figures from his father. Yaya studied art and puppetry in France and then formed his internationally famous puppet company, Sogolon.

Yaya believes that puppets are magical because they connect the world of humans and the spirit world.

The relationship between puppet and puppeteer is one where neither can come to life without the other. The puppet needs the master to pull the strings and the master needs the puppet to share his creativity with the world.

### Words

A **puppeteer** is the person who manipulates the strings that bring the puppet to life.

**Custodian:** One who guards and keeps something safe.







## Popular puppet figures

The **Sogow** puppets are traditional puppets used in the puppet theatre of the Bamana people of Mali. The word “Sogow” means “animal” in the Bamana language. These puppets are much bigger than other dancing creatures, with bodies that can be up to two metres long! It takes two or three puppeteers working together to bring these puppets to life and make them move.

One famous puppet is **Sigi**, the bush buffalo, which symbolises strength and the power of tradition. Sigi dances slowly, sometimes stopping so the puppets on its back can perform.

- What special skills do the puppeteers need to make these puppets move and look alive?
- Would you be a good puppeteer? Why or why not?







# Create your own puppets

Choose an African story (either a traditional story or a contemporary one) that you know and like. Choose a puppet for each of the characters in the story.



Activity!

## Make your own puppets

To prepare for this class, everyone must collect materials such as toilet rolls, dowel sticks, bits of fabric, old socks, newspaper, egg boxes, cardboard boxes, plastic milk bottles and wool.

Create a simple puppet, following one of the examples below:

### Sock puppets


- Use old socks to make cool puppets. You can sew on buttons, or the lids of milk bottles for eyes
- Stuff them with newspaper to give the head a shape
- Glue bits of fabric or coloured paper to make a hat, clothes or feathers and beaks for birds.
- Put your hand inside the sock so as to create a top and bottom jaw, so that your puppet can “talk” and move.

### Simple rod puppets

- Scrunch a piece of newspaper into a ball.
- Tape it over a stick.
- Make a hole in the centre of a toilet roll and push the stick through so that you have shoulders.
- Use a short stick at the back of the puppet’s head that you can hold onto. You will use this to move the head in different directions.
- Cover the head in a piece of fabric or plastic bag.
- Use pieces of fabric, newspaper or plastic bags to create the clothes hanging over the shoulders of the puppet.
- Attach a smaller stick to the “hand” of the puppet.







Hi! We are giant Mexican puppets called Mojigangas.



### Giant puppets and object theatre

Create a giant puppet with three people inside. Use sheets or blankets, broomsticks and other household objects.





# When puppets come to life

Often when we talk about puppetry, we talk of breathing life into our puppet. Breath is very important if you want your puppet to appear to be alive.



Activity!

## Get to know your puppet

- What kinds of expressions does your puppet have? How does it move? How does it look from different angles?
- What kind of character does the puppet seem to be from what it looks like, and how it moves? Is it bad-tempered, friendly, shy? How does it breathe?
- Once you have an idea of your puppet's character, you can experiment with movement. Allow your puppet to move around the room and greet others, using sound, breath and movement. Is it friendly, outgoing, scared, or an angry puppet?







## Improvise and create a short sequence

### 1. Breathe

When we are asleep, are we completely still? In pairs, study your partner's movement when you are both sitting still.

- When your puppet is asleep, what are the small quiet movements you might be able to imitate?
- Can you get your puppet to 'breathe'?

### 2. Wake up and explore

What happens when you wake up in the morning? How do you move? What are the first things you do? Allow your puppet to 'wake up' and explore the space around it.

- What is their movement like?
- Do they yawn, stretch, walk, dance, run?

### 3. Meet and greet

Let your puppet meet another puppet. Develop the character of your puppet further as it interacts.

- Meet your puppet's friend and take a journey around the space together.

### 4. Find your puppet's voice

Explore and try out different vocal qualities.

- Do you think that your puppet's voice should be high or low? Rich or squeaky? Rough or gentle? See what works with the character you have developed so far.

### 5. Develop relationships

Meet another pair, and join up. Do a simple routine. Choose from one of these ideas:

- Eat a meal together
- Make friends
- Dance together

Explore a moment of conflict in this scenario, and find a resolution to the conflict.

### 6. Theme tune

Give your puppet a 'musical signature'. Whenever it moves, there is a short rhythm or tune that you or someone else creates. You could sing this, clap it, or play it on an instrument.

### 7. Create a short play with your puppets

Now that you know how your puppet moves and interacts, you will use your puppets to tell an African story.

Use as many elements of what you have already created as possible. You can add music for entrances and exits, or to change the mood of the scene.

Structure your story so that it has a clear beginning, middle and end.







# Puppet theatre



## Perform a puppet show

Give your puppets a stage to perform on. This could be a desk, or some chairs placed next to each other. It helps to have a surface at table height. You could also create a puppet theatre out of cardboard boxes.

Practise your short puppet play a few times in a group.



### Checklist

- Is your puppet visible to the audience?
- Is the movement coordinated with the sounds?
- Is there a beginning, middle and end to the story?
- Do the relationships develop through the course of the story?

Being a puppeteer is not the same as acting. The audience should be looking at the puppet, not at you.





## Reflect and appreciate

Seated in a circle, discuss what you and others have performed and comment on what you have learnt.

Discuss each performance, reflecting on what you liked and what you think each group could do differently.

Talk about the elements of the performance:

- **Breathing** and coming to life.
- **Movement** and skill in manipulating the movement.
- **Dialogue** and use of voice.
- **Music** to underscore movement and to introduce characters.
- **Characters** and relationships
- **Structure:** beginning, middle, end or introduction, conflict, resolution.
- **Is the story clearly told?** Can you follow the story easily?
- Does the puppeteer give **focus** to the puppet? The audience looks at the puppet and not the actor.







# Rituals and ceremonies

Rituals and ceremonies can have many different purposes: to celebrate a harvest, to join two families together, to mourn for someone who has died, to assist with a rite of passage, or to install a new cultural leader.



## Activity!

What **rituals** or **ceremonies** do you know about or have you personally experienced? Discuss:

- What are different types of rituals?
- Why do we perform rituals?
- When do we perform rituals?
- Who participates in these rituals?
- What is the difference between **routine** and **ritual**?

## Words


A **ritual** refers to a group of actions performed for their spiritual and symbolic value.

A **ceremony** is performed on a special occasion.

The purpose of rituals and ceremonies differs according to the society and the people's spiritual beliefs.

Catholic priest  
praying in  
church.





*Durga Puja, Hindu festival in reverence to the goddess Durga.*



Review what you have learnt about rituals and ceremonies in Term 2 in Lesson 7.

Work in groups. Research different cultural rituals and ceremonies. Observe them and then prepare to present one to the rest of the class.

For your presentation, make sure you understand the elements of the ritual or ceremony.





# Chanting

Chanting is found in many rituals and spiritual practices. The idea behind chanting certain sounds is that they cause vibrations in our body.



## Activity!

### Chant OM

One of the most ancient chants is the OM sound (AUM). The OM or AUM is a sacred sound and a spiritual symbol in Hinduism and Buddhism.

Aum is chanted as **aa-uu-eemm**. Try doing the following a few times:

Breathe in deeply and out slowly, making the following sounds:

**AA:** Feel the vibration around your navel and abdominal area.

**UU:** Feel the vibration around your chest cavity.

**EEMM:** Feel the vibration in and around your throat.

After you chant one Aum, there is a pause.

Chanting OM has been shown to decrease blood pressure, slow down the nervous system and calm the mind.



## Words



**Chanting** involves the repetitive speaking or singing of sounds or words. It sometimes requires a note to be sustained for a long time. Chanting requires a lot of breath support to do properly.





## Grow the chant

In pairs, decide on a sequence of sounds that you can chant together. Practise your chant with your partner and then start to move around the space together.

When you meet another pair, listen to their chant and share yours with them. If you think the chants can be combined, practise your chants together.

If not, move on until you find a pair with a chant that works with yours.

Now walk as a group of four, singing your new, expanded chant, and see if you can find a group where your chant works with yours.

See if you can keep growing your chant until it involves most, if not all, of the class.







# Dancing rituals

There are many cultures where dancing is an important part of the ritual.

In Turkey and other countries of the middle East, there are **Sufi rituals** involving Islamic mystics who go into a prayer trance by dancing the 'dervish' (which means doorway). This very ancient whirling dance is accompanied by music and chanting.

It builds in intensity as the dervish goes deeper and deeper into prayer. The dervish wears a very specific outfit for the dance. Whirling dervishes were historically only allowed to be men, but today some communities allow women to dance this as well.



**The San people** consider dance to have a magical and sacred power. The trance dance ritual includes dancing around a fire at night for many hours, with clapping, singing and beating of hands and feet. The dancers strike the ground with their feet and some may enter a trance state. This altered state of being may involve having an out-of-body experience, where the dancers are able to speak with the spirits of the ancestors. Those who practise and use the experience for healing are known as shamans. They believe that the songs that they sing contain *n/om*, a special power found in all living things.



### The power of song and dance

- What kind of singing and dancing have you done?
- Have you danced in a spiritual setting? How did it make you feel?
- Where else do you dance?
- Where else do you sing?
- How is this similar or different from singing in a spiritual setting?
- How do you feel when you dance or sing on special occasions?







# Common elements of rituals

Rituals and ceremonies have many common elements, no matter what culture they come from.

- **Special time and place:** When and where does the ritual or ceremony take place? Is it a special place, or can it happen anywhere?
- **Songs** that have special significance, music or chanting.
- **Movement and/or dance.**
- **Words** that are said the same way each time the ritual or ceremony is performed (like a prayer or a praise poem).
- **Different roles** for the people participating in the ritual (for example, the audience, the participants, the ritual leader; is the whole community involved, or only part of it?)
- **Clothing** that has symbolic importance (like a white wedding dress).
- **Objects** that are used in the ritual (what do these objects represent?)
- **Use of space:** For example, special places where elders sit, where people enter from and exit to, where the dance happens, etc.
- **Rhythms and structure:** A set sequence of events.
- **Patterns, repetition and sequence.**
- **Symbolism:** Any of the above elements can be used to symbolise something. Symbols contribute to the meaning of the ritual or ceremony for everyone concerned.





Can you name these rituals or ceremonies?

B



C



D







# Perform a cultural ritual

You are going to perform a cultural ritual or ceremony. This can either be a real life ritual that you know, or you can make up your own imaginary culture and create a ritual for it.

Choose a cultural ritual you have heard about, **for example, the San trance dance.**

**Discuss how this ritual shares common elements with other rituals and ceremonies.**

Choose one specific cultural ritual or make up your own.

- In pairs, find out how people greet each other in this culture or create your own made-up greeting using sound and movement.



## Imagine and create a cultural ritual

Have one group member read out the following questions, giving everyone time to imagine themselves in the situation.

- **Close your eyes and imagine you are in a place, far away somewhere.** Imagine who you are in this community. What is your daily work? See yourself doing this. Who is around you? What objects surround you? What is the weather like?
- **Discuss with group members what you saw.** Are there similarities? What can you agree on as aspects of the culture of your group?
- **Choose a rite of passage:** Birth, naming, initiation, marriage or death. Discuss what this particular event means in your culture. What does this culture do to celebrate or mark this rite of passage?
- **Decide on who in your group will be going through the rite of passage,** and then what the roles of the others will be.
- **Imagine that the ceremony is about to begin.** Step in to that imaginary world where you can start to perform the ritual you just imagined, using mime and characterisation.







### Activity!

## Perform your ritual

Perform the cultural ritual you created for your class. Consider how you would like the audience to respond to your performance. Do you want them to participate as if they are in the ritual? Or do you want them simply to watch the ritual as a performance?

Consider the use of space in the classroom or hall where you are working. Where should people be placed for the different parts of the ritual?



### Activity!

## Reflect and appreciate

Sit in a circle and discuss what you and others have performed and comment on what you have learnt from other groups.

- What did you like?
- What could each group have done differently?

Ask questions about rituals or ceremonies you do not understand or which are different to your own.

Discuss all of the different elements of ritual.

- Which aspects of the ritual do you feel that the group captured really well?
- How did being part of this ritual make you feel?

**Congratulations! You have completed Grade 6 Performing Arts.**

Give yourselves a round of applause. Share something you will remember from this year's work.

The **Mautse caves** are considered sacred by the BaSotho. They believe it is a place for people to come and speak to their ancestors.







# Beautiful buildings

Buildings are powerful. They affect our emotions and how we live.

## What is architecture?

Architecture is the art and science of designing and constructing buildings and other structures.

There are two types of structures:

**Permanent structures:** These are solid and cannot be moved.

**Portable structures:** These can be moved.

Look at the pictures on this page and identify any portable structures.



## Activity!

### Redesign your school

1. Is your school building a permanent or portable structure?
2. How does your school building make you feel?
3. What small architectural changes would you make to improve your school's design?







## What is a facade?

The facade is the front part of a building that you see as you approach it. It usually faces the street or an open space.



### Observe and discuss

4. Describe each building's facade in three words.
5. What materials do you think were used for each?
6. Are there any similar shapes or features in these buildings?
7. What type of balance can you see in the buildings?







# Ancient architecture

Buildings have different purposes, some known and some perhaps unknown. We still use the building innovations and techniques developed during ancient times. Read about some ancient civilisations that made impressive buildings.



## Pyramids in Giza, Egypt

The ancient Egyptians built amazing structures. The pyramids were built by thousands of people over many years. We still do not know how they built these large, structures with no modern-day tools.

*The Egyptians built their pyramids so that they lined up with the stars and planets at certain important times of the year.*



### Imagine you are an archaeologist

Look at the pictures of the ancient Egyptian, Greek and Roman structures built many thousands of years ago. They all had important purposes for the people of that time.

What do you think each one was used for? Explain your reasons.





**The Parthenon in Athens, Greece**



**Athena**

The ancient Greeks built large solid structures that can still be found standing today. They used many methods. Greek buildings are usually characterised by pillars. The Parthenon was a temple to the goddess Athena.



*The Romans decorated the front of their buildings (the facades) by carving battle scenes and mythological stories into the walls. The Colosseum was about 12 stories high and it could hold about 50 000 people!*



**The Colosseum in Rome, Italy**

The ancient Romans built large structures like temples, stadiums, and aqueducts, often using arches in their designs. They used special concrete to make the buildings strong.





# Modern marvels

Have you ever really looked at the buildings around you? Can you think of any impressive buildings? What about them do you like?

## The work of three architects



Look at these three buildings and identify what makes them interesting and unique. Come up with at least five **adjectives** (describing words) for each building. See if your words match your classmates' words.



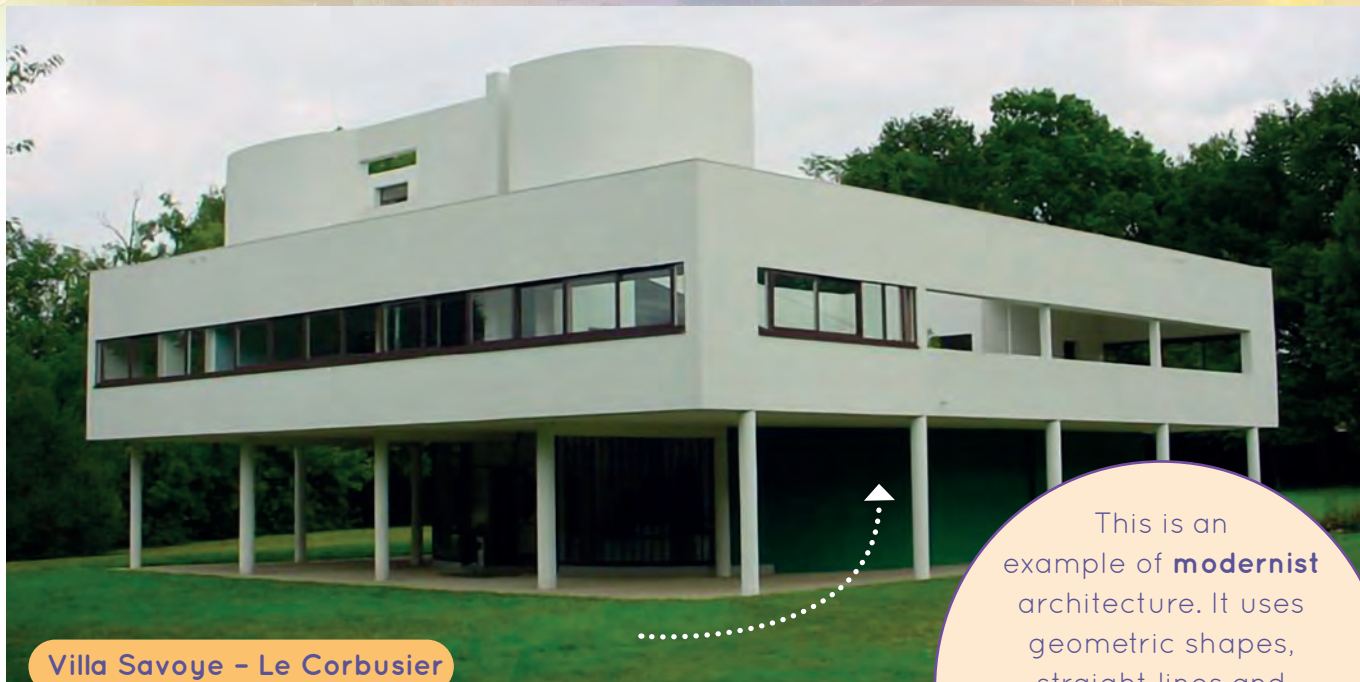
**Casa Batlló – Antoni Gaudí**

**Antoni Gaudí** was an architect who lived and worked in Barcelona, Spain, at the end of the **19th century**. He was always inspired by nature and included shapes and symbols from nature in his design of structures..

This is an example of **art nouveau** architecture. It used organic shapes, curved lines and natural colours.

The designs were decorative, using patterns and shapes found in nature.





**Villa Savoye - Le Corbusier**

**Le Corbusier** lived in France and he created structures during the beginning and middle of the **20th century**. He was an international designer and created buildings that were inspired by simple designs that would appeal to everybody.

This is an example of **modernist** architecture. It uses geometric shapes, straight lines and monochromatic colours. This style of architecture emphasises simplicity and function.



**Galaxy SOHO - Zaha Hadid**

**Zaha Hadid** was a famous architect from Iraq and England who designed very cool, futuristic buildings. Her designs redefined architecture in the late **20th and early 21st century**. Instead of sticking to straight lines and simple shapes, she loved using curves, unusual angles, and flowing forms in her designs.

This is an example of **deconstructivist** architecture. This style of architecture encourages people to think differently about architecture and space.





# Wondrous worship

If we look at our own communities, which public buildings are the biggest and the grandest?

Many towns and villages were built around worship centres such as churches, mosques and temples. People take pride in these buildings.

Here are three local examples from our country. Look at the similarities and differences between these places of spiritual practice.

Nizamiye Mosque in Midrand, Johannesburg



This is a traditional mosque that contains the basic structural ingredients required by the Islamic tradition.

- The building must be big enough to house all the male citizens of a community. The mosque must have a large prayer hall. **The Nizamiye Mosque** can hold up to 6000 people.
- The exterior (outside) of the mosque usually has one or more tall towers called a **minaret** from where the call to prayer is announced.
- The dome above the mosque is called a **qubba**. It is a representation of the vault of heaven and it is usually very decorated.
- An open courtyard with a fountain for washing hands and feet before prayer is called a **sahn**.
- A niche in the wall points toward the direction of Mecca. This is called a mihrab. All Muslims face this direction when they pray, no matter where they are in the world.

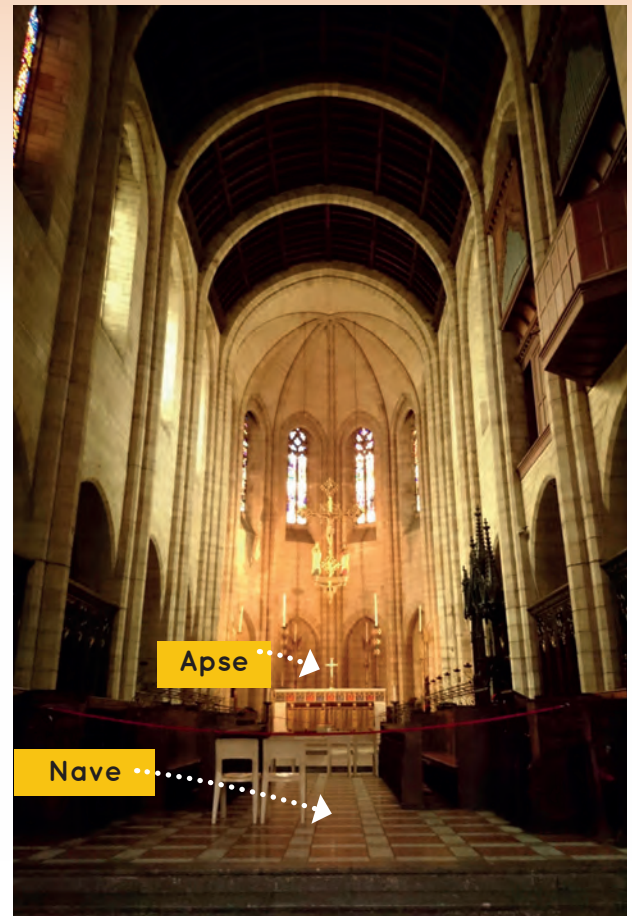




## St George's Cathedral in Cape Town

This cathedral was built in the Gothic architectural style. A cathedral is usually much bigger than a normal church.

- A gothic cathedral is usually built in a cross shape to symbolise the crucifixion of Jesus.
- There are many **arches** in a cathedral.
- The long central aisle in the middle of the cathedral is called a **nave**.
- At the end of the nave is the **apse**, which usually has stained glass windows above it.



## Clairwood Shree Siva Soobramoniar Temple in Durban

Hindu temples are decorated with lots of statuettes and carvings showing the different gods and goddesses on the facade.

- The architecture and the decorations celebrate cosmic elements, such as fire, water, and earth.
- All Hindu temples have an inner sanctum that houses the temple's main god. This is called the **womb-chamber**.
- Above the womb-chamber, there is a tower-like dome called the **shikhara** or **vimana**.
- There are other buildings, connected or separate, called **mandapas**, which are halls where the congregation meets.



### Activity!

Name three similarities and three differences between the buildings featured on these two pages?





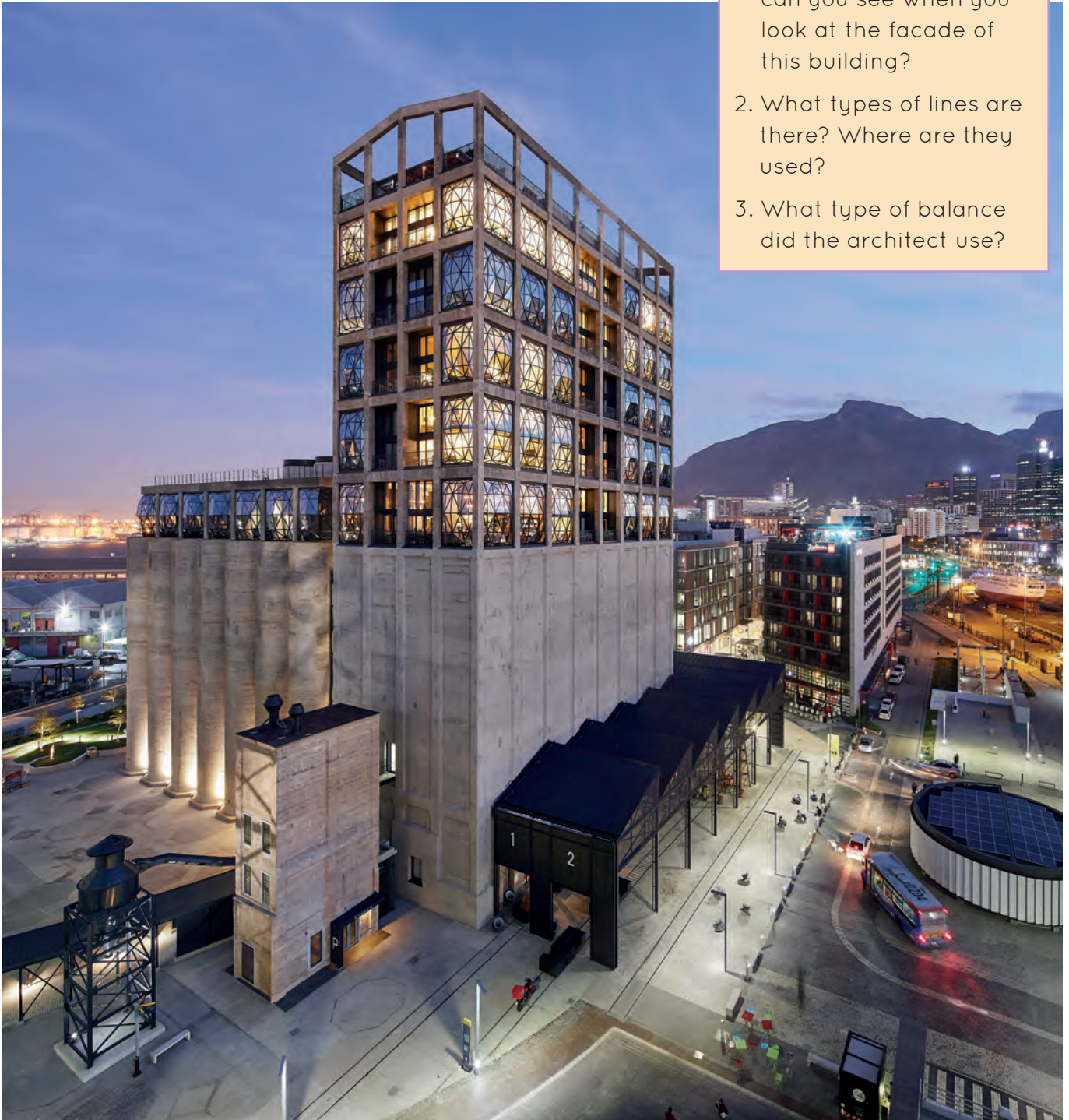
# The Zeitz Museum

The Zeitz Museum of Modern and Contemporary Art in Cape Town houses the largest collection of modern and African art in the world. It was originally a silo, where grain was stored.



## Shapes and lines

1. What types of shapes can you see when you look at the facade of this building?
2. What types of lines are there? Where are they used?
3. What type of balance did the architect use?







#### Activity!

4. What do you notice about the shape of the museum's windows? Do they bulge inwards (**concave**) or outwards (**convex**) or are they flat? How can you tell?

These images show the **interior** (inside) of the building. Describe how the large grain shafts have been used in the modern redesign of the grain silo.





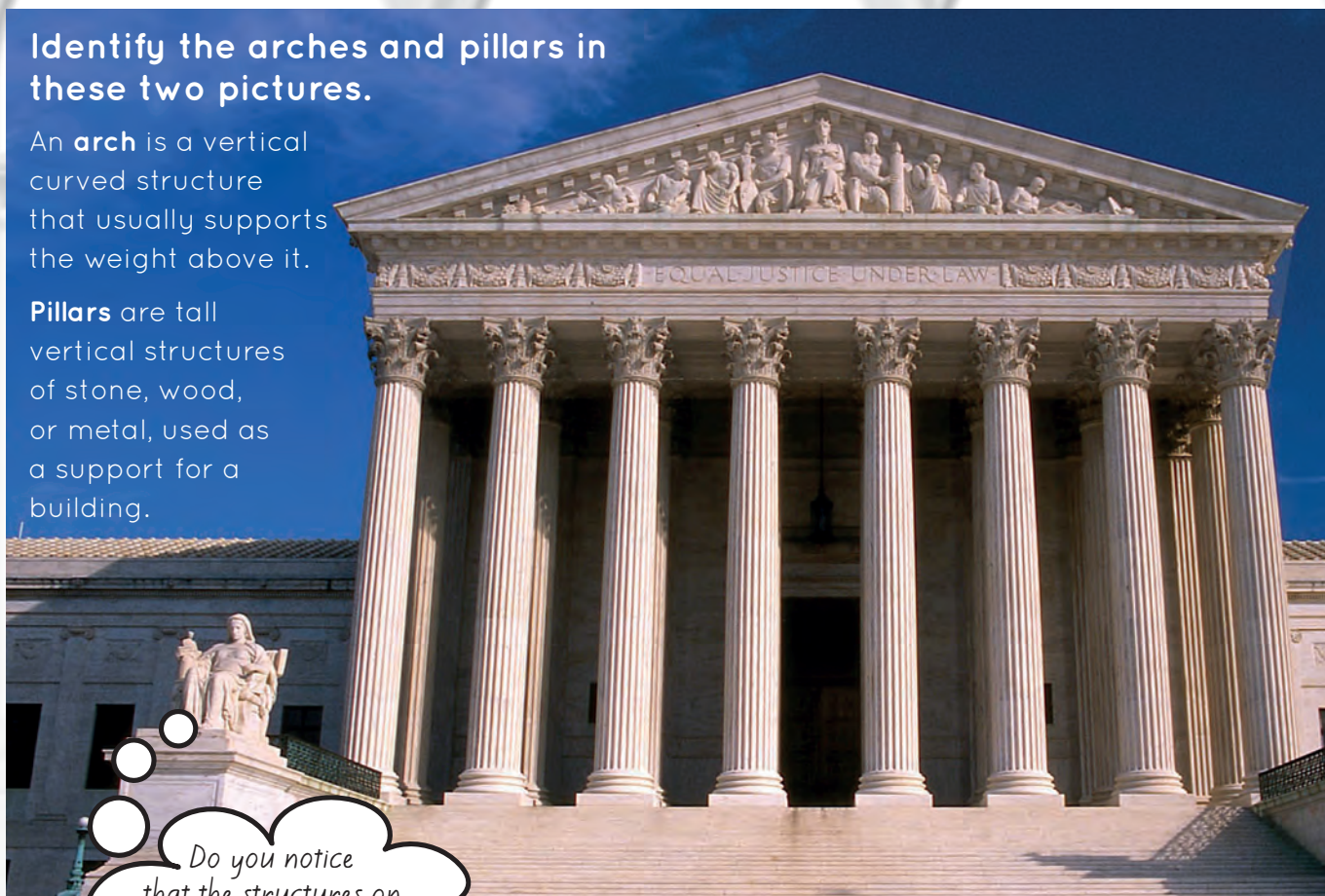


# Pillars and arches

Identify the arches and pillars in these two pictures.

An **arch** is a vertical curved structure that usually supports the weight above it.

**Pillars** are tall vertical structures of stone, wood, or metal, used as a support for a building.



Do you notice that the structures on this page are symmetrically balanced?





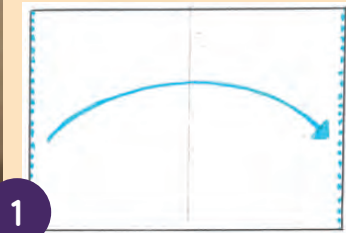


## Activity!

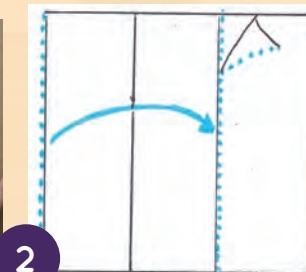
### Create a building facade

Create a symmetrically balanced picture of a grand arch and the pillars surrounding it using the following steps:

**Step 1:** Place your page in landscape orientation in front of you. Fold your A4 page in half along the long side.



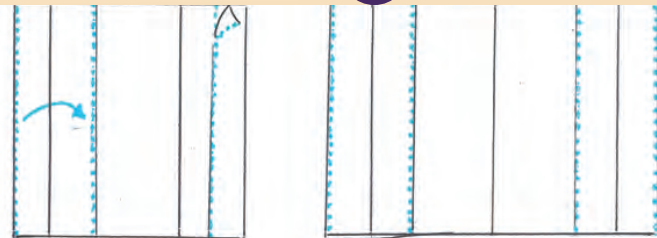
**Step 2:** Fold both sides towards the halfway line.



**Step 3:** Fold both end sides towards the 1st quarter lines.



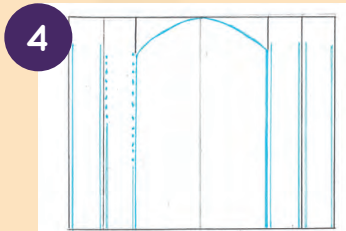
3



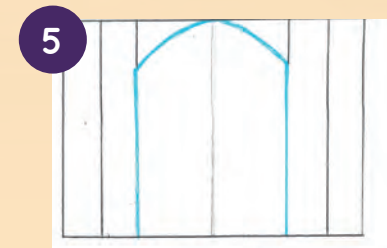
## Materials needed...

- A4 white paper X 2
- Pencil, sharpener, eraser
- Magazines/newspapers
- Glue
- Black permanent marker (optional)

**Step 4:** With your page open, draw a perfectly symmetrical arch using the straight quarter lines as your base. Try to curve them in at the exact same arch. End your archway at the middle top of your page.



**Step 5:** Now draw your pillars. Each pillar will be the width of the folded section. Leave a 5 mm space between the pillars to show the shape. You do this by drawing your first one next to the arch, and then measuring 5 mm from the edge of the folded line. Do this a few times so that you have little dots to connect with your ruler.



**Step 6:** At the top and bottom of your pillars, create a decorative **capital** (top of the pillar) using the ancient Greek pillar types as examples.



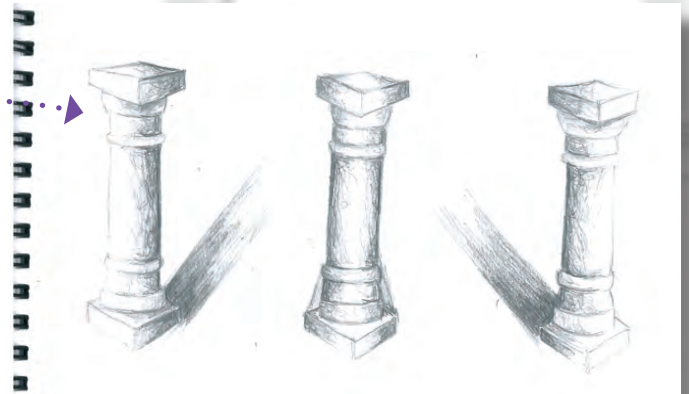
Three types of Greek pillars



## Looking at light

Some buildings look more dramatic because of the shadows they cast.

Notice where light comes from. Use your hand to show the direction you think the light is shining in from. Think about this when you are doing the next steps.



**Step 7:** Tear out similar colours from magazines. Choose any colour you like, but make sure you have equal dark, medium and light tones of this same colour. As you know, this colour range is called monochromatic.

7



**Step 8:** Tear or cut little pieces out of these pages and paste it in the pillars with the light tone in the middle, the dark tones on the edges, and the medium tones between the dark and light tones. Remember to leave the space inside the arch empty.

8

- What does layering the paper remind you of in terms of building techniques?
- Where do you think the light comes from now in your example?





9

**Step 9:** Choose a very dark tone from your magazine, preferably in the opposite temperature family as your pillars and tear it into small pieces. Stick these bits in the empty spaces above your arch and between the pillars.

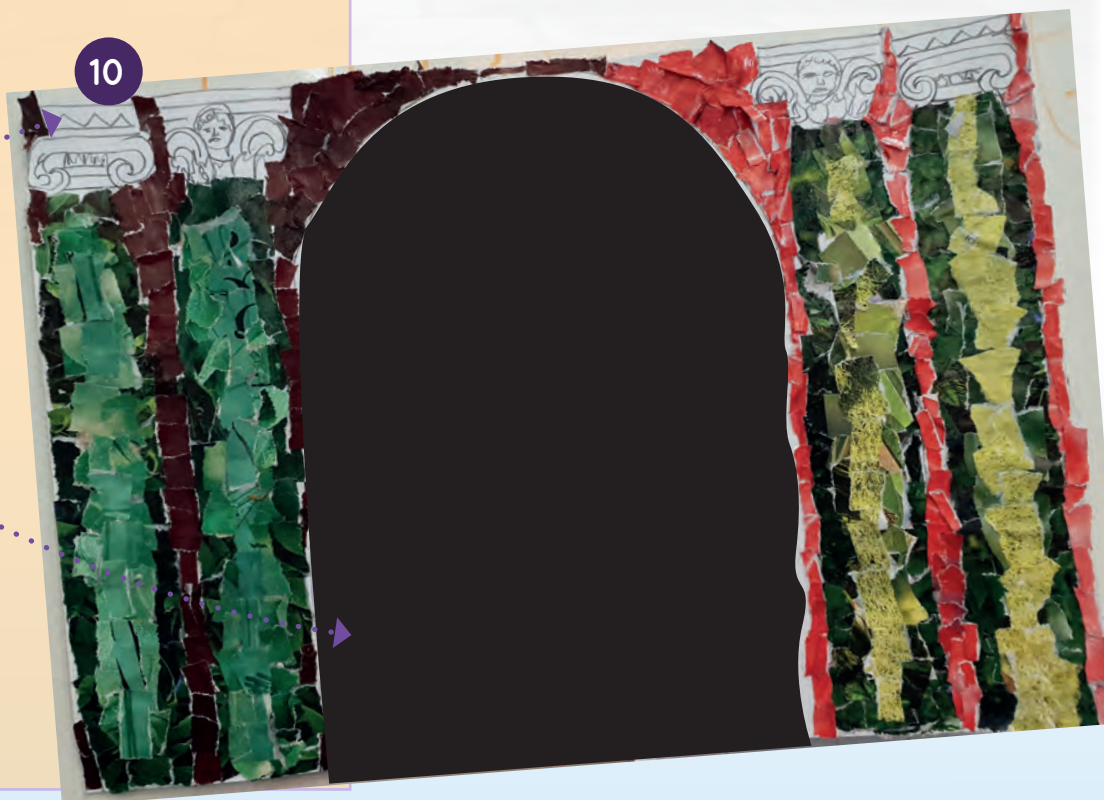


**WARM** colours are colours that have red and yellow in them.

10

**Step 10:** Use your permanent marker or black pen, redraw the details on your capitals and outline your pillars.

Now colour your archway black – leave no white spaces!







# Yoruba traditional doors

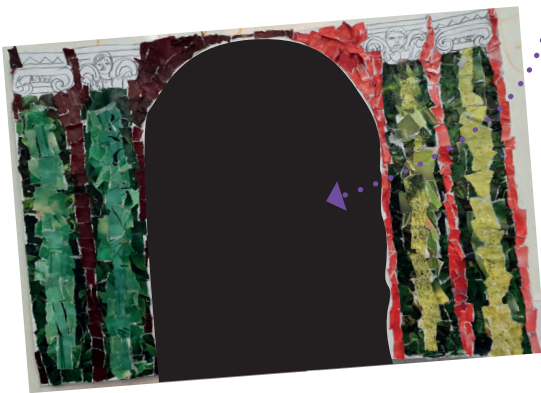
The Yoruba people from north-central Nigeria in Africa are known for their intricate carvings of wooden doors. Look at the examples of these door designs.



## Activity!

### Design your own door

- What interesting details can you see in the features of the people on the doors?
- What types of shapes are repeated?
- What type of balance can you see in each image?
- Use the Yoruba doors as a reference for creating your own Yoruba door.
- Make your door arched so that it fits perfectly in the space that you left in your pillar picture.







**Step 1:** Fold your white A4 page as you did in the pillars project. Redraw your arch exactly.

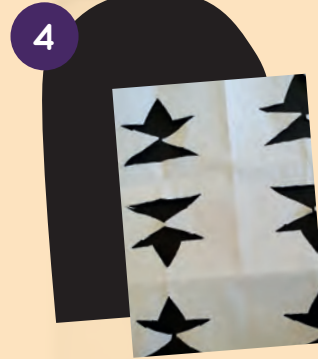
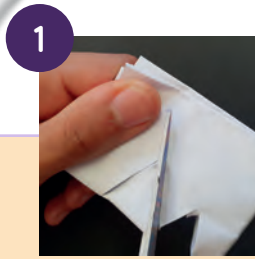
**Step 2:** Using the Yoruba door pictures as inspiration, cut out the door, fold it in half, fold it in half again and one more time until it is very small.

**Step 3:** Now cut out small little triangles or squares on the sides. Remember to leave the pieces between your shapes uncut, otherwise the whole arch will fall apart. Repeat this process, unfolding the paper and cutting it until it is fully open.

**Step 4:** Paste this into the archway space between the pillars, so that the black background shows through the small shapes you have cut out.

**Step 5:** Use your pencil to draw your own Yoruba door design around your cut-out pattern. Look at the traditional doors for inspiration.

**Step 6:** Add tone to your drawings to make them look 3-dimensional. Remember the different tones we have used this year.







# Design your own window

Use the information about the Zeitz Museum as inspiration and make a 3D window.

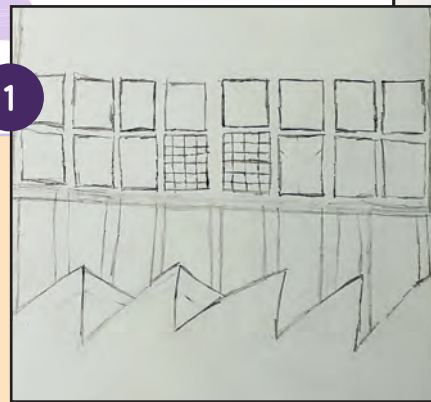
## Materials needed...

- A selection of grey, white, black and brown paper (monochromatic assortment)
- 3 pieces of A5 card
- Glue
- Scissors or craft knife



## Activity!

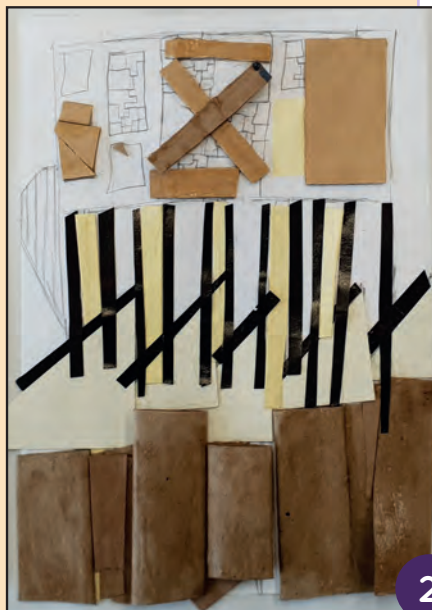
**Step 1:** Draw the outlines of an enlarged section of the building onto one piece of the A5 card. Make sure that the whole card is filled with your sketch.



**Step 2:** Once your drawing is complete, you are going to build up the **relief** of this building using monochromatic coloured paper.

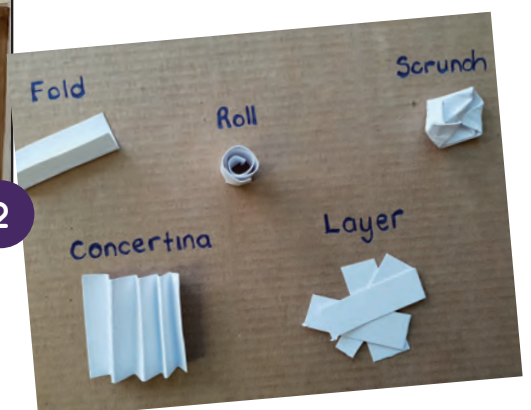
**Fold, roll, concertina, scrunch, layer and score your paper to make the pieces of paper to build up your relief.**

Build up the shapes of the building on your card using the folded, rolled, scrunched and layered pieces of card. Stick the paper onto the card using glue.



## Words

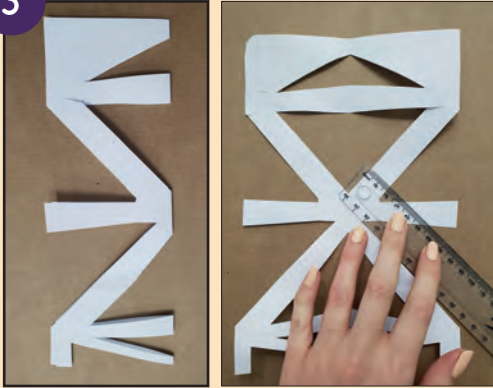
**Relief:** A method of moulding, carving, or stamping in which the design stands out from the surface, to a greater (high relief) or lesser (low relief) extent.







3

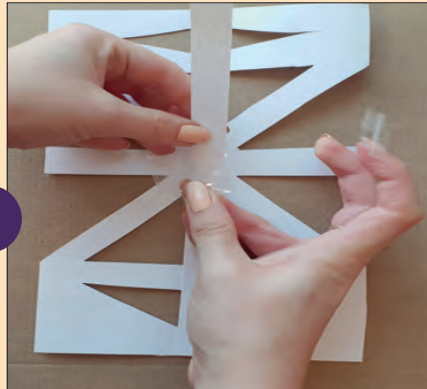
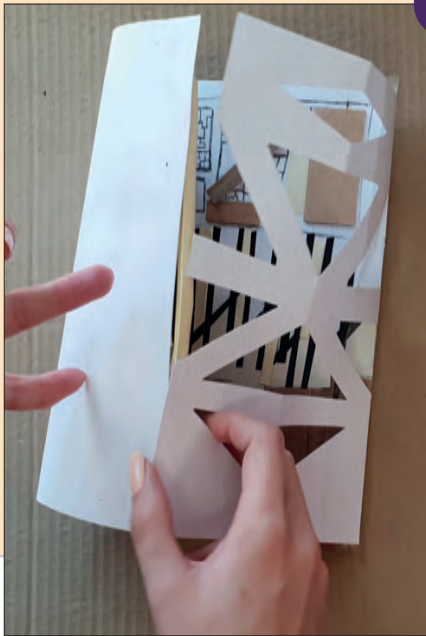


**Step 3:** Draw the outlines of the window structure on the last A5 card. Use your craft knife very carefully to cut out the window panes. Leave a big enough connecting piece so that your structure does not fall apart.



**Step 4:** Fold the card in half, and redraw the windows. Cut along your lines and attach a strip of card to the middle to stabilise your structure.

4



**Step 5:** Take each of the three A5 pieces and connect them together using tape along the long sides. The facade and interior of the building should be looked at through the cut-out window structure.

5



Your artwork could look something like the example shown here. Notice how the pieces of card are overlaid on top of each other to give the feeling of looking through a window.





# Amazing architecture

Use your 3D window as part of a building structure made from card and paper. Model an environment that shows types of balance and unity.

## Materials needed...

- Different types of paper (white, black, brown)
- Assortment of cardboard
- Cardboard for the base of the structure.
- Newspapers (optional)
- Stapler
- Tape



## Step 1: Create a 3D space

**Use paper and cardboard to create a 3D space.** There are many different techniques to do this. Look at the examples on this page to give you inspiration.

### Create as many variations of these shapes:

- tall • short • squashed • pulled • tilted • big • small

Use tape and staplers to stick your forms together.

1



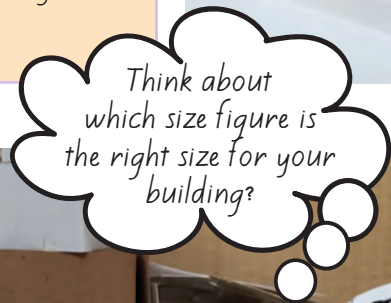




2

### Step 2: Play with your shapes to create a structure

Your structure needs to have balance, look unified and be creative. Think of what type of balance you want to use. Do you want it to be symmetrical, asymmetrical, or radial? Look at the spaces in between the forms and make sure you like it from all angles. Move your shapes around until you are happy with your final design. Staple and tape it together to strengthen your structure.



3



### Step 3: Decide on proportion

When your structure is solid with staples and tape, think about how big your human is that will use this building.

Imagine where your entrance is going to be, what the size of your room is, and how people will move and exist in and outside of the space you have created.

### Step 4: Leave a tab at the bottom of your figure

so that it can be folded back and taped onto your base board. You can also make paper plants and furniture to decorate your building.

4



### Words

**Proportion:** The size of something in relation to something else. It is determined by the size of your shapes and the way they have been placed together.





# Swimming strokes

Swim crawl or freestyle and breaststroke. Learn the basics of the backstroke and butterfly stroke.

## Warm up in the pool



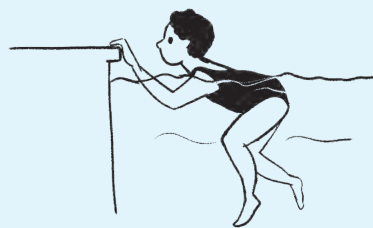
Get in the pool and hop up and down and swing your arms. Hold onto the side of the pool and kick your legs.



## Gliding

Hold onto the edge of the pool. Take a breath and lower your face to blow bubbles. Step backwards and extend your arms so that you float face down. Turn your face to the side to take a breath. Draw your knees to your chest with your head out last.

Take a breath.



Lower the face and blow bubbles. Walk backwards and extend the arms.



Float face down.



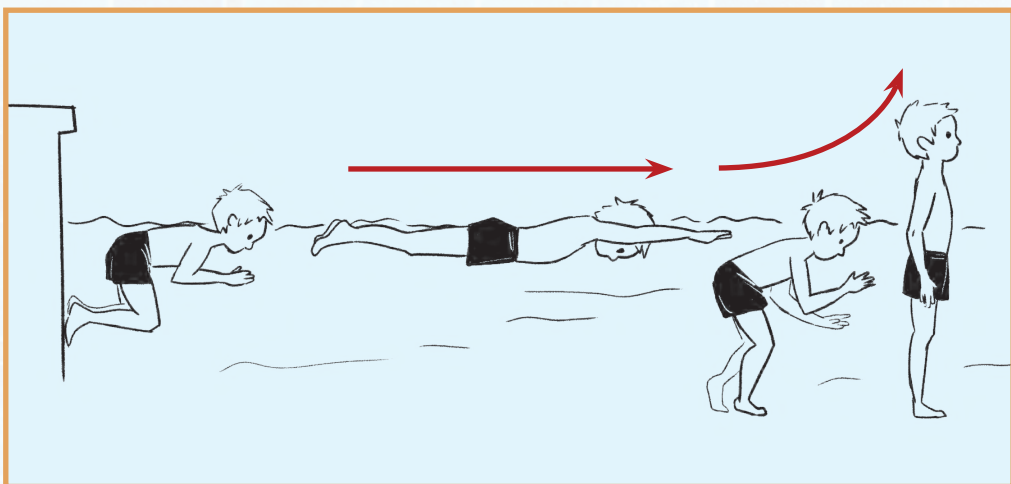
Draw the knees to the chest with the head out last.

## Pushing and gliding

Start with your feet on the pool floor with your knees bent. Hold onto the wall with one hand if you like. Put your feet flat against the wall.

Breathe in and put your face in the water. Stretch both arms out in front of you and make a triangle with your hands. At the same time push off against the wall with your feet and straighten your legs.

Push down on the water with your hands and lift your head. At the same time bring your legs down, put your feet flat on the floor and stand up.

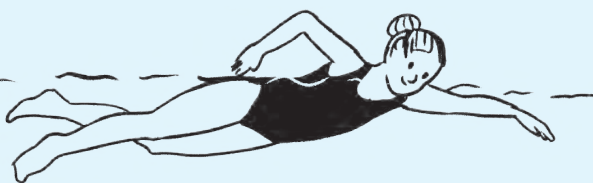




## Crawl or freestyle

**Keep your elbow slightly bent** as you enter your hand into the water in front of you.

**Kick with a steady, small motions.** Legs should be close together and ankles should be relaxed.



**Keep your spine and head as still as possible** and only move your head when you rotate to breath.

**Look forward and down** with the water level between your eyebrows and hairline.

**Reach your hand forward first** before pulling back.

## Breaststroke

Arms extended forward, hands are pulled to the side.

Hands retain sculling action as they start coming forward near the end of pull.



Hands are thrust forward.



Legs are drawn up for frog kick.

Frog kick, feet thrust backward and legs squeezed together.

## Butterfly

Palms facing outward.

Hands press down and outward.



Arms are swung forward in a sweeping action.

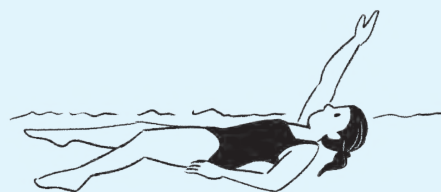
Fishtail or dolphin kick.



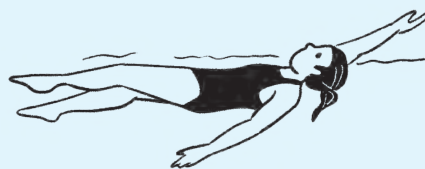
Downward thrust of kick is made by straightening knees and whipping feet downward.

## Backstroke

Arms come out of the water and reach backward one at a time.



Legs move from hips in a flutter kick.



Hand in water pulls body through the water.





# Water safety

## Safety first

When you're around water, it's important to always put safety first.

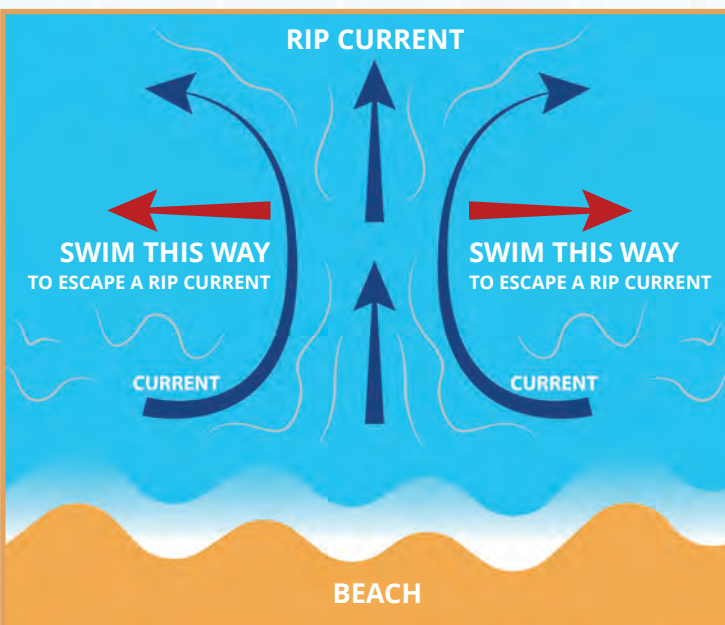
### Never swim alone!

Always make sure there is an adult or lifeguard nearby.

Follow these rules to help keep you and others stay safe while having fun around water:

- Stay in the shallow areas if you're not a strong swimmer, and wear a life jacket if needed.
- Don't run near pools or on wet surfaces to avoid slipping.
- At the beach only swim at beaches where lifeguards are on duty.
- If you see someone in trouble, call for help instead of jumping in.

Discuss water safety and learn rescue techniques.



## Watch out for rip currents

A rip current is a strong, fast flow of water that pulls you away from the beach. To stay safe:

- Don't swim in areas with warning signs or flags about rip currents.
- If caught in one, stay calm and don't try to swim straight back to shore.
- Swim parallel to the beach until you're out of the current, then head back to shore.
- Always swim where there are lifeguards.



## When someone is in trouble

To help someone in trouble in the water do the following:

- **Throw, don't go:** Never just jump in because a drowning person can pull their rescuer under with them. Throw them a lifesaving device like a rope, towel, or even pool noodle.
- **Get help:** Call an adult if there is someone in trouble in the water. Alert lifeguards; they are trained to assist.
- **Help from behind:** When people are drowning, they might grab onto the person trying to save them and pull them underwater. It's safer for both the rescuer and the person drowning if the rescuer approaches from behind.
- **On the beach, swim between the lifeguard flags:** Lifeguards watch swimmers between the flags. Wave an arm if you need help.

## Learn first aid

Arrange for a class demonstration to show how to do chest compressions or **CPR** (cardiopulmonary resuscitation).







# Gymnastic sequences

A

Movements that focus on posture with changes in shape, speed and direction.

## Rhythmic movements sequence

Do these rhythmic movements from one side of an area and back. Vary your speed and change direction.

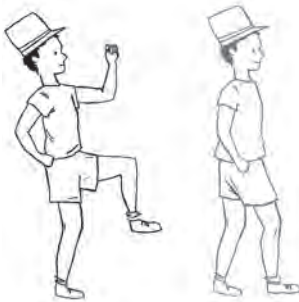
### 1. Butt kicks

Run butt kicks on the spot with your hands on your hips.



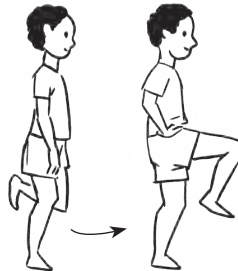
### 2. Marching

March with your knees up high and swing your arms.



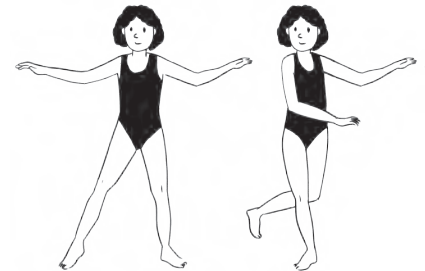
### 3. Skips

Skip with arm circle movements first going forwards and then backwards.



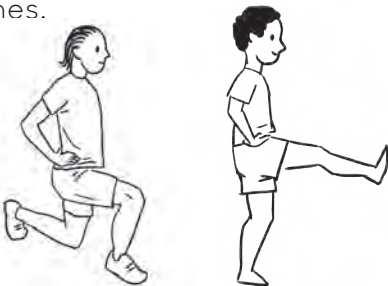
### 4. Half and full OC step

Do the half and full open-close (OC) step in different combinations.



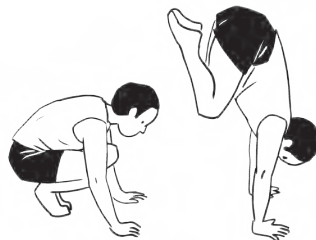
### 5. Lunges and leg swings

Do lunges and leg swings ten times.

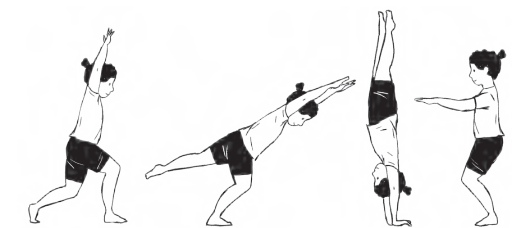


### 6. Bunny hops

Do ten bunny hops.



### 7. Half handstand



Kick into half handstand with hands up above your head with the support of a partner.



## Body conditioning sequence

Do these moves to the rhythm of a beat.  
Follow the counts.

### 1. Straddle stand

Jump into straddle stand with tabletop action.



### 2. Dish hold bicycle

Roll back into dish hold on the floor. Then do bicycle movements with your legs.



### 3. Long sit into crouch

Do long sit into crouch.



## Gymnastic sequence – Part 1

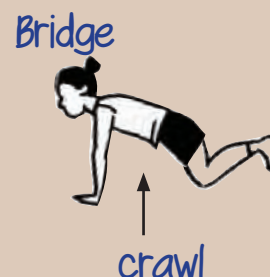
Practise this gymnastics sequence:

- Walk for seven counts and on the eighth count jump with feet together.
- Crouch and go into a forward roll, jump up and softly land on both feet.
- Face your partner and kick into half handstand. Your partner supports you by catching your legs.
- Step backwards into a lunge and end off with feet together.
- Switch roles and repeat the same activity.



## Rivers and bridges game

In pairs, one plays the role of River and the other Bridge. Move to music. When the music stops, teacher calls out either River or Bridge. If River is called, then all called River perform a dish position and all called Bridge perform a front support over them. If Bridge is called, then all with this name get into rear support position and all with the name River crawl under them.







# Gymnastic sequences

B

Add gymnastic movements to your sequences. Perform these to music.

## Let's stretch



Show a warm up stretch position to your partner who copies it. Then copy the position your partner shows you. Take turns to copy each other's stretches.



## New moves

### Burpees

Start by standing up straight



Bend your knees to squat



Jump to front support position (pushup hold)



Jump up to squat



Jump to starting position standing with arms up

### Lunges

Bend your left knee (hold for two counts)



Stand in straddle stand. Lift your arms and clap twice above your head

Bend your right knee (hold for two counts)

### Squats

Bend your knees and keep your arms and back straight



Jump up with arms above your head



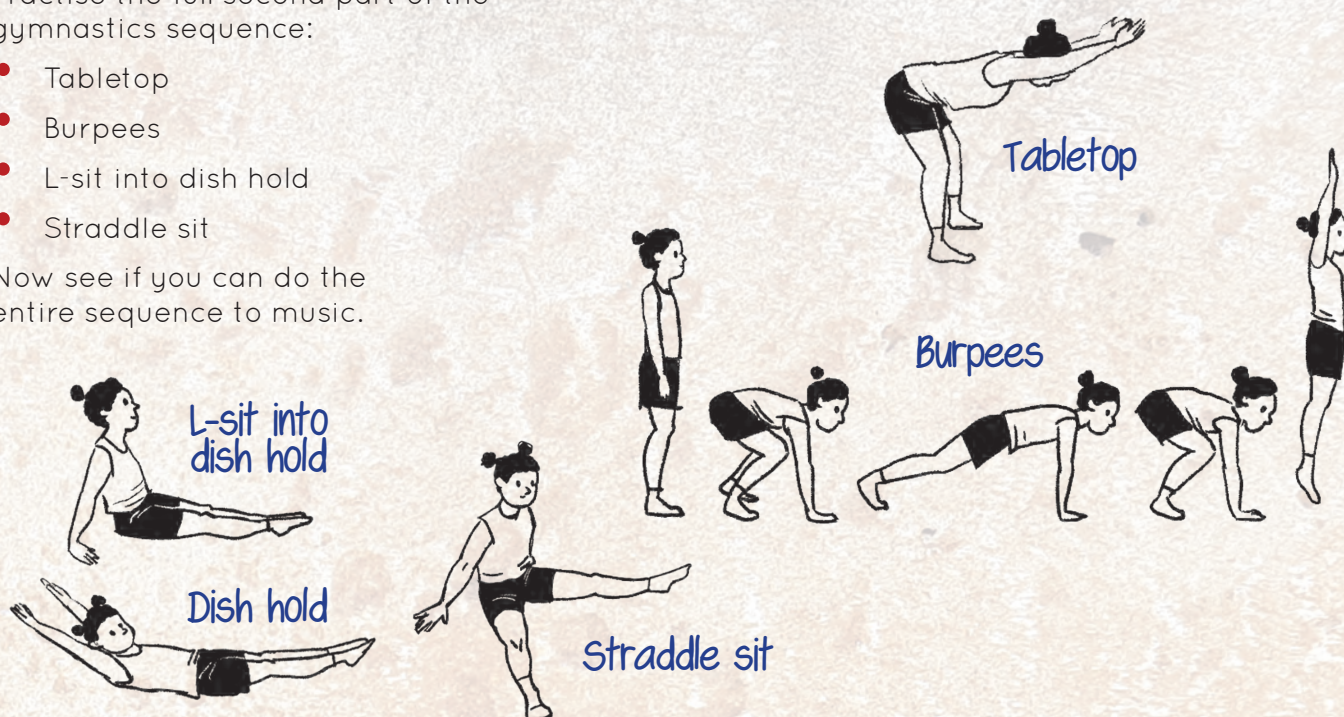


## Gymnastic sequence – Part 2

Practise the full second part of the gymnastics sequence:

- Tabletop
- Burpees
- L-sit into dish hold
- Straddle sit

Now see if you can do the entire sequence to music.



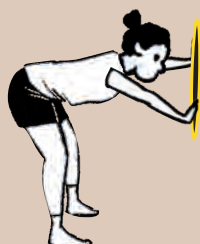
## Stretching sequence

Use a towel to do this cool-down sequence of stretches. Hold each position for ten seconds. Then rest and repeat it two more times.

Straddle stand - towel in hand pull and keep arms straight next to ears.



Towel shoulder width apart and arms straight. Lean to the left and hold. Keep arms straight next to ears. Repeat to the right.



Tabletop with feet apart. Hold towel in line with upper body and shoulders and look at shoulders. (Tilt head up and down.)



Straddle stand and hold towel behind back with hands, shoulder width apart. Lean forward as far as you can and stretch arms as high as possible.



Place towel behind ankles, shortened grip behind knees and try and place your head on your knees. Slowly stretch and pull as far forward as possible, keeping your chest and head close to your knees.



# 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

Say something about Grade 6 Terms 3 and 4 – the good times and the challenges.









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Durban University of Technology: International Centre of Nonviolence	Railway Safety Regulator (RSR)	Valued Citizens Initiative
ENSafrica	Regional Psychosocial Support Initiative (REPSSI)	Violence Prevention Forum
Equal Education Law Centre	Road Accident Fund (RAF)	Woolworths
Eskom	Road Traffic Management Corporation (RTMC)	World Health Organization (WHO)
Facing History and Ourselves	Save the Children South Africa	
Flemish Association for Development Cooperation and Technical Assistance (VVOB)	SCORE	
Foundation for Human Rights (FHR)	Section27	
GALA (Gay and Lesbian Memory in Action)	SGS Consulting	
Gauteng Department of Education	Shanduka Foundation	
Gay and Lesbian Network (GLN)	Shikaya	
Gender Dynamix	Socio-Economic Rights Institute	
GIZ – Deutsche Gesellschaft	Soul City Institute	
Grassroot Soccer	South African Human Rights Commission	
Higher Education and Training HIV/AIDS Programme (heads)	South African Institute for Drug Free Sports	
Human Sciences Research Council (HSRC)	South African Local Government Association (SALGA)	
I.B.I ART	South African Medical Research Council	
Inclusive Education South Africa	South African National Roads Agency Ltd (SANRAL)	
Institute for Security Studies	South African Sugar Association	
Intel South Africa Corporation	South African Universities Physical Education Association (SAUPEA)	
Iranti-org	Special Olympics South Africa	
Kara Heritage Institute	Sport for Social Change Network (SSCN)	
Kenya Institute of Education	Sports Science Institute of South Africa (SSISA)	
King David High School	Street Law	
	Swiss Agency for Development and Cooperation	
	The Global Hope: The Chicago School of Professional Psychology	



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## 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 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.

